

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 12**
- C. Enrollment Report for November 14**
- D. Intern Program Coordinator and AHS Athletic Coordinator MOA 15**
- E. Community-Based Instruction Tutors MOA 16**

5. School Presentation: Willow Wind 15 min. 17

Presenter: Willow Wind Principal, Debbie Pew

6. Lincoln School Update 10 min. 44

Presenter: Executive Director of Operations, Steve Mitzel

7. Finance Report 15 min.

Presenter: Director of Business Services Sherry Ely

A. Finance Report for the period ending October 31, 2025, including 56

Facilities and Bond Financial Report

B. Full Faith and Credit Loan 65

8. Recurring Reports 15 min.

A. OSEA Report

Presenter: OSEA Representative James Johnson

B. AEA Report

Presenter: AEA Representative Alan Parowski

C. Student-Board Representative Report

Presenter: Student Board Representatives Alice Carnahan & Milo Leiserson

9. Board Reports 10 min.

Presenter: Board Chair Rebecca Dyson

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

Presenter: Board Chair Rebecca Dyson

11. Superintendent Report 10 min.

Presenter: Superintendent Joseph Hattrick

12. ASD Enrollment & Class Size Report for 2025-26 20 min. 79

Presenter: Director of Student Services April Harrison

13. Unfinished Business

Presenter: Board Chair Rebecca Dyson

- A. ACTION: Policy JFCEB Personal Electronic Devices & JFCEB-AR 103**
(second read) 10 min.

Presenter: Superintendent Joseph Hattrick

14. New Business

Presenter: Board Chair Rebecca Dyson

- A. Consolidation Engagement Process 10 min. 110**

Presenter: Superintendent Joseph Hattrick

- B. ACTION: OSBA Election 5min. 128**

Presenter: Board Chair Rebecca Dyson

15. Announcements and Appointments

Presenter: Board Chair Rebecca Dyson

A. The board will hold a work session on Thursday, November 20, 2025, at 6:30 p.m. on Zoom. The work session is scheduled a week earlier due to Thanksgiving.

B. The next Regular Session meeting will be held on Thursday, December 11, 2025, beginning at 6:30 p.m. in the City Council Chamber, 1175 E. Main St., Ashland.

16. Adjourn

Presenter: Board Chair Rebecca Dyson

Minutes

1. Call to Order and Roll Check

Chair Dyson called the meeting to order. Roll check confirmed that the following members were present: Chair Dyson, Vice Chair Hatch, Director Rooklyn, Director Ferguson, and Director Ruby.

2. Land Acknowledgment

Student board rep, Alice Carnahan, read the Land Acknowledgement aloud.

3. Adoption of Agenda

Chair Dyson requested to table agenda item 12.A. Integrated Guidance Q1 Report.

❖ **Motion:** Director Ruby moved, and Director Ferguson seconded adoption of the agenda as amended.

Aye: Rooklyn, Ruby, Ferguson, Dyson, Hatch

Nay: none

Result: The motion carried by unanimous vote of the five members.

4. Consent Agenda

4.A. Approval of Minutes

4.E. Elementary Prep Time MOA

4.B. Personnel Report

4.F. Mentor MOA

4.C. Enrollment Report for October

4.G. Walker Transfer and Reassignment MOA

4.D. AMS Dean Stipend MOA

❖ **Motion:** Director Rooklyn moved, and Vice Chair Hatch seconded approval of the consent agenda items as presented.

Aye: Rooklyn, Ruby, Ferguson, Dyson, Hatch

Nay: none

Result: The motion carried by unanimous vote of the five members.

5. Bond Report

5.A. Monthly Bond Update – Work Completed in Sept. 2025

Executive Director of Operations, Steve Mitzel, presented the bond report. The shade sails for the high school quad have arrived. They are coordinating with Outlier to install them on a day when students are not on campus. A more detailed bond report will be provided in December after the work is completed and all bills are paid.

6. Lincoln School Update

Executive Director of Operations, Steve Mitzel, provided the following updates on the status of Lincoln School.

- Engaging with a contractor in Eugene to reinforce the building and make it safe to enter.
- Once it is safe to enter, a local architect/ engineer will dismantle parts of the building to assess the extent of the damage.
- After the investigation, there will be an assessment of how to proceed and discussions about insurance coverage.
- An update will be given at next month's board meeting.

Although the board does not need to approve contracted work under \$10K, they asked Director Mitzel to update Superintendent Hattrick, who can then share progress with the board.

7. Finance Report

7.A. Finance Report for the period ending Sept. 30, 2025

Via Zoom, Director of Business Services Sherry Ely reported that revenues continue to align with our budget, and she is encouraged by our ADM coming in above our estimates. ADM refers to enrollment, which is the

actual number of students enrolled in school, cumulative for the year. Ms. Ely is working with Piper Sandler on options for repaying our \$5.2 million TAN. Options for a five- and seven-year payback are highlighted in the next report. Director Ely noted that Lincoln School's financial situation is still uncertain. Repairs might force the district to borrow more than just the amount needed to pay off the TAN.

Projected payroll expenses have been reduced to reflect lower payroll costs, partly due to decreased healthcare premiums from staff reductions. We may need to adjust the claims side because of reduced premium inflows. At this early stage of the year, our Ending Fund Balance is estimated to be \$3,393,204, or 7.83% of the projected expenditures.

Additional highlights include:

- Cash flow remains tight until property taxes arrive in Nov-Dec.
- Title funds are lower due to federal-level issues.
- Funding for Outdoor School through OSU is decreasing because of federal cuts. We are working with organizations to secure grants that will cover all outdoor school expenses.
- We are monitoring Measure 98 funding to ensure we can cover the planned expenses for this school year.
- Director Ely will present a facilities bond report at the November board meeting.

7.B. Full Faith and Credit Loan Potential Plan

Via Zoom, Director of Business Services Sherry Ely reviewed the timeline for repaying our \$5.2 million short-term Tax Anticipation Note (TAN). The district drew the TAN in June, and the money is due by the end of December. To repay the loan, the district will need to secure a long-term Full Faith and Credit loan. Director Ely shared two options for this: a 5-year and a 7-year repayment plan. Depending on the district's ongoing financial needs, including Lincoln School, the district might need to take out a larger loan than the \$5.2 million to cover the TAN repayment, but not exceeding \$10 million.

Analysis assumptions include:

- SSF 10.27% biennial increase – split 49% / 51%
- \$100K Property tax & YAAL increase per year, with all other revenues staying flat
- Debt service payments in June and December.
- 3% COLA; 3.25% Step; 10% increase in associated payroll costs
- All other costs- 3% annual increase

Director Ely explained the reason behind seeing cash flow and revenue reductions in the estimates for 2026-2027. This is due to how the district has to account for the loan proceeds – both the funds used to cover the cash flow issues – and then the funds being borrowed to pay back the TAN, which then rolls over to a Full Faith and Credit loan. The proposed plan is to take out a 7-year FFC loan with the option to repay it in 5 years or less. Once the resolution to apply for an FFC loan is approved, our agent, Piper Sandler, will assist us in bidding for a long-term loan with the best rate and flexible terms. Since the timeline for assessing Lincoln School and bidding for a loan likely won't align, Ms. Ely explained an option for a capital loan, which is much more flexible than borrowing money to cover expenses.

7.C. ACTION: Resolution 2025-2026 B-2 Full Faith and Credit Loan

After discussion, the board decided they would like more time to review the resolution to apply for the Full Faith and Credit Loan.

- ❖ **Motion:** Director Rooklyn moved, and Director Ruby seconded to table Resolution 2025-2026 B-2 and bring an updated version to the Oct. 23 work session.

Aye: Rooklyn, Ruby, Ferguson, Dyson, Hatch

Nay: none

Result: The motion carried by unanimous vote of the five members.

8. **Recurring Reports**

8.A. OSEA Report

OSEA Representative James Johnson shared that AMS is busy preparing to host Equity and Wellness Day. Recruitment has begun for the Oregon Battle of the Books team. OSEA is advocating to keep the Affordable Care

Act tax credits and urges everyone to call their representatives to express support for the enhanced tax credits for affordable healthcare. The phone number is 855-493-4407.

8.B. AEA Report

AEA Co-president Kelly Martin shared reports from the school sites. Teachers are working hard to navigate increased class sizes, blended classrooms, a new curriculum, managing students with behavioral issues with less EA time, and organizing field trips with additional liability requirements. Ashland Connect is seeing an increase in enrollment.

8.C. Student Board Representative Report

Student Board Reps Alice Carnahan & Milo Leiserson shared recent happenings at the high school and beyond.

- Oct. 24 - Homecoming Football Game
- Oct. 25 – Homecoming Dance
- Oct. 25 – Monster Dash
- AHS boys soccer is ranked #2 in the state
- New dance team at AHS is doing ½ time shows at the games
- Seniors are busy applying for colleges right now
- Leadership started a monthly meeting with all student union leaders to provide a platform for connection and to elevate everyone's voices.
- Student union leaders attended the Professor Powell event

9. **Board Reports**

Director Ruby attended the Professor Powell event, was impressed with the Pedal Power Program, attended the ASF board meeting, took part in the SO Pride Parade, and plans to watch The Kelly Clarkson Show next Thursday.

Director Ferguson is tuned into the AHS girls' soccer team this year, noting that Coach Utaff is doing a great job. She enjoyed the Helman Hoedown, attended the Oregon Gvt. Ethics Commission (OGEC) training, participated in the SO Pride Parade, sat in on the panel lecture with Professor Powell, and continues to read books from the high school reading list.

Director Rooklyn reported attending a great open house at AHS and watched the high school jazz band at the OSF Greenshow.

Vice Chair Hatch enjoyed the SO Pride Parade, attended the OGEC training, and went to the welcome back picnic for Willow Wind.

Chair Dyson attended the OGEC training, participated in a community meeting about the future of Science Works, was impressed by the high school jazz band playing at the Greenshow, and took part in the SO Pride Parade. She also went to the first AHAA arts meeting of the year and encouraged everyone to join the Monster Dash event.

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

Chair Dyson read Jennifer Carstensen's public comment submitted via email about the AMS beginning band program, requesting the re-addition of a second beginning band class for the second term.

11. **Superintendent Report**

Superintendent Hattrick was pleased to announce the Rotary Student of the Month, Savannah Elster, a senior volleyball player at AHS. Savannah demonstrates curiosity, hard work, kindness, and leadership. She has a deep love for learning, especially in history and social studies, and has shared her dream of one day becoming a teacher. Her teachers see her not only as an exceptional student but also as someone who uplifts those around her—an individual who takes pride in her school and community. Congratulations, Savannah.

In accordance with HB 2453, the district held its first District Equity Committee (DEC) meeting on September 15, 2025. The DEC's role is to advise the superintendent on the education equity impacts of policy decisions, inform the superintendent about the larger district-wide climate and the experiences of underserved student groups, and provide guidance to the board and superintendent on how to best support these areas. Superintendent Hattrick will continue to keep the board and community informed as this group evolves.

Superintendent Hattrick, along with several other school leaders, attended the Oregon Equity Summit and delivered a presentation on how to establish and maintain affinity groups. He expressed his gratitude for the district's participation in the SO Pride Parade. Dr. Hattrick attended Professor John Powell's event and shared a quote that

resonated. He announced that October is Principal Appreciation Month and encouraged the board and audience to celebrate their child's principal! He also announced that ASF is organizing a viewing party to watch The Kelly Clarkson Show at Science Works on Thursday, Oct. 16. This event is in celebration of all ASD staff who made sacrifices as the district navigated a financial crisis.

As times remain as uncertain as ever, the Superintendent reaffirmed his commitment to equity, inclusion, and belonging for all by reading the following statement:

"Tonight, I want to take a moment to reaffirm something that is at the heart of everything we do in the Ashland School District—our unwavering commitment to every student, every staff member, and every family in our community. We welcome All...as you are!

We are committed to ensuring every person who walks through our doors deserves to feel safe, valued, and seen for who they truly are. While the world outside our doors may feel scary and confusing at times, while at the Ashland school district, we want you to know that you are valued and you are loved. Of course, we have policies that guide our work around how to treat people; but more importantly, it is our shared responsibility to bring these commitments to life in our classrooms, hallways, and workplaces every single day.

We know that equity is not about policies—it's about people. It's about ensuring that each student, no matter their background, race, gender identity, ability, or

circumstance, has the support and opportunities they need to thrive. It's about uplifting our staff so they can do their best work in an environment where they feel respected and valued. It's about partnering with our families to create a community where every child feels a sense of belonging.

As we move forward, we do so with intention, using compassion and love to remove barriers, challenge inequities, and create spaces where all voices are heard. This is not just a goal—it is a promise. A promise that in the Ashland School District, every student belongs, every staff member matters, and together, we will continue to build a future where everyone has the opportunity to succeed.

Thank you for being part of this work, this district, and thank you for standing with us in our commitment to equity, inclusion, and belonging for all. I am personally thankful and proud to live, and lead in the Ashland School District Community!"

12. Unfinished Business

12.A. Integrated Guidance 2025-26 Quarter 1 Report – TABLED

12.B. Youth Truth Presentation

Assistant Superintendent Michelle Cuddeback shared a high-level report of Youth Truth data from the 2024-25 Youth Truth survey. She explained that the district must be cautious about sharing detailed data publicly to protect anonymity. School leaders review the data disaggregated to identify trends, recognize strengths, find opportunities for improvement, inform the integrated guidance plan, and guide resource allocation.

The survey was given to students, staff and families from grades 3-12. There were 2963 respondents. The district has lots of historical data, pre-pandemic through post.

The survey gathers responses from the categories below, with results shown as positive response percentages and ASD's national ranking.

- | | |
|------------------|-----------------------|
| 1. Engagement | 4. Academic Challenge |
| 2. Relationships | 5. Belonging |
| 3. Culture | |

Director Rooklyn requested a report covering data from 2018 to 2026, if possible, for next year. Principals typically share their survey data with site councils, which are usually involved in the school improvement plan process.

13. New Business

13.A. OSAS Data Report

Superintendent Hattrick announced that ASD performed exceptionally well on the 2024-25 OSAS Assessments. Both ELA and Math saw notable gains, while Science remained steady. Superintendent Hattrick feels good about these results. Given the challenges the district faced last year, the positive outcome demonstrates that nothing will get in the way of learning!

13.B. Class Size/ Instructional Model Report

Per the AEA collective bargaining agreement, at each year's October school board meeting, the Superintendent and/or principals will report on each school's plan toward achieving class size and student daily contact composition goals that maximize student learning with resources available. (Student contacts = caseloads)

Superintendent Hattrick provided a review of the current model, where the average class size is 25. We are continuously monitoring this model and prioritizing professional development as we work to improve the district's financial situation. We will adjust the right-sizing plan to determine the appropriate staffing levels. We are still navigating our financial dilemma and need to continue staffing according to enrollment levels.

13.C. Cell Phone Policy Update

Superintendent Hattrick provided an update on our timeline for revising the policy on cell phone use during the school day. We are currently following our existing Policy JFCEB, but we are working on updating it to include the requirements outlined in Executive Order 25-09. The revised version will be reviewed by the board at the next work session and presented at the next regular session for public review and possible approval, ensuring we are ready to implement the updates by Jan. 1, 2026. Changes to the policy include a bell-to-bell ban on cell phone use, storage, and a process for exceptions.

13.D. AI Policy Update

Superintendent Hattrick stated that AI is here to stay. Our current policy, adopted on 5/9/24, is adequate but will need updates to include recent language and requirements related to AI education and accessibility. We plan to consult with teachers to gather their input on how they want to incorporate AI in their classrooms, including grading support. We aim to present a draft revision at the November 20 work session for the board's review.

14. Announcements and Appointments

Chair Dyson read the following announcements:

14.A. The board will hold a work session on Thursday, October 23, at 6:30 p.m. on Zoom.

14.B. The next Regular Session meeting will be held on Thursday, November 6, 2025, beginning at 6:30 p.m. in the City Council Chamber, 1175 E. Main St., Ashland.

15. Executive Session

❖ **Motion:** Director Hatch moved, and Director Ferguson seconded that the board move into executive session under ORS 192.660(2)(i), to evaluate the performance of the chief executive officer.

Aye: Rooklyn, Ruby, Ferguson, Dyson, Hatch

Nay: none

Result: The motion carried by unanimous vote of the five members.

Chair Dyson stated that the board will now enter executive session, under ORS 192.660(2)(i), to review and evaluate the performance of the chief executive officer. Executive Session is not open to the public. No decisions will be made in executive session; any action will be taken in open session. The regular meeting will resume upon completion of our closed session.

The public was dismissed. The board meeting recessed for executive session at 8:33 PM.

16. Return to Open Session

At 9:06 PM, Chair Dyson resumed the regular session meeting.

17. Adjourn

There being no further discussion, Chair Dyson adjourned the meeting at 9:06 PM.

Submitted by:
Holly Rosser, Board Secretary

Date for Board Approval: November 13, 2025

Minutes

1. Call to Order / Roll Check

Chair Dyson called the meeting to order. Roll check confirmed that all five members were present on Zoom: Directors Rooklyn, Ferguson, Ruby, Vice Chair Hatch, and Chair Dyson.

2. Adoption or Adjustment of Agenda *(At this time, Board members are provided the opportunity to amend the agenda)*

❖ **Motion:** Director Ruby moved, and Director Rooklyn seconded adoption of the agenda as presented.

Aye: Rooklyn, Ruby, Ferguson, Hatch, Dyson

Nay: none

Result: The motion carried by unanimous vote of the five members.

3. Board Policy Updates

3.A. Policy JFCEB & JFCEB-AR Personal Electronic Devices (first read)

Per Executive Order No. 25-09, issued on July 2, 2025, school districts must adopt a policy banning students from using personal electronic devices during instructional time. The policy must be adopted by October 31, 2025, with full implementation required by Jan. 1, 2026. Superintendent Hattrick reviewed the draft policy and AR with the board, which were developed in collaboration with the ASD Lead Team and have been reviewed by our student board representatives.

JFCEB-AR outlines the allowable exceptions, which include a medical order for the care and treatment of a medical condition, if the use of a personal electronic device is part of a student's IEP or 504 plan, or with an administrator-approved exemption.

With the tight timeline for approval and implementation by January 1, Superintendent Hattrick asked the board to consider this work session review as a first read and to consider the policy for adoption at the November regular session.

Discussion items included:

- Request to define "campus."
- Need to enlist students' help to enforce this policy.
- AHS Leadership will develop ways to replace addictive behaviors with other engaging activities during passing periods and lunch.
- AHS Leadership will produce a video to promote the policy guidelines.
- Emphasis on redirection and education rather than policing and enforcement.
- Parent support will be essential.
- Parent pick-up may be challenging if students require their phones for after-school activities and jobs.
- The communication plan will include school newsletters, homeroom classrooms, videos, announcements, and postings at each school, and the website.
- Request to transfer the social media clause from the existing policy to a more appropriate policy.
- Strategies for handling students with exceptions while maintaining confidentiality.

The board affirmed the process of having district leadership oversee policy revisions and involve student leadership in reviewing and helping to communicate the message. The board agreed to this presentation and policy review as a first reading and plans to include it on the Nov. 13 regular session agenda as a second reading with approval. Any public input received before then should be sent to Supt. Hattrick.

4. Full Faith and Credit Loan

Director of Business Services Sherry Ely, along with Carol Samuels from Piper Sander (our financial agents) and Hawkins Delafield bond counsel, Gulgun Ugur, explained the process for applying for the Full Faith and Credit Loan.

Ms. Ugur explained that the Resolution is a required document due to the quick timeline for negotiating and approving a loan. Banks don't wait for the board to approve their offers; the administration needs to have the authority to make decisions promptly.

Ms. Samuels is helping the district find a financial partner. She prepared a term sheet that provides factual information about the district. She is hopeful that more than one bank will submit a loan proposal. Once the proposals are received, Piper Sandler will create a summary of key statistics related to the bids. This will assist the team in choosing which offer to accept, which is not always the one with the lowest interest rate. Bids are due by Nov. 12. A complete report will be available by the board meeting on Nov. 13, including the repayment schedule.

4.A. ACTION: Resolution 2025-2026 B-2

Supt Hattrick asked the board to consider approving Resolution 2025-2026 B-2 to allow the district to roll its Credit Facility into long-term financing Full Faith and Credit Loan. The decision-making team will meet on Nov. 13, before the board meeting, to select a lender, and the process will be shared during the Nov. meeting.

❖ **Motion:** Vice Chair Hatch moved, and Director Rooklyn seconded approval of Resolution 2025-2026 B-2 to allow ASD to roll its Credit Facility into a long-term Full Faith and Credit Loan.

Aye: Rooklyn, Ruby, Hatch, Dyson, Ferguson

Nay: none

Result: The motion carried by unanimous vote of the four members.

5. Superintendent Targeted Feedback Survey

Superintendent Hattrick discussed using a targeted feedback survey as part of the superintendent evaluation process. Targeted feedback surveys are optional, but it's recommended to use them every other year or every few years as one data point in the superintendent evaluation. Both COSA and OSBA offer services to help districts create, issue, and analyze the survey data.

It is advised to use an independent third party to distribute and compile the results to prevent bias from staff members or board members handling it. Chair Dyson announced that COSA has generously offered to provide this service free of charge.

The board unanimously agreed to enlist COSA to assist with a targeted feedback survey. We will invite our COSA representative, Krista Parent, to the Dec. 11 executive session to review the process, purpose, and timeline. Additionally, during the executive session, the board will need to decide who will receive the survey. Suggestions include: district administration, district office staff, AEA and OSEA leaders, 10-15 community members, and 10-15 peers or colleagues from across the state. During the executive session, the board and COSA will develop a set of questions based on the Superintendent Evaluation Standards, district goals, and the strategic plan.

6. Book Study

Superintendent Hattrick provided each board member with the book, *Improving School Board Effectiveness: A Balanced Governance Approach*, for their professional development.

It was decided to allocate 30 minutes to each work session agenda for Board Learning, where board members can share and discuss highlights from their reading. Before the next work session, board members should read chapters 1 and 2.

7. Other Items of Consideration

- Vice Chair Hatch reminded everyone to participate in the Monster Dash on Saturday.
- Director Rooklyn asked for updates on the potential 5% that ODE is discussing.
- Superintendent Hattrick is monitoring this closely and is already considering the worst-case scenarios and the possibility of ongoing annual cuts.
- A request was made to include the budget committee in discussions about the full faith and credit loan and potential revenue reductions this fiscal year.

8. Adjourn

There being no further discussion, Chair Dyson adjourned the meeting at 7:47 PM.

Submitted by:
Holly Rosser, Board Secretary

Date for Board Approval: November 13, 2025

Ashland School District
Board Personnel Report
November 1, 2025

SITE	NAME	POSITION	STATUS	STATUS CHANGE	SALARY PLACEMENT EXCEPTION
AHS	Brian Kerns	Musical Advisor	Temporary Service	NO	NONE
AHS	Natalie Guidi	Design Assistant	Temporary Service	NO	NONE
AHS	Jaiden Olson	Orchestra Coach	Temporary Service	NO	NONE
AHS	Sidney Cohen	Technical Director and Set Designer	Temporary Service	NO	NONE
AHS	Suzanne Seiber	Choreographer for Wizard of Oz	Temporary Service	NO	NONE
AHS	Jeff Arlt	Theater Set Builder	Temporary Service	NO	NONE
AHS	Jeff Arlt	Set Walls – Video Production	Temporary Service	NO	NONE
AHS	Paige Galpin	Teacher, SPED	0.40 FTE (Temporary)	NO	NONE
AHS	Donna Hokama	EA- Media Assistant	Resignation	NO	NONE
AHS	Terrance Allen	Assist Coach, Boys Basketball	Temporary Service	NO	NONE
AHS	Christopher Sorensen	Assist Coach, Boys Basketball	Temporary Service	NO	NONE
AHS	Nehemiah Dedmon	Assist Coach, Boys Basketball	Temporary Service	NO	NONE
AHS	Brenna Heater	Assist Coach, Girls Basketball	Temporary Service	NO	NONE
AHS	Ashley Caughell	Cheerleader Advisor (Winter)	Temporary Service	NO	NONE
AHS	Teyah Bair Gida	Assist Coach, Girls Basketball	Temporary Service	NO	NONE
AHS	Todd Lantry	Head Coach, Swimming	Temporary Service	NO	NONE
AHS	Pam Downs	Assist Coach, Swimming	Temporary Service	NO	NONE
AHS	Eric Schwark	Assit Coach, Wrestling	Temporary Service	NO	NONE
AMS	Amanda Esser	Band Coach	Temporary Service	NO	NONE
AMS	Megan Fischer	Musical Director	Temporary Service	NO	NONE
AMS	James Ransweiler	CBI Tutor	Temporary Service	NO	NONE

Ashland School District
 Board Personnel Report
 November 1, 2025

AMS	Chloe Lewis	CDS	1.0 FTE (Temporary)	Update to September report	NONE
AMS	Brittany Hardy	NASU Affinity Group Advisor	Temporary Service	NO	NONE
AMS	Allen Lambert	Teacher, ESL	Increased to 0.365 FTE	NO	NONE
AMS	Allen Lambert	Teacher, Math	0.285 FTE	NO	NONE
AMS	Allen Lambert	Teacher, Homeroom	0.15 FTE	NO	NONE
Transportation	Tamra L Burnett	Bus Driver	Resignation	NO	NONE
Willow Wind	Skylar Suste	EA SPED II	Resignation	NO	NONE
Walker	Kathleen Erickson	TAG Coordinator	Temporary Service	NO	NONE
Student Services	Paige Galpin	TOSA	0.60 FTE (0.50 Prbationary + 0.10 Temporary)	Update to Aug report	NONE
Student Services	Amanda Lacy	School Pyschologist	Increased to 0.80 FTE	Update to Aug report	NONE
Bellview	Lindsay Gates	TAG Coordinator	Temporary Service	NO	NONE

ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

November 2025 Full-Time Enrollment Counts by Site and Grade

SITE	K	1	2	3	4	5	6	7	8	9	10	11	12		
BELLVIEW	36	50	35	38	47	39								245	BELLVIEW
HELMAN	40	32	41	42	42	57								254	HELMAN
WALKER	27	34	40	44	37	45								227	WALKER
TRAILS	11	13	12	8	14	15	16	17	13					119	TRAILS
*Ashland CONNECT	0	0	2	0	3	2	2	3	3					15	CONNECT
AMS							133	175	163					471	AMS
AHS										242	210	182	226	860	AHS
WILLOW WIND	19	22	23	22	25	25	24	24	24					208	WILLOW
Level 2 Program	0	0	0	0	0	1	2	1	1	0	1	0	0	6	L2P
ASD TOTALS	133	151	153	154	168	184	177	220	204	242	211	182	226	2405	TOTAL

	Full-Time Enrollment History (Fiscal Year)														
	2011	2012	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
BELLVIEW			315	322	325	315	318	263	256	246	258	254	247	245	BELLVIEW
HELMAN			303	314	351	345	345	286	286	281	315	302	265	254	HELMAN
WALKER			299	342	343	337	344	275	277	226	221	241	241	227	WALKER
TRAILS			100	120	122	123	122	105	107	180	135	139	139	119	TRAILS
AMS			579	562	565	564	517	485	480	461	527	529	510	471	AMS
AHS			971	996	971	950	940	942	914	934	888	822	815	860	AHS
WILLOW			195	192	179	178	180	159	150	150	163	179	194	208	WILLOW
Ashland Connect			0	0	0	0	0	0	0	0	24	24	27	15	CONNECT
Level 2 Program													5	6	L2P
ASD TOTALS			2762	2848	2856	2812	2766	2515	2470	2478	2531	2490	2443	2405	ASD TOTALS

	Monthly Enrollment										
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
2025-2026	2446	2425	2405								
2024-2025	2512	2507	2479	2468	2470	2472	2469	2457	2451	2443	
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	2478	
2020-2021			2530	2515	2509	2505	2490	2491	2486	2470	
2019-2020		2835	2825	2820	2804	2797	2781	2774	2763	2515	
2018-2019		2897	2894	2881	2860	2846	2830	2842	2824	2766	
2017-2018	2935	2922	2913	2912	2905	2897	2892	2878	2869	2812	
2016-2017	2898	2897	2901	2929	2879	2864	2847	2845	2826	2856	
2015-2016	2856	2852	2845	2875	2815	2814	2796	2793	2779	2848	

NOTES:

1. The Level 2 Program is the District K-12 site-based now located at AMS and AHS,
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 November 6, 2025, between the Southern Oregon Bargaining Council/Ashland Education Association and the Ashland School District.

For the 2025-2026 contract year only, the District and Association agree to add the following positions to Group A of Appendix B – Extra Duty Assignments:

- 1) Intern Program Coordinator

- 2) AHS Athletic Coordinator

Southern Oregon Bargaining Council	Date
Ashland Education Association	Date
Ashland School District Superintendent	Date
Ashland School Board	Date

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

This memorandum is entered into on November 6, 2025, between the Southern Oregon Bargaining Council/Ashland Education Association and the Ashland School District.

The parties agree to add the following to Appendix B – Extra Duty Assignments for Community-Based Instruction Tutors:

- 1) The rate of pay shall be 1.5 times the hourly equivalent of BA Step 1.
- 2) If a student is a “no show” to a tutoring session, the tutor shall be paid for thirty-minutes.

Southern Oregon Bargaining Council	Date
Ashland Education Association	Date
Ashland School District Superintendent	Date
Ashland School Board	Date

WILLOW WIND



WILLOW WIND WAS ESTABLISHED 29 YEARS AGO AS PART OF THE ASHLAND SCHOOL DISTRICT

THIS YEAR WE ARE CELEBRATING OUR 25TH YEAR AT OUR CURRENT SITE

- K-8 Alternative Program with Ashland School District.
- The Parent as Partners Program is a full time schooling option
- We also offer classes for independent homeschooling families
- Willow Wind serves students who thrive in a learning environment that encourages student choice and responsibility.
- Willow Wind community members work together in an academic environment that encourages hard work, curiosity, and integrity.



ENROLLMENT



- Since the origin of the Willow Wind program was in the homeschooling community, many families seeking alternative approaches to education are drawn to Willow Wind.
- Current enrollment includes more full time students than ever before.
- We also serve 32 homeschooling students who are part time students and contribute to the district's ADM.
- This makes a total of 240 Ashland students attending Willow Wind. Our enrollment numbers are strong and commensurate with the neighborhood schools.



RECENT STUDENT RECOGNITIONS



In May 2025, four Willow Wind students (Nora Eaton, Peri Elder, Fenna Clark & Harper Miller) won the “If I was Mayor” essay contest. One was the statewide winner.

We welcomed Mayor Tonya Graham to Willow Wind afterwards so students could ask her questions about her job and the City.

Two students – Lily Staha and Beatriz Lee won the statewide contest sponsored by The Oregon Agriculture in the Classroom Foundation for artwork featured in their 2026 calendars.



WILLOW WIND

Spring 2025 Assessment Data



SPRING 2025 YEAR END ASSESSME NT DATA

Language Arts

- Grades K – 2 : 95% were at low risk as measured by Easy CBM
- Grades 3 – 5 : 94% were at or above grade level on OSAS (State was at 43%)
- Grades 6 – 8 : 84% were at or above grade level on OSAS (State was at 43%)

Mathematics

- Grades 1 – 2: 83% were at or above grade level as measured by IReady.
- Grades 3 – 5 : 83% were at or above grade level on OSAS (State was at 36%)
- Grades 6 – 8 : 69% were at or above grade level on OSAS (State was at 30%)
Note: New students enrolling from non traditional schooling need time to learn new skills

Science

- Grades 5 & 8: 72% were at or above grade level on OSAS (State was at 28%)

SPRING 2025 YOUTH TRUTH DATA

Student Survey – Grades 3 – 8

Highest rating in the area of **Belonging** – Are students friendly to you?

Lowest Rating in the area of **Academic Challenge** – Does what you learn in school help you in life?

Family Survey

Highest Rating in the area of Engagement : Parent/family members are included in planning school activities.

Lowest Rating in the area of Communication: Teachers clearly communicate expectations for child’s progress

Staff Survey

Highest Rating in the area of Relationship: Staff treat each other with respect

Lowest Rating in the area of Professional Development – My PD over the last year has provided me with content support

WILLOW WIND

Fall 2025 Baseline Assessment Data and
2025-2026 Improvement Goals



FALL 2025 BASELINE DATA

Language Arts

- Grades K – 2: 56% scored at or above grade level using Fall IXL Benchmark
- Grades 3 – 5 : 81% scored at or above grade level using Fall IXL Benchmark
- Grades 6 – 8 : 81% scored at or above grade level using Fall IXL Benchmark

Mathematics

- Grades K – 2 : 75% scored at or above grade level using Fall IXL Benchmark
- Grades 3 – 5 : 72% scored at or above grade level using Fall IXL Benchmark
- Grades 6 – 8 : 60% scored at or above grade level using Fall IXL Benchmark

WILLOW WIND READING IMPROVEMENT GOAL

By June 2026, 100% of Willow Wind full time students will demonstrate measurable growth in Reading achievement.

- 85% of Willow Wind students in grades K-2 will be at “low risk” as determined by Easy CBM Reading Assessment in June 2026.
- 85% of Willow Wind students in grades 4-8 will score at or above grade level as determined by the IXL Spring Benchmark Assessment.

How will we do this?

- New ELA curriculum and IXL for individualized, targeted skills
- Collaborative PLC work for reviewing formative assessments and sharing strategies for differentiated learning
- Regular Achievement Team meetings to review and redistribute additional supports to teachers

WILLOW WIND MATH IMPROVEMENT GOAL

By June 2026, 100% of Willow Wind full time students will demonstrate measurable growth in Math achievement.

- 80% of Willow Wind students in grades K-2 will score at or above grade level as measured by the Spring IXL Benchmark assessment.
- 80% of Willow Wind students in grades 3 – 8 will score at Level 3 or above on the OSAS Math assessment or show 1 years growth on IXL by increasing their fall math score by 100 points or more

How will we do this?

- All teachers will utilize formative assessments from Tier 1 instruction to inform Tier II instruction.
- Collaborative PLC work to share ideas, support each other and review data.
- Administrator will regularly join collaboration with classroom teachers and intervention teacher to review and adjust Tier 1 and Tier II instruction utilizing data driven decision making.
- Use of IXL Program for targeted skills improvement.

WILLOW WIND IMPROVEMENT GOAL BASED ON YOUTH TRUTH FEEDBACK

During the 2025-26 school year, each core teacher at Willow Wind will institute a system of feedback that shares student generated goals, expectations, and student work with families at least once a month. Student generated goals will be based on reviewing their personal data and reflecting on strengths and areas for growth

How will we do this?

- Students will learn how to review their own progress in relation to grade level expectations and set goals.
- Grade level teachers will create learning logs to be shared with families and allow reflections for students to set goals based on areas of strength and areas for growth.
- Families will have an opportunity to review student work at least monthly and will be encouraged to provide feedback or ask questions.

A COMMITMENT TO CONTINUOUS IMPROVEMENT AND REFLECTION

Each year at Willow Wind we reflect and review successes and challenges. This reflection leads to changes so we can continuously try to adapt and improve.

During Inservice week, teachers revisited our vision for Willow Wind with an activity that focused on the most important features of the program and what we want to be known for.....

Willow Wind emboldens students to balance their curiosity with a firm commitment to connect with ambitious learning goals while being accountable for ensuring a safe and inclusive environment.

Please come and visit our learning community!



Making Willow Wind Fire Resilient

Quick Background:

Eco-Explorers Workshop

- Goal at Eco-Explorers last year: find a community partner to work on fire and land management projects (enter SOFRC)

- Currently offering a FireWise elective with Ben Ho from the Southern Oregon Forest Restoration Collaborative

Our Work in Action

Private + Public Land Projects

- SOFRC convenes Rogue Forest Partners, which conducts projects across the Rogue Basin
- Prescription for Safety (P4S) - private land project to improve ingress/egress safety



Ecological Monitoring

- Leadership on the Rogue Basin Strategy
- Pilot Joe Project - demonstrating ecological thinning with 10 years of post-treatment monitoring



Fire Education for All

- SOFRC + partners developed two cutting-edge curricula for K-12 - *FireWorks!* SOFEE + FireBright
- We initiated the first wildland fire CTE program in Oregon, offered at Crater High



Public Outreach + Social Science

- We collaborated with SOU to conduct a longitudinal survey of public perceptions of forest management and values associated with forest land
- Assisting Applegate Partnership and Watershed Council with the Applegate CWPP

Community Partners



Oregon State University
Extension Service



INTER-TRIBAL
ECOSYSTEM RESTORATION
PARTNERSHIP



LOMAKATSI
RESTORATION PROJECT

The Nature
Conservancy 



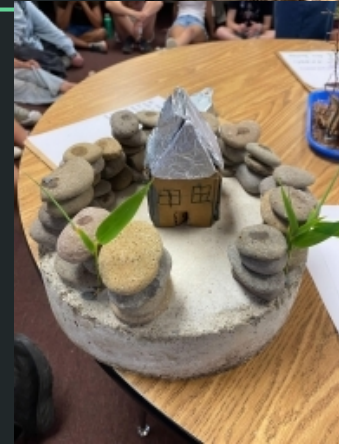
 SOESD
Southern Oregon Education Service District



 Oregon Forest
Resources Institute



Last Spring...



Introducing... 2 Willow Wind 6th Students

FireWise Elective This Fall...

Fire Triangles



Matchstick Forest



Ladder Fuels Reduction



Tinker Trees Live Burn



What's still to come this fall!

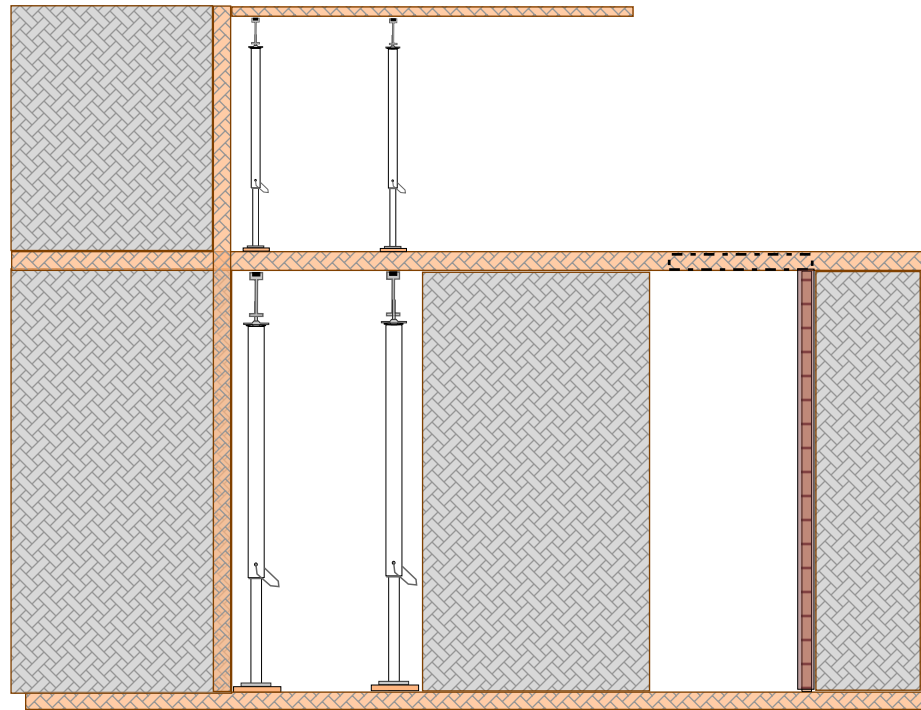
- Smoke Impacts with Sara Jones of Ashland Fire & Rescue
- Entomologist Dr. Bill Schaupp to talk about the relationship between insects and fire
- Photo monitoring with OSU SWAT students
- NW Youth Corps to do a significant fuels reduction project for a week in December and create burn piles on campus for the spring

Future Goals for this Project

- 2nd semester fire/land stewardship-based elective
- Controlled burns with Ashland Fire & Rescue
- All campus effort to pull invasive plant species (particularly star thistle)
- Install screen mesh around ramps & open porches
- Involve whole grade levels to take clean-up ownership of different land plots
- Continue photo monitoring
- Plant native species
- Implement understory ecological monitoring protocols

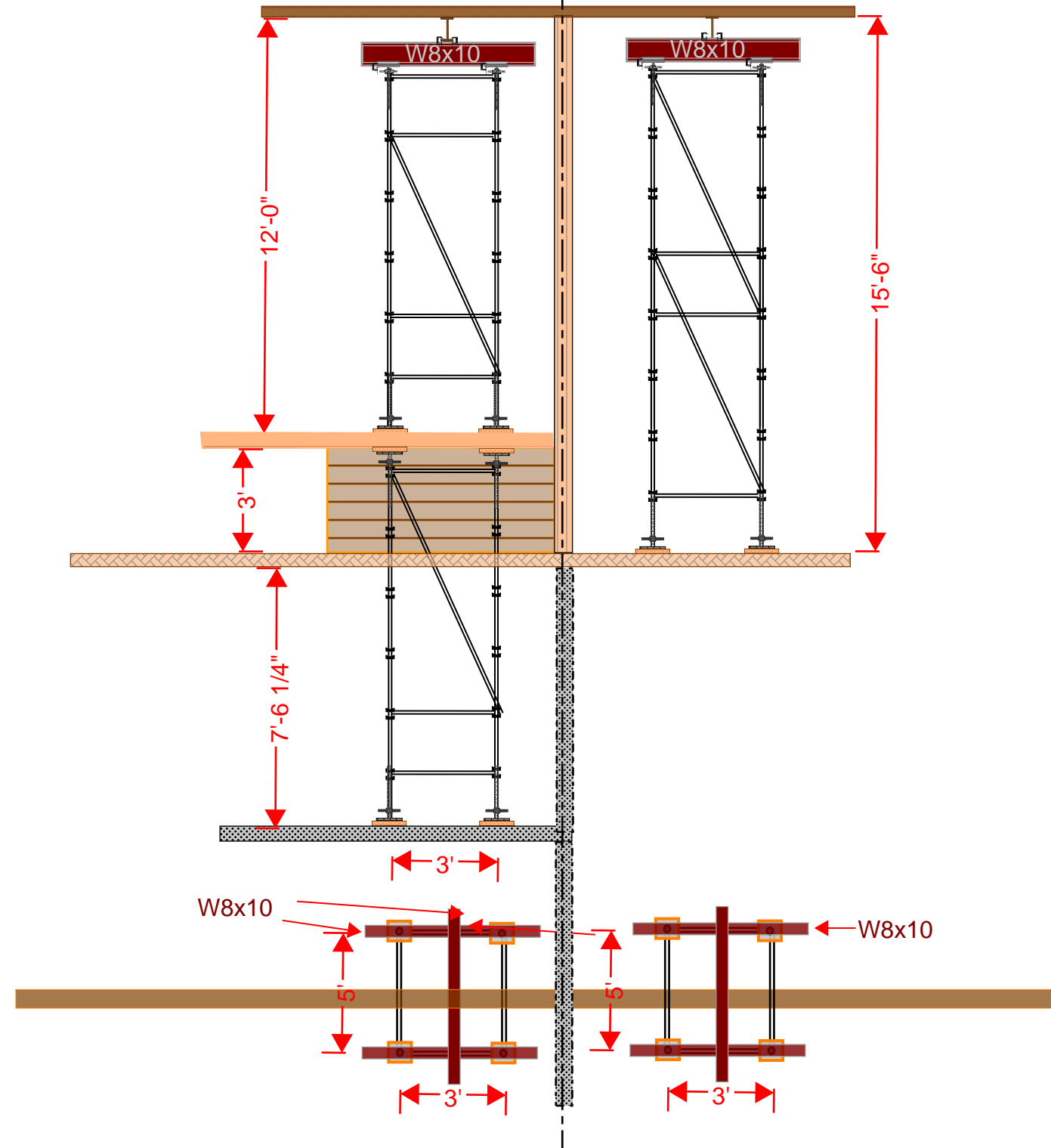
Thanks for listening!

Set C



Set B

Set A



Set C

Set B

Set A



Lincoln School
RJR-2343 Truss Shoring
Ashland, OR

Preliminary
09/18/2025 11:32:28 PM



For Review

09/18/2025 11:41:09 PM



ASD Lincoln School – Initial Evaluation

ARCHITECT/STRUCTURAL FIELD REPORT

Project:	ASD Lincoln School, 320 Beach Street, Ashland, OR 97520				
Meeting Name:	Site Visit and Architectural Assessment	% Completion:	NA		
Date of Meeting:	08/21/2025	Time:	12:05 PM	Weather:	95°, sunny
Report Prepared By:	Christopher Brown AIA	Location:	ASD - Lincoln School		
Attendance at Meeting					
✓	Name	Company / Role	E mail		
	Chris Brown	Principal Architect – arkitek:design&architecture	Arkitek@arkitek.us		
	Steve Mitzel	ASD Executive Director of Operations	Steve.Mitzel@ashland.k12.or.us		
	Dr. Joseph Hatrick	ASD Superintendent	Joseph.Hatrick@ashland.k12.or.us		
	Mark Shay	Deputy Chief - Fire Marshal	Mark.Shay@ashland.or.us		
	Cameron Harris	Ciota Engineering PC	Cameron@ciotaengineering.com		
	Robby Moles	ASD Facilities & Maintenance Director	Robby.Moles@ashland.k12.or.us		
	Martin Meyer	Senior Architect– arkitek:design&architecture	Martin@arkitek.us		

Current Status:

On Thursday, August 21, 2025, a routine annual fire inspection was conducted at Lincoln School, located at 320 Beach St., Ashland, OR 97520.

Following this inspection, Ashland Fire Marshal Mark Shay(Deputy Chief), Structural Engineer Cameron Harris(Ciota Engineering), Executive Director of Operations Steve Mitzel(ASD), Facilities and Maintenance Director Robby Moles(ASD), Superintendent Dr. Joseph Hatrick(ASD), and architect Chris Brown(AIA) determined that due to deformation resulting in possible lateral movement of a load bearing wall the building was unfit for occupancy until shoring and further structural analysis could be performed.

Existing Roof Observations:

1. The roof is Modified Bitumen and within a 20-foot radius of the S/E corner of the gymnasium(above the buckle) the insulation underneath this roofing is degraded and has been compromised.
2. There are three curbs within a 15-foot distance from the S/E corner; an exhaust fan, a blank cover, and an exhaust or air intake louver. The roof flashing appears adequate.
3. The South eave of the gym above the corridor has a built-in sheet metal gutter with some wood applied trim. The downspout from that gutter runs out onto the roof at the corridor, and then onto a downspout at the south edge of the corridor, captured by downspout that runs into a buried storm system below grade.
4. At the north wall of the lower-level east addition, at the backside of the Gymnasium parapet, there is a sizable crack on the outside face on the backside of the parapet, extending up through the gym.
5. All the applied wood molding needs maintenance and there are multiple opportunities for water infiltration at Gymnasium roof flashing.
6. On the west side of the gymnasium the lower roof has the exact same crack from the lower parapet, up through the gym parapet as the east side.

Interior Observations:

1. Visible beyond the framing cavity(behind the buckled Gypsum wallboard) there is more recent framing near the height of the ceiling.
2. Lowered acoustical ceiling in the Teachers Workroom(adjacent to 'buckle') has existing water damage staining
3. In the Teachers Workroom; valance at the ceiling plane(east) has an 18 inch crack adjacent to downspout leader at that location.
4. Up in the mezzanine where air handling equipment is located, there is minimal water intrusion evidence.
5. The jam at the door into the Teacher Workroom is obviously skewed as you can't shut the door.

Structural Engineer, Cameron Harris(Ciota Engineering, PE) Observations:

We were informed the buckled gypsum wall board had just happened within 24 hours of the site visit. This typically is indicative of a compromised structural member and/or settlement. We recommend installing temporary shoring right away and limit occupying the building until further investigation has been carried out. Selective demolition should be performed as soon as possible to expose the area of concern for observation by the Architect and Structural Engineer.

Site Photos:

Photo #1 Looking North. Indicates the buckling of the Gypsum Wall Board(24"x36") in the Corridor adjacent to the Stage and the Teacher Work Room (per original blueprint).



Photo #2 Looking Northeast. Indicates the buckling in the Gypsum Wall Board showing the depth out of plumb.



Photo #3 Looking Northwest, across the Corridor from the buckle. It indicates the purposeful change in the ceiling plane spanning the corridor.



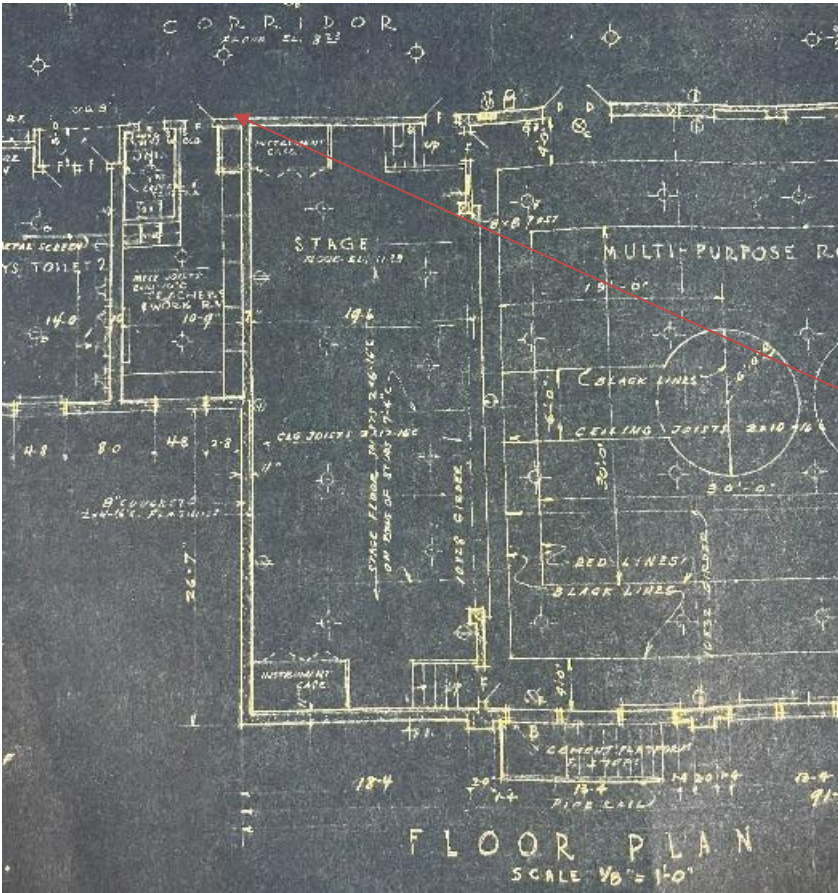
Photo #4 Looking west. This shows a plaster crack indicating minimal building movement.



Photo #5 Looking west. This shows a plaster crack indicating minimal building movement.

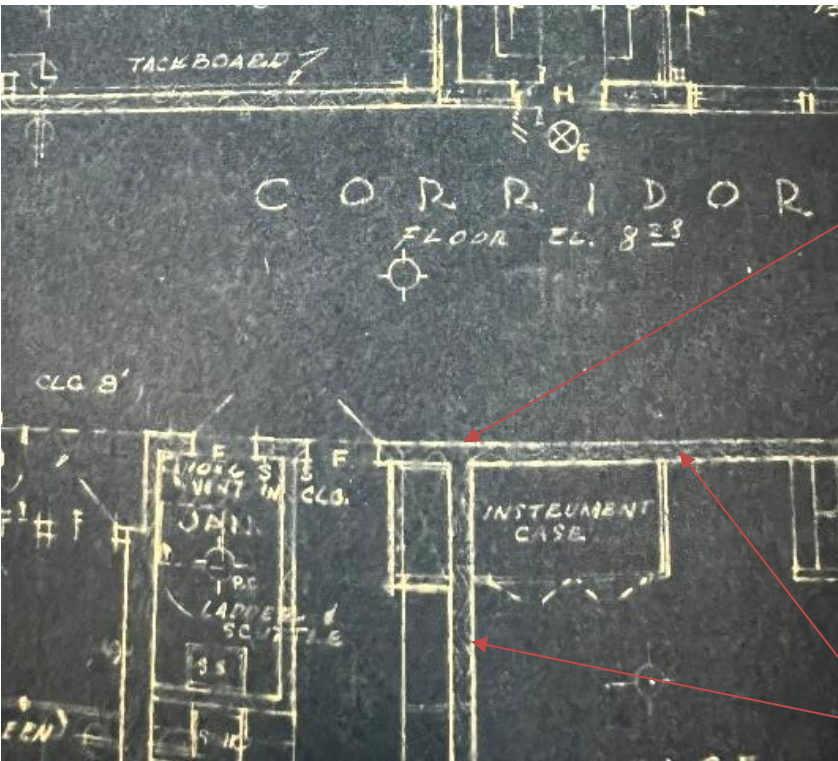


Photo #6 Looking Northeast. Indicates the context of the buckle outside of 'Teachers Break Room'(per original blueprint)



Location of buckle

Photo #7 Original Blueprint. Floor Plan indicates location of the buckle.



Location of the buckle

Location of Gymnasium walls that project up through the east wing and corridor roof.

Photo #8 Original Blueprint. Enlarged plan indicates location of the buckle.

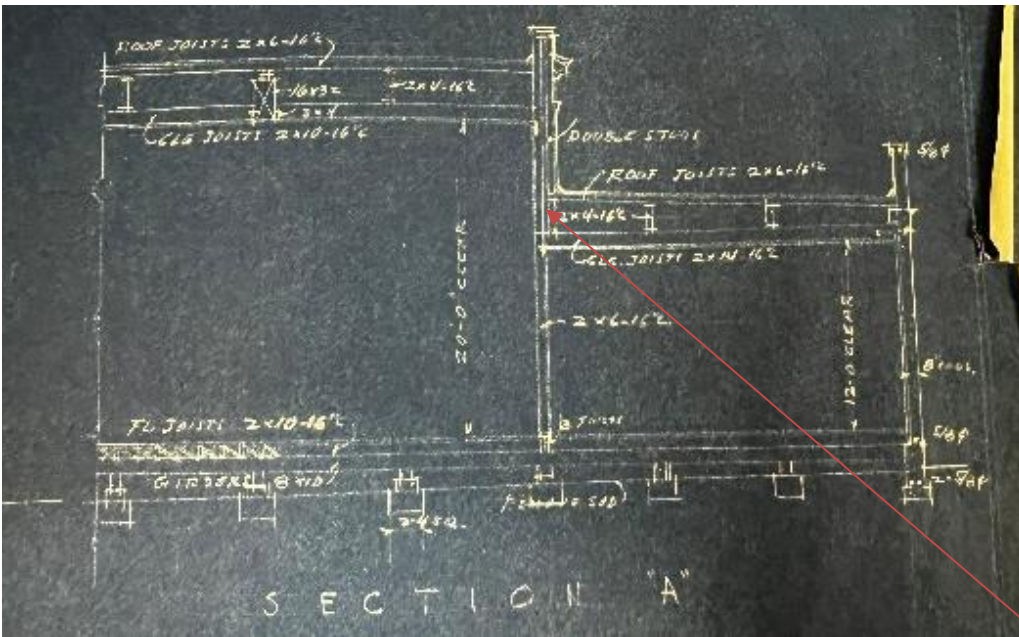


Photo #9 Original Blueprint. Indicates a building cross section looking north.

These are the areas of the buckle below. The change in a building plane provides for opportunities for the membrane to open up due to expansion and contraction.

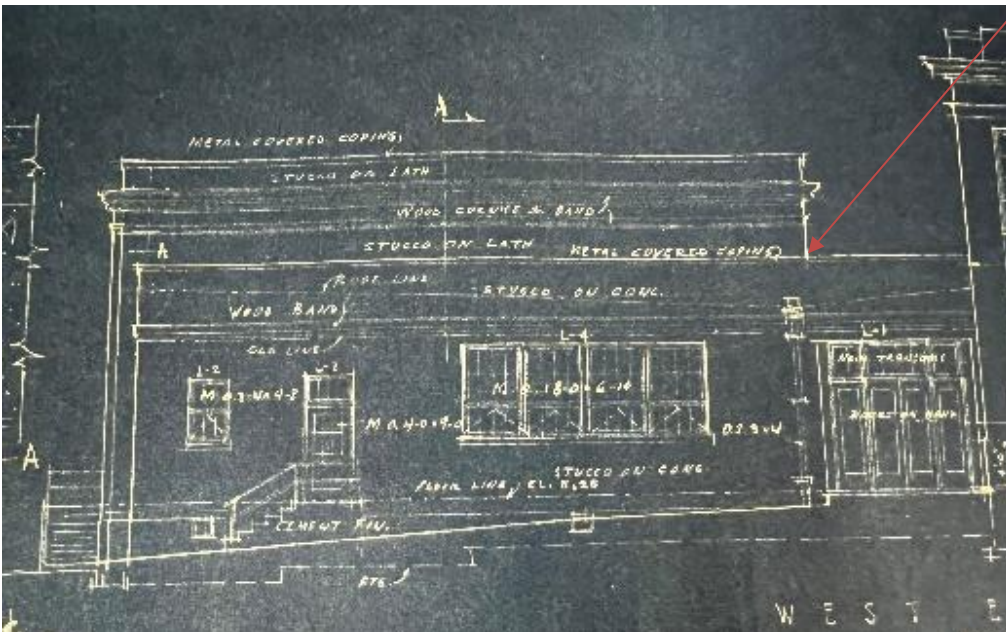
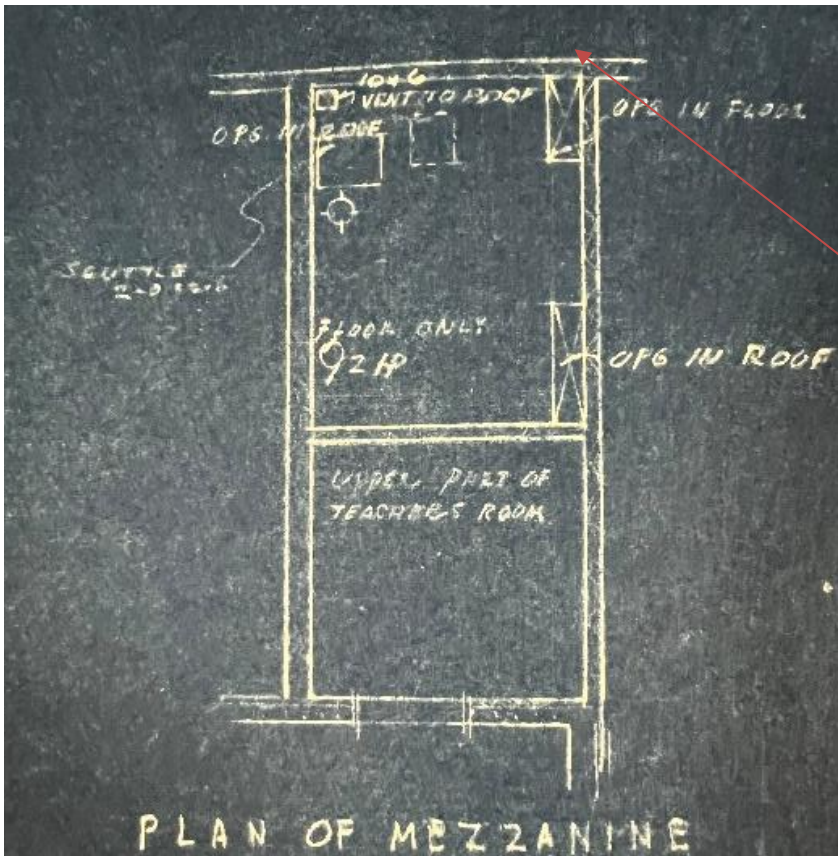


Photo #10 Original Blueprint. Indicates a building elevation looking south.



Location of the buckle



Photo #11,12 Looking Southwest. Indicates the mechanical equipment (lower left) in the mezzanine above the buckle.



Photo #13 Looking Northeast. Refer to note #10 above. This recent framing is intriguing as it may indicate an intentional repair near the ceiling level.



Photo #14 Looking Southwest. The buckle is on the outside of this wall. The water stains at acoustic ceiling may indicate water from outside or from the HVAC equipment in the mezzanine above.



Photo #15. Looking Northeast. Refer to Photos #9 & #10. The corner of the Gymnasium that pops up above the corridor and the east wing is just to the left of this photo.



Photo #16. Looking North. Refer to Photos #9 and #10. Note the hump from this lower eave to the corner of the gym indicating movement. The buckle is directly below the corner of the gym.



Photo #17. Looking Northwest. Refer Photos #9 and #10. This crack is at a location that is common to buildings indicating expected expansion and contraction.



Photo #18. Looking West. This picture indicates a stooled-up frame wall running west the length of the gymnasium. It bears on the ceiling framing and continues up underneath the roof framing.

MONTHLY SCHOOL BOARD FINANCIAL REPORT

Ashland School District No. 5
Financial Data through the Month Ending October 31, 2025



November 13, 2025
Board Meeting

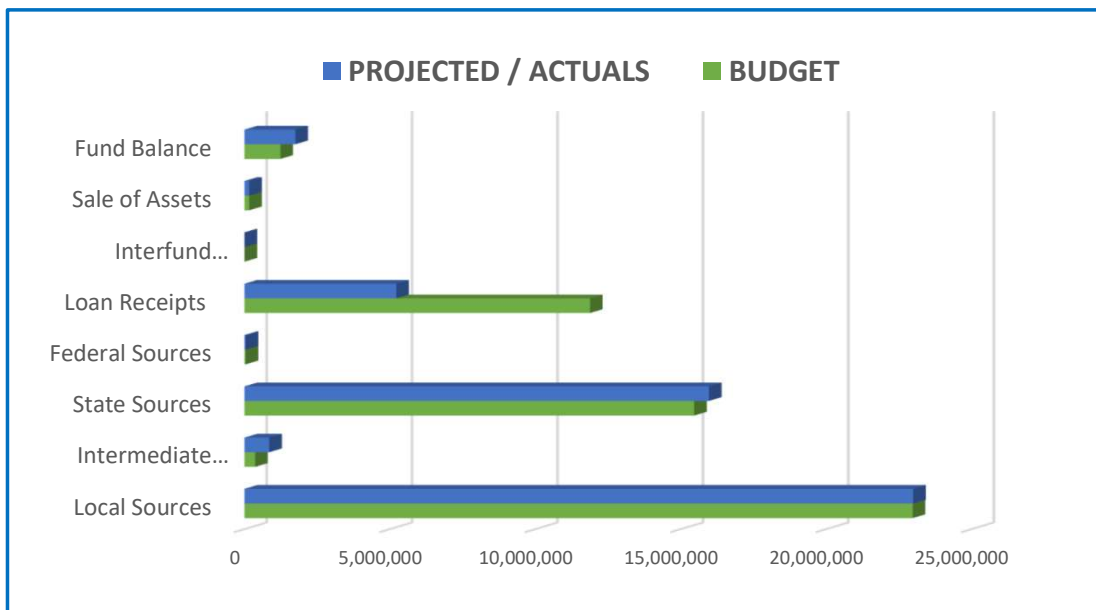
Presented By: Sherry Ely, Director of Business Services

2025.2026 GENERAL FUND (100)

REVENUE

Financial Data Ending October 31, 2025

REVENUE SOURCES BY FUNCTION	BUDGET	PROJECTED / ACTUALS	(Over)/Under Budget
Local Sources	1000	22,974,370.00	22,992,028.62 (17,658.62)
Intermediate Sources	2000	365,000.00	850,000.00 (485,000.00)
State Sources	3000	15,459,445.00	15,967,822.28 (508,377.28)
Federal Sources	4000	40,000.00	40,000.00 0.00
Loan Receipts	5150	11,880,000.00	5,220,000.00 6,660,000.00
Interfund Transfers	5200	0.00	0.00 0.00
Sale of Assets	5300	160,000.00	160,000.00 0.00
Fund Balance	5400	1,235,405.00	1,750,000.00 (514,595.00)
		52,114,220.00	46,979,850.90 5,134,369.10



NOTES

REVENUE: Our latest ODE estimate did reduce the amount we were anticipating - I don't think this will be the last estimate we see from ODE given the uncertainties at the federal level which is impacting Oregon's overall economic growth. Local sources - we are seeing a little bit of an increase partly due to a \$3,000 donation from the National Philanthropic Trust - there was no information with the check - so one assumption would be that it is a result of the Kelly Clarkson show. The additional increase is from Property Taxes and the YAAL - so will keep an eye on that in case I need to make any adjustments with ODE if the collections look like they are coming in significantly higher once we get the bulk of the November collections in.

Local Sources Include: Property Taxes, Reimbursements, Fees, and other Misc. Revenue.

Intermediate Sources Include: Flowthrough from ESD.

Federal Sources include: Federal Forest Fees

Sale of Assets include: Payment for the Sale of Briscoe

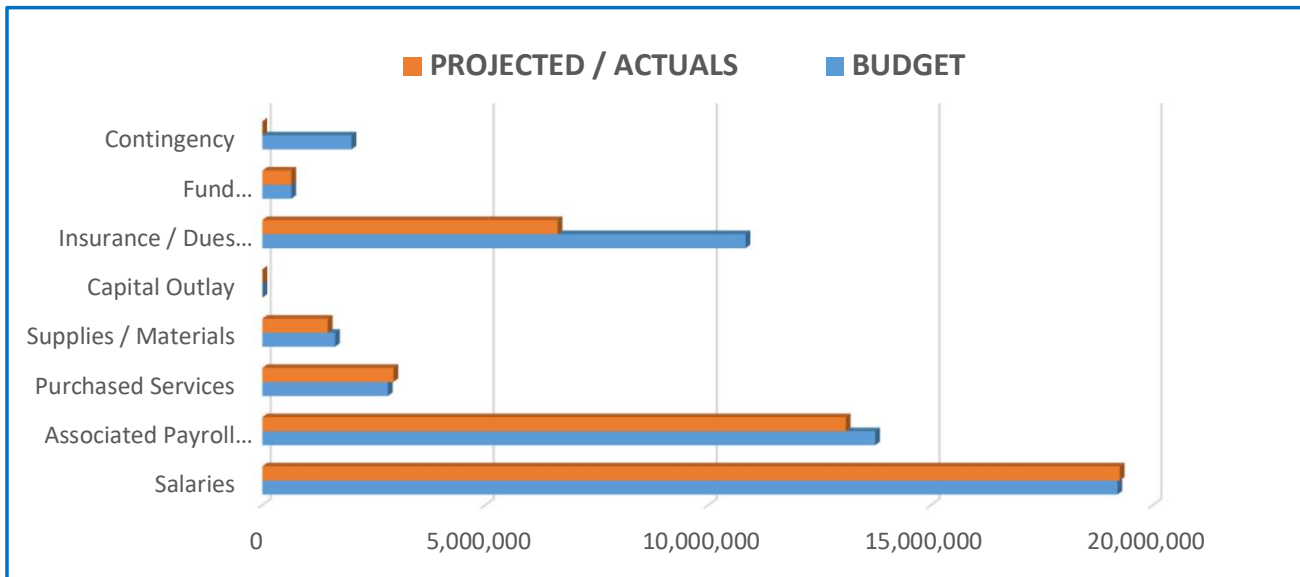
Source	2025.2026 Budget	Actual YTD Rev. 10.31.2025	Projected through 06.30.2026	Total Estimated 2025.2026	(Over)/Under Budget	Actual YTD Rev. 06.30.2025	2024.2025 Budget	(Over)/Under Budget
SSF Funding								
1111 Current Year Property Taxes	17,000,000	220,334	16,847,519	17,067,852	(67,852)	16,685,098	17,475,000	789,902
1112 Delinquent Property Tax	-	-	-	-	-	-	-	-
1190 Penalties & Interest on Taxes	9,500	238	8,282	8,520		10,280		(10,280)
3101 State School Support Funds	15,101,626	6,508,017	9,101,510	15,609,527	(507,901)	14,832,002	14,004,000	(828,002)
3101 SSF - Due to ODE		-	-	-	-	-		-
3103 Common School Fund	357,819	-	358,296	358,296	(477)	348,739	354,000	5,261
Total SSF Funding	32,468,945	6,728,589	26,315,606	33,044,195	(576,230)	31,876,119	31,833,000	(43,119)
Total SSF Revenue	\$ 32,468,945	\$ 6,728,589	\$ 26,315,606	\$ 33,044,195	\$ (576,230)	\$ 31,876,119	31,833,000	(43,119)
Non State School Support Formula Sources								
Local Sources								
1120 Local Option	4,800,000	60,560	4,758,738	4,819,298	(19,298)	4,717,915	5,200,000	482,085
1123 Local Option Penalties & Interest	2,700	68	2,356	2,423	277	2,912		(2,912)
1311 and 1312 Tuition	50,000	-	50,000	50,000	(0)	43,044	50,000	6,956
1412 Transportation Fees	17,500	-	13,022	13,022	4,478	18,684	25,000	6,316
1510 Earnings on Investments	750,000	91,558	644,500	736,058	13,942	660,557	900,000	239,443
1740 Fees	1,200	600	396	996	204	2,010	-	(2,010)
1910 Rentals	18,320	30,585	18,320	48,905	(30,585)	34,736	75,000	40,265
1920 Donations from Private Sources	25,100	18,853	25,099	43,952	(18,852)	907,657	25,000	(882,657)
1940 Serv Provided to Other districts	20,000	2,500	13,259	15,759	4,241	6,385	25,000	18,615
1960 Recovery of Prior Year Expenditures	15,000	9,949	10,000	19,949	(4,949)	14,747	10,000	(4,747)
1980 Fees Charged to Grants	150,000	-	105,127	105,127	44,873	139,797	300,000	160,203
1990 Miscellaneous Local Revenue	115,050	37,594	22,572	60,166	54,884	119,056	100,000	(19,056)
Total Non Formula Local Sources	5,964,870	252,267	5,663,389	5,915,656		6,667,498	6,710,000	42,502
Intermediate Sources								
2199 - Other Inter. Sources	365,000	-	850,000	850,000		819,410	800,000	(19,410)
Total Intermediate Sources	365,000	-	850,000	850,000	-	819,410	800,000	(19,410)
State/Federal Sources								
3299 Rest. From state	-	-	-	-		-	150,000	150,000
4700 Federal Rev	10,000	-	10,000	10,000			10,000	10,000
4801 Federal Forest	30,000	-	30,000	30,000		40,000	30,000	(10,000)
Total State/Federal Sources	40,000	-	40,000	40,000	-	40,000	190,000	150,000
Other Sources								
5150 Loan Receipts	11,880,000		5,220,000	5,220,000		2,124,188		
5300 Sale/Loss of Fixed Assets	160,000	-	160,000	160,000	-	160,000	160,000	-
5400 Beginning Fund Balance	1,235,405	-		1,750,000	(514,595)	(2,004,188)	1,000,000	3,004,188
Total Other Sources	13,275,405	-	160,000	7,130,000	(514,595)	280,000	1,160,000	880,000
Total Non SSF Revenue	\$ 19,645,275	\$ 252,267	\$ 6,713,389	\$ 13,935,656	\$ (514,595)	\$ 7,806,908	\$ 8,860,000	1,053,092
Total Resources	\$ 52,114,220	\$ 6,980,856	\$ 33,028,994	\$ 46,979,851	\$ 5,134,369	\$ 39,683,027	\$ 40,693,000	1,009,973
						\$ 39,683,022		
						Estimated 24.25 EFB		1,458,426
								Estimated Ending Fund Balance
								\$ 2,961,057

2025.2026 GENERAL FUND (100)

EXPENSES

Financial Data Ending October 31, 2025

EXPENSES BY OBJECT	BUDGET	PROJECTED / ACTUALS	(Over)/Under Budget
Salaries	100	19,201,356.00	19,251,025.20 (49,669.20)
Associated Payroll Costs	200	13,739,894.00	13,082,690.59 657,203.41
Purchased Services	300	2,815,114.00	2,939,804.06 (124,690.06)
Supplies / Materials	400	1,631,221.00	1,467,387.68 163,833.32
Capital Outlay	500	6,000.00	6,000.00 0.00
Insurance / Dues / Fees/Loan Pmnt	600	10,835,182.00	6,621,886.44 4,213,295.56
Fund Transfers/Flow Thru	700	650,000.00	650,000.00 0.00
Contingency	800	2,000,000.00	0.00 2,000,000.00
		50,878,767.00	44,018,793.97 6,859,973.03



NOTES

EXPENSE: Our expenditures have not varied much from what was reported at the October meeting. We have seen some increases in our Salaries, Purchased Services, and Supplies and Materials category over what we were anticipating at the last report. The salary increase is due to where Extra Duty contracts are coming in at - I am doing some more analysis on this to ensure that what we are projecting going forward is accurate. For Purchased Services - the increase in is Water and Sewer where we saw a dramatic increase in September and October - we are looking into that to see if there is potentially an error at the City. Also - there is a projected increase over budget in our Health Services category - also looking into this as I may need to adjust our subsequent month projections if bills came in earlier than anticipated. I updated the Debt Service June payment projection to reflect a 7 year amortization period as I am reasonably confident we will be able to secure terms for that length of time. We are still holding pretty steady with an EFB at \$2.96 million which is 6.73% - a little bit lower than projected at the last meeting. I also wanted to give you a brief Audit update - there are a lot of moving parts due to what had occurred during the 23.24 audit - so there may be some adjustments that affect our 25.26 General Fund beginning fund balance once they sort that all out.

	2025.2026	Actual YTD EXP	Projected through	Total Estimated		%		2024.2025 YTD	(Over)/Under
	Budget	10.30.2025	06.30.2026	2025.2026	(Over)/ Under Budget	Committed	2024.2025 Budget	Expense	Budget
Instruction									
1111 Elementary, K-5 or K-6	6,128,132.00	990,045.54	4,908,500.95	5,898,546.49	229,585.51	0.96	6,538,879.78	6,372,853.06	166,026.72
1113 Elementary Extracurricular	9,058.00	455.06	8,602.94	9,058.00			5,486.80	10,164.13	-4,677.33
1121 Middle/Junior High Programs	3,505,613.00	626,720.49	3,032,333.69	3,479,054.18	26,558.82	0.99	4,073,027.82	3,883,237.01	189,790.81
1122 Middle/Junior High School Extracurricular	261,926.00	72,338.64	152,632.18	224,970.82	36,955.18	0.86	250,512.57	237,170.30	13,342.27
1131 High School Programs	5,568,609.00	912,463.08	4,569,772.50	5,482,235.58	86,373.42	0.98	5,378,092.35	5,017,450.91	360,641.44
1132 High School Extracurricular	945,412.00	272,718.27	672,693.73	945,412.00	0.00	1.00	1,001,075.58	789,165.23	211,910.35
1210 Programs for the Talented and Gifted	3,570.00	363.31	4,865.11	5,228.42	-1,658.42	1.46	11,871.50	8,933.85	2,937.65
1220 Restrictive Pgms for Students w/Disabilities	84,405.00	5,204.13	20,813.73	26,017.86	58,387.14	0.31	77,941.05	65,487.33	12,453.72
1227 Extended School Year	480.00	0.00	480.00	480.00			5,000.00	2,961.46	2,038.54
1250 Programs for Students w/Severe Disabilities	3,769,521.00	639,775.20	3,120,281.03	3,715,056.23	54,464.77	0.99	4,250,889.56	3,741,598.91	509,290.65
1280 Alternative Education	1,718,133.00	321,176.28	1,497,935.39	1,699,111.67	19,021.33	0.99	1,695,037.18	1,630,659.77	64,377.41
1291 English Second Language Programs	300,404.00	21,733.01	255,373.38	277,106.39	23,297.61	0.92	144,493.32	124,504.85	19,988.47
1400 Summer School		30,028.47	0.00	30,028.47	-30,028.47			2,477.39	
Total Instruction	22,295,263.00	3,893,021.48	18,244,284.63	21,792,306.11	502,956.89		23,432,307.51	21,886,664.20	1,545,643.31
	22,295,263.00	3,893,021.48	18,244,284.63	21,762,277.64					
Support Services									
2110 Attendance and Social Work Services	68,188.00	17,465.59	46,693.00	64,158.59	4,029.41	0.94	60,641.00	60,306.77	334.23
2115 Student Safety	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
2120 Guidance Services	843,276.00	134,604.47	699,681.39	809,285.86	33,990.14	0.96	815,859.32	744,028.35	71,830.97
2130 Health Services	474,530.00	56,395.18	393,760.59	450,155.77	24,374.23	0.95	307,844.00	157,413.67	150,430.33
2140 Psychological Services	117,612.00	0.00	117,612.00	117,612.00	0.00	1.00	251,481.64	154.00	251,327.64
2150 Speech Pathology and Audiology Services	276,911.00	97,983.04	172,223.24	220,206.28	56,704.72	0.80	443,149.54	552,920.96	-109,771.42
2190 Service Directions, Student Support Svcs	520,690.00	145,491.27	350,080.43	470,571.70	50,118.30	0.90	421,685.00	492,578.18	-70,893.18
2210 Improvement of Instruction Services	116,089.00	39,045.54	74,328.92	83,288.02	32,800.98	0.72	109,473.27	167,697.88	-58,224.61
2220 Library/Media Center	269,676.00	64,891.32	189,331.66	244,222.98	25,453.02	0.91	295,932.60	262,994.95	32,937.65
2230 Assessment and Testing	86,850.00	853.05	85,996.95	86,850.00	0.00	1.00	8,150.00	202,446.74	-194,296.74
2240 Staff Development	22,773.00	10,814.00	11,959.00	22,773.00	0.00	1.00	59,565.00	18,109.54	41,455.46
2310 Board of Education	221,555.00	142,356.38	79,198.62	184,055.00	37,500.00	0.83	200,218.00	280,040.98	-79,822.98
2320 Office of the Superintendent Services	469,851.00	155,403.20	286,728.96	442,132.16	27,718.84	0.94	460,535.82	469,399.80	-8,863.98
2410 Office of the Principal Services	3,089,689.00	959,643.37	1,909,479.67	3,044,123.04	45,565.96	0.99	3,249,747.11	3,008,375.55	241,371.56
2490 Other Support Services—School Administration	143,729.00	0.00	143,729.00	143,729.00	0.00		900.00	129,227.87	-128,327.87
2520 Fiscal Services	690,003.00	297,677.74	391,125.40	688,803.14	1,199.86	1.00	698,011.86	847,082.37	-149,070.51
2540 Maintenance	4,217,104.00	1,721,583.30	2,470,868.32	4,042,451.62	174,652.38		4,285,988.28	4,209,493.92	76,494.36
2543 Care and Upkeep of Grounds Services	22,000.00	13,226.18	8,773.82	22,000.00	0.00	1.00	39,000.00	35,880.03	3,119.97
2550 Student Transportation Services	1,190,376.00	313,788.26	840,233.75	1,154,022.01	36,353.99	0.97	1,212,285.73	1,437,419.46	-225,133.73
2640 Staff Services	493,855.00	141,540.91	326,054.12	467,595.03	26,259.97	0.95	406,257.66	324,169.99	82,087.67
2660 Technology Services	2,061,443.00	760,427.42	1,278,411.62	1,888,839.04	172,603.96	0.92	2,130,579.93	2,111,429.84	19,150.09
2700 Supplemental Retirement	317,304.00	110,011.50	197,715.68	307,727.18	9,576.82		283,386.41	326,766.16	-43,379.75
Total Support Services	15,713,504.00	5,183,201.72	10,073,986.14	14,954,601.42	758,902.58		15,740,692.17	15,837,937.01	-97,244.84
	15,713,504.00	5,183,201.72	10,073,986.14	14,954,601.42	758,902.58	15,257,187.86			
Community Services									
3300 Welfare Activities Services	0.00	0.00	0.00	0.00			5,000.00	0.00	5,000.00
Total Community Services	0.00	0.00	0.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
Other Requirements									
5120 Short Term Debt Service	10,220,000.00		6,621,886.44	6,621,886.44	3,598,113.56				
5200 Transfers of Funds	650,000.00	0.00	650,000.00	650,000.00	0.00	1.00	500,000.00	500,000.00	0.00
		0.00	0.00	0.00	0.00		15,000.00		15,000.00
6000 Contingency	2,000,000.00	0.00	0.00	0.00	2,000,000.00	1.00	1,000,000.00	0.00	1,000,000.00
7000 Unappropriated Ending Fund Balance	1,235,453.00	0.00	0.00	60	1,235,453.00	1.00	0.00	0.00	0.00
Total Other Requirements	14,105,453.00	0.00	7,271,886.44	7,271,886.44	3,235,453.00		1,515,000.00	500,000.00	1,015,000.00
		0.00							
Total Requirements	52,114,220.00	9,076,223.20	35,590,157.21	44,018,793.97	8,095,426.03		40,692,999.68	38,224,601.21	2,468,398.47

Ashland School District_Appropriations

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 22,295,263.00	\$ 3,893,021.48	\$ 18,244,284.63	\$ 22,137,306.11	\$ -	\$ 157,956.89
2000 Support Services	\$ 15,713,504.00	\$ 5,183,201.72	\$ 10,073,986.14	\$ 15,257,187.86	\$ -	\$ 456,316.14
3000 Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5120 Short Term Debt Service	\$ 10,220,000.00	\$ -	\$ 6,621,886.44	\$ 6,621,886.44	\$ -	\$ 3,598,113.56
5200 Transfers	\$ 650,000.00	\$ -	\$ 650,000.00	\$ 650,000.00	\$ -	\$ -
6000 Contingency	\$ 2,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,000,000.00
Sub Total	\$ 50,878,767.00	\$ 9,076,223.20	\$ 35,590,157.21	\$ 44,666,380.41	\$ -	\$ 6,212,386.59
7000 Unappropriated EFB	\$ 1,235,453.00	\$ -	\$ -	\$ -	\$ -	\$ 1,235,453.00
Donations Fund Raising (105)						
1000 Instruction	\$ 412,948.00	\$ 78,849.00	\$ 5,478.00	\$ 84,327.00	\$ -	\$ 328,621.00
2000 Support Services	\$ 11,990.00	\$ 2,218.00	\$ 1,125.00	\$ 3,343.00	\$ -	\$ 8,647.00
3000 Community Services	\$ 4,900.00	\$ -	\$ -	\$ -	\$ -	\$ 4,900.00
Sub Total	\$ 429,838.00	\$ 81,067.00	\$ 6,603.00	\$ 87,670.00	\$ -	\$ 342,168.00
Class Fees (110)						
1000 Instruction	\$ 260,046.00	\$ 15,597.00	\$ 226.48	\$ 15,823.48	\$ -	\$ 244,222.52
2000 Support Services	\$ 28,324.00	\$ -	\$ -	\$ -	\$ -	\$ 28,324.00
3000 Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Total	\$ 288,370.00	\$ 15,597.00	\$ 226.48	\$ 15,823.48	\$ -	\$ 272,546.52
Special Revenue Funds						
1000 Instruction	\$ 3,709,448.00	\$ 498,029.00	\$ 2,106,584.00	\$ 2,604,613.00	\$ -	\$ 1,104,835.00
2000 Support Services	\$ 2,388,745.00	\$ 396,849.00	\$ 1,532,500.00	\$ 1,929,349.00	\$ -	\$ 459,396.00
3000 Community Services	\$ 1,283,100.00	\$ 349,787.00	\$ 828,958.00	\$ 1,178,745.00	\$ -	\$ 104,355.00
4000 Facility Acquisition	\$ 40,000.00	\$ -	\$ -	\$ -	\$ -	\$ 40,000.00
5200 Transfers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5300 Approtionment of funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Total	\$ 7,421,293.00	\$ 1,244,665.00	\$ 4,468,042.00	\$ 5,712,707.00	\$ -	\$ 1,708,586.00
Debt Service (301)						
5100 Debt Service	\$ 8,480,400.00	\$ -	\$ 8,480,400.00	\$ 8,480,400.00	\$ -	\$ -
Sub Total	\$ 8,480,400.00	\$ -	\$ 8,480,400.00	\$ 8,480,400.00	\$ -	\$ -
Facilities (400)						
2000 Support Services	\$ 396,515.00	\$ 17,761.00	\$ 20,682.00	\$ 38,443.00	\$ -	\$ 358,072.00
4000 Facilities Acquisition	\$ 7,065,009.00	\$ 1,221,544.00	\$ 1,371,470.00	\$ 2,593,014.00	\$ -	\$ 4,471,995.00
6000 Contingencies	\$ 3,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000.00
Sub Total	\$ 10,461,524.00	\$ 1,239,305.00	\$ 1,392,152.00	\$ 2,631,457.00	\$ -	\$ 7,830,067.00

Ashland School District_Appropriations

Internal Service Funds (600)

2000 Support Services	\$ 10,342,014.00	\$ 2,514,227.00	\$ 4,626,374.00	\$ 7,140,601.00	\$ -	\$ 3,201,413.00
5200 Transfers	\$ 25,000.00	\$ -	\$ 25,000.00	\$ 25,000.00	\$ -	\$ -
6000 Contingencies	\$ 859,650.00	\$ -	\$ -	\$ -	\$ -	\$ 859,650.00
Sub Total	<u>\$ 11,226,664.00</u>	<u>\$ 2,514,227.00</u>	<u>\$ 4,651,374.00</u>	<u>\$ 7,165,601.00</u>	<u>\$ -</u>	<u>\$ 4,061,063.00</u>

Trust & Agency Funds (700)

1000 Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2000 Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3000 Community Services	\$ 285,000.00	\$ 164,750.00	\$ 1,000.00	\$ 165,750.00	\$ -	\$ 119,250.00
6000 Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Total	<u>\$ 285,000.00</u>	<u>\$ 164,750.00</u>	<u>\$ 1,000.00</u>	<u>\$ 165,750.00</u>	<u>\$ -</u>	<u>\$ 119,250.00</u>
7000 Unappropriated EFB	\$ 13,750.00	\$ -			\$ -	

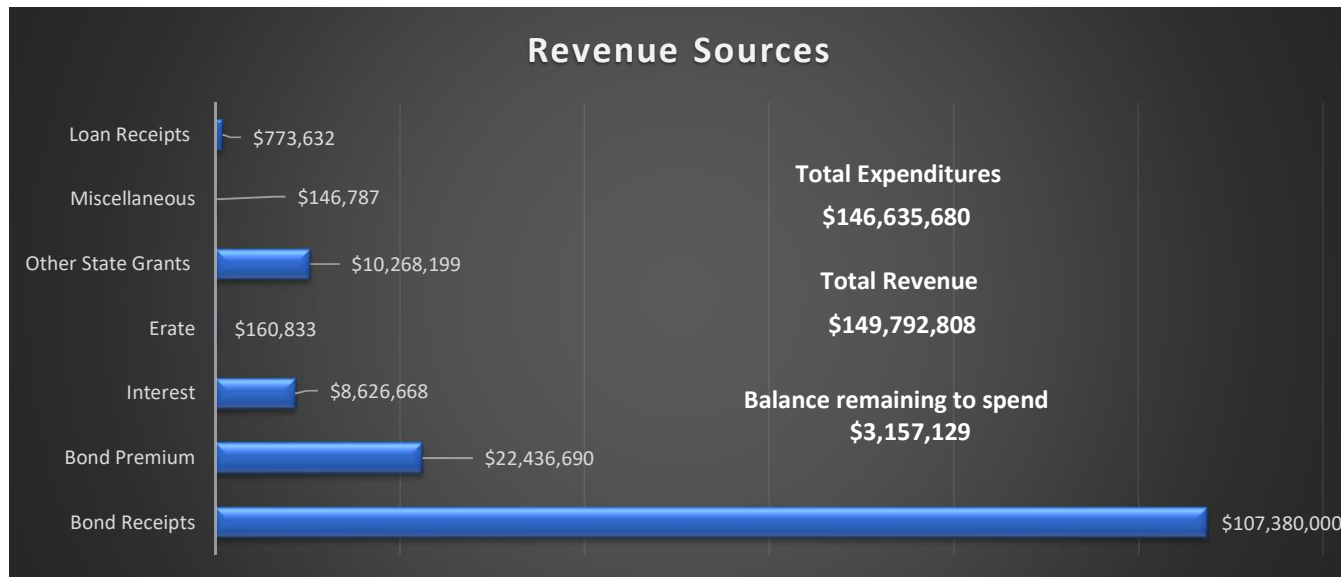
Total Appropriations	<u>\$ 89,471,856.00</u>	<u>\$ 14,335,834.20</u>	<u>\$ 54,589,954.69</u>	<u>\$ 68,925,788.89</u>	<u>\$ -</u>	<u>\$ 20,546,067.11</u>
Total Unappropriated	<u>\$ 1,249,203.00</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,249,203.00</u>
TOTAL	<u><u>\$ 90,721,059.00</u></u>	<u><u>\$ 14,335,834.20</u></u>	<u><u>\$ 54,589,954.69</u></u>	<u><u>\$ 68,925,788.89</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 21,795,270.11</u></u>

Fund	Description	7/1/2025 Budgeted Beginning Fund Balance*	Accounts Receivable	Budget Rev	Total Revenue	Budg Exp	Actual Grant Award	YTD Revenue	YTD Expenditures	Encumbrances	Balance as of 6/30/26
200	Special Revenue Funds	-		800,000	800,000	800,000		-	-	-	-
201	Southern Promise Grant	953		-	-	-		-	-	-	953
203	Staff Health Center	1,305		13,602	14,907	14,527		-	604	-	701
205	SOU (NSF Prime) Grant	5,767		-	5,767	-		-	-	-	5,767
206	ODE CTE Program Grants		3,732	-	3,732			-	3,732	-	(0)
207	SOESD - SOREN	-		-	-	-		-	-	-	-
208	TAP Grants (ODE)	-		-	-	-		-	-	-	-
209	Ashland Community Health Intern Grant	17,992		-	17,992			-	7,615	-	10,378
210	SPED Miscellaneous Grants	-	-	-	-			-	-	-	-
211	Title III via SOESD	-	908	5,000	5,908	5,000		-	454	454	0
213	Helman Sorooptimist Grant	155		-	155			-	-	-	155
214	Title IV-A	-	26,703	62,149	88,852	62,149	52,407	-	-	79,110	0
220	EIIS Grant	-		7,600	7,600	7,600		-	-	-	-
221	Title I-A	-	-	711,483	711,483	711,483	683,533	-	94,335	375,194	214,004
222	Title II A	-		98,641	98,641	98,641	89,349	-	41,301	11,374	36,674
229	IDEA	2,844	360,604	470,026	833,474	470,026	442,815	5,146	131,281	674,982	0
251	Student Investment Account	-		2,507,495	2,507,495	2,507,495	2,507,495	219,279	428,190	2,048,424	30,881
252	Measure 98	-		756,062	756,062	756,062	730,879	-	113,500	497,265	120,114
256	Farm to Education	-		25,000	25,000	25,000	25,000	-	590	-	24,410
262	BAASS	-		3,055	3,055	3,055		-	-	-	-
266	AMS Student Body	-		-	-	-		-	-	-	-
267	AHS Student Body Account	89,752		-	89,752	-		-	2,607	750	86,395
270	Early Literacy Success	-		-	-		157,438	-	8,769	17,089	131,580
274	E-rate Funds	13,851		-	13,851			-	-	-	13,851
276	Equipment Replacement Fund	26,001		-	26,001			-	2,899	-	23,103
277	Transportation Fund	-	185,000	185,000	370,000	185,000		-	13,500	160,000	11,500
280	Senate Bill 1149	17,845		6,000	23,845	21,000	-	533	-	-	17,845
282	ASPIRE Partnership Grant	10,441		-	10,441	14,441		-	-	-	10,441
283	AHS Dual Credit - ASF Support	5,000		-	5,000			-	-	-	5,000
285	Fast Forward Fund	6,860		-	6,860	6,900		-	1,714	-	5,146
286	ASF - Strings, Band, Orchestra	-		-	-	-		-	-	-	-
287	Fee Fund	7,632		-	7,632	-		-	-	-	7,632
288	Technology Fund	24,682		-	24,682	-		-	-	-	24,682
289	Class of 1958 (Fee Fund-OCF)	7,564		-	7,564	-		-	-	-	7,564
290	OSU Outdoor School Program	-		125,000	125,000	125,000	83,362	-	33,540	49,822	-
291	Ashland Schools Foundation	44,120		150,000	194,120	198,083		-	7,854	5,872	30,394
292	Affinity Group Funding	5,661	5,528	-	11,189	-		-	3,054	8,135	(0)
294	Technology Infusion/Ashland Rotary-Walker School	341		-	341	-		-	-	-	341
295	Contributions/Donations	38,669		-	38,669	34,592		-	600	-	38,069
296	AHAA Grants	1,168		-	1,168	-		-	-	-	1,168
297	OEA Choice Trust Wellness Program	294		25,000	25,294	50,000		-	55	-	239
298	LGBTQ2SIA Consortium	23,389		15,000	38,389	37,033		-	772	-	22,617
299	Nutrition Services	163,170	1,012,375	1,270,000	2,445,545	1,270,000		274,820	346,587	828,958	0
		-		-	-	-		-	-	-	-
		-		-	-	-		-	-	-	-
	Grand Total	\$ 515,457	\$ 1,594,850	7,236,113	9,346,420	7,403,087	\$ 4,772,278	\$ 499,778	\$ 1,243,553	\$ 4,757,428	881,604

Ashland School District No.5
Expenditures and Revenues
As of October 31, 2025

Requirements	2025.2026	2024.2025	2023.2024	2022.2023	2021.2022	2020.2021	2019.2020	2018.2019	Total
Expense - as of 10.31.2025	\$ 1,171,310	\$ 17,033,448	\$ 16,624,822	\$ 33,781,961	\$ 51,686,204	\$ 21,371,674	\$ 4,151,600	\$ 814,661	\$ 146,635,680

Resources	2025.2026 - Anticipated	2024.2025	2023.2024	2022.2023	2021.2022	2020.2021	2019.2020	2018.2019	Total
Bond Receipts								\$ 107,380,000	\$ 107,380,000
Bond Premium								\$ 22,436,690	\$ 22,436,690
Interest	\$ 50,000	\$ 200,232	\$ 952,119	\$ 1,052,072	\$ 2,470,242	\$ 544,891	\$ 3,357,112		\$ 8,626,668
Erate				\$ 3,132	\$ 55,855	\$ 101,846			\$ 160,833
Other State Grants	\$ 2,201,515	\$ 1,340,803	\$ 2,517,122	\$ 1,310,733	\$ 2,498,026	\$ 400,000			\$ 10,268,199
Miscellaneous		\$ 42,499	\$ 104,288						\$ 146,787
Loan Receipts	\$ -	\$ 773,632							\$ 773,632
	\$ 2,251,515	\$ 2,357,165	\$ 3,573,529	\$ 2,365,937	\$ 5,024,123	\$ 1,046,737	\$ 3,357,112	\$ 129,816,690	\$ 149,792,808



NOTE: We are working with HMK, our Project Manager to confirm the balance remaining to spend.

Ashland School District No. 5
Full Faith and Credit Financing Agreement, Series 2025 (Federally Taxable)
\$5,358,564
Summary of Bids

Bank	Interest Rate	Total Bank Fees	All-In TIC	Maximum Annual Debt Service	1st Call Date	Notes	Bank Counsel Name
Cashmere Valley Bank	6.500%	\$ -	7.039%	\$ 1,031,981	Callable at any time	7 Years Amortization	--
Cashmere Valley Bank	6.500%	\$ -	7.222%	\$ 1,401,128	Callable at any time	5 Years Amortization	--



TERM SHEET
(For Discussion Purposes Only)
November 12, 2025

RE: Jackson County School District No. 5, Jackson County, Oregon (the "District")
Full Faith and Credit Financing Agreement Series, 2025 (Federally Taxable)
(the "Financing Agreement")

Thank you for the opportunity to propose the following structure for the Jackson County School District No. 5 proposed Full Faith and Credit Financing Agreement Series, 2025 (Federally Taxable). Cashmere Valley Bank (the "Bank") has outlined general terms below for discussion purposes only. All terms are subject to credit approval, and do not constitute a commitment to lend money.

1. **Borrower:** Jackson County School District No. 5, Jackson County, Oregon
2. **Amount:** \$5,393,563.56
3. **Tax Status:** Federally Taxable
4. **Purpose:** The proceeds from the Financing Agreement would be used to refund the Districts Full Faith and Credit Tax Anticipation Note, Series 2025 used to meet cash-flow needs and pay costs of issuance.
5. **Maturity Date:** The Financing Agreement would mature on June 15, 2032.
6. **Financing Agreement Description**
 - a. **Interest Rate:** The Financing Agreement would be dated the date of delivery to the Bank and would accrue interest on the basis of 30/360 days. Interest would accrue on the outstanding balance from the date of issuance and delivery to the Bank. The outstanding balance of the Financing Agreement would accrue interest at a federally taxable fixed rate of 6.50% *per annum* on the outstanding balance to the maturity date or date of prepayment in full.
 - b. **Terms:** Principal of the Financing Agreement would be due annually on each June 15, beginning June 15, 2026 to the Maturity Date. Interest on the Financing Agreement would be due semiannually on each June 15 and December 15, beginning June 15, 2026 to the Maturity Date. A sample amortization schedule is attached hereto as Exhibit A.
 - c. **Security:** The Financing Agreement would be secured by and payable from all lawfully available funds of the District, including any property taxes levied by and for the District within the restrictions of Sections 11 and 11b, Article XI of the Oregon Constitution. Pursuant to ORS 287A.315, the District will pledge its full faith and credit to pay the Financing Agreement, and the obligations of the District to pay the Financing agreement will not be subject to appropriation. The Financing Agreement will not be secured by a lien on any revenues or other property of the District. The Financing Agreement will not constitute a debt or indebtedness of Jackson County, the State of Oregon, or any political subdivision thereof other than the District.
7. **Transferability:** The Bank would hold the Financing Agreement with no intent to sell or transfer. The Financing Agreement may be transferred only in whole to a qualified investor or as would be further described in the Financing Agreement documents.
8. **Prepayment:** The District may choose to prepay the Financing Agreement in whole or in part at any time without penalty. In the event of a prepayment in whole or part, the payment would first satisfy accrued interest with the balance reducing principal outstanding. Any prepayment would not change the interest rate or final maturity of the Financing Agreement.

After any prepayment of principal, the resulting principal balance of the Financing Agreement will be amortized to the maturity date to achieve roughly equal annual installments of principal and interest.

9. **Fees:** The Bank would not charge a fee to the District. The District would be responsible for all other costs of issuing the Financing Agreement. Costs of issuance may be paid directly on behalf of the District by the Bank with proceeds of the Financing Agreement.
10. **Additional Terms:** The Financing Agreement documents would be in the standard form customarily required for tax-exempt municipal funding and would include additional terms and conditions not discussed above. The District would provide or make available to the Bank its financial report in a timely fashion on an annual basis or during the period the Financing Agreement is outstanding and held by the Bank. At the date of closing of the Financing Agreement, the financial condition and credit of the District and all other features of this transaction would be as represented to the Bank without material adverse change. In the event of adverse material changes in the credit worthiness of the District, including litigation involving or claims files against the District, any future commitment would terminate upon notice by the Bank. Any future commitment would be non-assignable by the District. If after closing, the District defaults on the Financing Agreement, a default rate would apply as defined in the Financing Agreement Documents or Authorizing Documents. If the District chooses Cashmere Valley Bank to provide the financing, the Bank would need approximately two weeks from the date of acceptance to closing. The Bank documents required for closing would be executed copies or originals of (1) the authorizing ordinance, (2) a valid legal opinion and (3) the Financing Agreement.

ORAL AGREEMENTS OR ORAL COMMITMENTS TO LOAN MONEY, EXTEND CREDIT, OR FORBEAR FROM ENFORCING REPAYMENT OF A DEBT ARE NOT ENFORCEABLE UNDER OREGON AND WASHINGTON LAW.

Thank you for this opportunity to discuss this financing with the District and its finance team.

Respectfully,

CASHMERE VALLEY BANK

EXHIBIT A

<u>Payment Period</u>	<u>Beginning</u>	<u>Principal</u>	<u>Interest Rate</u>	<u>Interest</u>	<u>Ending</u>	<u>Cashflow</u>
12/04/25	\$ -				5,393,564.00	5,393,564.00
06/15/26	5,393,564.00	(369,769.00)	6.50%	(186,003.05)	5,023,795.00	(555,772.05)
12/15/26	5,023,795.00	-	6.50%	(163,273.34)	5,023,795.00	(163,273.34)
06/15/27	5,023,795.00	(719,318.00)	6.50%	(163,273.34)	4,304,477.00	(882,591.34)
12/15/27	4,304,477.00	-	6.50%	(139,895.50)	4,304,477.00	(139,895.50)
06/15/28	4,304,477.00	(762,837.00)	6.50%	(139,895.50)	3,541,640.00	(902,732.50)
12/15/28	3,541,640.00	-	6.50%	(115,103.30)	3,541,640.00	(115,103.30)
06/15/29	3,541,640.00	(808,988.00)	6.50%	(115,103.30)	2,732,652.00	(924,091.30)
12/15/29	2,732,652.00	-	6.50%	(88,811.19)	2,732,652.00	(88,811.19)
06/15/30	2,732,652.00	(857,932.00)	6.50%	(88,811.19)	1,874,720.00	(946,743.19)
12/15/30	1,874,720.00	-	6.50%	(60,928.40)	1,874,720.00	(60,928.40)
06/15/31	1,874,720.00	(909,837.00)	6.50%	(60,928.40)	964,883.00	(970,765.40)
12/15/31	964,883.00	-	6.50%	(31,358.70)	964,883.00	(31,358.70)
06/15/32	964,883.00	(964,883.00)	6.50%	(31,358.70)	-	(996,241.70)
				(1,384,743.91)		

BOND SUMMARY STATISTICS

Ashland School District No. 5 Full Faith and Credit Financing Agreement, Series 2025 Proposed Final Numbers 5 Years

Dated Date	12/04/2025
Delivery Date	12/04/2025
Last Maturity	06/15/2030
Arbitrage Yield	6.498695%
True Interest Cost (TIC)	6.498695%
Net Interest Cost (NIC)	6.500000%
All-In TIC	7.221722%
Average Coupon	6.500000%
Average Life (years)	2.840
Duration of Issue (years)	2.592
Par Amount	5,358,563.56
Bond Proceeds	5,358,563.56
Total Interest	989,325.80
Net Interest	989,325.80
Total Debt Service	6,347,889.36
Maximum Annual Debt Service	1,401,128.25
Average Annual Debt Service	1,401,128.25

<i>Bond Component</i>	<i>Par Value</i>	<i>Price</i>	<i>Average Coupon</i>	<i>Average Life</i>	<i>PV of 1 bp change</i>
Bond Component	5,358,563.56	100.000	6.500%	2.840	1,372.06
	5,358,563.56			2.840	1,372.06

	TIC	All-In TIC	Arbitrage Yield
Par Value	5,358,563.56	5,358,563.56	5,358,563.56
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount			
- Cost of Issuance Expense		-96,000.00	
- Other Amounts			
Target Value	5,358,563.56	5,262,563.56	5,358,563.56
Target Date	12/04/2025	12/04/2025	12/04/2025
Yield	6.498695%	7.221722%	6.498695%

BOND PRICING

**Ashland School District No. 5
Full Faith and Credit Financing Agreement, Series 2025
Proposed Final Numbers
5 Years**

<i>Bond Component</i>	<i>Maturity Date</i>	<i>Amount</i>	<i>Rate</i>	<i>Yield</i>	<i>Price</i>
Bond Component:					
	06/15/2026	558,580.36	6.500%	6.500%	100.000
	06/15/2027	1,089,129.34	6.500%	6.500%	100.000
	06/15/2028	1,159,922.75	6.500%	6.500%	100.000
	06/15/2029	1,235,317.73	6.500%	6.500%	100.000
	06/15/2030	1,315,613.38	6.500%	6.500%	100.000
		5,358,563.56			

Dated Date		12/04/2025	
Delivery Date		12/04/2025	
First Coupon		06/15/2026	
Par Amount		5,358,563.56	
Original Issue Discount			
Production		5,358,563.56	100.000000%
Underwriter's Discount			
Purchase Price		5,358,563.56	100.000000%
Accrued Interest			
Net Proceeds		5,358,563.56	

SOURCES AND USES OF FUNDS

**Ashland School District No. 5
Full Faith and Credit Financing Agreement, Series 2025
Proposed Final Numbers
5 Years**

Dated Date 12/04/2025
Delivery Date 12/04/2025

Sources:

Bond Proceeds:	
Par Amount	5,358,563.56
<hr/>	
	5,358,563.56

Uses:

Refunding Escrow Deposits:	
Cash Deposit	5,262,563.56
Cost of Issuance:	
Bond Counsel	45,000.00
Placement Agent	50,000.00
MDAC	1,000.00
	<hr/>
	96,000.00
<hr/>	
	5,358,563.56

BOND DEBT SERVICE

**Ashland School District No. 5
Full Faith and Credit Financing Agreement, Series 2025
Proposed Final Numbers
5 Years**

Dated Date 12/04/2025
Delivery Date 12/04/2025

<i>Period Ending</i>	<i>Principal</i>	<i>Coupon</i>	<i>Interest</i>	<i>Debt Service</i>	<i>Annual Debt Service</i>
06/15/2026	558,580.36	6.500%	184,796.02	743,376.38	743,376.38
12/15/2026			155,999.45	155,999.45	
06/15/2027	1,089,129.34	6.500%	155,999.45	1,245,128.79	1,401,128.24
12/15/2027			120,602.75	120,602.75	
06/15/2028	1,159,922.75	6.500%	120,602.75	1,280,525.50	1,401,128.25
12/15/2028			82,905.26	82,905.26	
06/15/2029	1,235,317.73	6.500%	82,905.26	1,318,222.99	1,401,128.25
12/15/2029			42,757.43	42,757.43	
06/15/2030	1,315,613.38	6.500%	42,757.43	1,358,370.81	1,401,128.24
	5,358,563.56		989,325.80	6,347,889.36	6,347,889.36

ESCROW REQUIREMENTS

**Ashland School District No. 5
Full Faith and Credit Financing Agreement, Series 2025
Proposed Final Numbers
5 Years**

<i>Period Ending</i>	<i>Interest</i>	<i>Principal Redeemed</i>	<i>Total</i>
12/15/2025	142,563.56	5,120,000	5,262,563.56
	142,563.56	5,120,000	5,262,563.56

BOND SUMMARY STATISTICS

Ashland School District No. 5 Full Faith and Credit Financing Agreement, Series 2025 Proposed Final Numbers 7 Years

Dated Date	12/04/2025
Delivery Date	12/04/2025
Last Maturity	06/15/2032
Arbitrage Yield	6.499024%
True Interest Cost (TIC)	6.499024%
Net Interest Cost (NIC)	6.500000%
All-In TIC	7.039409%
Average Coupon	6.500000%
Average Life (years)	3.964
Duration of Issue (years)	3.468
Par Amount	5,358,563.56
Bond Proceeds	5,358,563.56
Total Interest	1,380,848.50
Net Interest	1,380,848.50
Total Debt Service	6,739,412.06
Maximum Annual Debt Service	1,031,981.44
Average Annual Debt Service	1,031,981.43

<i>Bond Component</i>	<i>Par Value</i>	<i>Price</i>	<i>Average Coupon</i>	<i>Average Life</i>	<i>PV of 1 bp change</i>
Bond Component	5,358,563.56	100.000	6.500%	3.964	1,823.08
	5,358,563.56			3.964	1,823.08

	TIC	All-In TIC	Arbitrage Yield
Par Value	5,358,563.56	5,358,563.56	5,358,563.56
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount			
- Cost of Issuance Expense		-96,000.00	
- Other Amounts			
Target Value	5,358,563.56	5,262,563.56	5,358,563.56
Target Date	12/04/2025	12/04/2025	12/04/2025
Yield	6.499024%	7.039409%	6.499024%

BOND PRICING

**Ashland School District No. 5
Full Faith and Credit Financing Agreement, Series 2025
Proposed Final Numbers
7 Years**

<i>Bond Component</i>	<i>Maturity Date</i>	<i>Amount</i>	<i>Rate</i>	<i>Yield</i>	<i>Price</i>
Bond Component:					
	06/15/2026	362,727.46	6.500%	6.500%	100.000
	06/15/2027	707,252.08	6.500%	6.500%	100.000
	06/15/2028	753,223.47	6.500%	6.500%	100.000
	06/15/2029	802,183.00	6.500%	6.500%	100.000
	06/15/2030	854,324.89	6.500%	6.500%	100.000
	06/15/2031	909,856.01	6.500%	6.500%	100.000
	06/15/2032	968,996.65	6.500%	6.500%	100.000
		5,358,563.56			

Dated Date	12/04/2025	
Delivery Date	12/04/2025	
First Coupon	06/15/2026	
Par Amount	5,358,563.56	
Original Issue Discount		
Production	5,358,563.56	100.000000%
Underwriter's Discount		
Purchase Price	5,358,563.56	100.000000%
Accrued Interest		
Net Proceeds	5,358,563.56	

SOURCES AND USES OF FUNDS

**Ashland School District No. 5
Full Faith and Credit Financing Agreement, Series 2025
Proposed Final Numbers
7 Years**

Dated Date 12/04/2025
Delivery Date 12/04/2025

Sources:

Bond Proceeds:	
Par Amount	5,358,563.56
<hr/>	
	5,358,563.56

Uses:

Refunding Escrow Deposits:	
Cash Deposit	5,262,563.56
Cost of Issuance:	
Bond Counsel	45,000.00
Placement Agent	50,000.00
MDAC	1,000.00
	<hr/>
	96,000.00
	<hr/>
	5,358,563.56

BOND DEBT SERVICE

**Ashland School District No. 5
Full Faith and Credit Financing Agreement, Series 2025
Proposed Final Numbers
7 Years**

Dated Date 12/04/2025
Delivery Date 12/04/2025

<i>Period Ending</i>	<i>Principal</i>	<i>Coupon</i>	<i>Interest</i>	<i>Debt Service</i>	<i>Annual Debt Service</i>
06/15/2026	362,727.46	6.500%	184,796.02	547,523.48	547,523.48
12/15/2026			162,364.67	162,364.67	
06/15/2027	707,252.08	6.500%	162,364.67	869,616.75	1,031,981.42
12/15/2027			139,378.98	139,378.98	
06/15/2028	753,223.47	6.500%	139,378.98	892,602.45	1,031,981.43
12/15/2028			114,899.22	114,899.22	
06/15/2029	802,183.00	6.500%	114,899.22	917,082.22	1,031,981.44
12/15/2029			88,828.27	88,828.27	
06/15/2030	854,324.89	6.500%	88,828.27	943,153.16	1,031,981.43
12/15/2030			61,062.71	61,062.71	
06/15/2031	909,856.01	6.500%	61,062.71	970,918.72	1,031,981.43
12/15/2031			31,492.39	31,492.39	
06/15/2032	968,996.65	6.500%	31,492.39	1,000,489.04	1,031,981.43
	5,358,563.56		1,380,848.50	6,739,412.06	6,739,412.06

ESCROW REQUIREMENTS

**Ashland School District No. 5
Full Faith and Credit Financing Agreement, Series 2025
Proposed Final Numbers
7 Years**

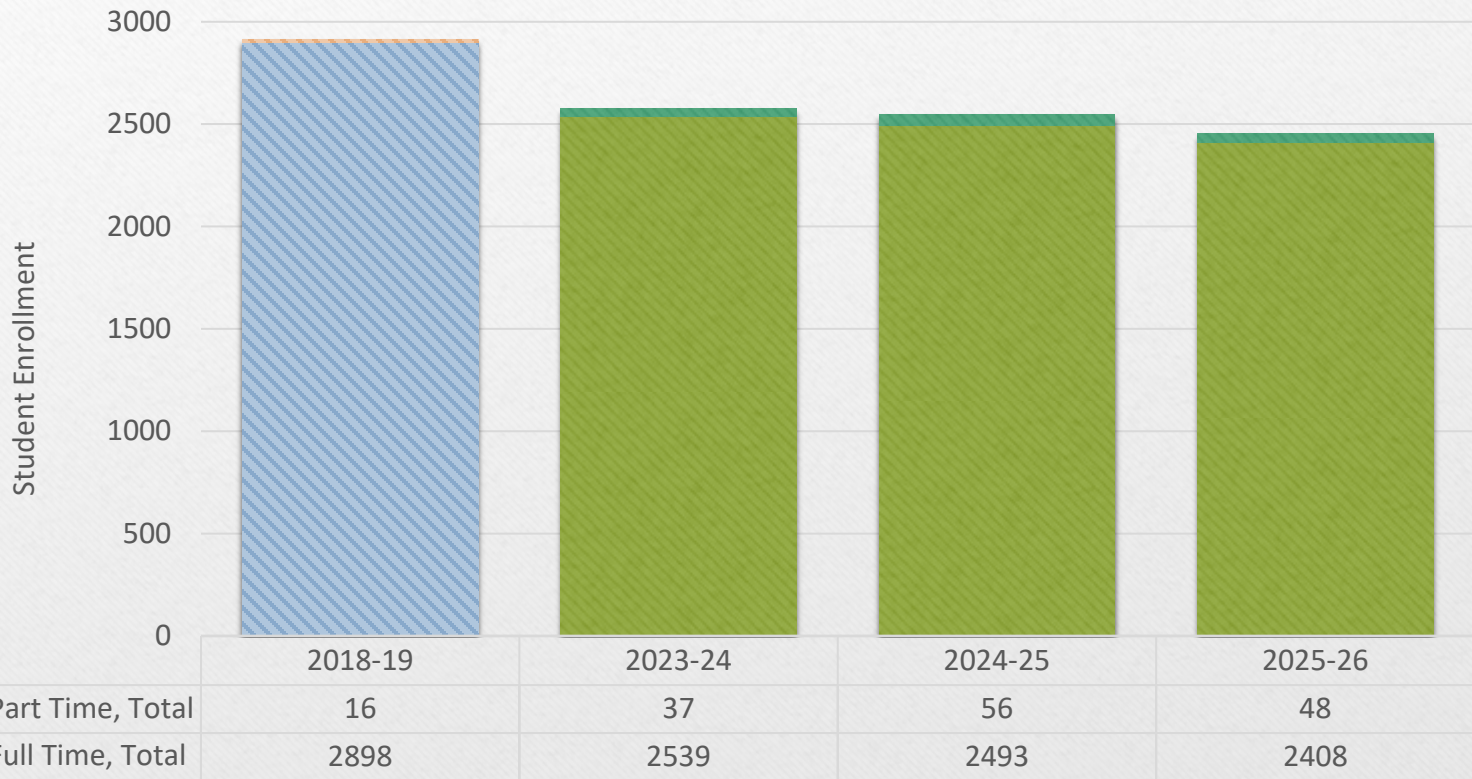
<i>Period Ending</i>	<i>Interest</i>	<i>Principal Redeemed</i>	<i>Total</i>
12/15/2025	142,563.56	5,120,000	5,262,563.56
	142,563.56	5,120,000	5,262,563.56

Ashland School District

District Enrollment and Exit Counts

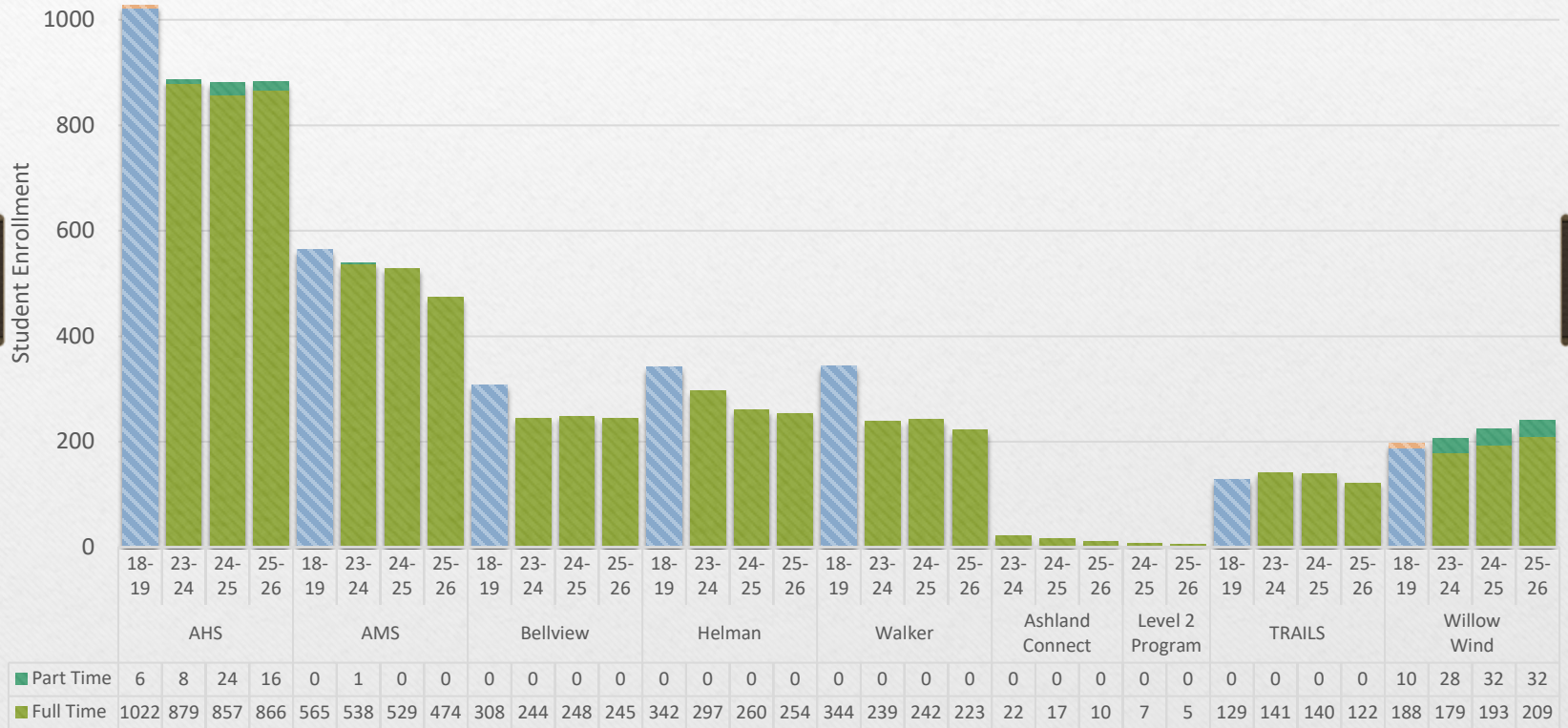
October 2025

2025-26 Ashland School District Multi-Year Comparison



As of the first school day in October

2025-26 Ashland School District October Enrollment by Site Multi-Year Comparison



As of the first school day in October

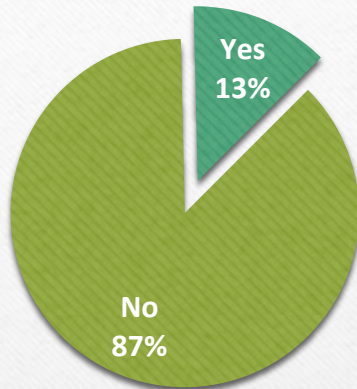
2025-26 October Enrollment Snapshot

School Site	Gr KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	District Total
Ashland High School										245	213	193	231	882
<i>Full Time</i>										243	211	187	225	866
<i>Part Time</i>										2	2	6	6	16
Ashland Middle School							134	175	165					474
Bellview Elementary	36	50	35	38	47	39								245
Helman Elementary	39	31	42	42	43	57								254
Walker Elementary	26	34	40	42	37	44								223
Ashland Connect			1		3	1	1	1	3					10
Level 2 Program						1	1	1	1		1			5
TRAILS	11	13	12	9	15	15	17	17	13					122
Willow Wind	23	25	29	24	29	31	27	28	25					241
<i>Full Time</i>	19	22	23	22	25	25	24	24	25					209
<i>Part Time</i>	4	3	6	2	4	6	3	4						32
2025-26 District Total	135	153	159	155	174	188	180	222	207	245	214	193	231	2456
<i>25-26 District Total, Full-Time</i>	131	150	153	153	170	182	177	218	207	243	212	187	225	2408
<i>25-26 District Total, Part-Time</i>	4	3	6	2	4	6	3	4	0	2	2	6	6	48
2024-25 District Total	151	156	160	171	187	176	220	203	242	235	213	228	207	2549
<i>24-25 District Total, Full-Time</i>	149	151	158	166	179	174	215	203	239	234	212	216	197	2493
<i>24-25 District Total, Part-Time</i>	2	5	2	5	8	2	5	0	3	1	1	12	10	56

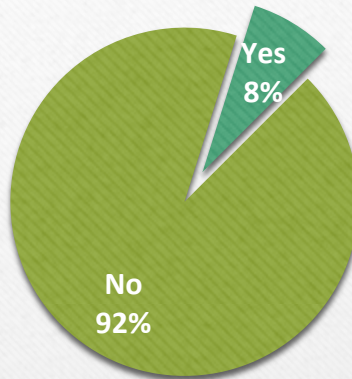
As of the first school day in October

2025-26 October Enrollment Snapshot – Race & Ethnicity

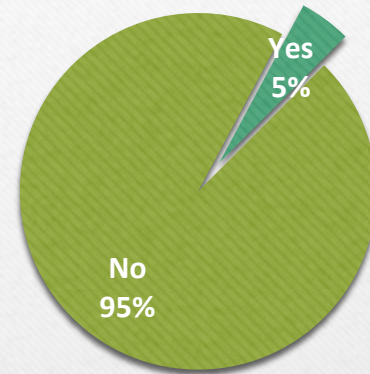
Hispanic or Latino



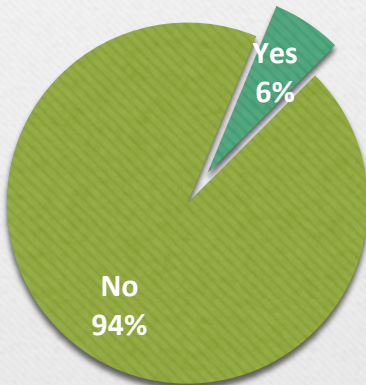
Asian



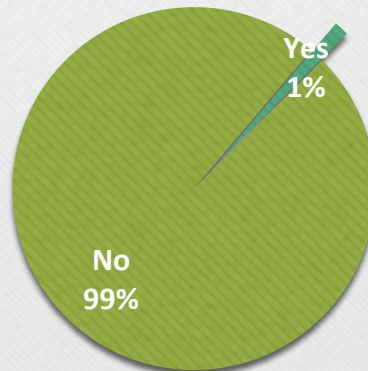
Black or African American



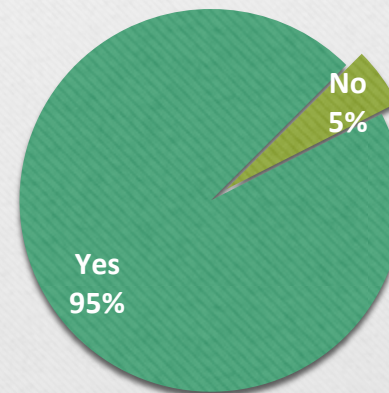
Native American or Alaska Native



Native Hawaiian or Other Pacific Islander



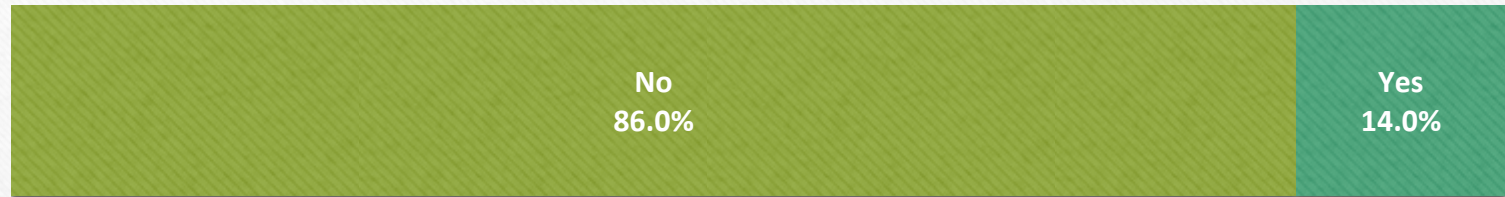
White



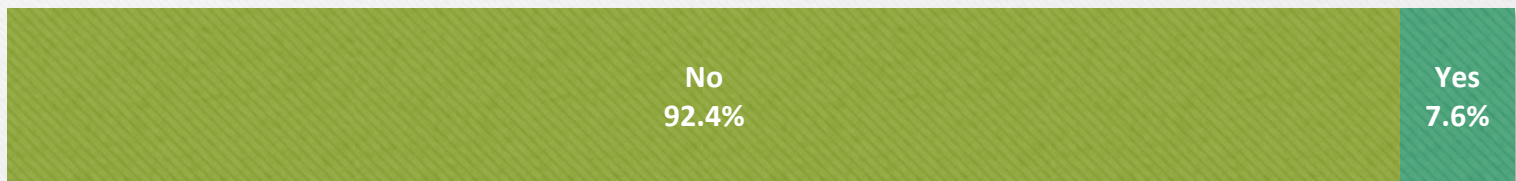
As of the first school day in October

2025-26 October Enrollment Snapshot – Special Programs

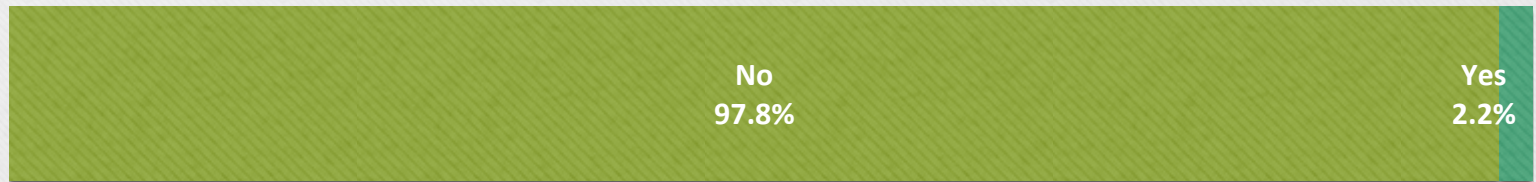
Special Education



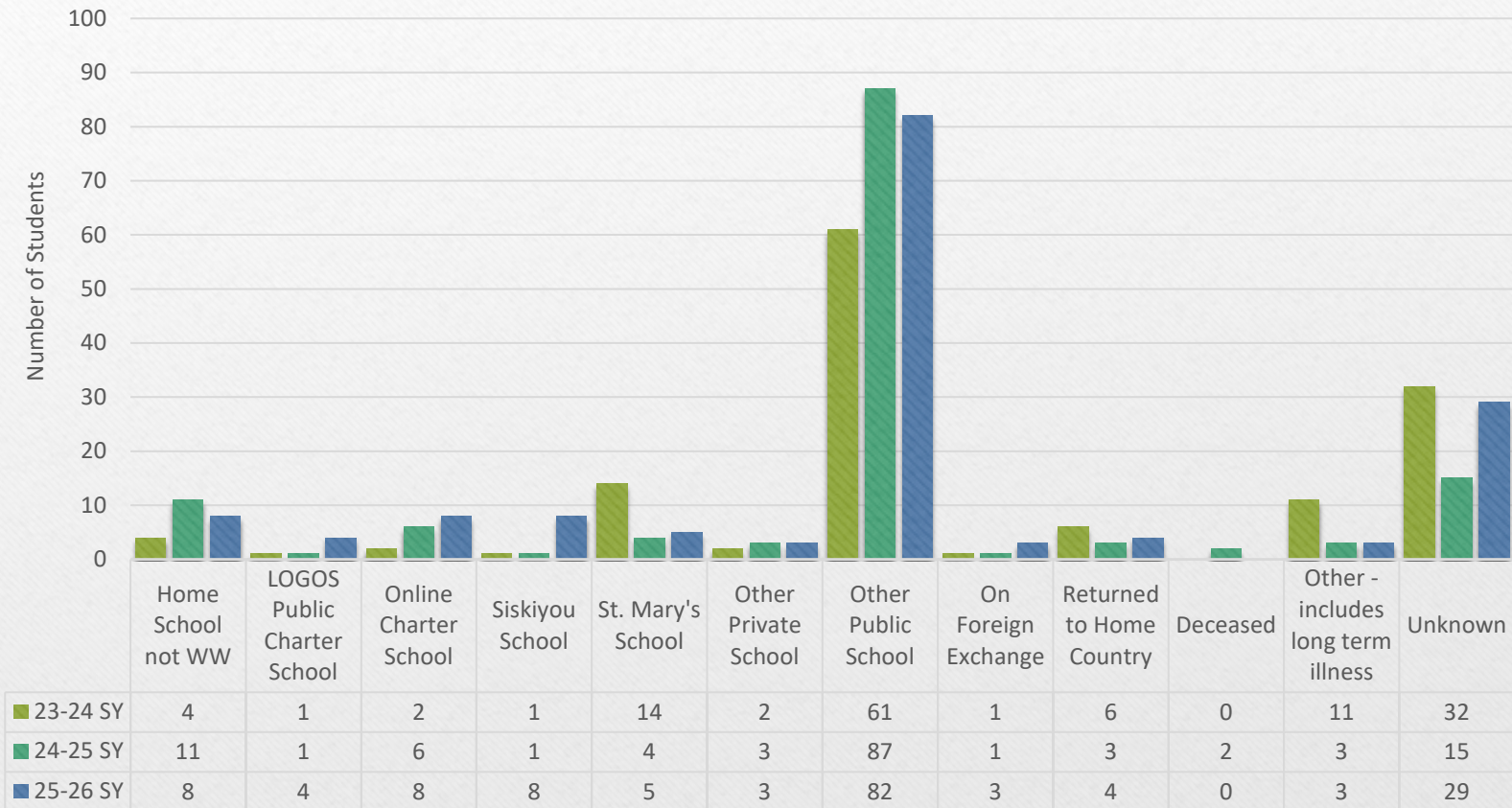
504 Plans



English Learners



Summertime Student Exits Three-Year Trend School Years 2023-24 to 2025-26



Indicates the number of students who were actively enrolled during the last week of school but failed to re-enroll during Quarter 1 [7/1-first school day in Oct] of the following school year.

Summertime Completion Credential Exits Three-Year Trend School Years 2023-24 to 2025-26



Includes students actively enrolled during the last week of school who did not re-enroll during Quarter 1 [7/1-first school day in Oct] of the following school year. Does not include midyear graduates or GED completers.

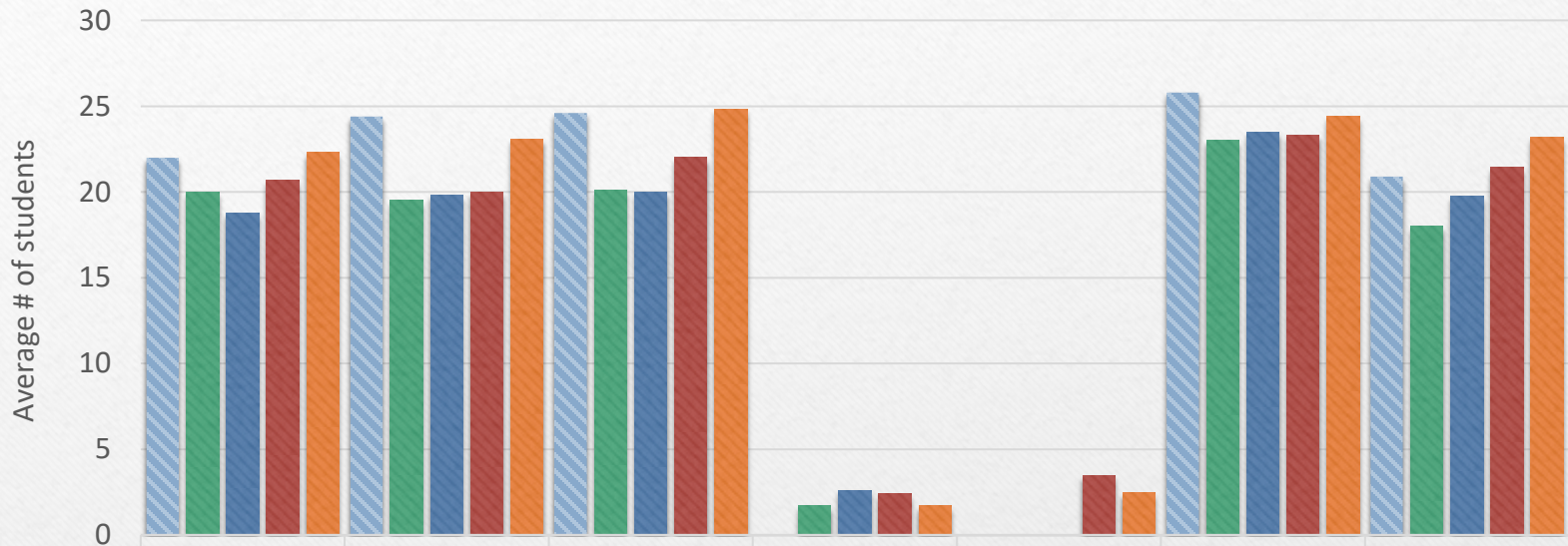
Ashland School District Class Size & Teacher Loads

October 2025

2025-26 Elementary Class Sizes

Bellview		Helman		Walker		TRAILS		Willow Wind	
Grade	Class size	Grade	Class Size	Grade	Class Size	Grade	Class Size	Grade	Class Size
K	17	K	23	K/1	21	K/1	24	K	19
K	16	K/1	24	K/1	18	2/3	21	1	22
1	24	1	23	K/1	21	4/5	30	2	23
1	23	2/3	26	2/3	28	6/7	24	3	22
2/3	23	2/3	27	2/3	27	7/8	23	4	25
2/3	24	2/3	28	2/3	27			5	25
2/3	24	4	21	4/5	26			6	24
4/5	27	4	21	4/5	27			7	24
4/5	27	5	28	4/5	28			8	25
4/5	28	5	27						
Sitebased	12	Sitebased	6						

Average October Elementary Class Size Multi-Year Comparison



	Bellview Elementary (K-5)	Helman Elementary (K-5)	Walker Elementary (K-5)	Ashland Connect (K-8)	Level 2 Program (K-12)	TRAILS Outdoor School (K-8)	Willow Wind Community Learning Ctr. (K-8)
2018-19	22.0	24.4	24.6			25.8	20.9
2022-23	20.0	19.5	20.1	1.7		23.0	18.0
2023-24	18.8	19.8	20.0	2.6		23.5	19.8
2024-25	20.7	20.0	22.0	2.4	3.5	23.3	21.4
2025-26	22.3	23.1	24.8	1.7	2.5	24.4	23.2

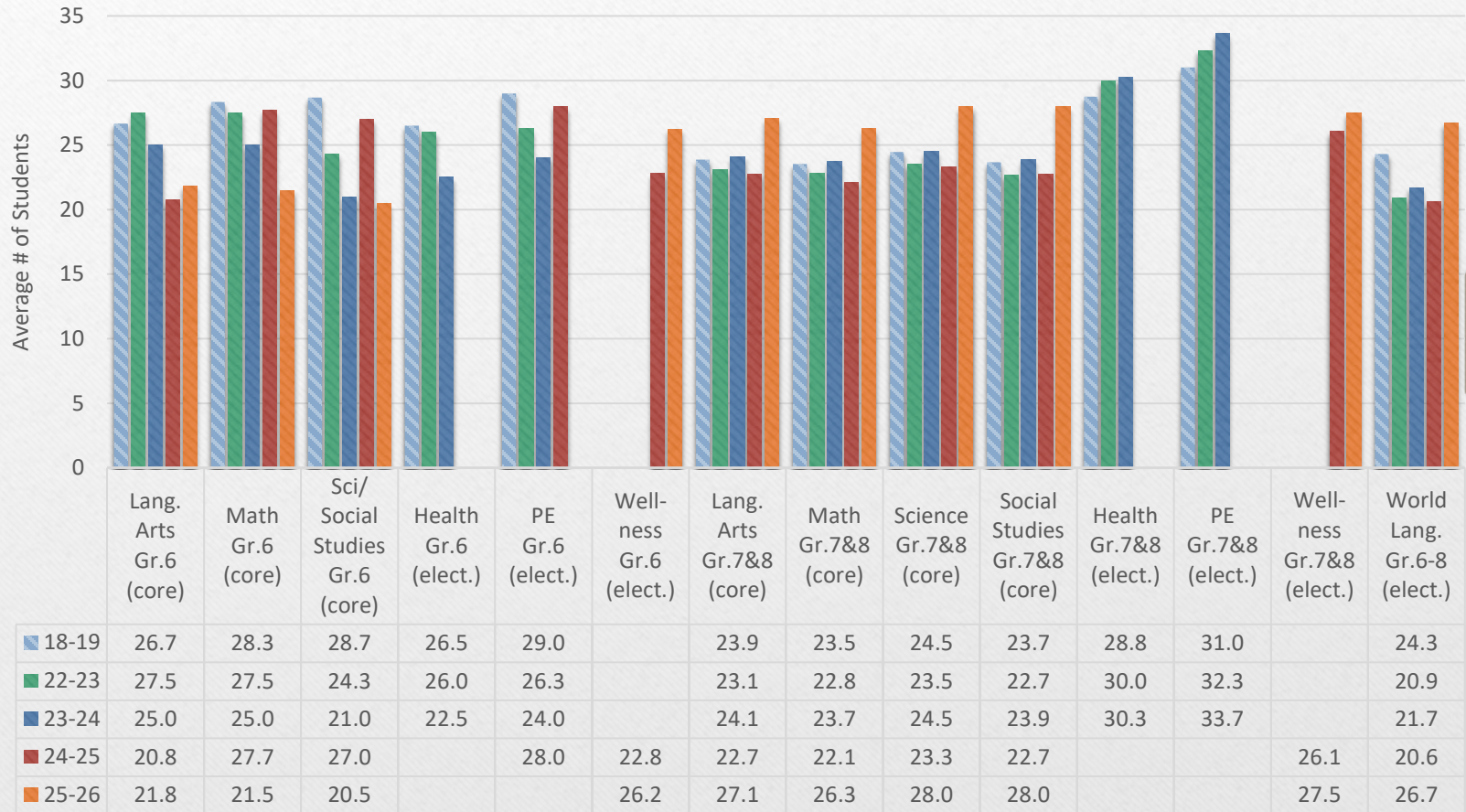
As of the first school day in October

89 Includes all home rooms at each site, including Site-Based classrooms at both Bellview (all years) & Helman (all but 18-19)

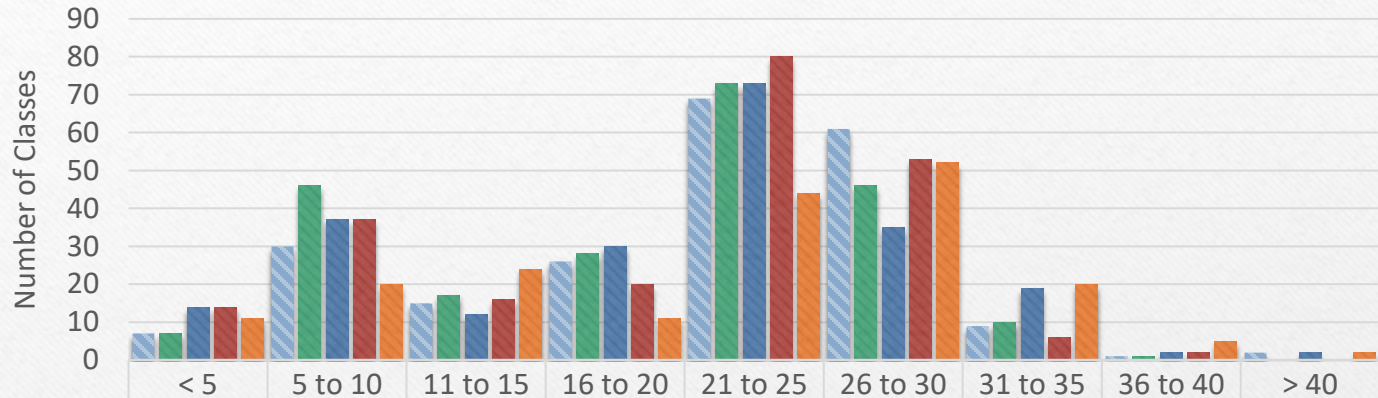
AMS Average Trimester 1 Class Size by Subject

Multi-Year Comparison – October Enrollment

Class averages do not include courses taught in special education settings



AMS Trimester 1 Class Size – Multi-Year Comparison



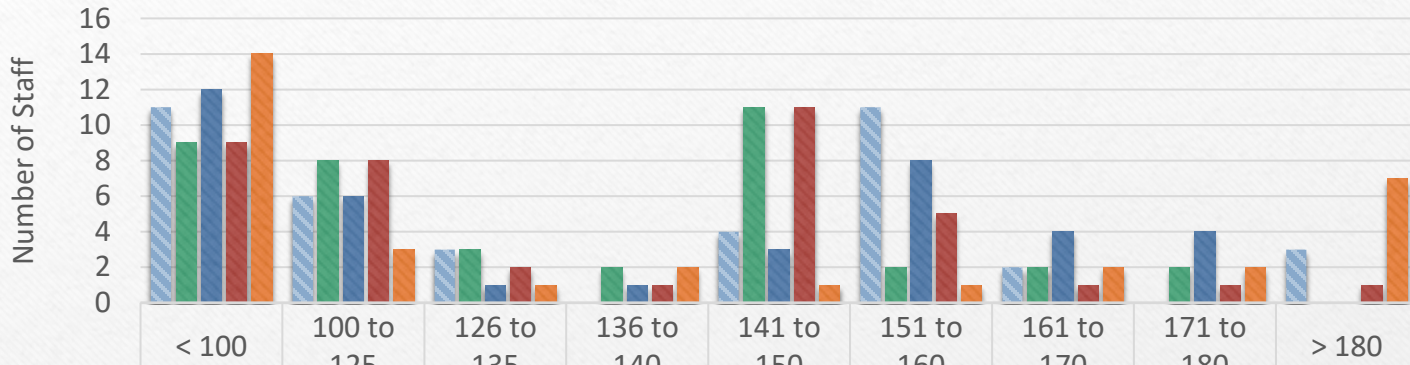
	< 5	5 to 10	11 to 15	16 to 20	21 to 25	26 to 30	31 to 35	36 to 40	> 40
2018-19 # Sections	7	30	15	26	69	61	9	1	2
2022-23 # Sections	7	46	17	28	73	46	10	1	0
2023-24 # Sections	14	37	12	30	73	35	19	2	2
2024-25 # Sections	14	37	16	20	80	53	6	2	0
2025-26 # Sections	11	20	24	11	44	52	20	5	2

Section Size	2018-19	2022-23	2023-24	2024-25	2025-26
Average	21.4	19.4	19.9	19.7	21.3
Median	23	22	22	22	23
High	66 <i>(Wind Ensemble [2 Teachers])</i>	37 <i>(Physical Education)</i>	47 <i>(Wind Ensemble)</i>	40 <i>(Wind Ensemble)</i>	53 <i>(Cadet Band [2 teachers])</i>

Average = a calculated number. The sum of all class section sizes divided by the number of class sections.

Median = the middle number in an ordered list of teacher loads. It is the point where half the counts are above, and half are below.

AMS Trimester 1 Teacher Student Loads – Multi-Year Comparison



	< 100	100 to 125	126 to 135	136 to 140	141 to 150	151 to 160	161 to 170	171 to 180	> 180
2018-19 # Staff	11	6	3	0	4	11	2	0	3
2022-23 # Staff	9	8	3	2	11	2	2	2	0
2023-24 # Staff	12	6	1	1	3	8	4	4	0
2024-25 # Staff	9	8	2	1	11	5	1	1	1
2025-26 # Staff	14	3	1	2	1	1	2	2	7

Teacher Loads	2018-19	2022-23	2023-24	2024-25	2025-26
Average	117.4	113.4	114.5	115.1	120.7
Median	138	132	139	138	119
High	204 <i>(Physical Education)</i>	177 <i>(Physical Education)</i>	177 <i>(Physical Education)</i>	184 <i>(Band, Wind Ensemble)</i>	200 <i>(Social Studies, Homeroom, Study Skills)</i>

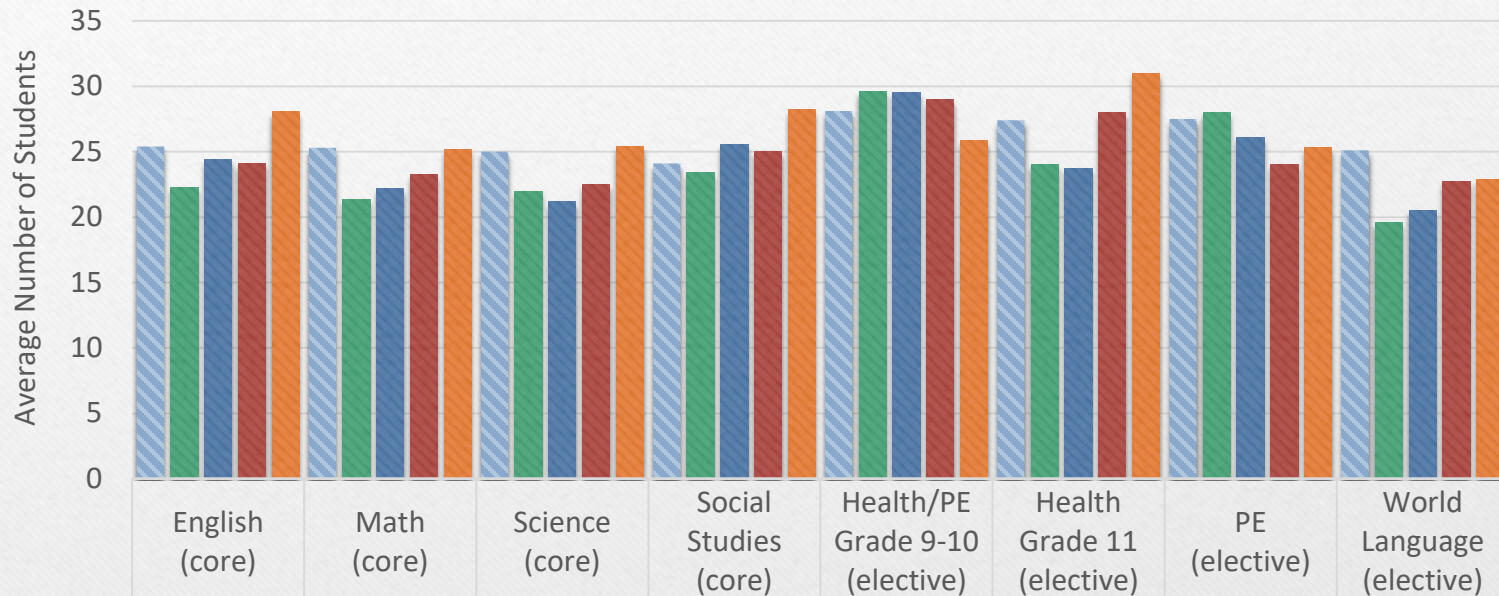
Average = a calculated number. The sum of all teacher load counts divided by the number of classroom teachers.

Median = the middle number in an ordered list of teacher loads. It is the point where half the counts are above, and half are below.

AHS Average Semester 1 Class Size by Subject

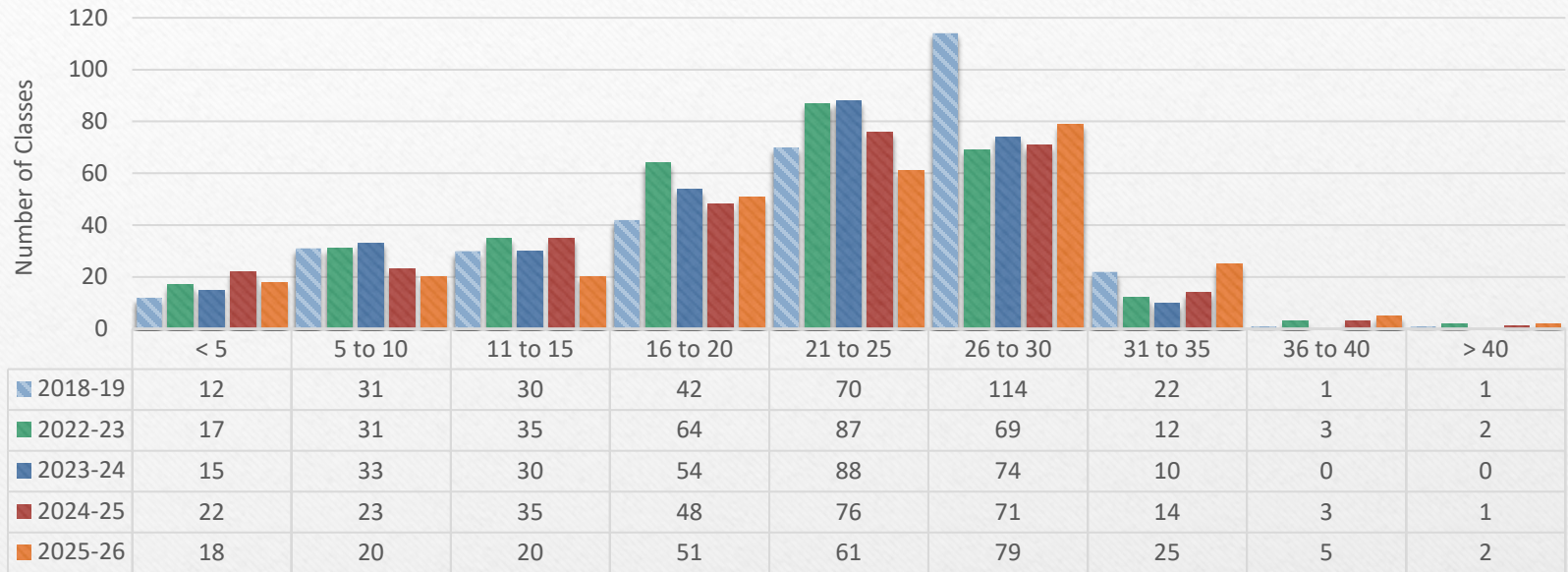
Multi-Year Comparison – October

Subjects available to all grades 9-12 unless otherwise noted
 Class averages do not include courses taught in special education settings



	English (core)	Math (core)	Science (core)	Social Studies (core)	Health/PE Grade 9-10 (elective)	Health Grade 11 (elective)	PE (elective)	World Language (elective)
2018-19	25.4	25.3	25	24.1	28.1	27.4	27.5	25.1
2022-23	22.3	21.3	22.0	23.4	29.6	24.0	28.0	19.6
2023-24	24.4	22.2	21.2	25.6	29.5	23.8	26.1	20.5
2024-25	24.1	23.2	22.5	25.0	29.0	28.0	24.0	22.7
2025-26	28.0	25.2	25.4	28.2	25.9	31.0	25.3	22.9

AHS Semester 1 Class Size – Multi-Year Comparison

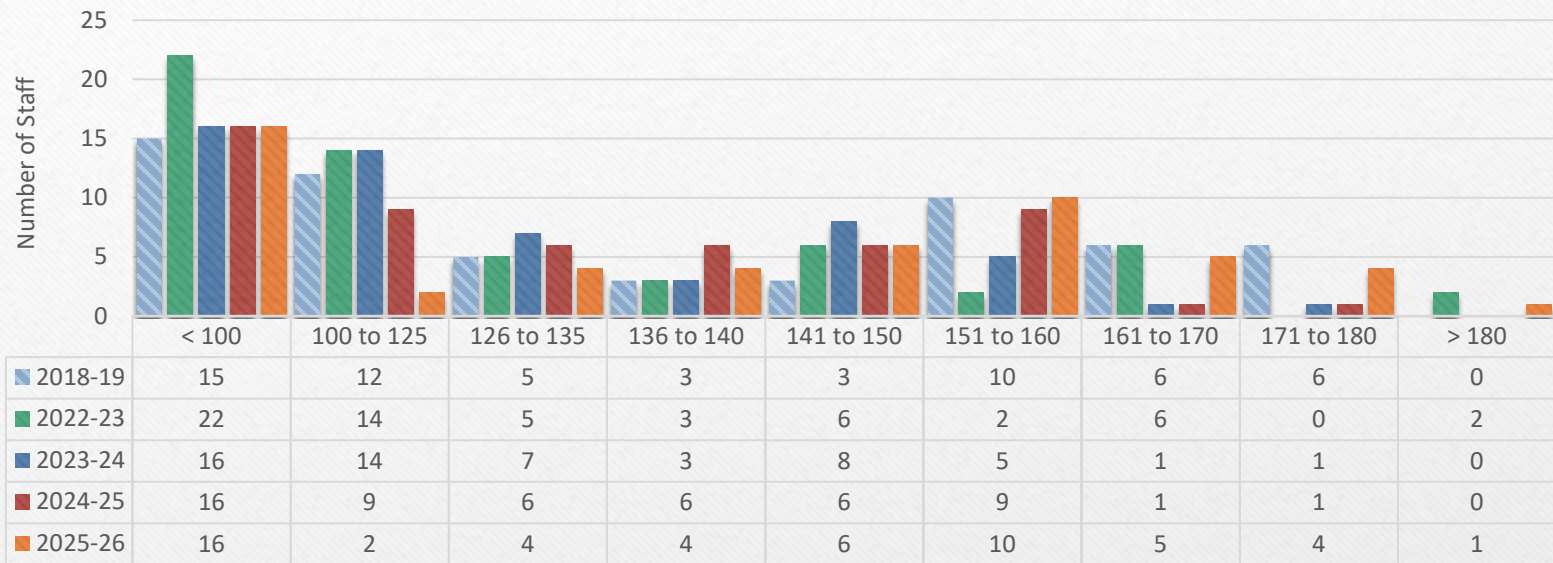


Section Size	2018-19	2022-23	2023-24	2024-25	2025-26
Average	21.8	20.2	19.8	20.3	21.6
Median	24	21	22	22	24
High	73 <i>(Combination of Ind. Study courses. Next largest = 44 & 67 (Manufacturing series independent study course is shared by 3 teachers) and 39 (band class).)</i>	55 <i>(Grizz Online Academy. The next largest non-PE 1, at 36.)</i>	34 <i>(Wind Ensemble)</i>	49 <i>(A combination of Online & Ind. Study courses. The largest non-independent study course is Leadership, at 40.)</i>	45 <i>(Independent Study Credit Retrieval course. The largest non-independent study course is Leadership, at 43)</i>

Average = a calculated number. The sum of all class section sizes divided by the number of class sections.

Median = the middle number in an ordered list of teacher loads. It is the point where half the counts are above, and half are below.

AHS Semester 1 Teacher Student Loads – Multi-Year Comparison



Teacher Loads	2018-19	2022-23	2023-24	2024-25	2025-26
Average	121	109.3	109.7	110.8	118.2
Median	131	117	120	133	140.5
High	178 <i>(Two teachers: PE/Wellness, and Manufacturing/ Mechanics)</i>	284 <i>(Grizz Online Academy duplicated students)</i>	176 <i>(PE)</i>	172 <i>(Business / Economics)</i>	182 <i>(English / Career & College Readiness)</i>

Average = a calculated number. The sum of all teacher load counts divided by the number of classroom teachers.

Median = the middle number in an ordered list of teacher loads. It is the point where half the counts are above, and half are below.

Ashland School District Transfer Analysis

October 2025

Non-Resident Students Attending on Transfer

TRANSFER TYPE	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Grand Total
20205-26 MID SUMMER MOVE IDT	0	0	0	1	2	0	2	0	0	1	0	0	0	6
2025-26 NON-RESIDENT IDT	6	2	0	2	3	0	1	0	1	2	0	3	0	20
PREVIOUS YEAR NON-RESIDENT IDT	8	1	2	0	1	2	2	1	2	2	1	1	0	23
PREVIOUS YEAR NON-RESIDENT OPEN ENROLLMENT	0	0	0	0	0	0	0	8	18	17	24	12	21	100
GRAND TOTAL	14	3	2	3	6	2	5	9	21	22	25	16	21	149

Projected Loss of Enrollment (IDT Related)

TRANSFER TYPE	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Grand Total
MID SUMMER MOVE IDT	0	0	0	1	2	0	2	0	0	1	0	0	0	6
OPEN ENROLLMENT	0	0	0	0	0	0	0	8	18	17	24	12	21	100
PROJECTED LOSS BY GRADE (Mid-Year & OE)	0	0	0	1	2	0	2	8	18	18	24	12	21	106
SCHOOL YEAR	37-38	36-37	35-36	34-35	33-34	32-33	31-32	30-31	29-30	28-29	27-28	26-27	25-26	
CUMULATIVE LOSS	106	106	106	106	105	103	103	101	93	75	57	33	21	

Move In Students on Transfer

TRANSFER TYPE	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Grand Total
OPEN ENROLLMENT MOVE INS	0	0	0	0	0	4	10	7	9	6	11	8	11	66
IDT MOVE INS	0	1	1	1	4	3	5	4	4	9	2	0	5	39
GRAND TOTAL	0	1	1	1	4	7	15	11	13	15	13	8	16	105

Accepted VS Released Transfers

TRANSFER TYPE	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Grand Total
ACCEPTED INTO ASD	6	2	1	2	3	0	1	0	1	2	0	3	0	21
RELEASED OUT OF ASD	4	5	4	4	4	1	1	5	2	2	4	4	2	42
NET	2	-3	-3	-2	-1	-1	0	-5	-1	0	-4	-1	-2	-21

ASD Accepted IDT by District

SCHOOL DISTRICT	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Grand Total
MEDFORD SD	4	0	0	1	3	0	0	0	0	1	0	1	0	10
CENTRAL POINT SD	0	1	0	0	0	0	0	0	1	0	0	1	0	3
THREE RIVERS SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHOENIX-TALENT SD	2	1	1	1	0	0	1	0	0	1	0	1	0	8
ROGUE RIVER SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PINEHURST SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	6	2	1	2	3	0	1	0	1	2	0	3	0	21

ASD Released by District

SCHOOL DISTRICT	KG	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Grand Total
CENTRAL POINT SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MEDFORD SD	2	1	0	2	0	0	0	2	0	0	1	1	0	9
PHOENIX-TALENT SD	2	2	0	0	0	0	1	0	0	0	1	0	1	7
ONLINE PUBLIC SCHOOL	0	2	4	2	4	1	0	3	2	2	2	3	1	26
GRAND TOTAL	4	5	4	4	4	1	1	5	2	2	4	4	2	42

Ashland School District 5

Code: JFCEB
Adopted: 10/10/24; 11/13/25

Personal Electronic Devices**

Student personal electronic devices must be powered off and securely stored from the time students enter the school campus until they exit the school campus, unless expressly allowed under the exceptions listed below. (*Campus refers to all school grounds, buildings, athletic fields, and any location where students are participating in a school-sponsored activity under staff supervision, including field trips.*) Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)¹.

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.² This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;³
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);⁴
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within 10 school days.⁵

Personal electronic devices may be kept by students in lockers or backpacks, *as designated by each school*, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing during regular instructional hours.

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

² ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include detention or a change to storage requirements, etc.⁶ However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ Steps may include:

1. First Instance of Noncompliance: staff will give the student a **verbal reminder** of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: the device will be **temporarily confiscated** and held in the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, parents or guardians will be informed, and **parents or guardians will be required to pick up the device** from the school office during regular business hours. A meeting with school administration and family may be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: If noncompliance continues, schools will determine **additional appropriate consequences**, always prioritizing keeping students in class and engaged in learning.⁸

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁹ that support academic activities and independent communications¹⁰, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are

⁶ Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.

⁷ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

⁸ From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.

⁹ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹⁰ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Students may not use district equipment to access social media websites while on district property or at district-sponsored activities unless the access is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent or designee.

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

Ashland School District 5

Code: JFCEB-AR
Revised/Reviewed: 11/13/25

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the principal:

Name of student: _____ Grade: _____

School: _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- Accommodate the individual circumstances of the student;
- Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

Duration for requested exemption: _____¹

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

¹ The maximum duration of an exemption is the end of the current school year.

For Completion by School Administration

Request: Granted Expiration of exemption: _____
 Denied Reason for denial: _____

More information needed. Please submit by (Date): _____ for reconsideration.

Signed: _____ Date: _____

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within 10 school days of receipt and can be appealed to the superintendent within 10 days of issuance. The superintendent’s decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

School administration reserves the right to modify or withdraw this exception if circumstances change, if the use of the device interferes with learning or operations, or if the terms of this exception are not followed. Revocation may occur without prior notice.

Guidelines for exemption consideration:

1. Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.

Ashland School District 5

Code: JFCEB
Adopted: 10/10/24

Personal Electronic Devices and Social Media**

Student possession or use of personal electronic devices on district property, in district facilities during the school day and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.

A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

Personal electronic devices shall be turned off and stored while on school campuses. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in district-sponsored activities, unless as expressly authorized in advance by the principal or designee. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities and subject to additional school rules established by the principal and approved by the superintendent.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum with prior permission from school officials. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices, for curriculum.

A process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied, will be provided.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

Students may not use district equipment to access social media websites, while on district property or at district-sponsored activities unless the access is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student’s individualized education program (IEP).

Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of this policy¹. A referral

¹ The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student's parent or property owner, as appropriate.

The superintendent shall ensure that the Board's policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents through building handbooks and other means.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

DELETED

2025 Consolidation Process Recommendation

Prepared for Ashland School District Board

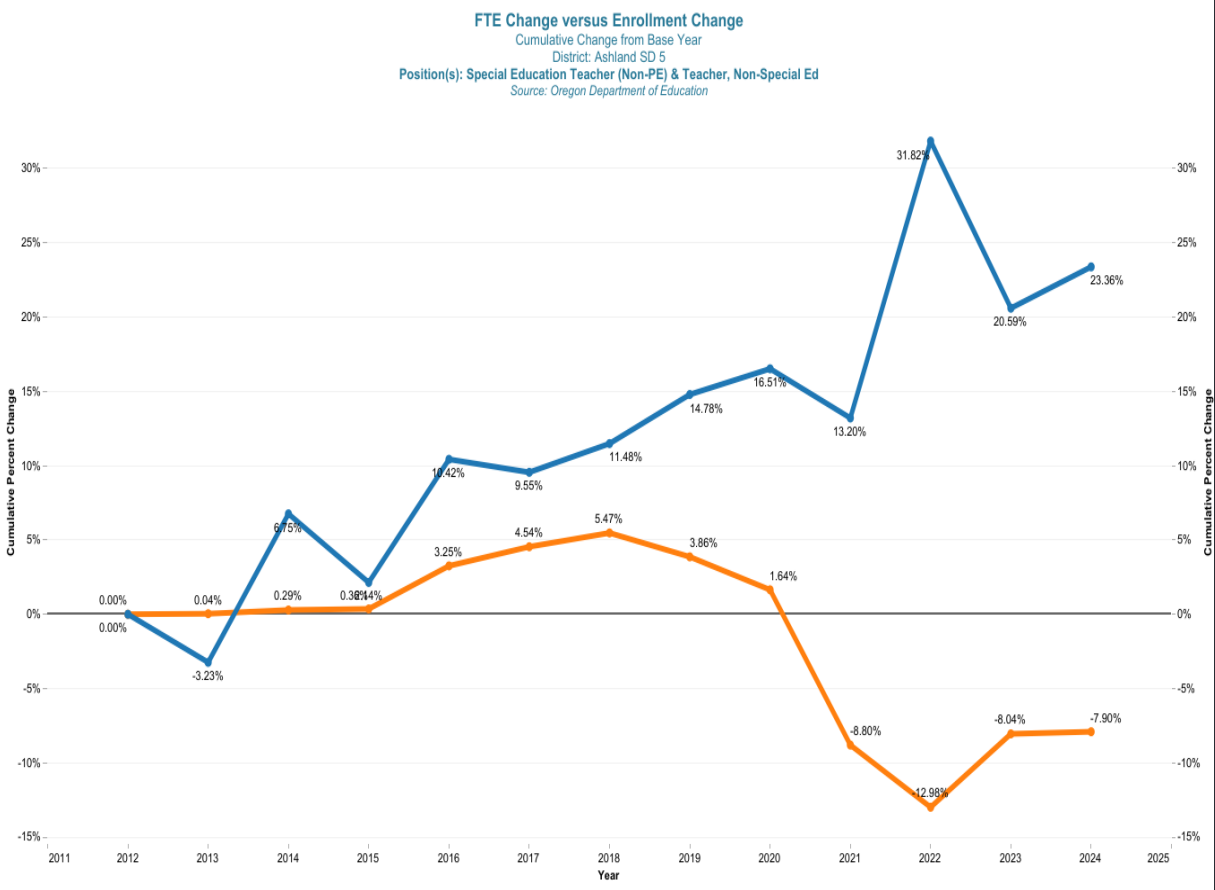
November 13, 2025 | Superintendent Joseph Hattrick



Ashland School District

inspiring learning for life

The Challenge We Face



Looking at enrollment over the past decade, Ashland School District enrollment peaked at 2,950 students in 2017-18. Since then, we've experienced steady decline—part of a longer trend forecast by demographers in 2022. Fewer students means less funding, and our resources are increasingly stretched across multiple sites.

Elementary specialists now cover multiple schools because no single site has enough classrooms for full-time placement. This includes speech-language pathologists, psychologists, music teachers, and PE instructors. Our ability to provide depth of service at each school continues to diminish.

2,950

Peak Enrollment

2017-18 school year

\$8M

Budget Deficit

Identified in 2025

Our Response: A Phased Approach

During 2025-26, we initiated a comprehensive strategy to address the severe budget deficit and align our operations with current enrollment realities.



1

Phase I: Immediate Actions

- Hiring and spending freezes
- Reduction in school days
- Staff reductions
- Class sizes increased to average of 25 students
- Some sites utilizing blended learning

2

Phase II-III: Strategic Evaluation

- Assess impact on students
- Evaluate district organization
- Analyze facility usage and capacity
- Consider educational best practices
- Plan for future development

Purpose of This Proposal

This process is not intended to be a predetermined decision to close or reconfigure any school. Rather, it is an opportunity for the district and community to evaluate multiple options together—grounded in data, transparency, and student-centered values.



Data-Driven

Examining enrollment trends, facility capacity, and financial sustainability



Transparent Process

Open dialogue with all stakeholders throughout the evaluation



Student-Centered

Every decision focused on what's best for our students' education

Following significant work to right-size the budget and align staffing with enrollment, we must now examine whether our current facility configuration represents the most effective and sustainable model for serving students.



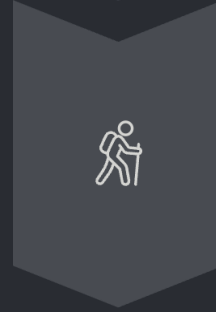
The Central Question: Run or Walk?

We recognize that meaningful change is challenging. There are advantages and drawbacks to both an expedited process and a more extended, detailed approach. The board must decide which pathway best serves our district and community.



"Run" — Expedited

Move through analysis and decision-making within months, determining consolidation for fall 2026



"Walk" — Extended

Engage in longer, detailed process with expanded community involvement for fall 2027 implementation

"Run" — Expedited Process for Fall 2026

Pros

- **Faster financial impact** — Cost reductions begin a full year earlier, accelerating fiscal stabilization
- **Earlier relief on staffing pressures** — Reduces need for multi-grade blended classrooms sooner
- **Clearer direction for families** — Uncertainty shortened; communities can plan sooner
- **Aligns with enrollment trends** — Acts on known projections to reduce risk
- **Demonstrates decisive action** — Shows responsible leadership in addressing challenges

Cons

- **Less time for engagement** — Limits depth of dialogue with stakeholders
- **Higher emotional impact** — Process may feel rushed, creating frustration
- **Compressed transition planning** — Transportation, boundaries, staffing must be managed quickly
- **Perception concerns** — May appear predetermined despite transparency
- **Limited creative exploration** — Less time for alternative solutions like partnerships

"Walk" — Extended Process for Fall 2027

Pros

- **Comprehensive engagement** — Families, staff, and partners have meaningful participation time
- **Creative solutions** — More time to evaluate facility uses and develop multiple scenarios
- **Smoother transitions** — Transportation, staffing, programs planned with greater care
- **Long-term vision alignment** — Connects facilities plan with strategic goals beyond two years
- **Reduces community stress** — Slower pacing feels more respectful and thoughtful

Cons

- **Delays cost savings** — Postpones financial relief for one additional year
- **Prolongs uncertainty** — Extended anxiety for staff, students, and families
- **Enrollment decline risk** — Perception of instability may influence family decisions
- **Additional interim cuts** — May require continued reductions in staffing or programs
- **Increasing complexity** — Shifting conditions require repeated plan updates

Next Steps: Your Voice Matters

Beginning next week, we will launch surveys to gather input from our community about which process—expedited or extended—best serves our district's needs.

01

Staff Survey Launch

Brief survey asking staff to weigh in on whether to "run" or "walk" through the consolidation process

02

Family Survey Launch

Similar survey sent to families across the district to ensure broad input from all stakeholders

03

Feedback Compilation

District compiles and analyzes all survey responses to identify community preferences and concerns

04

Board Presentation

Results shared at December 11 board meeting with final recommendation on preferred timeline and process

Data Points for Consideration

As we engage in this process, the board, staff, and community will need to evaluate multiple factors to determine the best operational model for Ashland School District.



Current & Projected Enrollment

Analyzing trends and forecasts to understand future student population



Building Capacity & Usage

Evaluating how efficiently we're utilizing existing facility space



Facility Condition

Assessing current status and maintenance needs of each building



Educational Best Practices

Ensuring decisions align with proven approaches to student learning



Future Development

Considering opportunities for charter schools, virtual learning, and much more

Additional enrollment data, facility information, and any board-requested materials will be provided at the December 11 meeting.

Moving Forward Together

No one enters this work eagerly. These conversations are difficult, uncomfortable, and heavy—because they involve our schools, our people, and the future of our community.

Yet responsible leadership requires us to examine every possibility with clarity and courage. As the board reviews options, gathers information, and listens to staff, families, and community members, we must keep the human impact at the heart of every discussion.

The feelings, questions, and concerns that arise are real, and they matter deeply. Even in the midst of difficult decisions, our commitment remains unchanged: **to support our students, staff, and families every step of the way and to communicate openly throughout this process.**

Our Commitment

Transparency, data-driven decisions, and student-centered values guide every step of this journey

Questions?



Ashland School District
Inspiring learning for life

2025

Consolidation Process Recommendation

Prepared For:

Ashland School District Board
November 13, 2025

Prepared By:

Superintendent
Joseph Hatrick

Current Challenge

The height of enrollment for the Ashland School District since 2009 was during the 2017-18 school year when it topped out at 2950 according to the Oregon Department of Education's Fall Membership Report. Since then, we have experienced a steady decline in enrollment with the exception of a slight increase in the 2022-23 school year. Importantly, this demonstrates that recent enrollment declines are part of a much longer trend as forecast from a demographer's report conducted in November of 2022 (See Figure 16 from the Demographers Report).

Over the past several years, the Ashland School District has grappled with staffing level that the declining enrollment could not support, causing increasing deficits in special revenue funds and the general fund that have impacted the programming we can provide to our students. As enrollment continues to decrease and our schools have fewer students, our resources are spread further, impacting the depth of service at each school. This is most easily seen when our elementary school specialists cover multiple schools because there are not enough classrooms at a single school for them to work there full-time. This includes SLPs, Psychologists, music at some sites and physical education.

In addition, school districts are funded based on the number of students who attend school. Fewer students means less funding, which we have also seen over the past several years.

Phased Approach to Budgetary Rightsizing

During the spring of 2025, the Ashland School District initiated a Phased approach to addressing a severe budget deficit of nearly \$8,000,000 that was identified by the incoming Superintendent and Interim Director of Business Services.

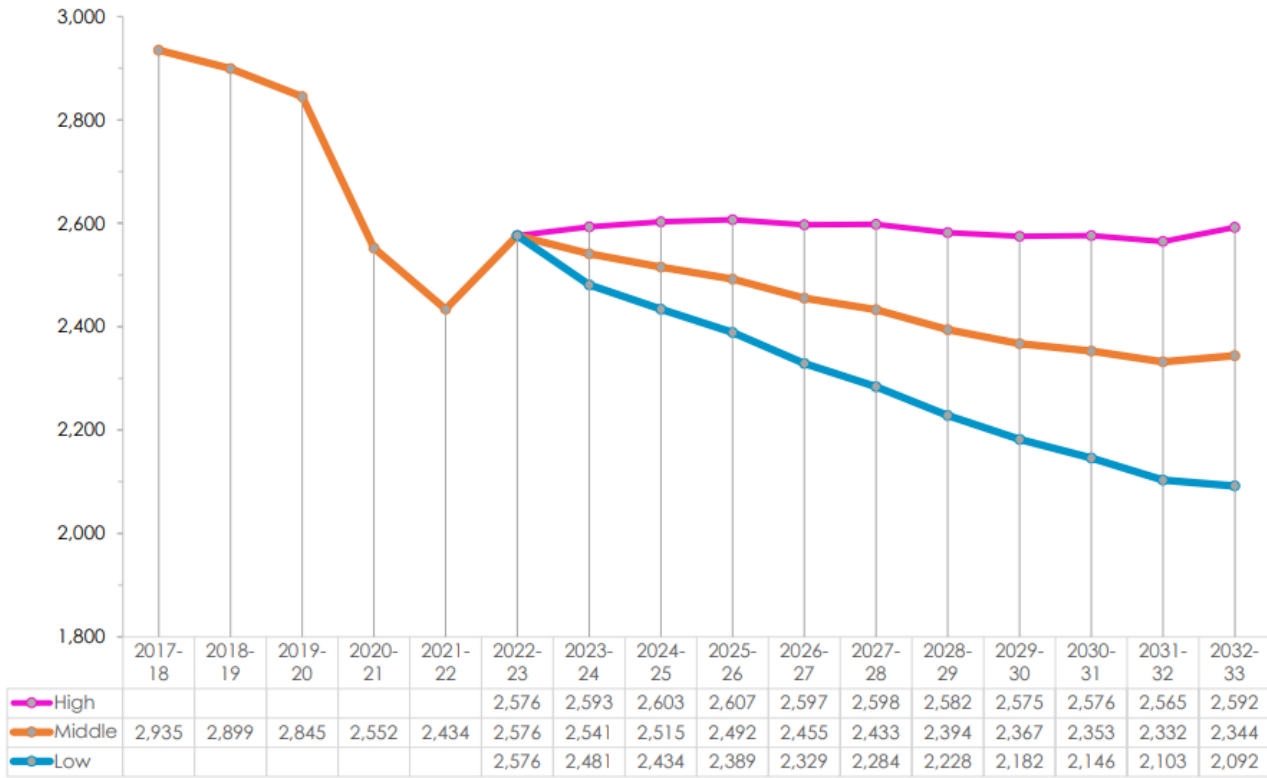
Phase I:

- Initial hiring and spending freezes
- Systems modifications with spending systems
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- Reduction in school days
- Discretionary funds to be frozen
- Staff reductions
- Class size increased to an average of 25 students per class which required some site to utilize blended learning.

As we move through the 2025-26 School year, Phase II is designed to evaluate the impact to student learning and determine necessary adjustments to the district organization to ensure we are utilizing all resources efficiently to serve all students. The following will be necessary data-points for the board, staff, and community to consider as we engage to determine the best model to operate the Ashland School District:

- Current Enrollment
- Projected Enrollment
- Building Capacity and Current Usage
- Current status of each facility
- Educational Best Practices
- Focus on future development and growth (charter, virtual, childcare, etc.).

Figure 16: Districtwide Enrollment Forecasts: Low, Middle, and High Scenarios



Ashland School District October 2017–18 to 2022–23 enrollment and FLO 2023–24 to 2032–33 enrollment forecasts. Enrollment values include all students living within and outside the district boundary.

Purpose of Proposal

The Ashland School District (ASD) is entering the next phase of its multi-year fiscal stabilization plan. Following significant work in 2024-25 and 2025-26 to right size the budget and align staffing levels with enrollment, it is now essential to examine whether the district’s current facility configuration continues to represent the most effective and sustainable model for serving students.

This process is **not** intended to be a predetermined decision to close or reconfigure any school. Rather, it is an opportunity for the district and community to evaluate multiple options together—grounded in data, transparency, and student-centered values.

Process Considerations

The Ashland School District (ASD) is entering the next phase of its multi-year fiscal stabilization plan. Following significant work in 2024-25 and 2025-26 to right-size the budget and align staffing levels with enrollment, it is now essential to examine whether the district’s current facility configuration remains the most effective and sustainable model for serving students.

This next phase is **not** a predetermined decision to close or reconfigure any school. Rather, it is an opportunity for the district and the community to evaluate a range of options together—grounded in data, transparency, and student-centered values. We know we must closely examine how our facilities are being utilized in light of current and projected enrollment. The real question before us is **what process will best serve our district and our community’s needs?**

We also recognize that meaningful change is challenging, and there are both advantages and drawbacks to an expedited process versus a more extended, detailed process. For that reason, I am asking the Board to consider both pathways.

As we consider options, we need to first consider how quickly the process should take. In this, it may be advantageous to consider whether we should “run” or “walk”.

- **“Run”**: Move through the analysis and decision-making process within a matter of months, determining whether a school should be closed for the 2026–27 school year, which would consolidate enrollment and resources as early as fall 2026.
- **“Walk”**: Engage in a longer, more detailed process with expanded community involvement, culminating in a potential consolidation decision for the 2027–28 school year.

Pros and Cons: Expedited vs. Extended Process

“Run” — Expedited Process (Decision for Fall 2026)

Pros

1. Faster financial impact

- a. Consolidation (if chosen) would take effect a full year earlier, potentially reducing costs sooner and accelerating long-term fiscal stabilization.

2. Earlier relief on staffing and class-size pressures

- a. Consolidating sooner could reduce the need for multi-grade blended classrooms.
- b. Staffing and resources could be more efficiently distributed as early as 2026–27.

3. Clearer, quicker direction for families and staff

- a. Uncertainty is shortened; communities can begin planning sooner for potential changes.
- b. Helps stabilize staffing assignments and minimize prolonged anxiety.

4. Aligns decisions with known enrollment trends

- a. Current projections already signal declining or flattening enrollment; acting quickly reduces risk of over-extending resources.

5. Shows decisive action

- a. Demonstrates that the district recognizes the urgency of its fiscal and operational challenges and is acting responsibly.

Cons

1. Less time for deep community engagement

- a. A faster timeline may limit the depth and breadth of dialogue with staff, families, and community partners.

2. Higher emotional impact

- a. The process may feel rushed, which can create frustration and stress even when the rationale is sound.

3. Less time for transition planning

- a. Transportation, boundary changes (if any), program placements, and staffing adjustments must be managed more quickly.
- b. Risk of implementation gaps increases under a compressed timeline.

4. Potential perception of predetermined outcomes

- a. Even with transparency, some may feel the district made decisions too quickly.

5. Limited time to explore creative alternatives

- a. Childcare partnerships, reimagined program placements (e.g., virtual school, charter options), or grade-band configurations may require more design time than an expedited process allows.

“Walk” — Extended Process (Decision for Fall 2027)

Pros

- 1. More comprehensive community engagement**
 - a. Allows families, staff, and community partners (city, childcare providers, nonprofits) more time to participate meaningfully.
 - b. Builds broader understanding and collaboration.
 - 2. Expanded opportunity for creative solutions**
 - a. More time to evaluate uses for facilities.
 - b. Allows the district to develop and refine multiple scenarios.
 - 3. Smoother operational transitions**
 - a. Transportation routes, staffing changes, program placements, and facility adjustments can be planned with more care and collaboration.
 - b. More time to mitigate disruption for students.
 - 4. Better alignment with long-term vision**
 - a. A longer process provides opportunities to connect the facilities plan with strategic goals, academic priorities, and enrollment projections beyond two years.
 - 5. Reduces community stress**
 - a. Slower pacing may feel more respectful and thoughtful to families and staff.
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Cons

- 1. Delays potential cost savings**
 - a. Waiting until 2027–28 to implement consolidation postpones financial relief for one additional year, which may slow the district’s fiscal recovery timeline.
 - b. Further exacerbated with revenue uncertainty.
- 2. Prolongs uncertainty**
 - a. Staff, students, and families may experience more anxiety over a multi-year discussion period.
 - b. May impact staff recruitment and retention during the interim.
- 3. Risk of compounding enrollment decline**
 - a. Community perception of instability over a longer timeline may influence families’ enrollment decisions.
- 4. Could require additional short-term reductions**
 - a. If cost savings from facility changes are delayed, the district may face continued or additional cuts in staffing, programs, or days in the interim years.
- 5. Longer process can become more complex**
 - a. The extended timeline may introduce shifting conditions (enrollment, legislation, budget changes), requiring the district to repeatedly update and recalibrate the plan.

Next Steps

Beginning next week, the district will launch a brief survey for staff focused on *process*. Specifically, we will ask whether—when engaging in discussions about potential school consolidation or closure—it is more beneficial to run or to walk:

- “Run”: Move through the analysis and decision-making process within a matter of months, determining whether a school should be closed for the 2026–27 school year, which would consolidate enrollment and resources as early as fall 2026.
- “Walk”: Engage in a longer, more detailed process with expanded community involvement, culminating in a potential consolidation decision for the 2027–28 school year.

A similar survey will be sent to families next week to ensure we gather broad input from across the district.

This feedback will be compiled and shared with the Board during the **December 11 board meeting**, at which time the district will bring forward a final recommendation and ask the Board to determine the preferred timeline and process.

Additionally, the district will provide more information about enrollment, facilities, and any additional information the board would request that is available at that time.

Summary

In conclusion, this proposal is meant to begin a thoughtful, structured process for the board’s consideration. We want to acknowledge openly that no one enters this work eagerly. These conversations are difficult, uncomfortable, and heavy—because they involve our schools, our people, and the future of our community.

Yet it is our responsibility to engage in this process with honesty, transparency, and care. While none of us wants to be weighing options like these, we also know that responsible leadership requires us to examine every possibility with clarity and courage.

As the board moves forward—reviewing these options, gathering information, and listening closely to staff, families, and community members—it will be essential to keep the human impact at the heart of every discussion. The feelings, questions, and concerns that arise are real, and they matter.

Even in the midst of difficult decisions, our commitment remains the same: to support our students, staff, and families every step of the way and to communicate openly throughout this process.



2025 OSBA Election Information - Southern Region

In odd-numbered years, member boards take official action to elect regional representatives for even-numbered positions on the OSBA Board of Directors, all regional representatives on the Legislative Policy Committee, and any positions that are currently vacant or were filled by appointment, and to vote on any resolutions brought before the membership.

- *The Southern region holds one position on the Board of Directors and one position on the Legislative Policy Committee. The Legislative Policy Committee position is up for election.*
- *There are no resolutions being brought before the membership at this time.*
- *Candidate materials are posted on the [OSBA Election Information](#) page.*
- *Member boards must take official action to vote.*
- *Please [use this map](#) to verify your region before proceeding.*

Southern Region Official Ballot

1. Legislative Policy Committee Position 05

- Richie Owens
- Daniel Ruby
- Nathan Seable

Board Action Verification

* 2. Type the name of the district, ESD, or community college board that officially made this vote.

* 3. Type the meeting date when the board officially made this vote.

* 4. Type your name and title.

Send me a copy of my responses via email