

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 4**
- B. Personnel Report for February 2025**
- C. Enrollment Report for February 2025 17**
- D. AEA-ASD MOA Assistant AHS Golf Coach 19**

5. School Presentation: Ashland High School 20

Presenter: AHS Principal Ben Bell & AHS Assistant Principal Francisco Lopez-Atanes

6. Recurring Reports

- A. AHS Student Report**

Presenter: AHS Co-Presidents Owen Taylor and Ella Robinson

- B. OSEA Report**

Presenter: OSEA Board Member James Johnson

C. AEA Report

Presenter: AEA Board Representative Alan Parowski

7. Board Reports

Presenter: Board Chair Rebecca Dyson

8. 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

9. Student Representative Report

10. Superintendent Report

Presenter: Superintendent Joseph Hattrick

A. Update on Snow Make-Up and Furlough Days

B. ACTION ITEM: Approve Resolution recognizing March 3-7, 2025, as Classified Employee Appreciation Week.

11. Bond Report

Presenter: Executive Director of Operations Steve Mitzel & HMK Project Manager

Josh Whitaker

A. Monthly Report January 2025

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Presenter: Executive Director of Operations Steve Mitzel & HMK Project Manager

Josh Whitaker

B. ACTION ITEM: Recommendation to Award the Contract for the Direct Digital Controls at Ashland High School

12. Unfinished Business

A. ACTION ITEM: Request to Initiate a Reduction in Force 71

Presenter: Superintendent Joseph Hattrick

13. New Business

A. ACTION ITEM: Budget Committee for 2025-2026 Budget Year 72

Presenter: Board Chair Rebecca Dyson

B. ACTION ITEM: Southern Oregon Educational Service District (SOESD) Local Service Plan 2024-2025 74

Presenter: SOESD Executive Director Scott Beveridge

14. Announcements and Appointments

A. The Board will convene a Work Session on Thursday, February 27, 2025, at 7:00 pm in the District Office Conference Room, 885 Siskiyou Blvd., Ashland.

B. The Board will hold its next Regular Session on Thursday, March 13, 2025, at 7:00 PM in the City Council Chamber, 1175 E. Main Street, Ashland, OR.

15. Adjourn

MINUTES

1. Call to Order and Roll Check

Chair Rebecca Dyson called the meeting to order and a roll check confirmed that Directors Dyson, Franko, Hatch, and Ruby were present. Director Skuratowicz was scheduled to arrive a few minutes late.

2. Land Acknowledgment

Director Hatch read the Land Acknowledgment.

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

Director Ruby moved and Director Franko seconded the adoption of the December 19 agenda as proposed. The motion passed by a unanimous vote of the four members present

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

Director Hatch moved and Director Ruby seconded the approval of the Consent Agenda for December 19. The motion carried by unanimous vote of the four members present

4.A. Approval of Minutes for the November 14, 2024, regular session and special sessions October 24, 2024, November 21, 2024, and December 3, 2024.

5. New Business

5.A. Collaborative Presentation by the Ashland School Board and the Sunstone Housing Collaborative

Director Dan Ruby began by reviewing a series of demographic studies and forecasts that the school district commissioned over several decades. These consistently and repeatedly forecast a gradual, steady decrease in school enrollment as fewer families with children moved into Ashland. A respite period occurred during a period when the state legislature granted open enrollment, allowing Oregon families to choose other school districts without seeking approval from their home district. Ashland benefitted from that but its end has diminished enrollment beginning with Kindergarten and moving through the grades. The innovation committee also looked at barriers to enrollment and affordable housing became a more significant factor through the years.

Director Jill Franko reviewed the timeline and development by the Board of Innovation Committees. The Board sought to explore creative, innovative ideas on several topics in a slower, more thoughtful fashion than regular meetings allowed. They also sought to bring other people and new thinking to their examinations. Consequently, they created three committees to look at innovation in enrollment, high school offerings and scheduling, and district-wide calendars and schedules. Director Franko chaired the committee focusing on

building enrollment. That committee assembled a group of about a dozen people from different fields and initially identified the topics of marketing, online course offerings, and affordable family housing as issues to explore more deeply.

With regard to housing, volunteer Krista Palmer offered to do research into what options other school districts inside and outside Oregon had explored or attempted. She accumulated a considerable amount of data, examples, organizations, and districts and connected with many of them. An idea began to grow about possibly creating housing in Ashland using approaches and strategies learned from others. Because the district did not want to become either a developer nor a property manager, the idea of forming an independent nonprofit organization to pursue ideas and resources was approved.

Ms. Palmer was hired to devote her attention full-time to the development of that organization, and work on securing financial resources for a start-up. Private and public grants were secured and a Master Service Agreement was developed between the new group, Sunstone Housing Collaborative, and the Ashland School District to define tasks and responsibilities. Sunstone quickly garnered support from the City of Ashland, Jackson County, and the State of Oregon for the idea of creating a housing development designed with families in mind.

To this end, Sunstone developed a Request for Proposals from potential contractors and developers. They issued an RFP, received and reviewed proposals, and eventually arrived at a recommendation to bring to the Board. Eva – clear about decision? Becka – vote to accept the recommendation

The proposal they have developed and wish to recommend involves four partners:

- Edlen and Company, a real estate development company
- Outlier Construction Company, a local construction company
- arkitek:design&architecture, a local architecture firm
- Greater Ashland Community Land Trust, a local nonprofit organization

Some of the highlights of these organizations are:

- Edlen has deep experience engaging with local communities to keep people informed through design and development stages. Russell – when would the decision about sale of property happen?
- Outlier has worked with the district on several bond projects. They partnered with the Talent Maker City project to introduce local young people to construction trades. They partnered with the Builders Association and Rogue Workforce Partnerships to create internships and job shadowing opportunities for students.
- Chris Brown at arkitek has helped build an Internship Development Program across southern Oregon, through which students develop architectural portfolios. He has helped fifteen students enter higher education programs in architecture.

The RFP stipulated that successful partners would have explicit commitments to internship and apprenticeship programs to benefit Ashland high school students. The proposed project is now entering a pre-development phase during which many ideas will be explored and evaluated.

6. Public Comment

At this point, Chair Dyson opened the topic to public comment. The majority of the speakers addressed the use of the parcel across from the high school known as Lincoln Field.

Ross Jacques, an Ashland parent, said that the district's priority should be educating children, not developing real estate.

Dave Hering, an Ashland parent, also spoke to education as the appropriate priority for the school board.

Mathew Havniar, a Talent resident, said that recovery housing for those who lost homes in the Alameda fire, should be a priority.

Mila Langer, a student and soccer player, said that the field should be preserved for use by school athletics.

Greg Starbird, an Ashland parent, said the field has been poorly maintained and should be used for athletics.

Jessica Dohrman, an AHS freshman who plays varsity soccer, said the sport is an effective recruiting tool for new students and the district should support athletic excellence.

Anya Saturen, an Ashland student, said the field should be preserved for athletics.

Reese Donovan with the Ashland Soccer Club said the field should be preserved for athletics.

Luna Gutierrez Langer, an Ashland student, said the field should be preserved for athletics.

Mat Norris, an Ashland resident, said Ashland should change its urban growth boundary and development should occur on the Willow Wind property.

Dan Elster, an Ashland parent, said the field should be maintained for athletics.

Kya Lutz, an Ashland student, said the field should be maintained for athletics.

Susie Lutz, an Ashland parent, said the field should be maintained for athletics and questions whether this was the best approach to increasing enrollment.

Justin Donovan, a resident of Ashland, said the field should be maintained for athletics.

Marie Caballero Uhtoff, an Ashland coach, said the field should be maintained for athletics.

Ann Gaffney, an Ashland resident, opposed the development and suggested we might find more creative ways to address enrollment.

7. ACTION ITEM: Approval of Development Partners

Director Ruby said that he would abstain from voting on this motion. However, he believes this is the right thing to do for kids who are in grades K-8, and that it will position the school district for growth in 2043. He worked hard for many hours over the months on the development of Sunstone and this proposal.

Student Representative Owen Taylor commended students who stood up for what they believe in, and for doing it in a respectful way. He appreciated the talent of our students athletically and academically.

Student Representative Azaleah Davis-Powell said she has heard from many students that the project is important but they would appreciate an alternative location. There is support for affordable housing in Ashland but some don't want it next door.

Director Skuratowicz appreciated the passionate support of the public comment speakers on behalf of this space, and noted there are other voices that the board must also listen to. Housing has been an issue since she joined the Board in 2007-2008. Right now, the school district is looking at a death spiral with enrollment and the school board is responsible for maintaining a viable district. She is also a soccer mom and understands the feedback from that community.

Director Hatch said that the passion of speakers is palpable. He said that in some ways he thinks the issue has been misconstrued and misrepresented. He has tried to set aside his personal interest. The Board is embarking on a process to examine an opportunity, and there is still time to have a thoughtful engagement and investigation of the subject. They want to be solution focused and he hopes we can turn down the heat.

Director Franko moved the approval of the recommendation to move forward with Edlen & Company, Outlier Construction Company, arkitek:design&architecture, and the Greater Ashland Community Land Trust as the development partners for the Ashland Attainable Housing Project located at East Main and Mountain in Ashland, Oregon. Director Hatch seconded the motion. The directors voted:

Director Dyson – Yes
Director Franko – Yes
Director Hatch – Yes
Director Ruby – Abstain
Director Skuratowicz – Yes

The motion carried by a vote of 4-0 with one abstention.

8. Adjourn

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

Submitted by:

Jackie Schad, Board Secretary

Dated for Board Approval: February 13, 2025

Board Chair Rebecca Dyson

Superintendent Joseph Hattrick

MINUTES

1. Call to Order and Roll Check

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

2. Land Acknowledgment

Student Representative Azaleah Davis-Powell read the Land Acknowledgment.

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

Vice Chair Jill Franko moved and Director Russell Hatch seconded the adoption of the January 9 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 Eva Skuratowicz moved and Director Russell Hatch seconded approval of the Consent Agenda as presented. The motion carried by unanimous vote of the members present.

4.A. Approval of Minutes of December 12, 2024, regular session

4.B. Personnel Report for January 2025

4.C. Enrollment Report for January 2025

5. Recurring Reports

5.A. AHS Student Report

AHS student representative Owen Taylor reported that before winter break, AHS held its Winter Fine Arts Festival, followed by a basketball game the same evening. AHS sent students off to enjoy winter break with their “Winter Rally”. One prize winner received a basket “full of bounty” to share with their family and students in attendance had a great time. Finals week begins January 21 and runs through January 24. Leadership is working with the Black Student Union to highlight the life and history of Dr. Martin Luther King Jr., in whose name the holiday is held. AHS student representative Azaleah Davis-Powell reported on very successful food and clothing drives that students sponsored, along with a drive to collect food and items for animals. They had a great response and the drives were very successful. Mr. Taylor reported that during the upcoming weekend, AHS athletes would compete in Girls and Boys basketball, and Nordic skiing competitions, along with wrestling and swim meets. Director Skuratowicz asked where the teams currently swim and Ms. Davis-Powell responded that teams still use the Daniel Meyer Pool in Ashland.

5.B. OSEA Report

OSEA member James Johnson said that Helman certified staff are reporting that their classified staff are “hitting it out of the park” – and cited custodians, bus drivers, food servers, student advocates, etc. AHS is sorting through its used equipment and passing some along to

AMS for middle school students. The Brain Bowl at AMS, which Mr. Johnson coaches, has two teams in Division A. At the high school, the Truth to Power Club collaborates with the student National Art Society and the Black Student Union to replace the Say Their Names display, which was vandalized again. Director Dan Ruby asked whether donations of money or materials would be welcome and Mr. Johnson said they definitely would be.

5.C. AEA Report

AEA President Tia McLean began by expressing appreciation to the Board members who serve as unpaid volunteers, in recognition of School Board Appreciation Month. She expressed gratitude to Director Skuratowicz for being a tenacious advocate for kids and bringing her research prowess to addressing inequities; to Director Ruby for his dedicated and valuable investments of time and curiosity towards promoting investments in funding for public education; to Chair Dyson for her dedication, her diplomatic and efficient efforts to serve as a transparent chair person, and for uplifting the arts. Ms. McLean complimented Vice Chair Franko for her visionary work to close gaps in education, protect equal access for students, and commitment to positive change with Sunstone; and to Director Hatch for his super powers of being an involved dad, a kind martial arts teacher, and calmly meeting challenges with a holistic and approachable style.

She gave highlights from the sites. AMS is beginning its second trimester and Ms. McLean cited Mary Ann Wallace for her service as an EA at AMS and previously at Helman. Helman educators designated *responsibility* as the theme of the month. OBOB teams are working hard and Helman thanks its PTA members for strong support. There are ongoing concerns about lower numbers of educational assistants.

The TRAILS PTC raised money for a new seating area in the front courtyard and students are enjoying it. A Bingo night fund raiser is coming up. There is a desire for consistent math intervention supports for students who need extra help. Walker is ready to learn. Teachers raised a concern about possible shortages of copy paper. The annual march in honor of Dr. Martin Luther King Jr. will take place on Friday when students march to SOU for a program. Willow Wind is holding two weeks of January workshops for all students in the afternoons after winter break. Many skills and projects are offered for learning and creative opportunities.

6. **Board Reports**

Director Skuratowicz reported that she attended the regional OSBA session with southern Oregon legislators. Districts from all over the region attended with elected leaders listening to successes and challenges among public schools. Director Ruby reported on efforts of the Lesbian, Gay, Bisexual, Transgender, and Two Spirit (LGBT2) Committee of OSBA (Oregon School Board Association) The recent membership vote on adding a Pride Caucus to the OSBA Board failed. However, OSBA remains committed to equity on behalf of staff and students, and its Board will be discussing what more it might do.

Vice Chair Franko said that the Board held a goal setting retreat in December that she found excellent, she met with our AHS student reps, and she attended the OSBA legislative meeting, which was a good one. School board members are all trying to advocate for their districts, and looking for solution ideas from other school districts. Both Willow Wind and TRAILS winter fairs were a big success.

Director Hatch talked to with Oregon Representative Emily McIntire to learn what legislators need to hear from us to make a difference. A new legislative session is starting soon and there is a system where the public can check on education bills that are coming up, can submit written and oral testimony about its impacts, voice their concerns, and so on. It is important for legislators to hear from the public and this offers options to communicate. It is called OLIS (Oregon Legislative Information System) and can be reached at <https://olis.oregonlegislature.gov/liz/2025R1>

Chair Dyson reported that she attended the AHS winter arts festival which always offers a wonderful array of student artistic endeavors in all fields.

6.A. Budget Committee for 2025-2026 Budget Year

Chair Dyson announced that there is a vacancy on the district budget committee and encouraged interested community members to apply.

6.B. ACTION ITEM: Board Goals

There was a brief presentation on the annual goals developed by the board members, designed to align with the district strategic plan and the superintendent's goals.

6.C. 2025 School Board Elections

Elections for Oregon school boards will be held in May 2025 and the district offers resources for prospective candidates interested in running.

7. 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.*)

Steven Essig, a resident of Ashland, spoke on a resolution by the American Historical Association to condemn the destruction of the education systems in Gaza, including destruction of schools, libraries, archives, and historical sites.

George Dohrman, a resident of Ashland, spoke on the potential loss of Lincoln Field and the impact to student athletics programs.

Kai Victor, a high school soccer coach, spoke on the potential loss of Lincoln Field and the impact to student athletics programs.

Marie Caballero Uhtoff, the head coach of the girls varsity soccer team, spoke on the potential loss of Lincoln Field and the impact to student athletics programs.

8. Student Representative Report

Representative Azaleah Davis-Powell said that she appreciated learning about school finances and the budget challenges in her role. She wrote an article to share more of that information with other students that was published in the recent Rogue News. She reported that students are back "in the swim" after winter break.

Representative Owen Taylor expressed thanks to the school board members for their service and for including students. He and Ms. Davis-Powell sat in on a leadership planning meet with Dr. Hattrick. He also reported that since Officer Mike Bates has been the AHS School Resource Officer (SRO) he is hearing from other Ashland PD officers that students are waving at them in friendly ways. He is glad that Dr. Hattrick is working to create a superintendent advisory

committee to bring more student voices drawn from a wider group of students to district planning and decision making.

9. Superintendent Report

9.A. ACTION ITEM: School Board Appreciation Month

Dr. Hattrick reported that in December the Ashland Rotary Club recognized Amara Lowe as its Student of the Month. Amara was described as an 11th grade student who embodies qualities many qualities of excellence. Teachers spoke of her brilliance as a dedicated, diligent student. Evidence of her heart for others is found in her generous, sympathetic interactions with her peers. She is a leader in extra-curricular activities as a leader of the Black Student Union, and a volunteer with the Native American Student Union. She has a balance of great competence and humility.

Dr. Hattrick has recently spent time with Oregon Senator Jeff Golden, Representatives Emily McIntire and Pam Marsh to become more acquainted with legislation impacting public education. He will be doing a legislative advocacy training and is speaking at the annual Ashland celebration of Martin Luther King Day on January 20. He will attend the employee ice skating event sponsored by the District Health Policy Committee on January 15. Ashland Schools Foundation Executive Director Erica Thomson recently picked up the boxes of thank you cards from staff and students for the anonymous donor who contributed \$890,000 to the District in support of student instruction.

The District and AEA finished bargaining earlier in the day. He will probably request a short special session next week to recommend that the Board ratify the final agreement, once it is approved by the AEA membership. He announced that staff and student furlough days will occur on March 5-6-7 and April 11 and 14, and June 2. These apply to the current school year only. He thanked both employee bargaining units for support and good suggestions during this process of planning necessary budget reductions.

Dr. Hattrick announced the retirement of his executive assistant and board secretary Jackie Schad on February 28 and Director of Business Services Scot Whitman on January 31. Both positions are posted. He sought an interim business manager and successfully recruited Sherry Ely, who was highly recommended by our OASBO consultant Jackie Olsen. She has been working in school finance for 33 years, at the Grants Pass School District for 31 years and then the Northwest Educational Service District. She starts February 1 and will serve as Interim Business Services Manager through the end of July 2025 to help recruit and onboard a new permanent business manager.

Dr. Hattrick then read his proclamation recognizing the Ashland school board members during Oregon's School Board Recognition Month. He encouraged others throughout the community to recognize the many hours of volunteer service board members donate to our students. He thanked Rebecca Dyson, Jill Franko, Russell Hatch, Dan Ruby, Eva Skuratowicz, Owen Taylor, Azaleah Davis-Powell, Toby Pew, and Max Hoerrmann.

10. Bond Report

10.A. Monthly Report December 2024

HMK Program Director Mike Freeman briefly reported on continuing completion work at the high school. Crews had some issues with steel work when they found rust in the perforated

steel walls prior to installation for the Humanities Building. They needed to be cleaned and re-powder coated. Contractors are working through post construction punch lists, looking for any things that need to be remedied. They are verifying mechanical, electrical, and plumbing systems to certify them. Teams are still completing fire alarm systems in some buildings. The electrical gear for the chiller in the gym is scheduled to arrive in May and this will be completed in June. The high school seismic project is continuing in the construction documents phase, for bids to go out in March or April. That work will happen in summer of 2025.

The second phase of the solar project is progressing and they are seeking feedback on two potential sites. Both are good candidates and they would welcome board feedback.

10.B. Comprehensive Overview of Ashland High School Bond Projects

Executive Director of Operations Steve Mitzel began the presentation by reviewing the original bond promise language that was in the bond approval referendum passed in 2018. When construction plans were finally drawn, the COVID period made us press pause on the high school modernization for a time. Mr. Freeman outlined the first phase in summer of 2022, which was exterior construction to achieve ADA compliance with ramps, stairs, parking lot access, and other changes.

In spring and summer of 2023, construction began on the Humanities Building. Planning was organized around the intention to minimize students having to use modularity by careful rotation of classes back and forth to Lincoln in timed phases. The priority was the seismic upgrade beginning with the basement and first floor, including a foundation for a new elevator. Structural supports were done first. This involved significant excavation under the building to remove earth and build a framework of steel rebar and structural columns to bring the building to modern standards. HVAC improvements were also started along with IT infrastructure, adding building automation for major systems like heating, cooling, and lighting. New doors and security measures were installed, along with fire suppression systems. On the science building, all three stair cases were replaced.

In Fall and Winter 2023-24, the Humanities Building continued and the first phase of the Science Building commenced. While seismic work continued, classroom reconfigurations were started in the Science Building. In the spring and summer of 2024, major work continued. Seismic work at Level 3 of Humanities was started and classes began to return in the first and second levels. Mr. Mitzel reviewed the decision process about the decorative tile mosaic installed as outside cladding in the Humanities Building. Technical upgrades were done in Sciences and some auxiliary buildings like the AHS gym. Again, HVAC, electrical and fire suppression systems, plumbing improvements, and exterior and interior security systems were installed. New accessible restrooms were built in both buildings.

Substantial completion of the high school modernization projects is expected to be done in March of 2025. The Science seismic will start in the spring and the installation of chillers and control systems should be done in the summer of 2025. The HVAC systems are still being balanced to achieve ideal temperatures through different seasons and weather conditions.

The construction team has identified two potential sites for installation of the remaining solar project we owe for our commitment to sustainable energy requirements by the state. One is to build solar canopy structures over the Science parking lot at 201 W. Mountain. Cars would

have some shade and the solar panels would have optimum exposure to sunlight. This site has good visibility to the community, would not require significant earth moving, and would be movable if a future bond aims to replace this building. The second site is in the maintenance yard at 212 Walker Ave. This site would require significant trenching, would eliminate a large storage space now used by facilities staff to store materials, and would generate more kilowatt hours. It would be more difficult to construct.

Director Ruby appreciated the careful review of our seismic work, which is a major new contribution to student safety. He is reassured about the work. Mr. Mitzel said that we will continue to seek financial support for seismic retrofits on more buildings.

11. Finance Report

11.A. Finance Report as of January 6, 2025

Director of Business Services Scott Whitman presented the fiscal report on December activities. Revenues are reported for the General Fund #100 only. This report shows a lower property tax collection than projected in last month's report. The property assessments in Ashland did not grow as much as we projected last year and so the collection is lower. Any difference, however, will be offset by an increase in state school funds. The private donation received through Ashland Schools Foundation did increase over our original projections for private fund raising. The beginning fund balance for this year changed after two large audit adjustments to the prior year. They increased the projected negative fund balance from \$1.4 million to more than \$2 million. This resulted from a requirement to replenish a special revenue fund that was overspent. This change did not impact our cash position.

There were some adjustments to expense projections as we move further into the year and get a better sense of our actual spending. The projections do not show the impacts on compensation resulting from bargaining, furlough days, or other planned spending cuts.

11.B. ACTION ITEM: Budget Resolution 2024-2025 and Appropriation Correction January 2025

Mr. Whitman reported an error in the budget appropriation document presented to the Board at its July 2024 meeting. He is requesting a correction to that document and also an appropriation transfer to reflect the change he is asking the Board to approve. The corrected documents will be submitted to ODE and to the Secretary of State.

Director Skuratowicz moved to correct the 2024-2025 Budget Appropriation as presented and further moved to transfer the appropriation of \$677,841 from Contingency to Unappropriated within the Internal Fund. Director Ruby seconded the motion, which carried by unanimous vote of the members present.

11.C. ACTION ITEM: FY 2023-2024 Audit Report and Corrective Action Plan

Director of Business Services Scott Whitman presented the audit report for FY2023-2024 and noted some findings reported concerning the district's exceeding the board approved appropriations in certain categories. Oregon law requires that a Corrective Action Plan to address these be approved by the Board and submitted to the Secretary of State. Director Ruby moved and Director Skuratowicz seconded the approval of the Corrective Action Plan as proposed. The motion carried by unanimous vote of the members present.

12. ACTION ITEM: Transitions in Business Services Department

12.A. The Superintendent recommends that Interim Business Services Manager Sherry Ely be appointed Deputy Clerk for the period February 1, 2025-June 30, 2025.

12.B. The Superintendent recommends that Interim Business Services Manager Sherry Ely be appointed Budget Officer from February 1, 2025-June 30, 2025.

12.C. The Superintendent recommends that Interim Business Services Manager Sherry Ely be designated as a custodian of funds for the period February 1, 2025-June 30, 2025, in conjunction with the Superintendent.

12.D. Loss Coverage: The clerk and deputy clerk are bonded for \$500,000. All employees of the Ashland School District are covered to this level through a comprehensive liability insurance policy.

Dr. Hattrick reported that these authority designations will empower our incoming Interim Business Services Manager Sherry Ely to assume her position on February 1, the first day after Mr. Whitman's retirement from the district. Director Skuratowicz noted that the draft motion in the board agenda contained the wrong numbers for the four items and offered an amended motion that Items 12A through 12D be adopted as presented. Director Hatch seconded the amended motion which carried by unanimous vote of the members present.

13. Unfinished Business

There was none.

14. New Business

There was 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 9:34 pm.

Submitted by:

Jackie Schad, Board Secretary

Dated for Board Approval: February 13, 2025

Board Chair Rebecca Dyson

Superintendent Joseph Hattrick

MINUTES

1. Call to Order / Roll Check

Presenter: Board Chair Rebecca Dyson

Chair Dyson called the meeting to order and a roll check confirmed that four members were present: Chair Dyson, Vice Chair Franko, Director Ruby, and Director Skuratowicz. Director Hatch was unable to attend.

2. Land Acknowledgment

Presenter: Board Chair Rebecca Dyson

The land acknowledgment was referenced but not read.

3. Adoption or Adjustment of Agenda

Presenter: Board Chair Rebecca Dyson

Director Ruby moved to adopt the agenda as presented and Vice Chair Franko seconded. The motion carried by unanimous vote of the members present.

4. ACTION ITEM: Review and Adoption of the 2024-2026 Ashland School District and Ashland Education Association Collective Bargaining Agreement

Presenter: Superintendent Joseph Hattrick

Director Hattrick presented the ASD-AEA Collective Bargaining Agreement (CBA), which has been approved by the AEA members and the Southern Oregon Bargaining Council. He appreciated the collaborative process in which he has participated since August 2024. The team relationships were strengthened as they went through the process. Director Ruby asked if there is any thought of K-12 compensation being negotiated at the state level. Dr. Hattrick said it is not on any plan at the moment. Director Skuratowicz asked about the 2-year duration of the agreement, rather than the customary 3-year framework. Dr. Hattrick said that there will be reopeners next year for compensation and the following year for only a limited number of articles. One goal was to get the certified and classified bargaining schedules on staggered years so they won't do both at the same time. Director Ruby asked how many articles were done under former Superintendent Bogdanove and how many under Dr. Hattrick. Assistant Superintendent Michelle Cuddeback commented that her rough estimate would be 60% done last spring and roughly 40% this fall, with several of the more difficult articles addressed this fall.

Dr. Hattrick commented that bargaining is always challenging, but his experience was that this negotiation was the most collaborative he has experienced. While there were disagreements, both sides worked together to problem solve within our current context.

Director Skuratowicz moved to adopt the 2024-2020 ASD-AEA CBA and Vice Chair Franko seconded. The motion carried by unanimous vote of the four members present.

5. ACTION ITEM: ASD-AEA Memorandum of Agreement Governing Implementation of Spring 2025 Furlough Days

Presenter: Superintendent Joseph Hattrick

Dr. Hattrick presented an MOA governing the plan for implementation of Spring 2025 furlough days to accomplish necessary budget savings. He commented that there have been some concerns raised. This is nobody's first choice and he is trying to reassure staff and community that this is a one-time plan. There have been some regrets expressed by teachers about losing conference days. Principals are working with teachers to design parent conversations using different methods. This approach, though a painful cut to staff, was the best compromise they felt could be achieved. Some staff worked hard to even the impacts across employee groups so that the result was as fair as groups could make it.

Director Skuratowicz moved to approve the ASD-AEA MOA governing implementation of Spring 2025 furlough days. Director Ruby seconded the motion, which carried by unanimous vote of the four members present.

6. ACTION ITEM: Amendment to Resolution of Authorities for Transitions in Business Services Department

Presenter: Superintendent Joseph Hattrick

Dr. Hattrick asked for an amendment to a resolution approved at the January 9 meeting and he requested that the effective date be changed to January 14 to allow time for transition and to secure bank account signers. Ms. Ely's official start date will remain February 1 for compensation purposes but will give her time to become familiar with internal systems before Director Whitman departs on January 31.

Director Ruby moved to approve the amendment to the Resolutions of Authorities approved on January 9, 2025, for transitions in the Business Services Department. Director Skuratowicz seconded and the motion carried by unanimous vote of the four members present.

Chair Dyson offered thanks to Dr. Hattrick and others across the staff who have worked to maintain a positive climate while addressing difficult problems.

7. Adjourn

Presenter: Board Chair Rebecca Dyson

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

Submitted by:

Jackie Schad, Board Secretary

Dated for Board Approval: February 13, 2025

Board Chair Rebecca Dyson

Superintendent Joseph Hattrick

ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

February 2025 Full Time

SITE	K	1	2	3	4	5	6	7	8	9	10	11	12		
BELLVIEW	48	34	41	46	38	42								249	BELLVIEW
HELMAN	33	42	46	44	58	41								264	HELMAN
WALKER	37	41	38	38	44	46								244	WALKER
TRAILS	13	13	14	17	16	17	17	15	18					140	TRAILS
*Ashland CONNECT	0	1	0	3	4	4	3	3	5					23	CONNECT
AMS							164	160	194					518	AMS
AHS										225	202	210	196	833	AHS
WILLOW	19	21	22	21	23	22	25	24	18					195	WILLOW
Level 2 Program	0	0	0	0	0	2	1	1	0	1	1	0	0	6	
ASD TOTALS	150	152	161	169	183	174	210	203	235	226	203	210	196	2472	TOTAL

February Enrollment History															
	2010	2011	2012	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
BELLVIEW				315	322	325	315	318	263	256	246	258	254	249	BELLVIEW
HELMAN				303	314	351	345	345	286	286	281	315	302	264	HELMAN
WALKER				299	342	343	337	344	275	277	226	221	241	244	WALKER
JOHN MUIR				100	120	122	123	122	105	107	180	135	139	140	TRAILS
AMS				579	562	565	564	517	485	480	461	527	529	518	AMS
AHS				971	996	971	950	940	942	914	934	888	822	833	AHS
WILLOW				195	192	179	178	180	159	150	150	163	179	195	WILLOW
Ashland Connect											0	24	24	23	CONNECT
Level 2 Program														6	
ASD TOTALS				2762	2848	2856	2812	2766	2515	2470	2478	2531	2490	2472	ASD TOTALS

Monthly Enrollment											
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
2024-2025	2512	2507	2479	2468	2470	2472					
2023-2024	2571	2553	2539	2532	2529	2541	2518	2505	2495	2490	
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	2861	2847	2845	2826	2848	

ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

2015-2016	2856	2852	2845	2875	2815	2814	2796	2793	2779	2812
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NOTES:

- 1. The Level 2 Program is the new District K-12 Site based at Lincoln
- 2. Willow Wind has an additional 31 part-time homeschooled students we report semi-annually

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

This memorandum is entered into on February 10, 2025, between the Southern Oregon Bargaining Council/Ashland Education Association and the Ashland School District.

The District and Association agree to the following regarding Appendix B – Extra Duty Assignments:

The High School Assistant Golf position shall be placed in Group G of Appendix B.

Southern Oregon Bargaining Council

Date

Ashland Education Association

Date

Ashland School District Superintendent

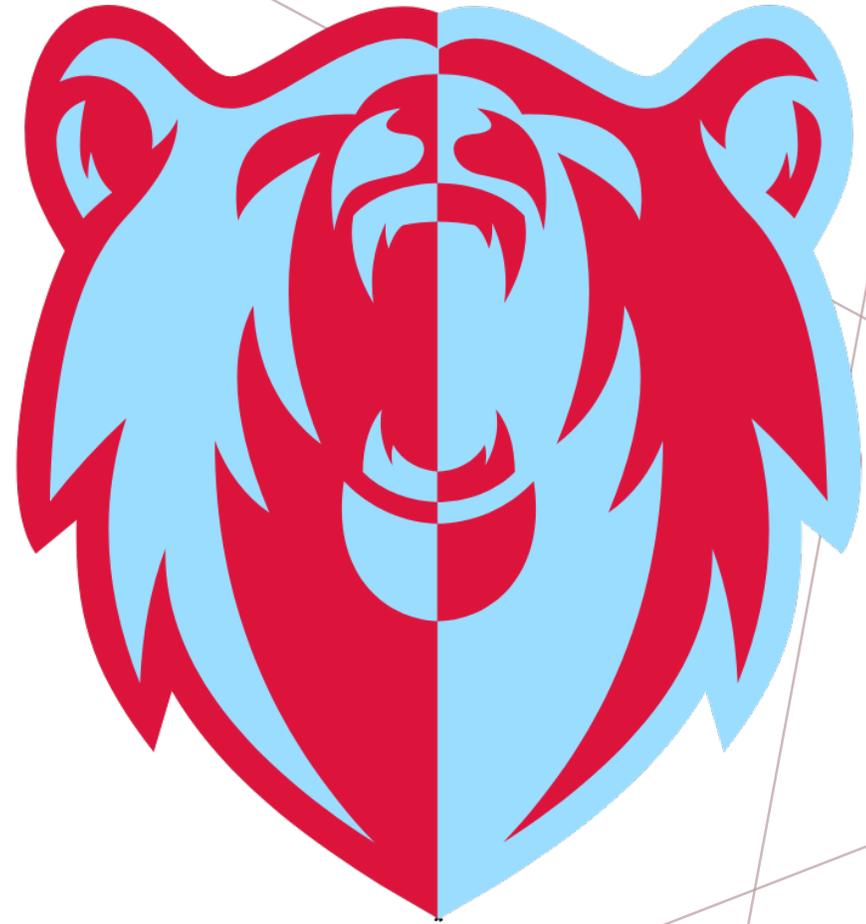
Date

Ashland School Board

Date

*ASHLAND
HIGH
SCHOOL*

HOME OF THE GRIZZLIES!

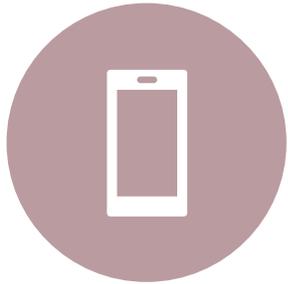


UNIVERSAL DESIGN FOR LEARNING

As a Staff we are
recommitting to Universal
Design For Learning (UDL)

As a school, making sure
we are designing
programs and learning
experiences for all
students.

NO CELL PHONES



As a staff we have committed to eliminating cell phones from classrooms



Consistent with UDL



Increase the power of in-person connection



We want to continue to strengthen this policy

*FUTURE FOCUS
PATHWAY*

Grade 9 –12 sequence

- Grizz Academy
- Health 1
- Adulting 101 (Will be Future Foundations next year)
- College Career Readiness

All 4 years:

- Social Emotional Learning (Wayfinder curriculum)
- Personal Education Plans
- Personal Finance
- Career exploration & planning

STUDENT CULTURE



Leadership

- Amazing Pep Rallies!
- Lots of Games
- Activities during Finals Week

Cognia Survey Data

- All stakeholders consistently rated feeling welcomed, safe and respected at AHS



IMPROVING
STUDENT'S
ENGAGEMENT
THROUGH ATHLETICS

*ASHLAND
HIGH
SCHOOL*



ASHLAND HIGH SCHOOL - ATHLETICS

- 3 seasons: Fall – Winter - Sports
- 19 OSAA Programs
- 7 Clubs Sports
- 29 Teams
- Over 275 game dates
- 352 students athletes (fall & winter)

STUDENT GROWTH THROUGH PARTICIPATION IN ATHLETICS



Increased attendance:

Students-Athletes regular attendee rate is 10% more than non athletes.

Increased GPA:

Students-Athletes

Increased graduation rate: 100%

BUILDING CONNECTIONS



BUILDING COMMUNITY



UPCOMING EVENTS

9/16-22

CROSS COUNTRY
9/21 NorthWest Classic

FOOTBALL
9/19 JV vs Yreka @5:30 - 9/20 Var. vs Ontario 7PM

GIRLS SOCCER
9/17 Var. vs PHX 6:30PM - 9/21 @Hidden Valley JV 12PM/ Var. 2PM

BOYS SOCCER @ Ashland Fields
2024-2025 ASHLAND GIRLS VARSITY BASKETBALL



MON. 9/9
BOYS SOCCER VS BEND JV/JV2 @4:30 VARSITY @6:00

TUE 9/10
GIRLS SOCCER VS MAZAMA VAR. @6:30

VOLLEYBALL VS S. MEDFORD JV2 @5:30/JV 6:45

CROSS COUNTRY @ MAX KINLINV.

A GUIDE TO SPORTS NUTRITION

FREE EVENT

ALL AGES WELCOME

BENEFITING Athletes of ALL ages in the Ashland Community

SPONSORS



WHEN
January 27th, 2025
6:45pm - 7:30pm

WHERE
Ashland High School Auditorium
201 S. Mountain Avenue Ashland, OR 97720

FEATURING
Lindsey Patterson RD, LD, CDCES

Learn how using proper foods, nutrients, hydration protocols, and supplements support all areas of athletic performance & help you succeed within your sport



Upcoming Events

Volleyball
9/5 vs Grants Pass (9/5 JV2/JV @5:30 V @6:45)

Boys Soccer
9/4 @ North Medford (JV-4:00PM/V 6PM) 9/7@South Medford (V-12PM)

Girls Soccer
9/7 vs South Medford (JV 10AM V-12PM)

Cross Country
9/7 Mazama Mud Run

LET'S GO!!!







Conceptual Rendering of Science Building Seismic Retrofit



ASHLAND SCHOOL DISTRICT CAPITAL BOND PROGRAM

END OF MONTH REPORT – JANUARY 2025



GENERAL PROGRAM UPDATE

In January, all levels of the Humanities building were turned over for occupancy. Off hours efforts have included completion of steel guardrails/railings at the building perimeter, flashing on the humanities rooftop and final pieces of prime and paint. Punch work is nearly complete throughout the campus and controls install and air balancing are in final stages. The fire alarm upgrade are advancing and will continue into the beginning of March. The Science Building Seismic Retrofit is currently progressing through preconstruction.

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 January, we requested 1 additional purchase order and processed 5 invoices.

Contract Type	Number of Contracts	Value
Professional Service Agreements / Design Contracts	--	\$ 22,711,127
Construction Contracts	1	\$ 104,777,190



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
Pressure Point Roofing	

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.
- Seismic rehabilitation at both Humanities and Science buildings

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%	
Permits, Bid and Award	05/31/23	3/29/24	100%	
Construction	06/16/23	12/31/24	95%	
Substantial Completion	12/31/24	12/31/24	85%	
Post Occupancy Evaluation	TBD	TBD	0%	
Warranty Period	01/01/25	01/01/26	0%	TBD
Other				

CURRENT ACTIVITIES

All three levels of Humanities were made available for occupancy at the beginning of January. Final pieces of completion are limited to exterior work that is being achieved after hours and over weekends.

Punch work is concluding throughout campus while programming of lighting control and HVAC, air balancing and system commissioning continues to progress.

The campus wide fire alarm system upgrades are nearly complete with minimal scope remaining in the theatre building which will then transition all efforts to the gymnasium. This is expected to be finalized in the first part of March.

The Science Building Seismic Retrofit design is complete, and the subcontractor bid process is underway. The need for early work and long lead material procurement is under review in anticipation of the upcoming start of construction.



ACTIVITIES SCHEDULED FOR NEXT PERIOD

- Sub-contractor Selection for the Science Seismic Retrofit Project
- Completion of punch list items
- Commissioning of new electrical and mechanical systems
- Progression of the fire alarm installation

ADDITIONAL INFORMATION

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

Josh Whitaker, Project Manager

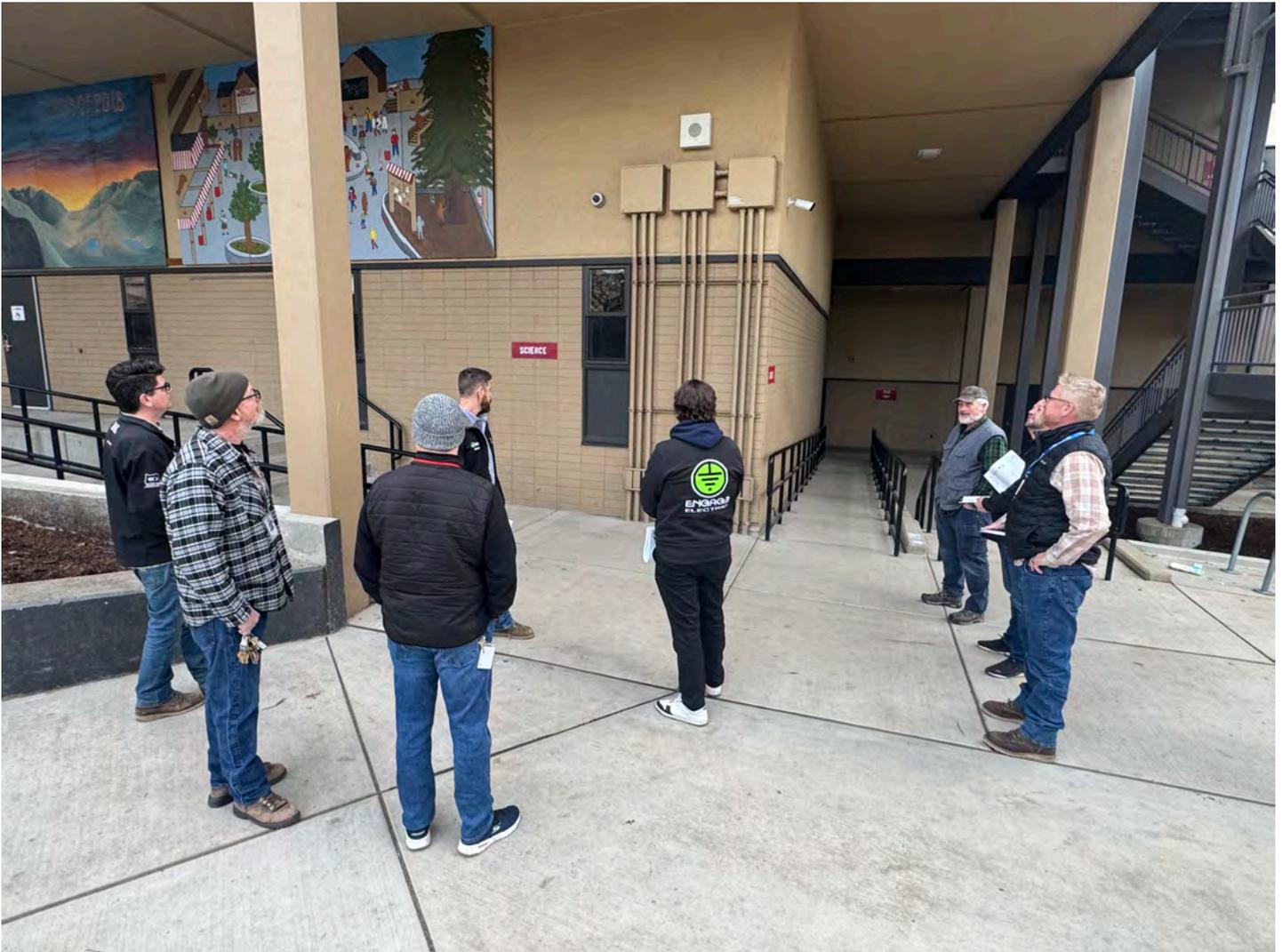
josh.whitaker@hmkco.org

541.601.3638



PROJECT PHOTO GALLERY

Science Seismic Retrofit Pre-Bid Conference





Mountain Avenue View of Completed Humanities Building





Seismic Project Commemorative Plaque at Humanities Building





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	100%	Complete
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
DECEMBER 31, 2024**

Project Expense	Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost				
Technology	\$ 3,420,000	\$ 3,912,749	\$ (513,525)	\$ 3,399,224
Restrooms	\$ 3,087,500	\$ -	\$ -	\$ -
Security	\$ 2,850,000	\$ 294,631	\$ 12,311	\$ 306,942
HVAC & MEP	\$ 13,569,000	\$ -	\$ -	\$ -
Transportation	\$ -	\$ 559,844	\$ 1	\$ 559,845
Bellview	\$ -	\$ 1,590,709	\$ 106,573	\$ 1,697,282
Maintenance	\$ -	\$ 676,982	\$ -	\$ 676,982
District Office	\$ -	\$ -	\$ -	\$ -
Asbestos Abatement	\$ 316,447	\$ -	\$ -	\$ -
Construction Contingency	\$ 1,348,640	\$ -	\$ 300,769	\$ 300,769
Construction Sub Total	\$ 24,591,587	\$ 7,034,915	\$ (93,871)	\$ 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	\$ 116,985	\$ 165,073	\$ 282,058
A & E Reimbursable Expenses	\$ 41,670	\$ -	\$ 10,000	\$ 10,000
Commissioning	\$ 145,267	\$ 183,995	\$ (15,995)	\$ 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	\$ -	\$ 29,079	\$ 3,221	\$ 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	\$ 1,847	\$ 26,830	\$ 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	\$ 465,262	\$ 420,799	\$ 886,060
Total Project Cost	\$ 33,467,752	\$ 7,500,177	\$ 326,927	\$ 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
DECEMBER 31, 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	\$ 20,743,997	\$ 1,692,692	\$ 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	\$ -	\$ 1,834,325
Seismic (Ashland High School)	\$ -	\$ 2,011,704	\$ 2,500,000	\$ -	\$ 2,500,000
Seismic (Ashland High School Science)	\$ -	\$ -	\$ 2,500,000	\$ -	\$ 2,500,000
Investment Interest	\$ 5,000,000	\$ 5,856,335	\$ 4,628,566	\$ 1,227,769	\$ 5,856,335
Miscellaneous	\$ -	\$ 292,968	\$ -	\$ 292,968	\$ 292,968
Total Revenue	\$ 138,349,617	\$ 146,309,468	\$ 146,084,335	\$ 3,213,429	\$ 149,297,764

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
DECEMBER 31, 2024**

	Original Budget	Paid to Date	Remaining Balance	Revised Budget
Program Expense				
District Wide Programs	\$ 24,591,587	\$ 7,034,915	\$ (93,871)	\$ 6,941,044
District Wide Solar Projects	\$ -	\$ 931,886	\$ 718,912	\$ 1,650,798
Helman Elementary	\$ 11,294,084	\$ 15,367,756	\$ (232,685)	\$ 15,135,071
Walker Elementary	\$ 11,252,185	\$ 30,130,377	\$ 87,160	\$ 30,217,537
Ashland Middle School	\$ 21,960,270	\$ 35,813,522	\$ (366,146)	\$ 35,447,376
Ashland High School	\$ 9,124,089	\$ 19,367,835	\$ 8,249,254	\$ 27,617,089
Willow Wind Learning Center	\$ -	\$ 1,732,696	\$ 1,732	\$ 1,734,428
Construction Sub Total	\$ 78,222,215	\$ 110,378,986	\$ 8,364,356	\$ 118,743,343
Soft Cost				
Administrative Cost				
Legal Fees	\$ 100,000	\$ 28,044	\$ (4,630)	\$ 23,414
Bond Counsel	\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost	\$ 625,293	\$ 625,293	\$ -	\$ 625,293
Builders Risk Insurance	\$ -	\$ 80,126	\$ (7,926)	\$ 72,200
Project Management	\$ 2,274,483	\$ 4,610,682	\$ (601,818)	\$ 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)	\$ -	\$ 415,083	\$ (109,434)	\$ 305,649
Ashland SD Staff	\$ -	\$ 1,322,706	\$ (465,070)	\$ 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	\$ 8,486,559	\$ (306,759)	\$ 8,179,800
A & E Reimbursable Expenses	\$ 144,431	\$ 35,420	\$ 81,103	\$ 116,523
Commissioning	\$ 334,589	\$ 393,279	\$ (32,970)	\$ 360,309
Printing & Plan Distribution	\$ 31,288	\$ 1,724	\$ 55	\$ 1,779
Hazardous Materials Consultant	\$ 418,761	\$ 543,590	\$ (67,734)	\$ 475,856
Construction Testing	\$ -	\$ -	\$ -	\$ -
Constructability Review	\$ 285,616	\$ 573,003	\$ 470	\$ 573,473
Plan Review & Building Permits	\$ 764,778	\$ 3,277,133	\$ 240,080	\$ 3,517,213
Special Inspection and Testing	\$ 391,469	\$ 769,283	\$ (228,578)	\$ 540,705
Miscellaneous Fees	\$ 205,522	\$ 1,037,464	\$ (195,260)	\$ 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	\$ 2,666,350	\$ 72,489	\$ 2,738,839
Technology	\$ 404,005	\$ 466,937	\$ 20,763	\$ 487,700
Technology (Design)	\$ 467,536	\$ 7,252	\$ 63,223	\$ 70,475
Acoustics	\$ 113,387	\$ -	\$ -	\$ -
Criminal Background Checks	\$ 9,862	\$ 12,213	\$ (130)	\$ 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	\$ 26,246,584	\$ (1,405,592)	\$ 24,840,992
Total Project Cost	\$ 111,244,488	\$ 136,625,571	\$ 6,958,764	\$ 143,584,335



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
PROGRAM LEVEL BUDGET
DECEMBER 31, 2024**

Program Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Soft Cost					
Legal Fees		\$ -	\$ 26,896	\$ (3,482)	\$ 23,414
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ 625,293	\$ 625,293	\$ -	\$ 625,293
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management	12	\$ -	\$ 4,271,877	\$ (303,013)	\$ 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	\$ -	\$ 12,213	\$ (130)	\$ 12,083
Printing & Plan Distribution	10	\$ -	\$ 779	\$ -	\$ 779
Miscellaneous Fees (Bank, consulting)	11	\$ -	\$ 415,083	\$ (109,434)	\$ 305,649
Ashland SD Staff	11,12	\$ -	\$ 1,322,706	\$ (465,070)	\$ 857,636
Lincoln Elementary		\$ -	\$ 42,354	\$ 446	\$ 42,800
District Wide Roofing Project		\$ -	\$ 46,200	\$ -	\$ 46,200
Sub Total Soft Cost		\$ 625,293	\$ 7,273,979	\$ (886,422)	\$ 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
DECEMBER 31, 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	\$	-	\$	-	\$	-
Inflation		\$ 258,837	\$	-	\$	-	\$	-
Sub Total Soft Cost		\$ 1,264,057	\$	-	\$	-	\$	-
Total Project Cost		\$ 4,572,762	\$	-	\$	-	\$	-

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
DECEMBER 31, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	10	\$ 2,850,000	\$ 294,631	\$ 12,311	\$ 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	\$ 294,631	\$ 149,518	\$ 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	\$ 294,631	\$ 502,303	\$ 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
DECEMBER 31, 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
DECEMBER 31, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	8/9	\$ 3,420,000	\$ 3,912,749	\$ (513,525)	\$ 3,399,224
Asbestos		\$ -	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency		\$ 180,000	\$ -	\$ -	\$ -
Construction Sub Total		\$ 3,600,000	\$ 3,912,749	\$ (513,525)	\$ 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	\$ 1,847	\$ (170)	\$ 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	\$ 1,847	\$ (170)	\$ 1,677
Total Project Cost		\$ 4,479,772	\$ 3,914,597	\$ (513,696)	\$ 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
DECEMBER 31, 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
DECEMBER 31, 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	\$ -		\$ 1,237,830		\$ 51,810		\$ 1,289,640
Construction Contingency	6	\$ -		\$ -		\$ 144,186		\$ 144,186
Construction Sub Total		\$ -		\$ 1,590,709		\$ 250,759		\$ 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	\$ -		\$ 55,275		\$ (6,582)		\$ 48,693
A & E Reimbursable Expenses		\$ -		\$ -		\$ 5,000		\$ 5,000
Commissioning	4,7	\$ -		\$ 141,992		\$ (18,992)		\$ 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		\$ -		\$ 17,836		\$ 1,164		\$ 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		\$ -		\$ 230,826		\$ 4,550		\$ 235,376
Total Project Cost		\$ -		\$ 1,821,535		\$ 255,309		\$ 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
DECEMBER 31, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)		\$ -	\$ 653,092	\$ -	\$ 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
DECEMBER 31, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	13	\$ 10,576,000	\$ 15,367,756	\$ (232,685)	\$ 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	\$ 15,367,756	\$ (232,685)	\$ 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	\$ 18,303,429	\$ (172,592)	\$ 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
WALKER ELEMENTARY SCHOOL BUDGET
DECEMBER 31, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	15	\$ 8,533,000	\$ 26,829,423	\$ 197,268	\$ 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	\$ 30,130,377	\$ 87,160	\$ 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	\$ 418,679	\$ (132,529)	\$ 286,150
Ed Specs		\$ 18,004	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 2,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)	14	\$ 450,109	\$ 868,562	\$ 3,338	\$ 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	\$ -	\$ -	\$ -
Inflation		\$ 746,863	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 4,442,393	\$ 4,983,854	\$ (168,653)	\$ 4,815,200
Total Project Cost		\$ 15,694,578	\$ 35,114,231	\$ (81,494)	\$ 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
ASHLAND MIDDLE SCHOOL BUDGET
DECEMBER 31, 2024**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	18	\$ 20,500,000	\$ 35,813,522	\$ (366,146)	\$ 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	\$ 35,813,522	\$ (366,146)	\$ 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	\$ 56,821	\$ 15,964	\$ 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	\$ 5,496,069	\$ 126,949	\$ 5,623,017
Total Project Cost		\$ 31,990,635	\$ 41,309,591	\$ (239,198)	\$ 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
WILLOW WIND LEARNING CENTER
DECEMBER 31, 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
DECEMBER 31, 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 \$ -	\$ 401,106	\$ 17,294	\$ 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	\$ -	\$ 931,886	\$ 718,912	\$ 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 \$ -	\$ 80,100	\$ (10,500)	\$ 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	\$ -	\$ 1,989	\$ (1,989)	\$ -
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	\$ -	\$ 139,016	\$ (7,416)	\$ 131,600
Total Project Cost	\$ -	\$ 1,070,902	\$ 711,496	\$ 1,782,398

- 1. ReAllocated from Investment Inc (09.30.22) \$1,897,106
- 2. ReAllocated within Budget (09.30.22) \$ (114,708.00)
- 3. ReAllocated within Budget (04.30.23)
- 4. ReAllocated within Budget (06.30.23)



February 13, 2025

Steve Mitzel, Program Executive
Ashland School District
885 Siskiyou Boulevard
Ashland, Oregon 97520

Re: Ashland School District
Direct Digital Controls Project
Ashland High School
Recommendation to Award

Dear Steve,

After careful review and consideration, HMK Company recommends that you award the contract for Direct Digital Controls Project at Ashland High School in the amount of \$712,585.00 to Environmental Controls Corp.

On behalf of the District, HMK Company issued a Request for Proposals on January 23, 2025, for the direct Digital Controls Project. On February 6, 2025, one bid was received by Environmental Controls Corp.

Environmental Controls Corp. is a firm of good reputation. The District is in compliance in awarding to Environmental Controls Corp.

If you have any questions, please do not hesitate to contact me to discuss.

Sincerely,

Josh Whitaker

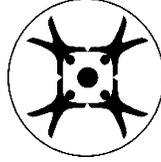
Josh Whitaker
Project Manager
HMK Company

ASHLAND PUBLIC SCHOOLS

JACKSON COUNTY SCHOOL DISTRICT #5

Dr. Joseph Hattrick

Superintendent



Inspiring Learning for Life

MICHELLE CUDDEBACK
Assistant Superintendent

STEVE MITZEL
Executive Director, Operations

SCOTT WHITMAN
Director, Business Services

APRIL HARRISON
Director, Student Services

BOARD OF DIRECTORS

REBECCA DYSON

JILL FRANKO

RUSSELL HATCH

DANIEL RUBY

EVA SKURATOWICZ

Dear Ashland School District Board of Directors,

The Ashland School District administration has determined that a reduction in staffing is necessary for the 2025-26 school year due to the current budget shortfall. We have verified the certification, seniority, and qualifications of each employee. Please take action to initiate layoff procedures.

After board action, the District and the Ashland Education Association will begin a consultation period of up to 30 days to ensure the district's proposal conforms to the contract. The OSEA Collective Bargaining Agreement stipulates consultation prior to Board action. The district has been in consultation with OSEA for the required period of time and will continue to consult throughout the reduction in force process.

Upon concluding the consultation period, affected employees will receive notice from their building principals or department supervisors. This notice will include the proposed time schedule and reasons for the proposed action.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Cuddeback".

Michelle Cuddeback
Assistant Superintendent



Ashland School District
INSPIRING LEARNING FOR LIFE

QUESTIONS FOR BUDGET COMMITTEE APPLICANTS

1. Summarize your interest and involvement in the Ashland School District.

2. Summarize your background in financial matters.

3. What is your understanding of the role of a budget committee member?

4. Do you have any specific plans or ideas for the Ashland School District?

5. Public schools face many challenges as we meet the demands of 21st century education. What role can the budget committee play in assisting the district in meeting those challenges?

PLEASE GIVE US YOUR CONTACT INFORMATION:

Name:
Address:
Telephone:
Email:

Thank you for your interest in the Ashland Schools Budget Committee.

BUDGET COMMITTEE MEMBERS

2025-2026 School Year

COMMUNITY MEMBERS

Vacant Term Begins: December 2024
Term Expires: June 30, 2028

Dave Dotterer Term Began: December 2023
Term Expires: June 30, 2026

Chris Chambers Term Began: December 2022
Term Expires: June 30, 2026

Jeff Pelger Term Began: December 2023
Term Expires: June 30, 2027

Ann Gaffney Term Began: December 2023
Term Expires: June 30, 2027

SCHOOL BOARD MEMBERS

Russell Hatch Term Began: July 2023
Term Expires: June 2027

Rebecca Dyson Term Began: July 2021
Term Expires: June 2025

Jill Franko Term Began: July 2021
Term Expires: June 2025

Dan Ruby Term Began: July 2023
Term Expires: June 2027

Eva Skuratowicz Term Began: July 2021
Term Expires: June 2025



Local Service 2025-26

ORS 334 – Local Service Plan Requirements

ORS 334.005 specifies that the mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level. The SOESD local service plan must include the following services as defined in ORS 334.175:

- **Administrative and support services**
- **Programs for children with special needs**
- **School improvement services**
- **Technology support**

The goals of these services are to:

- Assist component school districts in meeting the requirements of state and federal law;
- Improve student learning;
- Enhance the quality of instruction provided to students;
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- Maximize operational and fiscal efficiencies for component school districts.

Funding Sources

State School Fund

ESDs receive approximately 4.5% of the State School Fund to provide required services of the Local Service Plan to component districts. The ESD funding formula includes property taxes and state income taxes. For the 2024-25 fiscal year, SOESD has budgeted \$14,292,241 from state sources and \$14,602,631 from local property taxes. These combined amounts equal \$28,894,872 and, when added to the remaining budgeted revenues, total \$29,767,771 of general fund resources.

State School Fund Expenditure Requirement for Local Service Plan

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

Grants and Contracts

SOESD brings additional value to our districts surpassing the requirements of the Local Service Plan by obtaining additional revenue beyond State School Fund allocations. We leverage this additional revenue to enhance or provide additional highly valued services. In addition to general fund revenues, SOESD historically obtains over half (\$51% in 2024-25) of our annual revenue (\$105,973,957 in 2024-25) through grants, contracts, and cooperative

Timeline for Local Service Plan Service Selections

March 1, 2025

Projected service costs are published.

March – April 2025

Discussion with component school districts regarding service needs.

By April 2025

Local Service Plan selections are confirmed by component school districts for all service areas. Special education choices will be for the 25-26 school year. Technology and School Improvement choices will be a commitment for the third year (through the 26-27 school year).

SOESD Local Service



Timeline for Local Service Plan Development and Approval Process

Starting in September 2024

Review current Local Service Plan model and any suggested modifications based on input from component school district directors, business officials, and superintendents.

By December 2024

Local Service Plan submitted to component school district superintendents.

By January 2025

- Local Service Plan submitted to SOESD Board for approval.

By January 2025

- Local Service Plan submitted to component school district boards for approval.

January - February 2025

Component school district boards take formal action on Local Service Plan and submit resolution ballots to SOESD.

By March 1, 2025

Approval cycle completed.

The Local Service Plan must be approved by the school boards representing two-thirds of the component districts with greater than 50 percent of the students voting in favor of the plan.

SOESD Local Service



2024-25 LSP is based on the SOESD Strategic Plan

Significant Changes in Program Offerings

Maintenance of Foundational Service Areas

LSP also includes many process improvements

- 3 years of historical data available online <https://lsp.soesd.k12.or.us>
- Cost estimates published earlier
- Annual Satisfaction Survey

All Districts approved the LSP Unanimously

Component District Service Satisfaction Survey

- Administrative Services: 93% Satisfied or Very Satisfied
- Community Based Initiatives: 94% Satisfied or Very Satisfied
- School Improvement Services: 95% Satisfied or Very Satisfied
- Student Services: 93% Satisfied or Very Satisfied
- Technology Services: 94% Satisfied or Very Satisfied

2024-25 LSP Shifts – Aligned with Strategic Plan

-> Strategic Plan Initiative: Programs & Services

- Engaged in a thoughtful **organizational redesign of Special Education Services** as part of the new **Student Services** department
- **Expanded the Student Behavioral Health and Wellness (SBHW)** program
- **Expanded** services to help districts with **crisis management**, including **Cybersecurity** and a new **Flight Response Team**
- **Expanded the Career and Technical Education (CTE)** program with additional staff
- **Expanded the STEPS Plus** program to increase access and services for students



2024-25 LSP Shifts – Aligned with Strategic Plan



-> Strategic Plan Initiative: Educator Workforce Development

- Provided newly designed **New Teacher Training model**
- Expanded **Mentoring with a tiered support model** offering a continuum of services for as little and as much support as desired
- Launched new **Apprenticeship Pilot** for Educational Assistants in school districts to become **Special Education Teachers**

2024-25 LSP Shifts – Aligned with Strategic Plan

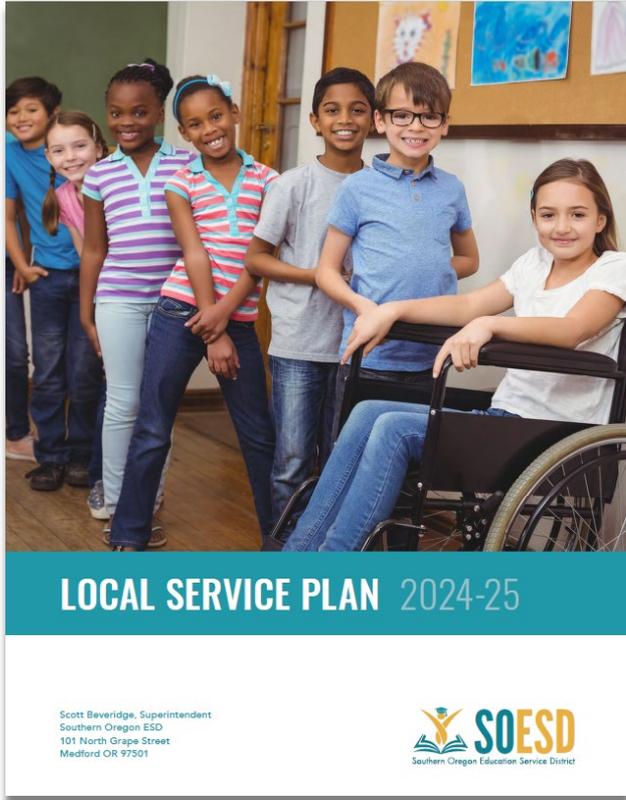
-> Strategic Plan Initiatives:

Data Tracking & Transparency Partnerships with Districts (Clear feedback loops)



- **Expanded Data systems**, including **Online LSP Portal** with regularly updated financial allocation, service selection, and balance reports
- **Published 3 years of historical LSP financial data** in new portal for districts
- **Published 2024-25 costs estimates** earlier as part of new LSP Process
- **Created new annual district service satisfaction survey of all programs**

SOESD Local Service



2025-26 LSP

Continues 2024-25 Program Offerings

Additional Programs Offered

Funding Shifts to Benefit Districts

Emergency Preparedness and Management

Staff at SOESD will help support districts in Southern Oregon with Emergency Preparedness through a variety of activities:

- Southern Oregon Collaborative of districts identifying resources, opportunities for collaboration, and a needs analysis for response to regional needs.
- Regional coordination of training
- Coordination and facilitation of evaluation efforts
- Resource gathering
- Community collaboration, outreach, and coordination of emergency response.

Pending Funding: Oregon Department of Human Services Office of Resiliency and Emergency Management.

Substance Use and Addiction Recovery Services

SOESD is furthering our commitment to safe learning spaces by launching a new support for teen substance use and addiction recovery in our region. Through the newly hired Recovery Supports Project Manager, SOESD intends to develop and coordinate school-based recovery services for youth experiencing addiction and substance use disorders (SUD). This resource will build connections between the school, recovery, and health care communities in order to streamline access to services for students and resources for school systems. In addition to strengthening community partnerships in support of youth recovery efforts, this project aims to position SOESD to apply to ODE for authorization of a recovery high school in Southern Oregon to open in the fall of 2025.

Funding: Currently grant funded through partnership with Care Oregon and All Care CCO's. Seeking permanent funding through ODE for recovery high school(s).



BUILDING THE FUTURE FOR HEALTHCARE:

A Regional CTE Center for Southern Oregon

Southern Oregon has a rich history of nurturing educational excellence. Our pre-K-12 STEM Hub and thriving CTE programs are testaments to our commitment to preparing students for future success. Now, it's time to elevate our efforts.

THE TIME IS NOW

We envision a regional Career and Technical Education (CTE) Center that will strengthen how we equip students for the workforce. By pooling resources and expertise, we can offer a wider range of high-quality programs tailored to industry needs.

A PARTNERSHIP FOR SUCCESS

87



ASD Service Utilization SOESD State School Fund Allocation Utilization

School Improvement

- Career and Technical Education
- College and Career Connected Learning
- English Language Learners
- Indian Education
- Librarian Services – Division 22
- Migrant Education
- STEAM Hub

Technology

- Cybersecurity
- Data Center Support
- Electrical Services
- Follett Destiny Library Management
- Network Engineer
- Networks – Professional Development Management

Student Services

- Audiology Screening
- Autism – Student Support
- Autism – Early Childhood Evaluations
- Nursing
- Occupational Therapists
- Physical Therapists
- Student Behavioral Health and Wellness

ASD Service Utilization Notable Grant Funded Programs at No Cost to ASD

Student Services

- Behavioral Health and Wellness
- Crisis Response - Flight Team
- Regional Inclusive Services or Low Incidence Disabilities
(Combined with District Federal IDEA Funding)
- Suicide Prevention

School Improvement

SSA / Regional Educator Network Trainings:

- Belong Partners: Rooted in Relationships (formerly known as Positive Discipline)
- Crafting Your Equity Lens and EOC Affinity Group (with Matthew Reynolds)
- Culture of Dignity and Belonging Leadership Fellowship and Alumni Gathering
- Mentoring (including CTE mentoring)
- New Teacher Connect-Prepare-Launch
- Teach from Your Best Self w/Jay Schroder (SOU and Oregon Writing Project)



Questions & Answers



Thank you!



DATE: January 16, 2025

TO: Board Members of SOESD Component School Districts

FROM: Scott Beveridge, Superintendent
Southern Oregon Education Service District

RE: SOESD 2025-26 Local Service Plan and Student Success Act Comprehensive Support Plan

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

SOESD presents the 2025-26 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 2025-26 LSP includes the SOESD Student Success Act Comprehensive Support Plan developed from the top priorities identified by component school districts for assisting with development and implementation of their 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 2025-26 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 2025-2026.

Thank you.

jb
Enclosures

BALLOT

SOUTHERN OREGON EDUCATION SERVICE DISTRICT
2025-2026
LOCAL SERVICE PLAN &
STUDENT SUCCESS ACT COMPREHENSIVE SUPPORT PLAN

According to ORS 334.175, Southern Oregon Education Service District's component school district boards must take formal action to approve the 2025-2026 SOESD Local Service Plan on or before March 1, 2025. According to HB 3427 (2019), an ESD Comprehensive Support Plan must be adopted and amended as provided for local service plans under ORS 334.175. After board action, please record your school district board's vote below and return this ballot to the SOESD Office of the Superintendent as soon as board action has occurred.

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

Please forward your signed ballot no later than Saturday, March 1, 2025

YES

The school district board approves the 2025-2026 Local Service Plan and Student Success Act Comprehensive Support Plan as presented.

NO

The school district board does not approve the 2025-2026 Local Service Plan and Student Success Act Comprehensive Support Plan as presented.

Name of School District

Signature of Superintendent

Date of Board Action



LOCAL SERVICE PLAN 2025-26

Scott Beveridge, Superintendent
Southern Oregon ESD
101 North Grape Street
Medford OR 97501

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EXECUTIVE SUMMARY

Southern Oregon Education Service District (SOESD) is proud to present the 2025-2026 Local Service Plan (LSP). The LSP is a product of our collaboration with component school districts to deliver services that are responsive to districts' individual and collective needs, by providing flexibility in service choices, while maintaining service quality and stability, and leveraging regional advantages in cost effectiveness to create increased opportunities for children, students, and families in the communities we serve. The LSP includes the SOESD Student Success Act (SSA) Comprehensive Support Plan (CSP) developed from the top priorities identified by component districts for assisting with development and implementation of their Student Investment Account (SIA) plans for implementing the Student Success Act.

SOESD utilizes State School Funds to provide services required by the LSP process for school districts in Jackson, Josephine, and Klamath counties that serve approximately 48,000 students representing 9% of the students in Oregon. The SOESD geographic region is the largest ESD region in Oregon comprising almost 10,600 square miles, which is larger than seven of the states in the US. SOESD brings added value to our districts surpassing the requirements of the Local Service Plan by historically obtaining over half (\$51% in 2024-25) of our annual revenue (\$105,973,957 in 2024-25) through grants, contracts, and cooperative services, expanding our partners and the area we serve, while providing enhanced or additional highly valued services to benefit our local districts.

The SOESD 2025-26 LSP continues strategic initiatives and newly designed program offerings resulting from our 2023-2025 strategic plan, developed with input from component districts and staff, students, and families. Reflected in our service model is the organizational redesign of Special Education Services to our current Student Services model. We also expanded or launched many programs, including career technical education (CTE), civil rights coordination, crisis management, flight response teams, cybersecurity, new-teacher training, tiered mentoring support model, Student Behavioral Health and Wellness, increased access for students to our STEPS Plus program, and Youth Employment Services. Beyond student programming and staff support, we increased transparency and efficiency through automated data systems. On the horizon are a new Southern Oregon Career Center and substance use and addiction recovery services for students, with the possibility for a regional Recovery High School.

Last June, component districts rated satisfaction with our services at 93% or higher on average across each division. Feedback continues to inform SOESD's evolution in adjusting services to meet the needs of those we serve. SOESD is proud to serve as a progressive leader in the ESD community, within our region, and in the state. Our LSP represents the continued leadership of our organization to provide a leading number of highly valued and innovative services aligned with Oregon's initiatives, delivered through a modern business model, in partnership with the districts we serve, and in synergy with our network of ESDs across Oregon.

On behalf of the SOESD board and administrative leadership, I would like to recognize that our success is due to the work of our staff in cooperation with our component districts. It is through staff's service, responsiveness, and expertise – with a focus on customer service and satisfaction – that we have established and continuously build our value on doing what is best for children, families, and our communities.

Respectfully,

Scott Beveridge, Superintendent

PREFACE

This Local Service Plan and accompanying Student Success Act Comprehensive Support Plan have been developed in accordance with legal requirements as a description of services to be provided to component school districts by Southern Oregon ESD during the 2024-25 school year. However, it is important to note that these services can only be provided if adequate funds are available. In the event of a funding change, services will be prioritized in close consultation with the superintendents of the districts served by Southern Oregon ESD.



LOCAL SERVICE PLAN REQUIREMENTS

ORS 334 – Local Service Plan Requirements

ORS 334.005 specifies that the mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level. The SOESD local service plan must include the following services as defined in ORS 334.175:

Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents, or legal guardians.

Programs for children with special needs, including but not limited to special education services and services for at-risk students.

School improvement services for component school districts, including, but not limited to services designed to support component school districts in meeting the requirements of state and federal law; services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts; services designed to support and facilitate continuous school improvement planning; services designed to address school-wide behavior and climate issues; and services designed to support career and technical education.

Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services and distance learning.

The goals of these services are to:

- Assist component school districts in meeting the requirements of state and federal law;
- Improve student learning;
- Enhance the quality of instruction provided to students;
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- Maximize operational and fiscal efficiencies for component school districts.

Local Service Plan Approval Process

The Local Service Plan must be approved by the school boards representing two-thirds of the component districts with greater than 50 percent of the students voting in favor of the plan.

Local Service Plan Amendment Process

The Local Service Plan may be amended at any time by the SOESD board if component districts approve an amendment pursuant to the same criteria used to approve the original plan

LOCAL SERVICE PLAN TIMELINE

Timeline for Local Service Plan Development and Approval Process

Starting in September 2024

Review current Local Service Plan model and any suggested modifications based on input from component school district directors, business officials, and superintendents.

By December 2024

Local Service Plan submitted to component school district superintendents.

By January 2025

- Local Service Plan submitted to SOESD Board for approval.

By January 2025

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January - February 2025

Component school district boards take formal action on Local Service Plan and submit resolution ballots to SOESD.

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March 1, 2025

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March – April 2025

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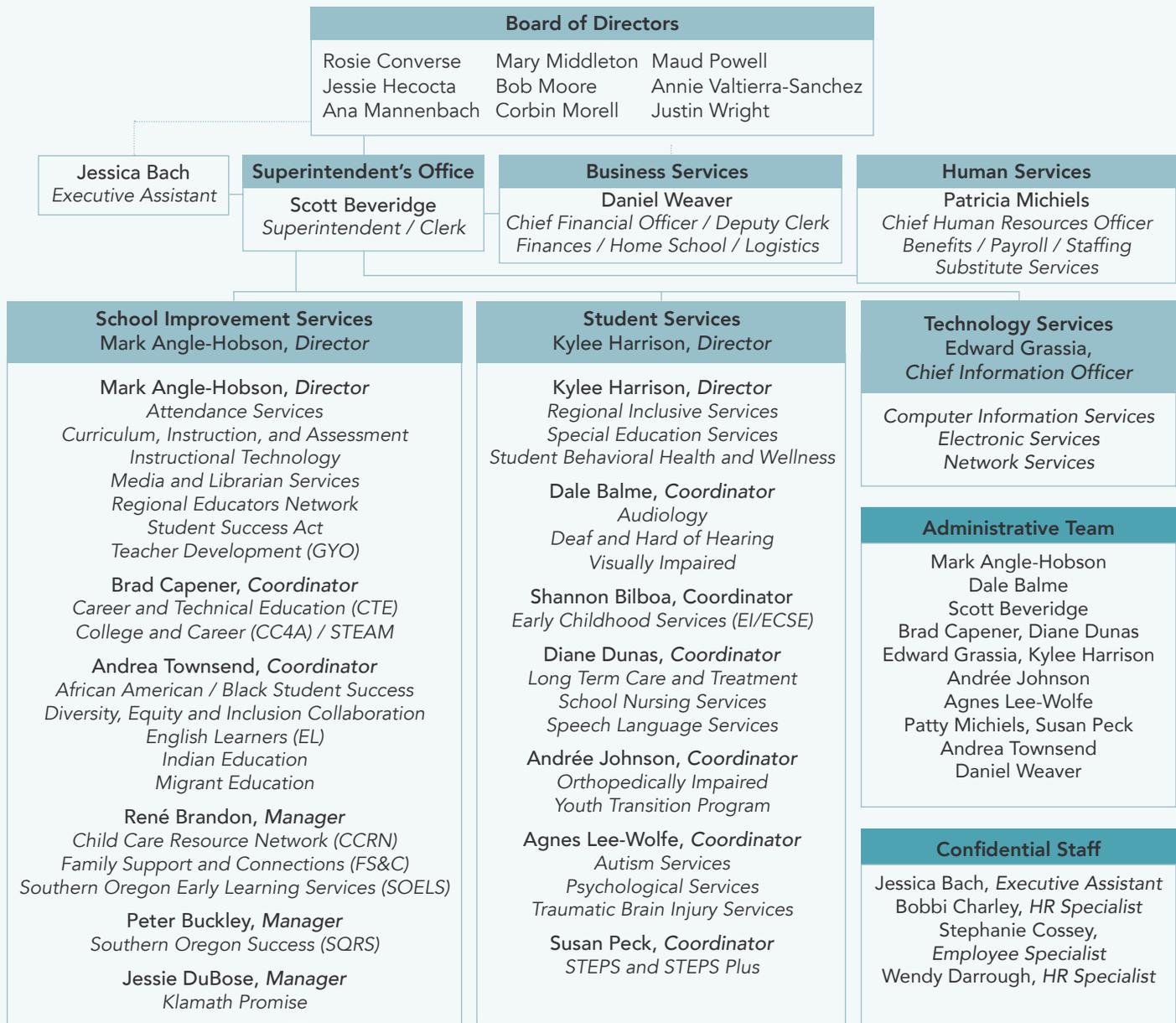
Local Service Plan selections are confirmed by component school districts for all service areas. Special education choices will be for the 25-26 school year. Technology and School Improvement choices will be a commitment for the third year (through the 26-27 school year).

ORGANIZATIONAL STRUCTURE

Local Service Plan Core Services

Southern Oregon ESD is organized into four core service areas to reflect the priorities set forth in the Local Service Plan:

- Administrative and Business Services
- School Improvement Services
- Special Education Services (Student Services)
- Technology Services



Board Adopted 7/17/2024

Mission

As a responsible partner, we provide services and leadership to optimize educational opportunities for the children, schools and communities we serve.

FINANCIAL SUMMARY

State School Fund

ESDs receive approximately 4.5% of the State School Fund to provide required services of the Local Service Plan to component districts. The ESD funding formula includes property taxes and state income taxes. For the 2024-25 fiscal year, SOESD has budgeted \$14,292,241 from state sources and \$14,602,631 from local property taxes. These combined amounts equal \$28,894,872 and, when added to the remaining budgeted revenues, total \$29,767,771 of general fund resources..

State School Fund Expenditure Requirement for Local Service Plan

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

Grants and Contracts

SOESD brings additional value to our districts surpassing the requirements of the Local Service Plan by obtaining additional revenue beyond State School Fund allocations. We leverage this additional revenue to enhance or provide additional highly valued services. In addition to general fund revenues, SOESD historically obtains over half (\$51% in 2024-25) of our annual revenue (\$105,973,957 in 2024-25) through grants, contracts, and cooperative services..

Entrepreneurial Services

SOESD engages in entrepreneurial activities with the intent of generating both opportunities and revenue to benefit its component school districts, as well as to improve educational resources and services to benefit the communities of Oregon.



LOCAL SERVICE PLAN

Overview

Southern Oregon ESD provides an array of services to our component districts. Those services have been organized within the four “core service areas” as outlined by ORS 334.175 for our Local Service Plan. We have a long-standing, positive working relationship with our districts and together we annually review and revise services to best meet both individual and collective needs. Our 2025-2026 Local Service Plan includes all required core services and additional services identified as needed by our local districts.

AGREEMENTS

District Allocations – 90% of SOESD’s State School Fund allocation is allocated to each component district based on the previous year’s finalized ADMr.

Essential Core – Approximately 5% of the District Allocations will be budgeted for a small district special education allocation, STEPS Plus classroom space, and leadership in core service areas that ESDs are required to provide: school improvement, special education, and technology.

Menu Service Selections – A variety of existing services will be provided on a menu for districts to utilize and additional items may be added for districts to choose from in the future:

- **Administration and Business** – A variety of administration and business services will be provided through a menu for districts to make selections on a yearly basis.
- **School Improvement Services** – A variety of school improvement services will be provided through a menu for districts to make selections with a three-year rolling commitment. Districts have already identified initial selections on which this LSP is based and may add to their selections.
- **Student Services** – A variety of special education services are provided through a menu where districts can make selections on a yearly basis.
- **Technology Services** – A variety of technology services will be provided through a menu for districts to make selections with a three-year rolling commitment. Districts have already identified initial selections on which this LSP is based and may add to their selections.

Accounting – Rates for the menu of services are projected estimates, but are calculated as actual cost at year end. Districts’ allocations will be billed at year end for actual cost of service utilization from menu selections. Remaining balances of districts’ allocations will be distributed to districts. Underfunded service utilization will be billed to districts.

SOESD Service Utilization Levels – To support service stability and quality, each district agrees to utilize a minimum of 30% of their District Allocations available for SOESD services.

Interim Agreements – Intergovernmental agreements between SOESD and component districts can be utilized for excess demand or utilization needs beyond initial base purchase amounts of menu choices (beyond the three-year commitment levels for School Improvement Services and Technology Services).

Other Services – SOESD offers a variety of additional fee-for-service opportunities such as professional development workshops, cooperative purchasing, and other entrepreneurial services that may include market rate prices. Districts may choose to participate and be billed against their allocations or be invoiced separately depending on the type of opportunity.

Entrepreneurial Fees – Fees are set at the discretion of the ESD for any non-component districts or organizations with revenue to be used for the benefit of component districts.

ADMINISTRATION AND BUSINESS

About Administration and Business Services

SOESD administration works cooperatively with local school districts to offer services that provide equitable educational opportunities for all students. In addition to managing operations of the ESD, the Administration Office facilitates Home Schooling, the Superintendents Association, Business Officials meetings, and a variety of services offered to districts through a menu or as a fee-for-service option:

Civil Rights Coordination

SOESD can be designated as a district civil rights coordinator to meet HB 2881 requirements. SOESD, in collaboration with private investigation services, will assess district compliance with state and federal laws prohibiting discrimination, train staff as prescribed by the ODE, provide guidance on civil rights, coordinate efforts to prevent civil rights violations from occurring and investigate complaints alleging discrimination.

Courier

The Courier provides pick-up / delivery of materials and equipment from our Media Center and Electronics Repair program, as well as inter-district and intra-district mail.

Medicaid Billing

School districts participating in the Medicaid Billing program are reimbursed by a federal program known as Medicaid Administrative Claiming (MAC). The MAC program provides a way of reimbursing K-12 districts for claimable work already being performed by staff.

Substitute Management

SOESD offers recruiting, hiring, training, assignment, payroll, and substitute management services using the Absence Management System for licensed teachers to meet the needs of districts during staff absence.

CONTACT:

- business@soesd.k12.or.us
- www.soesd.k12.or.us/business
- T (541) 776-8590
- F (541) 779-2018
- 101 North Grape Street
- Medford, OR 97501



Services provided to component districts at no additional cost:

Superintendents Association Meetings

The SOESD Superintendent facilitates meetings throughout the year of area superintendents to enhance educational opportunities for students in the region.

Business Officials Meetings

The SOESD Business Manager facilitates meetings throughout the year of area business officials to enhance educational opportunities for students in the region.

Home Schooling

SOESD provides a centralized registration process for students residing within the thirteen school districts in Jackson, Josephine, and Klamath counties. Registration is required for all students ages six through eighteen who are not enrolled in either public or private school.

SCHOOL IMPROVEMENT SERVICES

About School Improvement Services

School Improvement Services include a multitude of programs to provide support for children from birth through their post-secondary success. We support schools by acting as a liaison between ODE and our thirteen districts, coordinating regional curriculum directors meetings, promoting kindergarten readiness, managing significant grants that create career pathways aligned with employment opportunities, and supporting specific student populations and interventions as well as technical assistance and professional learning for instructional effectiveness that promotes attendance, student achievement, student behavioral health and wellness, high school graduation, and career readiness.

Career Technical Education (CTE)

The CTE program coordinates a broad system of diverse subject areas aligned with career pathways awarding college credit aligned with the global economy. The program works closely with local high schools, community colleges, and industry to facilitate a Federal Carl D. Perkins consortium grant and the Southern Oregon CTE Consortium (SOCTEC). The CTE Department services include Program of Study Approval, Instructor Appraisal and Certification, Professional Development, Federal Carl D. Perkins grant administration, and technical assistance. Additional staffing for CTE support is provided through SOESD's Student Success Act Comprehensive Support Plan.

College and Career / STEAM Hub

College and Career services coordinate K-12, higher education, business, industry, and community partners to bring rigor, relevance, and hands-on project based, contextualized learning through dual-credit courses aligned with career paths leading to high wage, high skill, and high demand occupations. The program coordinates efforts of advanced and dual credit, Career Technical Education, the STEAM (Science, Technology, Engineering, Arts, and Mathematics) hub, and career related learning experiences for teachers and students. The STEAM Hub maintains a lending library of high-tech equipment that can be checked out by educators for use in their classrooms.

CONTACT:

- school_improvement@soesd.k12.or.us
- www.soesd.k12.or.us/school_improvement
- T (541) 776-8590
- F (541) 858-6749
- 101 North Grape Street
- Medford, OR 97501



Services provided to component districts at no additional cost:

Child Care Resource Network

The Child Care Resource Network supports the efforts of our Southern Oregon Early Learning Hub, facilitates improvement of child care providers through implementation of the Quality Rating & Improvement System (QRIS), through trainings for providers, as well as business and consumer education to leverage tax benefits and provider networks.

Curriculum Directors Meetings

SOESD facilitates meetings throughout the year of area curriculum directors to enhance educational opportunities for students in the region.

A STEAM School Improvement Specialist is available to model the equipment, plan and co-teach lessons, or observe and provide feedback and support for integration of the equipment into the classroom. The program leverages substantial grant funding to provide service offerings.

Curriculum, Instruction, and Assessment

SOESD provides consultation, planning, and implementation of professional development to increase student success. We support schools by acting as a liaison between ODE and our thirteen districts, coordinating and funding regional training opportunities, facilitating review of instructional and assessment resources, alignment of curriculum and assessment with content standards, and support for teacher effectiveness that promotes student achievement.

Instructional Technology Services / Data Driven Decision Making

SOESD provides training and resources on the effective use of technology for teaching and the use of data driven decision making using relevant metrics by student support teams to provide interventions and wrap-around services that increase student achievement. The program also supports the Southern Oregon Ed Tech Cadre of teachers, and the Southern Oregon Ed Tech Summit.

Mentoring New Teachers and Administrators

SOESD provides mentoring for new teachers and administrators through the critical first and second years in their profession. The Mentoring program is built on research that demonstrates increased student achievement and teacher retention, and is expanding support for new teacher induction programs to promote effective instructional practice, lesson and unit design, assessment, and culturally responsive teaching.



Services provided to component districts at no additional cost:

Family Support and Connections

Family Support and Connections is a statewide program designed to help families meet the challenges of being a parent in the world today. Family Support and Connections is available to TANF clients and any other family that is struggling. A local family advocate is assigned to each family to help develop an individual plan to overcome barriers to success.

Regional Educator Network

As one of ten ESDs chosen by the Educator Advancement Council to facilitate the work of Regional Educator Networks statewide, SOESD coordinates the work of the Southern Oregon Regional Educator Network (SOREN). The aim of SOREN is to increase safety, significance and belonging for all. SOREN works to elevate equity-based decision making, connect improvement efforts across school districts, and leverage resources within the region to provide locally responsive, sustainable, and highly effective professional learning throughout the course of an educator's career. Examples of professional learning currently funded by SOREN include, but are not limited to: New Teacher Launch, Teach from Your Best Self, Crafting Your Equity Lens, Positive Discipline/Belong Partners, Belonging Through Dignity, and Studying Skillful Teaching.

Student Success Act

As provided in the Student Success Act legislation, SOESD is committed to providing all districts in the region with technical assistance and professional learning to implement Student Success Act initiatives and Integrated Programs through customized, just-in-time support. SOESD specialists are available to work collaboratively with districts' Integrated Programs teams to utilize a variety of processes, tools, and facilitation supports.

Migrant Education | Indian Education | English Learners | Southern Oregon LGBTQ2SIA+ Student Success

Migrant Education / Indian Education / EL / SOLGBTQ2SIA+SS services include trainings, presentations and consultations at the building, district, and regional levels to address educational and culturally related academic needs. The program also provides direct academic services to migrant-qualified students, including after school, summer school, and preschool programs designed to support students in meeting challenging academic Reading and Mathematics standards through literacy development. The SOLGBTQ2SIA+SS is a consortium of eight school districts and a community-based organization that will continue the work started by the Ashland, Central Point, and the Phoenix Talent School Districts by supporting QSAs/GSAs, recommending diverse books, and organization the Unity Conference at SOU. The program leverages substantial grant funding to provide service offerings.

Regional Achievement Collaboratives

The Southern Oregon Success (SORS) in Jackson / Josephine counties and the Klamath Promise in Klamath County forges connections between schools, community organizations, businesses, and local leaders to drive communities to actively support improving education outcomes beyond the classroom. Focused work includes training on the epigenetics of Adverse Childhood Experiences (ACEs), support for trauma informed approaches and resiliency leading toward healthy communities, and increased metrics from early learning, high school graduation and career success across a lifelong continuum.

Southern Oregon Career Center (SOCC)

A Regional Career Center, with an initial site in Jackson County, will act as a powerful force in supporting existing CTE programs within school districts, while also creating new career pathway opportunities for students throughout Southern Oregon. This regional center will empower youth

SCHOOL IMPROVEMENT SERVICES CONT.



Services provided to component districts at no additional cost:

Southern Oregon Early Learning Services

The Early Learning Hub makes resources and supports more available, more accessible and more effective for children and families that have historically been overrepresented in the opportunity gap and underrepresented in services. SOELS identifies the underserved children in their region, evaluates the needs of those children and families, and then works to ensure that programs and services reach them and effectively meet their needs. Hubs are building outcomes-focused collaborations across K-12 schools, early education, health, human services and business.

Suicide Prevention and Threat Assessment

SOESD's School Improvement Services and Student Services departments collaborate to provide meaningful and effective support for component districts' suicide prevention, intervention and postvention plans as well as training and technical assistance with the threat assessment process. In addition, SOESD hosts threat assessment case management software in our regional data center, assists with data management, and provides staffing for the juvenile and adult Level II Threat Assessment Team in Jackson County.

to pursue their career aspirations, soar toward their futures, and contribute to the region's economic growth. Founding programs will be healthcare and mental and behavioral health with plans to expand to include trades and aviation pathways in future years. Programs will provide hands-on experiences with advanced labs and training on cutting-edge medical equipment.

Funding: Philanthropic and industry partners reducing capital, operation tuition-based costs funded through SOESD LSP allocations or other district sources.

STUDENT SERVICES

About Student Services

As part of the broad range of services, training and supports for all learners within the region, the SOESD Student Services Department provides evaluative, consultative, and direct special education services to students with disabilities and served through an IEP (Individualized Education Program). Many Special Education services are available in Jackson, Josephine, and Klamath counties, and some services are also available in Douglas and Lake counties. The OR Project curriculum is available worldwide.

Audiological Services

A full range of diagnostic hearing services are provided for children from birth to high school graduation, including pure tone air and bone conduction testing, visual reinforcement and behavioral observation sound field audiometry, speech audiometry, acoustic immittance testing, otoacoustic emissions testing, hearing aid evaluation and ear mold fitting, custom made swim plugs, sound field amplification and personal FM systems.

Assistive Technology Services

SOESD maintains a library of assistive technology for loan as needed, as well as assistance researching and procuring assistive technology to meet the needs of learners within the Southern Oregon region.

Autism Services

Autism specialists work in collaboration with school psychologists, speech and language pathologists, and special education teachers in providing comprehensive evaluations for students birth to age twenty-one. Based on evaluative data, specialists recommend, develop, model, and train district and EI/ECSE staff in a variety of intervention and treatment strategies to address student needs.

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Services provided to component districts at no additional cost:

Early Intervention / Early Childhood Special Education / Gilbert Creek Child Development Center

Early Intervention (EI) and Early Childhood Special Education (ECSE) services are provided to children from birth through five years of age, under provisions of the Individuals with Disabilities Education Act. Josephine County Early Intervention Services offers many services to support families and their children with special needs.

Long Term Care and Treatment (LTCT)

Long Term Care and Treatment (LTCT) provides education programs for students who have been placed by state agencies, school districts, or private placement in day and residential treatment facilities. The goal of Long Term Care and Treatment Education Programs is to provide a high quality, therapeutic environment where children will gain the behavior skills and abilities to function successfully in a non-institutional environment.



Services provided to component districts at no additional cost:

Behavioral and Mental Health Services

The SOESD Student Services department, in collaboration with the School Improvement department, provides multi-tiered mental health services, behavioral intervention services, and embedded coaching/support for students across all the continuum of need. In addition to direct student services, SOESD offers staff training, technical assistance, and consultation to component districts to support student wellbeing, self-regulation, and behavioral success.

Deaf and Hard of Hearing Services

American Sign Language interpreters, as well as direct instruction and consultative services provided by teachers of the deaf and hard of hearing, are available to eligible students birth to age twenty-one.

Regional Crisis Response/Flight Team

SOESD's Flight Team provides crisis response support to component districts that is timely, meaningful and trauma-informed. This support can be requested by district and site staff in response to any major crisis or loss of life within the school community that is expected to have a significant impact on students and faculty. The flight team consists of trained staff from both the ESD and component districts who are able to deploy and provide support in the form of student and staff grief support, communications planning/consultation, and coordination with appropriate outside agencies. The intention of the team is to come alongside existing staff at a school site in order to enhance services during a time of crisis or grief, allowing staff and students to successfully navigate their daily routines in a safe and supported manner.

Regional Programs for Low Incidence Disabilities

SOESD acts as one of Oregon's eight Regional Programs for students identified as regionally eligible with the districts' IDEA funding added to additional state funding. As the Southern Oregon Region III Program, SOESD provides special education services to children from birth through age twenty-one with hearing impairments, vision impairments, deaf/blindness, autism spectrum disorders, severe orthopedic impairments, and traumatic brain injury in a five-county area (Jackson, Josephine, Klamath, Douglas, and Lake Counties).



Emergency Preparedness and Management

Staff at SOESD will help support districts in Southern Oregon with Emergency Preparedness through a variety of activities:

- Southern Oregon Collaborative of districts identifying resources, opportunities for collaboration, and a needs analysis for response to regional needs.
- Regional coordination of training
- Coordination and facilitation of evaluation efforts
- Resource gathering
- Community collaboration, outreach, and coordination of emergency response.

Pending Funding: Oregon Department of Human Services Office of Resiliency and Emergency Management



Services provided to component districts at no additional cost:

Special Education Directors Meetings

SOESD facilitates meetings throughout the year for district special education directors. These meetings provide an opportunity to explore relevant topics related to special education best practices and resources, as well as gather input on support needed within the component districts and explore potential solutions collaboratively.

Transition Network Facilitator – Region V

The role of the Transition Network Facilitator (TNF) is to support the Governor’s Executive Order 15-01 to further improve Oregon’s systems of designing and delivering employment services for students with disabilities. The TNF works to support the collaborative efforts of Vocational Rehabilitation and Local Education Agencies in Oregon in the implementation of the Workforce Innovate Opportunity Act and the provision of Pre-Employment Transition Services.

STUDENT SERVICES CONT.

Evaluation Services - Early Intervention / Early Childhood Special Education

Evaluation services are available in Josephine County by our Early Intervention (EI) and Early Childhood Special Education (ECSE) program for children from birth through five years of age to meet child find requirements, in addition to the many services offered to support families and their children with special needs.

Oregon Project for Visually Impaired and Blind Preschool Children (OR Project)

The OR Project is a comprehensive assessment and curriculum designed for use with children birth to six who are visually impaired or blind.

Orthopedic Impairment Services

Occupational and Physical Therapists provide evaluative, consultative, and direct therapy services necessary for students with orthopedic impairments to meaningfully access their educational opportunities and environments. Physical therapy (PT) focuses on postural and gross motor functioning such as head control, sitting, and standing balance. Occupational therapy (OT) focuses on fine motor functioning such as reach/grasp, manipulation, release of objects and coordination of two-handed activities.

Psychological Services

School Psychologists provide a broad range of consultative services to administrators, teachers, and parents, as well as direct evaluative and intervention services to students.

School Nursing Services

Students attending schools may have a variety of chronic and acute health conditions, such as seizures, asthma, diabetes, and severe allergies. Some students may require medical assistive devices and procedures, such as gastric tube feeding, oxygen administration, suctioning, or nebulizer treatments. School nurse consultants help school districts meet the needs of these students, and maintain compliance with Oregon rules and statutes, working under the requirements of both the Oregon Board of Education and the Oregon State Board of Nursing.

Special Education Automation Software (SEAS)

SEAS is a 100% web based special education management system comprised of several modules which together allow districts to manage their special needs programs, including: IEP and forms management, timeline compliance, Medicaid claim generation, assessment reports, and more.

Speech and Language Services

Speech and Language Services provides a broad range of direct and consultative services, including individual speech/language evaluations, participation on IEP teams, individual and group therapy, and co-teaching in language mediated subjects to increase language acquisition and verbal fluency.

STEPS CARE

STEPS CARE classrooms serve students ages five through twenty-one with severe and/or multiple disabilities, including severe intellectual disability, autism, orthopedic impairment, traumatic brain injury, and complex ongoing medical health needs.

STUDENT SERVICES CONT.

STEPS Plus

Students enrolled in STEPS Plus represent a distinct population of students who present difficult and challenging behaviors. They have multiple, severe disabilities, cognitive deficits and/or significant medical/health needs. The disabilities may include developmental disability, hearing and vision impairment, communication disorder, orthopedic impairment, traumatic brain injury, other health impairment, autism and behavioral disorders.

Substance Use and Addiction Recovery Services

SOESD is furthering our commitment to safe learning spaces by launching a new support for teen substance use and addiction recovery in our region. Through the newly hired Recovery Supports Project Manager, SOESD intends to develop and coordinate school-based recovery services for youth experiencing addiction and substance use disorders (SUD). This resource will build connections between the school, recovery, and health care communities in order to streamline access to services for students and resources for school systems. In addition to strengthening community partnerships in support of youth recovery efforts, this project aims to position SOESD to apply to ODE for authorization of a recovery high school in Southern Oregon to open in the fall of 2025.

Funding: Currently grant funded through partnership with CareOregon and AllCare CCO's. Seeking permanent funding through ODE for recovery high school(s).

Vision Impaired Services

Braille production and Itinerant special education services are available to serve all identified blind, low vision, or deaf-blind children, birth through age twenty-one.

Youth Employment Services

The YES program of Southern Oregon ESD serves students with disabilities ages fourteen to twenty-one who are eligible for special education services. The purpose of the program is to prepare youth with disabilities (including on IEP, 504, mental health, physical disability or health impairment) for employment or career related post-secondary education or training.

TECHNOLOGY AND MEDIA SERVICES

About Technology & Media Services

Technology and Media Services provides comprehensive services for local school districts to support administrative and instructional technology and increase student success. These services result in significant cost savings while creating other efficiencies.

Data Center Hosting

Computer Information Services administers SOESD's regional 24x7 data center, which serves critical information systems to schools. The data center saves hundreds of thousands of dollars on hardware and software while creating other efficiencies, including staff time savings, reduced power consumption, and data center redundancy.

District Data Center Support

System Analysts maintain data centers deployed in component districts and manage data systems migrated to our regional data center, producing savings on server costs while increasing IT responsiveness, maximizing up-time, and reducing power, cooling, and rack storage requirements.

District Network Support / VoIP Services

Network Analysts provide support for the design, installation, and maintenance of wired and wireless local and wide-area networks, connectivity to the Internet, video security systems, physical access control systems, and Voice over IP phone systems.

Division 22 Library Services

SOESD employs TSPC-licensed librarians who are available via contract with districts to provide virtual support to classified library staff to meet Division-22 requirements. These licensed librarians serve as a resource in areas such as book selection, cataloging and weeding collections; responding to questions regarding

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Services provided to component districts at no additional cost:

Technology Director Meetings

SOESD facilitates meetings throughout the year of area technology directors to enhance educational opportunities for students in the region.



Follett Destiny, SORA, Overdrive, Learn360, WorldBook, and other digital resources; and planning and facilitating an annual regional library symposium.

Electronic Services

Licensed low voltage and 110v electricians install wired and wireless networks, surveillance systems, access control security systems, and instructional technology such as projectors and electronic white boards. Electronic technicians repair electronic equipment, including iPads and other mobile devices. Electronic materials and devices are provided at greatly reduced wholesale prices.

Follett Destiny

SOESD's Follett Destiny library management software hosted in our regional data center provides access to enriched, educator-reviewed digital content and tools that help students, librarians and educators find, share and use print and digital resources.

Help Desk Software Suite

Computer Information Services produces and hosts the Region-Wide Help Desk for IT departments, print shops, maintenance departments, and more. The software solution provides data tracking and a suite of software tools including asset inventory management and remote technical support capabilities, as well as robust data reporting.

Infinite Visions Hosting

SOESD hosts the Infinite Visions Business Information Services software in our regional data center at reduced costs to districts. Technicians manage service updates and technical support for the system.

Internet Connectivity

Computer Information Services provides cost effective Internet connectivity with access to Internet2 bundled with the benefit of added Internet circuit redundancy, providing substantial and reliable bandwidth to meet the entire region's needs under a single cost savings contract.

Professional Development Management (PDNetworks)

Computer Information Services produces and hosts the PDNetworks software system that allows districts to create and manage staff's TSPC licensing and professional development plans, as well as publish, manage, and track training activities customized to meet district-wide and individual staff goals.

Software Development

Software Developers create mobile applications for school districts, develop web sites, and customize data systems to meet districts' individual student learning and reporting needs.

Southern Oregon Regional Cybersecurity Program

Network Security Analysts utilize network threat assessment and monitoring tools to support a consortium of the region's districts in assessing their cybersecurity stance, monitoring network security, and implementing defense strategies to maintain cyber program health (e.g., email / domain security and data backup integrity), while providing rapid response to cyber threats and attempted intrusion.



**STUDENT SUCCESS ACT
COMPREHENSIVE SUPPORT PLAN**

2025-26

Reducing Academic Disparities and Supporting Student Health and Safety

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PREFACE

This 2025-2026 Student Success Act Comprehensive Support Plan to reduce academic disparities and support behavioral and mental health is provided to assist districts with the development and implementation of their Integrated Plans for the implementation of the Student Success Act. The services are categorized as potentially free technical assistance services from SOESD or direct technical assistance services at a cost. Free services would be funded using funds SOESD receives from the Student Success Act. The services outlined in this reducing academic disparities and behavioral and mental health support model can be used synergistically with services districts provide in their implementation of supports for students' academic achievement and behavioral and mental health using Student Investment Account or other funds.



REQUIREMENTS

According to HB 3427 (2019), an ESD Comprehensive Support Plan must:

- (A) Align with and support school districts in meeting the performance growth targets of the school districts developing the plan;
- (B) Include the provision of technical assistance to school districts in developing, implementing and reviewing a plan for receiving a grant from the Student Investment Account;
- (C) Provide for coordination with the department in administering and providing technical assistance to school districts, including coordinating any coaching programs; and
- (D) Be adopted and amended as provided for local service plans under ORS 334.175.

STUDENT INVESTMENT ACCOUNT SUPPORT PLAN

Overview

This reducing academic disparities and behavioral and mental health support plan is presented in a tiered support model to assist districts with providing universal, group, and individual support. The services outlined in this reducing academic disparities and behavioral and mental health support model can be used synergistically with services districts provide in their implementation of supports for students' academic and behavioral and mental health.

Tier One

Tier One supports will provide a baseline of knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier One will support educators in effective **core interventions in general education with 80-85% of students meeting expectations** in benchmarks. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

Tier Two

Tier Two supports will provide additional knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Two will support educators in effective group support **of intense interventions for the 10-15% of students needing more focused interventions to meet expectations**. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

Tier Three

Tier Three supports will provide specialized knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Three will support educators in effective individualized support for specific students as the **most intense interventions** and resources or **continuation of intense interventions over a long time period** (anticipated to be a year or more) for students with intense and persistent needs. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

TIER ONE: UNIVERSAL SUPPORTS

About Tier One Supports

Tier One supports will provide a baseline of knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier One will support educators in effective **core interventions in general education with 80-85% of students meeting expectations** in benchmarks. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

Professional Learning Opportunities:

The ESD could provide the following types of professional learning through a School Improvement Specialist or contracted services.



Technical Support Services - available at no cost:

Professional Learning Opportunities Focused on Reducing Academic Disparities and Behavioral and Mental Health

• Family Engagement – Dr. Mapp and Scholastic

- Scholastic's support is designed to reframe family engagement as an instructional strategy and build the capacity of district leadership and building teams to transform home-school partnerships to improve student outcomes.
- Scholastic Education proposes to support all districts in the SOESD region in the following ways:
 - Provide copies of Powerful Partnerships by Dr. Karen Mapp. We will utilize the books to facilitate a three-part virtual book study prior to starting the three-day workshop series. The virtual book study will provide context for the upcoming training series, establish shared understanding of effective home-school partnerships, and foster collaboration and communication among the group.
 - Conduct the Dr. Mapp Series with school-based teams. Teams will learn "what works" to engage families in learning, "repurpose" existing family events, and develop a year-long action plan for engaging families in partnerships to increase student academic achievement.
 - Provide on-site and virtual coaching to assist district teams' implementation of new learning, and we will provide consultative support to SOESD leadership to assist in strengthening and sustaining family engagement practices throughout the entire district.
 - Facilitate Effective Practices to Welcome All Families professional learning opportunities.
 - Conduct virtual webinar series on: Process Conditions and 4 C's
 - Facilitate Reaching All Families professional learning workshops
 - Design and implement Community Engagement Workshops for district leadership based on ODE's Community Engagement Toolkit

In addition to the days of learning, SOESD will offer ongoing coaching and support through regular PLCs and district specific support throughout the academic year.

• Mentoring Beginning Teachers and Administrators*

SOESD offers a tiered approach for mentoring new teachers and administrators:

- Tier 1- Districts can utilize SOESD to receive technical assistance from a School Improvement Specialist to support best practices in mentoring at a district/systems level.
- Tier 2- Districts can utilize SOESD to provide professional learning to district-employed mentors to ensure they have current researched-based strategies for supporting novice educators and are provided with opportunities to build a professional learning community with SOESD-employed mentors.
- Tier 3- Districts can utilize SOESD to provide SOESD-employed mentors at various levels of engagement (example: 45, 60, or 90 hours) of one-to-one support to novice educators.

*Districts may contract with SOESD for mentoring services for teachers ineligible for grant funds or for hours beyond grant funded allocations.

• Playworks – K-8 Organized Play

The Mission of Playworks is to create multiple opportunities for safe, healthy, meaningful play every day for children. The Playworks curriculum was designed for children in K – 6 school and youth environments, but is often used with children in grades K – 8. The term “organized play” is used to increase understanding for children and adults.

In addition to the days of learning, SOESD will offer ongoing coaching and support through regular CoPs/PLCs throughout the academic year.



Technical Support Services - available at no cost:

• Equity Professional Learning Opportunities (including PK)

SOESD will offer professional learning opportunities in foundational equity work. Examples include:

- Recognizing and responding to implicit bias
- Systemic racism
- Micro-aggressions

• Universal Design for Learning (UDL)

A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

• Skillful Teaching

37.5 hours (6 days), eligible for three graduate, undergraduate, or para credits through Fitchburg State University.

The Studying Skillful Teaching program is Research for Better Teaching’s cornerstone program for building teachers’ capacity – the knowledge and skills as well as the courage and conviction – to promote students’ motivation, learning, and increased achievement. It is based on the belief that teaching is a process of decision-making and that skillful teachers never stop learning through experimentation, data analysis, study, and collegial sharing about what works best for their students. This reflective dialogue is consistently rated by our clients as an invaluable asset for building common and coherent language among their educators.

In addition to the six days of learning, SOESD will offer ongoing coaching and support through regular CoPs/PLCs throughout the academic year.

Regional SOESD Studying Skillful Teaching Facilitator Cadre is being developed to provide sustainability and availability for ongoing professional learning.



Technical Support Services - available at no cost:

- **Skillful Leadership and Coaching: Analyzing Teaching for Student Results (ATSR)**

42 hours (7 days) plus site visit, eligible for three graduate credits through Fitchburg State University.

This is a program for leaders on how to improve classroom teaching and learning. Reflecting the national shift towards learning-focused supervision and evaluation, the Analyzing Teaching for Student Results (ATSR) program helps leaders zero in on the impact of teaching decisions on students. During the program, participants examine high-leverage teaching strategies and use both a common language and a concept system about teaching to support any state framework. The seven-day curriculum provides multiple opportunities for participants to develop keen observation and analytical skills that will support teachers in building their own capacity to impact students' learning. It includes an on-site co-observation with the instructor for each participant.

In addition to the seven days of learning, SOESD will offer ongoing coaching and support through regular PLCs throughout the academic year.

- **Social Emotional Learning Professional Learning**

To be effective, districts need to adopt and implement comprehensive school-wide SEL programs (research-based) that address the five main areas of SEL in a culturally responsive environment.

SOESD can provide training and curriculum to help districts implement and adapt programs to specific needs of schools/cultures.

In addition to the initial workshop, SOESD will offer ongoing coaching and support for educators through regular CoPs/PLCs throughout the academic year and professional learning in SEL for parents.

- **Trauma-Informed Care/Approaches**

Professional learning on the strengths-based framework grounded in an understanding of and responsiveness to the impact of **trauma** that emphasizes physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment.

- **K-3 Early Learning Strategies**

Professional learning on a variety of K-3 reading and math instructional strategies grounded in the Science of Reading Instruction and the Science of Math Instruction which aligns with the latest brain research. SOESD can provide professional learning focused on the identified student needs for teachers and IAs/EAs/Paraprofessionals.

- **Adverse Childhood Experiences (ACEs) - including PK**

Professional learning focused on adverse childhood experiences (ACEs). ACEs are potentially traumatic events that occur in childhood (0-17 years). Creating and sustaining safe, stable, nurturing relationships and environments for all children and families can prevent ACEs and help all children reach their full potential.

- **MTSS Implementation for All Areas**

Coaching and professional learning supports focused on the development, implementation and sustainability of Multi-Tiered Systems of Support in academics, attendance, SEL, behavior, etc.



Technical Support Services - available at no cost:

Supporting Districts in Developing Kindergarten Readiness Programs to Reduce Academic Disparities

- **Kindergarten Readiness Program Development Technical Assistance for Districts**

Preschool Promise coordinator, early learning specialists, and other licensed staff employed by SOESD can provide technical assistance to districts who want to establish new Kindergarten Readiness programs and other district level infrastructure such as portable classrooms. These specialists can also provide strategies and coaching to districts regarding the most effective strategies and process to look at all options and requirements.

- **Kindergarten Readiness Consultant**

Support districts to create programs that align with ODE requirements in staffing and certifications.

Direct Services – available at cost:

Supporting Instructional Practices

Mental and Behavioral Supports

SOESD can provide educators with trauma-informed mentoring that supports leadership and instructional practices that promote equity, behavior supports, and social-emotional learning for all students.

Reducing Academic Disparities

SOESD can provide educators with content specific mentoring that supports leadership and instructional practices that promote equity, differentiation, evidence-based practices, reduction of academic disparities for historically underserved students, and academic achievement for all students.

- **Beginning Teacher Mentors**
SOESD can provide teacher mentors to support beginning teachers with mentoring that supports effective instructional practices, classroom management, and social-emotional learning.
- **Beginning SPED Mentors**
SOESD can provide special education mentors to support beginning SPED teachers with mentoring that supports effective instructional practices, classroom management, and SPED requirements.
- **Beginning Administrator Mentors**
SOESD can provide administrators with leadership support. Administrator mentors can support beginning administrators that are working in general education, SPED and central office positions.

• Licensed Mental and/or Behavioral Health Professional FTE

Licensed mental and/or behavioral health professionals who are acculturated to populations they serve assisting students at school with behavioral and/or mental health challenges on all three tiers:

- Tier-One: Classroom lessons on resilience building and self-regulation (Go Noodle, Brain Gym, Mindful Moments and other Mindfulness Activities, Yoga for Kids), implementation of school-wide social emotional curriculum (Second Step, Kelso's Choices, Bully Prevention, etc.).



Technical Support Services - available at no cost:

Technical Assistance for Integrated Programs Plan

- **Community Engagement Facilitator**
 - Professional Learning for Community Organization Facilitators
- **Data Analysis**
- **One-on-One Technical Assistance**
- **Integrated Plan Review and Consolidated Feedback**
- **Longitudinal Performance Growth Targets/ Progress Monitoring**
- **Marketing and Communication**
- **Translation Services**
 - Linguava – Provide translation services for documents focused on SIA work. Districts will be able to access services from Linguava using funding available in district/eligible charter school Linguava accounts.

TIER TWO: GROUP SUPPORTS

About Tier Two Supports

Tier Two supports will provide additional knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Two will support educators in effective group support **of intense interventions for the 10-15% of students needing more focused interventions to meet expectations**. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.



Technical Support Services - available at no cost:

- **On Demand Training for Certified and Classified Employees***

SOESD can provide in-person and/or virtual trainings for certified staff new to their position/district or classified staff who are new to working as classroom instructional/educational assistants or are experienced IAs/EAs new to their assignment. Topics to include safely addressing physically aggressive behaviors, verbal intervention strategies, how to work as a team to support students in resource/self-contained classrooms, following Behavior Support Plans, following IEP goals, and strategies for supporting emerging bilinguals.

- **321 Insight** purchased in April 2020; license active through June 2024

321 Insight provides online training through their Trauma Informed Series and Para Sharp Series. These are virtual concise and relevant trainings to staff in a format they can easily digest and apply.

- **SOESD's webPD** – These are online, asynchronous course offerings from SOESD on six topics that were selected based on input from the districts and eligible charter schools in the region.

Direct Services – available at cost in partnership with Student Services:

- **Licensed Mental and/or Behavioral Health Professional FTE**

Licensed mental and/or behavioral health professionals who are acculturated to populations they serve assisting students at school with behavioral and/or mental health challenges on all three tiers:

- Tier-2: small group counseling, social skills building (teaching specific skills such as relaxation/calming skills, problem solving skills, social skills etc.), implementation of evidence-based social emotional programs (Check-in Check-out, "Check and Connect," reinforcement systems, token boards, success plans, self-monitoring sheets, problem solving sheets, etc.).

TIER THREE: INDIVIDUAL SUPPORTS

About Tier Three Supports

Tier Three supports will provide specialized knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Three will support educators in effective individualized support for specific students as the **most intense interventions** and resources or **continuation of intense interventions over a long time period** (anticipated to be a year or more) for students with intense and persistent needs. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

Direct Services – available at cost in partnership with Student Services:

Reducing Academic Disparities and Behavioral and Mental Health

• Licensed Mental and/or Behavioral Health Professional FTE

- Tier-3: individual counseling (strategies to address depression, anxiety, anger management, trauma, etc.), crisis de-escalation plans, suicide screening for students at moderate to high risk (interviewing, assessing and communicating with family to establish or strengthen school- and community-based supports).

SUPPORTS FOR INTEGRATED GUIDANCE

About Supports for Integrated Guidance

The supports for Integrated Programs and Planning/Reporting will provide technical assistance to districts and charter schools eligible to apply independently in the areas of Every Day Matters, High School Success, Career and Technical Education, Early Indicator and Intervention Systems, and Continuous Improvement Planning.

- **Every Day Matters (EDM)**

SOESD will work with individual districts and regionally to design and implement professional learning and technical assistance focused on reducing chronic absenteeism. Examples include coaching for school attendance teams, data support using the Chronic Absenteeism Prediction Tool (CAPT), attendance letters, regional attendance collaboratives and monthly attendance inspiration meetings, and supporting the development of community partnerships for supporting attendance.

- **Small/Rural District Support**

SOESD will provide technical assistance to help reduce administrative burden to districts identified by ODE as being eligible based on their designation as small/rural.

- **High School Success (HSS)**

The Career Connected Learning (CCL) Team will work with the Southern Oregon CTE Consortium (SOCTEC) and higher education partners to support planning and application efforts designed to meet HSS requirements to establish or expand district and/or regional efforts and programming for Career and Technical Education and College-level education opportunities.

- **Career and Technical Education (CTE)**

The CTE program coordinates a broad system of diverse subject areas aligned with career pathways awarding college credit aligned with the global economy. The program works closely with local high schools, community colleges, and industry to facilitate a Federal Carl D. Perkins consortium grant and the Southern Oregon CTE Consortium. The CTE Department services include Program of Study Approval, Instructor Appraisal and Certification, Professional Development, Federal Carl D. Perkins grant administration, and technical assistance.

Project Managers are available through SSA funding to support CTE at the intersectionality with SSA, specifically as it relates to the CTE and HSS sections of the Integrated Plan.

- **Early Indicator and Intervention Systems (EIS)**

Interested districts may enter into a consortium agreement with SOESD for the purchase of and support with EIS.

- **Continuous Improvement Planning**

Specialists will be available to work with individual schools, districts, and regionally to offer technical assistance and/or professional learning that supports the Every Student Succeeds Act (ESSA).