

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. <u>Approval of Minutes</u>	<u>5</u>
B. <u>Board Policy Updates</u>	
1) <u>First Read Policies</u>	<u>17</u>
2) <u>Second Read Policies</u>	<u>54</u>
C. <u>Personnel Report May 2025</u>	<u>100</u>
D. <u>Enrollment Report May 2025</u>	<u>101</u>

5. School Presentation: Helman Elementary School 15 min.

Presenter: Helman Teachers and Students

6. ACTION ITEM: 2025-26 Student Board Representative 102

Recommendations 10 min.

Presenter: Superintendent Joseph Hattrick

7. Bond Report 10 min.

Presenter: Executive Director of Operations Steve Mitzel

A. Monthly Report April 2025

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Presenter: HMK Project Manager Josh Whitaker

8. School Resource Office Report 10 min.

Presenter: Officer Mike Bates

9. Recurring Reports 10 min.

A. AHS Student Report

Presenter: AHS Co-Presidents Owen Taylor and Ella Robinson

B. OSEA Report

Presenter: OSEA Board Member James Johnson

C. AEA Report

Presenter: AEA Board Representative Alan Parowski

10. Board Reports 15 min.

Presenter: Board Chair Rebecca Dyson

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

Presenter: Board Chair Rebecca Dyson

12. Student Board Representative Report 5 min.

Presenter: Student Board Reps Owen Taylor and Azaleah Davis Powell

13. Superintendent Report 10 min.

Presenter: Superintendent Joseph Hatrick

A. Out of State Field Trip Notifications

14. Finance Report 15 min.

Presenter: Director of Business Services Sherry Ely

A. Financial Data Ending April 30, 2025 146

Presenter: Director of Business Services Sherry Ely

15. New Business 15 min.

Presenter: Board Chair Rebecca Dyson

A. Secondary ELA Curriculum Review 152

Presenter: AHS Admin TOSA Hillary Cusenza

B. ACTION ITEM: IXL Assessment Adoption

Presenter: Assistant Superintendent Michelle Cuddeback

16. Announcements and Appointments

Presenter: Board Chair Rebecca Dyson

**A. The Budget Committee will convene on Wednesday, May 21, 2025 and
Wednesday, May 28, 2025 at 7:00 PM in the District Office Conference Room, 885
Siskiyou Blvd., Ashland, OR.**

**B. The Board will convene a Work Session on Thursday, May 22, 2025, at 7:00 PM
via Zoom.**

**C. A Budget Hearing to adopt the budget as approved by the Budget Committee
will take place on Thursday, June 12, 2025, at 7:00 PM in the City Council
Chamber, 1175 E. Main Street, Ashland, OR.**

D. Directly following the 7:00 PM Budget Hearing, the Board will hold its Regular Session Meeting on Thursday, June 12, 2025, in the City Council Chamber, 1175 E. Main Street, Ashland, OR.

17. Adjourn

Minutes

1. Call to Order and Roll Check

Chair Dyson called the meeting to order, and a roll check confirmed that all members were present. Directors Franko, Ruby, Skuratowicz, Hatch, and Dyson were present in person.

2. Land Acknowledgment

Director Russell Hatch read the Land Acknowledgment

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

- ❖ **Motion:** Director Hatch moved and Director Ruby seconded the adoption of the agenda. The motion carried by a unanimous vote of the five members present.

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

- Director Ruby requested to pull the following two items from the consent agenda for further discussion: 4B3 JGE Expulsion Policy & 4C Enrollment Report.
- Director Skuratowicz requested to pull item 4B1 GBNAAs Suspected Sexual Conduct for further discussion.

A. Approval of Minutes

B. Board Policy Updates

Presenter: Superintendent Joseph Hattrick

- 1) GBNAAs/JHFF Suspected Sexual Conduct with Students and Reporting Requirements
 - Discussion: Director Skuratowicz expressed concern about the implications of this policy regarding the hiring of a recent graduate, who would still be classified as a “student” under this policy and may be in a consensual relationship with an attending student. Superintendent Hattrick explained that OSBA updated this policy to align with statutory language. He will work with the legal team to draft a letter that clarifies expectations and the applicable laws for any employee in this category, and he will submit it to HR for inclusion in their hiring process.
 - 2) EBC, EBCA, EBCB - Safety and Emergency Procedures
 - 3) JGE Expulsion
 - Discussion: Director Ruby sought clarification on the necessity to update this policy. Superintendent Hattrick reminded the board that last summer, they observed that this policy lacked clarity regarding who is responsible for approving exclusions and the appeal process. We have added further language to clarify both aspects, including that an appeal of the superintendent’s ruling goes to the board.
 - 4) Procurement: DJC Bidding Requirements - New Version and DJC-AR Exemptions from Competitive Bidding and Special Procurements - New
 - 5) JHCD and JHCD-AR Medications
- #### C. Enrollment Report for April 2025
- Discussion: Superintendent Hattrick confirmed that the numbers in the report represent the actual student count for a specific date in that month, rather than an average ADM.

D. Personnel Report for March 2025

E. AEA Newly Hired MOA

F. High School Success Agreement between Ashland SD and Pinehurst SD for 2025-26

- ❖ **Motion:** Director Skuratowicz moved, and Director Ruby seconded approval of the remainder of the consent agenda. The motion carried by a unanimous vote of the five members present.
- ❖ **Motion:** Director Hatch moved and Director Skuratowicz seconded the approval of the first reading of policy GBNA. Director Skuratowicz requested that we include the mentioned letter in our policy. The motion carried with a unanimous vote from the five members present.
- ❖ **Motion:** Director Hatch moved and Director Skuratowicz seconded the approval of the first reading of policy JGE. The motion carried with a unanimous vote from the five members present.
- ❖ **Motion:** Director Hatch moved and Director Ruby seconded to approve the enrollment report as presented. The motion carried with a unanimous vote from the five members present.

5. School Presentation: Walker Elementary School

Walker Principal J'me Strowbridge, School Counselor Brooke Johnson Thygeson, and Wolf Pack Leaders Karina, Lincoln, Siri, Mira, Josephine, Lucy, Opal, and Acacia shared highlights from Walker Elementary School.

- Wolf Pack Leaders are school helpers who exemplify what it means to be responsible.
- Students can earn blue tickets by demonstrating safety, respect, and responsibility. Blue tickets can be used for class events and parties.
- Red Carpet Day was a blue ticket redemption event where students got dressed up, took pictures with their teachers, watched a movie, and enjoyed snacks.
- Weekly Flash Dance parties occur randomly and have reduced tardiness by 10%. Students nominate their song choices to Principal Strowbridge, who reviews them and selects a song and theme as a special surprise, ensuring everyone wants to attend a Flash Dance.
- Students of the month are recognized for their safety, respect, and responsibility. The honored students get to go to the front of the lunch line, request pizza and ice cream parties, and receive a certificate.
- Walker's Got Talent was a fundraiser held in March that raised \$1,000.
- Walker Student Affinity Unions meet monthly to share and honor their cultural heritage in a school-wide assembly.
- At the Winters Makers' Market, students had the chance to create various gift items, including felted soap.
- Upcoming events include DaVinci Night, Spring Sing Music Assembly, and Fun Day.

Principal Strowbridge shared that the initiatives mentioned have incurred no cost to the district.

6. Bond Report

Executive Director of Operations Steve Mitzel started the presentation by discussing the awarded contract Amendment 2 of \$2,342,372.58 to Outlier Construction Company for the seismic rehabilitation project of the science building at Ashland High School, bringing the total amount to \$3,478,651.96. It was essential to have this approved to ensure contractors could be in place before spring break.

A. Monthly Report March 2025

HMK Project Manager Josh Whitaker reviewed the monthly bond report for activities in March. The renovation project on the Humanities building is nearing completion, and the seismic rehabilitation project on the Science building is progressing well. Crews accomplished a lot over spring break, including the demolition of concrete around the building and in the quad. They are taking extra precautions to protect the trees in the quad by fencing off each tree.

Currently, the Humanities building is unlocked during school hours and locked at night. Once the renovation is complete, the plan is to keep the gates locked during the day with key card access only. In this next phase of construction, additional entry

gates will be installed, including one between the Science building and the district office. The potholes in the parking lots will be repaired in the summer. They are still working on balancing the HVAC system in the Humanities building, and in the meantime, students are finding ways to stay comfortable.

B. Safety & Security Upgrades Expenditure Report

Executive Director of Operations, Steve Mitzel, reviewed the safety and security upgrades implemented at all sites as part of the bond project.

With a \$2.85 million budget allocated from the School Bond initiative approved by local voters, the District strategically utilized resources to implement \$26,480,369 in essential safety improvements across schools and facilities. The security measures emphasized access control, enhanced visibility, and creating a secure and welcoming environment. ADA access and new roofs are part of the safety and security upgrades.

Safety and security improvements include:

- Relocation of main offices to provide maximized visibility to parking lots
- Safety vestibules
- Building lockdown systems
- Electronic door access
- Security camera system
- Fencing
- IP speakers and clocks for emergency notification systems
- 3D scans of building interiors
- Upgraded fire suppression system
- Upgraded fire alarm system
- Playground safety enhancements
- Seismic upgrades at existing buildings
- Exterior lighting at buildings and parking lots

Mr. Mitzel emphasized that security is a long-term commitment and that more work is needed with board input and prioritization.

Amount spent on safety and security at each campus (includes ADA and roofs):

- AMS - \$3,963,153
- Trails - \$688,292
- Walker - \$7,416,658
- Helman - \$1,055,036
- AHS - \$13,037,230
- Bellview – \$190,000
- Maintenance/ Transportation/ Willow Wind - \$13,000

The District received nearly \$4 million from four grants to support these projects, and will continue to seek grants in the future.

7. Recurring Reports

A. AHS Student Report

Alternate AHS Board Representative Toby Pew delivered recent updates from the high school.

- Spring sports are in full swing
- Milli Vanilli lip-sinking rally in the gym
- Blood Drive – May 6, 2025
- Received lots of applications for the 2025-26 Leadership Team
- March Madness Rally- Students vs. Staff was a big hit. Staff won.
- AHS track team is competing at regional meets including Oregon Relays
- Brain Bowl will have a competition on April 19
- Model UN went to Eugene for a competition

B. OSEA Report

OSEA Board Member James Johnson shared a story about acquiring new sports balls for the kids at AMS. What began with a DonorsChoose account evolved into community members contributing additional funds, allowing AMS to purchase a fleet of fifteen new balls. Mr. Johnson displayed pictures of the students enjoying the new equipment.

C. AEA Report

AEA Board Representative Alan Parowski listed the latest events and activities from our schools.

- Last night, from 6-9 pm AHS hosted MORP – Backwards Prom
- AMS- Spring Splash Dance, Track Team fundraiser to purchase gear and uniforms, Pronto Print donating paper for certificates, Run With Grace summer scholarship programs fundraiser, Summer Camp opportunities
- Bellview- Penguin Rookeries, State Testing, Dignity and Belonging, Change Makers assembly, Alien rehearsals and the Hobbit project have begun
- Helman- Outdoor Field Trips, Strong Girls/Strong Women after-school program, Engineering and Design Challenge
- Walker- DaVinci Night, Spring Sing Recital
- Willow Wind- April 4th Willow Planting Ceremony, Talent show on April 25 at AMS

8. Board Reports

Chair Rebecca Dyson attended the AHS Banquet hosted by the Grizzly Parent Association. The sold-out event featured a silent auction and an energetic dessert auction. Board members took retired Board Secretary Jackie Schad out for a farewell dinner. ASD is sending three teams to the OBoB state championships. Dr. Dyson congratulated all the OBoB teams and announced that she is again running for the school board.

Director Ruby is excited about the success of the district's OBoB teams. He appreciated honoring Jackie Schad at her farewell dinner. Mr. Ruby continues to monitor State and Federal legislation. He mentioned a bill that Representative Pam Marsh is leading to increase funding for school-based health centers.

Director Skuratowicz expressed her gratitude for Jackie Schad's contributions to the district during her tenure as board secretary. Ms. Skuratowicz continues to support all candidates running for school board and encouraged everyone to attend the candidate forum at Helman School on April 14 and the AAUW candidate forum on May 4 at the high school theater. She also expressed appreciation for the community members willing to step forward and volunteer in our schools.

Director Hatch reported that the AHS banquet was fantastic and the Grizzly Parent Association surpassed their fundraising goal. The willow tree ceremony at Willow Wind was moving. Mr. Hatch is preparing for OSBA Legislative Advocacy Day on April 24 by reviewing various legislative bills. He expressed his gratitude for the tremendous community support for Ashland Schools.

Vice Chair Franko enjoyed the AHS Banquet and thanked the parents who helped make the event a success. She attended the Rotary luncheon and continues to support the Ashland Attainable Housing Project. Ms. Franko expressed her appreciation to Jackie Schad, especially for the wisdom she provided to the increasing enrollment committee.

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

Paul Kirby, a parent of a Willow Wind student, believes that the Youth Truth Survey does not accurately represent the ASD community and finds the cost excessive.

Erica Thompson, Director of the Ashland Schools Foundation since 2021, provided an update on ASF's activities. The ASF is responsible for funding numerous projects and programs throughout the district. The foundation is launching its annual fund drive with a financial goal of \$125,000. Erica encouraged everyone to participate in an Outreach Party. All parties are family-

friendly, held in the Ashland Food Co-op classroom, and offer free food and beverages. Tasks include making calls, writing cards, and recording pledges. Information about volunteering and donating will be emailed, and details can be found at ashlandschoolsfoundation.org. Ms. Franko expressed gratitude for ASF and all the work Erica does to promote ASD within our community.

10. Student Representative Report

Alternate AHS Board Representative Toby Pew reported that teachers have begun moving back to the Humanities building from Lincoln as the renovation project nears completion. He noted that navigating around the quad is a bit more challenging with all the fencing, but students are excited about the finished plans for the quad. Clash on the Quad will take place at 2:45 PM on April 16. Leadership will host an engagement fair for the student body to meet students running for student government positions on May 1. Applications have been collected for student board representatives for next school year, and interviews will be held soon.

11. Superintendent Report

Superintendent Hattrick began by introducing the Rotary Student of the Month, Mirabella Jones, a twelfth-grade student in our Catalyst Program at Ashland High School. Mirabella is recognized as a divergent thinker; she is self-reflective, humble, and consistently strives to make a positive impact on the world around her. She is currently painting a mural on the garden shed at Catalyst, conveying themes of interconnectedness and community. In the Catalyst Program, Mirabella focuses on fully embracing skills like metacognition and the concept of “owning your education.” She is a true example of someone who takes ownership of her learning journey and applies this self-awareness to every aspect of her life. Congratulations, Mirabella!

Per policy, IICA, Superintendent Hattrick informed the board about two upcoming out-of-state field trips:

- AHS Softball to Mt. Shasta on May 6, 2025
- AMS Band to Fairfield, CA, May 2-3, 2025

At the request of the board, Supt. Hattrick reviewed the process for public records requests.

- When the district receives a records request, it makes every effort to estimate the time and resources required to fulfill it, using formal procedures for such estimates.
- When the district receives a request, we inform the requester that we have received the request and that we have the records, have some, don't have the records, or will have to search to determine if we have said records.
- We also estimate the time the district requires before the public records may be inspected or copies of the records will be provided, and an estimate of the fees that the requester must pay as a condition of receiving the public records.
- There are some circumstances in which we could also cite state or federal law that prohibits the release of certain records.
- It is not uncommon for the district to request additional information or clarification from the requester for the purpose of expediting the district's response to the request. When a request is broad, we work through an iterative process with the requesting party to refine the scope of the request to deliver on their request without unnecessary resources being used.
- When a request is so broad that it could require extensive hours of research and staff time, we must recoup those costs to ensure our resources remain focused on student learning.

Dr. Hattrick reported that he presented at SOU's Raider Education Day to aspiring educators. He continues to meet monthly with his Superintendent Advisory Council. He enjoyed attending the AHS Banquet, was invited to read to a kindergarten class at Helman School, and attended the tree planting ceremony at Willow Wind.

A. ACTION ITEM: Resolution recognizing May 5-9, 2025, as Teacher Appreciation Week.

In a Resolution, Superintendent Hattrick proclaimed May 5- 9th as Teacher Appreciation Week and encouraged the community to take part in the celebration to honor our teachers for their unwavering dedication and the lasting impact they make on our lives.

- ❖ **Motion:** Vice Chair Franko moved, and Director Skuratowicz seconded approval of the resolution as presented. The motion carried by a unanimous vote of the five members present.

B. 2025-26 Budget Restructuring Plan (Phase II)

Dr. Hattrick presented the Phase II Budget Restructuring Plan for the 2025-26 budget. These strategies were developed as a culmination of the collaborative efforts of the district's Cabinet and Lead Team. The primary issues that led us here include a general trend of overspending, a decline in enrollment, staffing increases with ESSER funds, and a lack of staff reduction following the expiration of those funds.

This year, an action plan successfully saved the district approximately \$2,229,000. The 2025-26 budget initiative, *Restructuring for Efficiency*, includes strategic FTE reductions, operational reorganization, and program optimization. Next year, we will see all schools have an average and/or minimum of 25 students/class, blended classrooms, and professional development for teachers transitioning to blended classrooms.

School site reduction proposals include:

- AHS – 3.17 FTE certified reduction with a potential reduction in Grizzly Online Academy
- AMS – 3.93 FTE certified and 2.5 FTE classified reductions and consolidating Teams
- Bellview – 1.0 FTE certified and 1.08 FTE classified reductions and eliminate one full classroom
- Helman – 2.0 FTE certified and 2.6375 FTE classified reductions with blended K/1 and 2/3 classrooms
- Walker – 1.0 FTE certified and .78 FTE classified reductions with blended 2/3 and 4/5 classrooms
- Willow Wind - .975 FTE classified reduction and increase class size to 25 per class
- TRAILS – 1.0 FTE certified and .3 FTE classified reductions and only fill openings in classes below class size target of 25
- Student Services – 5.15 FTE reductions and reallocating support across sites and programs

Administration continues to engage both labor unions to ensure transparent communication and collaborative implementation. Dr. Hattrick is committed to meeting with affected staff and providing support, including regional job placement. Throughout the 2025-26 school year, the Lead Team will continuously evaluate the restructured programs and adjust staffing and resources based on identified needs and enrollment. Strategic planning will start with an emphasis on Phase III at both the district and site levels. Marketing strategies, community collaborations, virtual/project-based online learning, and charter school options are all being explored. If enrollment continues to decline, planning for any necessary mergers or closures will be identified in early 2026. Dr. Hattrick will maintain transparent communication with families and staff throughout this transition.

Director Hatch proposed sending a message to parents regarding our preparations for teachers in blended classrooms, along with data and testimonials supporting this approach. Director Franko asked for this topic to be included in the agenda for the special session on April 24.

12. Finance Report

A. Finance Report for April 2025

Director of Business Services Sherry Ely presented the financial data for the period ending March 31, 2025. Overall, the current year's revenues align closely with the budget. There was a modest increase in local revenue collections for March, but we also observed a slight decrease in State School Funding for the same month, leading to a minimal reduction in total revenue collections through the end of March.

Director Ely was pleased to announce that the district has decreased the deficit by \$371,820 since February. This reduction in expenses has lowered the projected negative ending fund balance to \$2,266,239. If this positive trend continues from April through June, we should see an even greater positive effect on the ending fund balance.

Due to the apparent under-budgeting of expenditures, Director Ely may need to bring a resolution to the Board at their June meeting to move appropriation from general fund contingency to the general fund support services major function to align with local budget law which requires that any major function cannot end the year overspent. She reported that we did observe a reduction in March expenses in the Associated Payroll and Purchased Service categories; however, we also saw an increase in the 600 object category due to bus lease payment that had not been budgeted for. Overall, our expenditures are trending towards moderate savings.

Director Ely explained that purchased services are difficult to predict because they include substitute costs. Due to the heavy snow in February, the District did see an increase in custodial/maintenance sub costs. Also, with the new Oregon paid leave, we are observing more staff taking time off, which increases the need for substitutes. The majority of the associated payroll costs come from health insurance, which was not adequately budgeted given the increase in premium that took effect in January. Ms. Ely will conduct research to ensure our FY26 budget aligns more closely with actual costs.

Due to the budget shortfall, Director Ely believes that ASD will need to apply for at least an \$8 million loan to get us through June while maintaining a conservative 3% ending fund balance. The loan options being considered include a Tax Anticipation Note (TAN), full faith and credit, and a line of credit. We must wait a full 60 days from our legal posting before presenting a loan request to the board for consideration.

Director Ely noted that the debt service fund is projected to be overspent, if that is the case, she will present a resolution to the Board to increase the appropriation for that line item. She is also keeping a close eye on the internal service fund where the health insurance claims are paid from as the District is seeing an increase in claims costs.

As we enter budget season, Director Ely will hold a Budget 101 Orientation for all Budget Committee Members on April 16. She cannot discuss numbers for the 2025-26 budget until the first budget committee meeting in May.

Director Hatch expressed his deep gratitude for the efforts Director Ely is making to help secure our budget.

Noticing that it was 9:58 PM, Chair Dyson called for a motion to extend the meeting by 30 minutes.

❖ **Motion:** Director Skuratowicz moved and Director Hatch seconded to extend the meeting until 10:30. The motion carried by unanimous vote of the five members present.

13. Unfinished Business

A. ACTION ITEM: 2025-27 Integrated Application Plan

Grant Coordinator, Ericka Beck-Brattin, presented the district's 2025-27 Integrated Plan to the board of directors for approval and submission. The Integrated Plan aligns programs and common goals by centering supports from kindergarten readiness through college and career, particularly for focal group students. The Integrated Plan Team includes administrators, staff, and community members. The team used the Oregon Equity Lens and the Oregon Integrated Systems Framework (ORIS) to monitor the stages of implementation and their impact on students, staff, and families, with a focus on focal groups. They utilized various surveys and listening sessions to gather input and data. The District's Lead Team analyzed data and highlighted trends and themes to establish the following priorities:

- Retain mental and behavioral health supports
- Retain instructional supports
- Increase attendance district-wide
- Sustain and increase educational opportunities
- Sustain opportunities for community engagement
- Ongoing professional learning for staff

The intended outcomes of the Integrated Plan are:

- Increase proficiency in 3rd grade reading for all students and students in focal groups to 68% by 2028
- Increase graduation rates for all students and students in focal groups to 95% by 2028
- Increase the number of students prepared for postsecondary success
- Increase the rate at which students, staff, and families report experiencing a safe, welcoming, supportive, and inclusive environment

The key strategies that will help us achieve our intended outcomes are:

- Provide equitable access to social, behavioral, and mental health supports for students in grades K-12
- Increase student, family, and community awareness of educational opportunities and programs offered within ASD
- Strengthen collaboration with regional partners who represent or serve underserved populations through partnerships, trainings, and college and career exploration
- Provide high-quality, research-based professional development for staff to better understand and support all students, with particular attention to students who have currently and historically been underserved

The key investments of the Integrated Plan are:

- Retain/Implement behavioral and mental health supports- 25/26 SY: \$500,000, 26/27 SY: \$550,000
- Retain Instructional Supports 25/26 SY: \$1,800,000, 26/27 SY: \$2,100,000
- Increase Attendance District-Wide 25/26 SY: \$70,000 and 26/27 SY: \$75,000
- Sustain and Increase Educational Opportunities 25/26 SY: \$775,000 and 26/27 SY: \$825,000
- Sustain Opportunities for Community Engagement 25/26 SY: \$8,000 and 26/27 SY: \$8,000
- Ongoing Professional Learning for Staff 25/26 SY: \$30,000 and 26/27 SY: \$60,000

The team will use a variety of performance measures to monitor and evaluate each strategy with its intended outcome, which the board will be kept informed about throughout the school year.

With Board approval, Grant Coordinator, Ericka Beck-Brattin will submit the plan to ODE.

- ❖ **Motion:** Vice Chair Franko moved, and Director Hatch seconded approval of the 2025-27 Integrated Application Plan as presented by Ericka Beck-Brattin. The motion carried by unanimous vote of the five members present.

14. New Business

A. Youth Truth Survey – Tabled

- ❖ **Motion:** Director Skuratowicz moved, and Director Hatch seconded to table the agenda item 14A until we have the survey result to review. The motion carried by unanimous vote of the five members present.

15. Announcements and Appointments

- The Budget Committee will hold Budget 101 Orientation on Wednesday, April 16, 2025 at 7:00 PM in the District Office Conference Room, 885 Siskiyou Blvd., Ashland, OR.
- The Board will convene a Work Session on Thursday, April 24, 2025, at 7:00 pm via Zoom.
- The Budget Committee will hold it's first meeting on Wednesday, May 7, 2025 at 7:00 PM in the District Office Conference Room, 885 Siskiyou Blvd., Ashland, OR.
- The Board will hold its next Regular Session on Thursday, May 8, 2025, at 7:00 PM in the City Council Chamber, 1175 E. Main Street, Ashland, OR.

16. Adjourn

There being no further business, Chair Dyson adjourned the meeting at 10:24 pm.

Submitted by:
Holly Rosser, Board Secretary

Date for Board Approval: May 8, 2025

Minutes

1. Call to Order / Roll Check

Chair Dyson called the meeting to order, and a roll check confirmed that the following members were present on Zoom: Vice Chair Franko, Director Ruby, and Chair Dyson. A few minutes later, Chair Dyson noted that Director Hatch had joined the meeting; then, at 7:52 p.m., Director Skuratowicz joined. At that time, all members were present until adjournment.

2. Adoption or Adjustment of Agenda

There were no additions to the agenda.

- ❖ **Motion:** Vice Chair Franko moved, and Director Ruby seconded to adopt the agenda as presented. The agenda was approved by a unanimous vote of the five directors.

3. Board Policy Updates 30 minutes

The board reviewed policies scheduled for a first reading at the next school board meeting. The work session is used to explain and discuss the proposed revisions and updates with the board. The board then has two weeks to notify the Superintendent of any editing requests. Following that, the policies will be available for first reading and public input at a board meeting.

A. AC Nondiscrimination and Civil Rights & AC-AR Discrimination Complaint Procedure
Updates have been made to this required policy and AR to comply with the new policy requirements for Civil Rights Coordinators. After Superintendent Hattrick reviewed the updated language in both the policy and AR, Vice Chair Franko asked if “citizenship or immigration status” could be included in the list of protected categories. Dr. Hattrick will confirm with OSBA about adding that language.

B. GBEDA & GBEDA-AR Drug and Alcohol Testing and Record Query - Transportation Personnel

An initial review of this federally mandated policy and AR began in 2021, but the adoption process was never completed. Transportation Director Stacey Cheshire confirmed that our district is following the procedures outlined in the AR.

Vice Chair Franko sought clarification on the definition of a “drug” and specifically inquired why hallucinogens are not included. The Omnibus Transportation Employee Testing Act of 1991 (OTETA) defines controlled substances. Director Mitzel explained that anyone holding

a license to drive a bus must adhere to the procedures outlined in this policy and AR, whereas the maintenance crew driving work trucks does not have this requirement.

C. JGAB & JGAB-AR Use of Restraint or Seclusion

It is the district's responsibility to update this required policy and AR to comply with the new procedural requirements regarding incidents of restraint or seclusion. The Director of Student Services, April Harrison, reviewed the policy and AR and recommended the proposed revisions. In some instances, recommendations involve removing optional language to prevent our policy from becoming overly detailed in ways we may not be able to maintain in the future.

4. Youth Truth Overview

Assistant Superintendent Michelle Cuddeback presented an overview of the Youth Truth Survey, which measures student, staff, and family perceptions about the district.

- ASD has been using this survey since 2019
- The survey measures engagement, relationships, culture, school safety, belonging, diversity, equity, and inclusion
- The survey provides valuable data for strategic planning, school improvement plans, and resource allocation
- ASD can not only compare data locally and track trends over the years, but we can also compare data with many school districts that use this survey in Oregon and nationwide.
- Assistant Supt. Cuddeback will be meeting with the Youth Truth staff to review the 2024-25 data, which will be presented at the May 8th board meeting
 - At the Board's request, Ms. Cuddeback will share the categories to be presented in May, allowing Board members to offer suggestions for additional comparisons.

5. ACTION ITEM: Revised 2025-26 Budget Calendar

Director of Business Services Sherry Ely needs additional time to input historical data into the system to generate the budget documents required by law. Therefore, she requests that the board consider the revised 2025-2026 Budget Calendar as presented.

- ❖ **Motion:** Vice Chair Franko moved and Director Hatch seconded to adopt the revised 2025-2026 Budget Calendar as presented. The agenda was approved by a unanimous vote of the five directors.

6. 2025-26 Budget Restructuring Discussion

At the board's request, Superintendent Hattrick reviewed the 2025-26 Budget Restructuring Plan presented at the April 10 board meeting with the board. The following items were highlighted and discussed:

- Our current online programs will continue to operate as they do now, but with streamlined processes to enhance efficiency.
- The district is exploring virtual charter school options, but will only launch a program that provides something more valuable than what competing programs offer.
- Challenges of blended classrooms, particularly at Helman, and the need for teacher support.
- The district plans to assist teachers through professional development and support families via ongoing communication and open houses.
- Reduction percentages were calculated using a formula based on student enrollment and educational assistant hours per student, applied uniformly across all sites.
- Every site was held to the same standard; adjustments vary depending on each site's starting point.
- It was confirmed that the Willow Wind teachers voted for teacher preparation time outside of student hours, which has received approval from the union.
- Because TRAILS utilizes resources from AMS campus and many of its teachers have roles at different locations, it is difficult to compare their expenses per student with those from other sites.
- The student services department reduced its budget by improving case load and staffing efficiencies. There should be no reduction in services offered to students across the district.
- This Phase II staffing model will help stabilize the district.
- Phase III will continue to track and monitor enrollment, staffing, and student needs.
- Community engagement will be crucial in planning for any future reductions or consolidation efforts.
- It was emphasized that no decisions have been made regarding any future school closures.
- The phase-out of open enrollment, the Alameda Fire, and COVID have contributed to declining enrollment.
- Although taking out a loan and incurring debt feels daunting, it is the best way to stabilize the budget with minimal impact on students.
- Director Ely reminded us that the debt already existed; the loan helps soften the blow.
- The budget will be designed to balance debt service using existing resources.
- Adjustments for 2024-25 have significantly positively impacted savings this year.
- ASD's May State School Fund payment estimate shows an increase of \$516,000.

7. Other Items of Interest

A. Public Records

Director Ruby would like to see policy KBA, regarding Public Records, become more user-friendly by including a fee structure and being easier to locate on our website.

Superintendent Hattrick reported that creating an AR outlining the steps for Public Records Requests is already underway.

A review of board norms for requesting information was discussed. In accordance with Policy BG Board Staff Communication, board members are not to make personal requests of staff, and all board requests must go through the Superintendent. Utilizing resources from OSBA and updating the shared spreadsheet that outlines the board's requests throughout the year, the board would like to review these processes during the summer board retreat. As the conversation shifted to how the board used to make requests through the board secretary, Director Hatch motioned to table this discussion and requested that the board add this topic to a future work session agenda.

B. Sign Regulations

Superintendent Hattrick shared a notice he received from the City of Ashland on Wednesday, April 23, 2025, about the signs on the Lincoln Field fence. According to city ordinances 18.4.7.060 Residential Sign Regulations and 18.4.7.030 General Sign Regulations, the signs posted along the chain-link fence of the practice field violate these codes, and the district is requested to remove the unpermitted signs by Friday, April 25, 2025. Failure to comply will result in a fine.

Dr. Hattrick will instruct the facilities team to remove the signs by the end of the day on Friday and will post a notice informing people that they can pick up their signs in the district office.

8. Adjourn

There being no further discussion, Chair Dyson adjourned the meeting at 9:36 PM.

Submitted by:
Holly Rosser, Board Secretary

Date for Board Approval: May 8, 2025

Follow-up notes on Policy AC Nondiscrimination and Civil Rights

From OSBA

Generally, “citizenship” or “immigration status” is included within “national or ethnic origin” as a protected class. If the complainant wants to be specific, they could add immigration or citizenship on the “other” line.

Ashland School District 5

Code: AC
Adopted: 8/09/10
Revised/Readopted: 5/08/17; 11/09/23; 9/12/24
Orig. Code: AC

Nondiscrimination ~~and Civil Rights~~

The district ~~does not discriminate on any basis listed below and~~ prohibits discrimination and harassment on any basis protected by law including, but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which constituents can communicate their concerns to the administration and the Board.

~~The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students, and parents.~~

The superintendent shall appoint individuals to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. "Race" also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 ~~(as amended by House Bill 2935 (2021))~~.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR - Discrimination Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

[The Director of Student Services [insert position title(s)] is the district's civil rights coordinator.]

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination² required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. ^{3} [Satisfy the training requirements in OAR 581-021-0660 (2)-(3)] [Satisfy the following training requirements:

Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):

² The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

³ {OAR 581-021-0655(3)(a) requires the district adopt a policy including the requirements in OAR 581-021-0660, including the training requirements referenced and listed here. The district can meet this requirement by choosing either of the two bracketed options.}

Commented [HR1]: We can either list the ORS or list the full list of training requirements.

Commented [JH2R1]: We elected to reference the statute in the event there is modified language to the statute, we would not need to revise policy immediately.

The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;

The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;

Identifying discrimination and reports of discrimination;

Responding to reports of discrimination;

Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;

Preventing discrimination in public school programs and activities;

Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;

Tracking and documenting reports of discrimination.

In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:

The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American's with Disabilities Act of 1990, those statutes' implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education's Office for Civil Rights;

The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators' duties;

Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.⁴

END OF POLICY

Legal Reference(s):

⁴ Training must first be completed by June 30, 2025.

ORS 174.100	ORS 659A.003	ORS 659A.321
ORS 192.630	ORS 659A.006	ORS 659A.409
ORS 326.051(1)(e)	ORS 659A.009	OAR 581-002-0001 – 002-0005
ORS 332.505	ORS 659A.029	OAR 581-021-0045
ORS 408.230	ORS 659A.030	OAR 581-021-0046
ORS 659.805	ORS 659A.040	OAR 581-021-0047
ORS 659.815	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.850 - 659.860	ORS 659A.230 - 659A.233	OAR 581-022-2370
ORS 659.865	ORS 659A.236	OAR 839-003
ORS 659A.001	ORS 659A.309	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

- ACB - Every Student Belongs
- JBB - Equity Policy
- GBA - Equal Employment Opportunity
- JB - Equal Educational Opportunity
- KL - Public Complaints

Ashland School District 5

Code: AC-AR
Revised/Reviewed: 12/01/04; 5/08/17
Orig. Code: AC-AR

Discrimination Complaint Procedure

{Required administrative regulation. OAR 581-022-2370 requires districts to have complaint procedures, including for complaints of discrimination. Federal law also requires discrimination complaint procedures. This is the March 2023 published version of this administrative regulation and is the recommendation following the invalidation of the 2024 Title IX regulations.}

Any person, including students, staff, visitors and third parties, may file a complaint.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: Complaints may be oral or in writing and must be filed with the principal. The principal shall investigate and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 school days of receipt of the complaint.

Any staff member that receives a written or oral complaint shall report the complaint to the principal.

Step 2: If the complainant wishes to appeal the decision of the principal, he/she may submit a written appeal to the superintendent or designee within 10 school days after receipt of the principal's response to the complaint. The superintendent or designee shall review the principal's decision and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the principal's decision and respond, in writing, to the complaint within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within 10 school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal. The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will include the legal basis for the decision, findings of fact and conclusions of law. A copy of the Board's final decision shall be sent to the complainant in writing within ~~10-30~~ days of ~~this meeting~~. receipt of the appeal by the Board.

If the principal is the subject of the complaint, the individual may file a complaint with the superintendent or designee. If the superintendent is the subject of the complaint, the complaint should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, should be made to the Board chair and may be referred to district counsel. Complaints against the Board chair may be made directly to the Board vice chair.

Timelines may be extended based upon mutual consent of both parties in writing [, but will not be longer than 30 days from the date of the submission of the complaint at any step]. The overall timeline of this

complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

If the complainant, if a person who resides in the district[,] ~~or~~ a parent or guardian of a student who attends school in the district ~~or a student.~~ is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, ~~or 90 days, whichever occurs first, he/she~~ may appeal the district's final decision in writing to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. 581-022-1940.

DISCRIMINATION COMPLAINT FORM

Any person, including students, staff, visitors and third parties, may file a complaint.

Name of Person Filing Complaint Date School or Activity

Student/Parent Employee Nonemployee (Job applicant) Other _____

Type of discrimination: ~~Race~~ ~~Color~~ ~~Religion~~
 ~~Sex~~ ~~National Origin~~ ~~Disability~~
 ~~Marital Status~~ ~~Age~~ ~~Sexual Orientation~~
 ~~Other~~ _____

Type of discrimination:

Race Mental or physical Age
 Color disability Sexual orientation
 Religion Marital status Pregnancy
 Sex Familial status Discriminatory use of a
 National or ethnic origin Economic status Native American mascot
 Gender identity Veterans' status
 Other _____

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.)

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

The complaint form should be mailed or taken to the principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Notes on Policy GBEDA Drug and Alcohol Testing

From OSBA

The definition for drugs in this policy comes from federal regulation. Here is the link for that section of the regs that defines drugs:

<https://www.ecfr.gov/current/title-49/subtitle-A/part-40/subpart-A/section-40.3>

[49 CFR 40.3 -- What do the terms used in this part mean?](#)

The Code of Federal Regulations (CFR) is the official legal print publication containing the codification of the general and permanent rules published in the Federal Register by the departments and agencies of the Federal Government. The Electronic Code of Federal Regulations (eCFR) is a continuously updated online version of the CFR. It is not an official legal edition of the CFR.

www.ecfr.gov

Because this is a federal regulation OSBA uses those definitions. I don't have an answer as to why specific hallucinogens are not included other than the ability to test such a wide range of substances might be cost prohibitive.

Rick Stucky
(he, him, his)
Policy Specialist
rstucky@osba.org
Oregon School Boards Association
503-588-2800
www.osba.org

Review: 11.8.21
First Read: 05.08.25

Drug and Alcohol Testing and Record Query - Transportation Personnel

(This policy is required if the district operates their own transportation services, or any district staff that is required to have a commercial driver’s license (CDL)).

The district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The district or its transportation provider shall have an in-house drug and alcohol testing program or be a member of a consortium that provides testing that meets the federal regulations, and shall annually certify this information to the Oregon Department of Education (ODE). The district or its transportation provider shall comply with the reporting and pre-employment and annual query requirements of the Federal Motor Carrier Safety Administration (FMCSA).

Accordingly, all employees subject to commercial driver’s license (CDL) requirements shall be prohibited from:

1. The use of drugs, unless a written prescription from a licensed doctor or osteopath is provided, including a statement advising that the substance does not adversely affect the driver’s ability to safely operate a commercial motor vehicle;
2. The use of alcohol including:
 - a. While on duty;
 - b. Eight hours before driving, in accordance with Oregon Administrative Rules;
 - c. Eight hours following an accident;
 - d. Consumption resulting in prohibited levels of alcohol in the system.

“Drugs,” as used in this policy, refers to controlled substances ~~as~~ covered by the OTETA, including marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP).

All covered individuals offered employment with the district and district employees transferring to positions subject to OTETA shall be required to submit to pre-employment drug testing and a pre-employment query with FMCSA. Additionally, covered employees shall be subjected to reasonable suspicion, random and post-accident alcohol and drug testing. Return-to-duty and follow-up testing may also be required.

The district will also require pre-employment alcohol testing in accordance with the following provisions:

1. All candidates for employment or transfer with the district and subject to the OTETA requirements will be tested;

2. All tests will be conducted using the alcohol testing procedures of 49 C.F.R. Part 40.

3. Such tests must be conducted prior to the new or transferred employee's performance of safety-sensitive functions.

Pre-employment [alcohol and] drug testing costs will be paid by the district. All drug and alcohol testing of district employees including reasonable suspicion, random, post-accident, return-to-duty and follow-up testing costs, as applicable, will be paid for by the district. A fee associated with a pre-employment query requested by the district from FMCSA will be paid by the district [and reimbursement sought from the individual]. The district will comply with collective bargaining agreement provisions.

All offers of employment or transfer to covered positions with the district will be made contingent upon testing results and information obtained from a query with FMCSA. An individual who tests positive for drugs [or tests with a breath alcohol content level of 0.02 or higher] will not be hired or transferred. The offer of employment or transfer will be immediately withdrawn.¹

An offer of employment or transfer will also be immediately withdrawn from any individual who refuses [alcohol and] drug testing and/or refuses to give consent for a query with FMCSA.

Covered employees who, under the district's reasonable suspicion, random or post-accident, return-to-duty or follow-up testing program, test positive for drugs or test with a breath alcohol content level of 0.02 or higher, will be subject to immediate disciplinary action up to and including dismissal in accordance with Board policy. Employees who refuse to comply with testing requirements will also be regarded as testing positive for drugs or testing with a breath alcohol content level of 0.02 or higher. Notification of available resources for evaluation and treatment will be made as required by law. Additionally, employees may be subject to CDL prohibitions and penalties under the OTETA and applicable FMCSA regulations. Covered employees who refuse consent for a query with FMCSA when required will be removed from safety sensitive functions.

[The district may, in its continuing effort to enhance safety, request a waiver of the OTETA prohibitions against standing down an employee before the medical review officer (MRO) has completed the verification process as provided by 49 C.F.R. § 40.21(c). "Stand-down" means the practice of temporarily removing an employee from safety-sensitive functions based solely on a report from a laboratory to the MRO of a confirmed positive test for drugs, an adulterated test or a substituted test before the MRO has completed verification of the test results. The written waiver request will be directed to the appropriate Federal Motor Carrier Safety Administrator.

In accordance with the provisions of 49 C.F.R. § 40.21(c)(2), and in its ongoing effort to protect the interests of employees in fairness and confidentiality, the district will ensure:

¹ The district may elect to allow an individual who tests positive for drugs or tests with a breath alcohol content level of 0.02 or higher to reapply for district employment or transfer to a covered position at a later date. At that time, the individual will again be tested for the presence of drugs [and alcohol], if required by the district. A district employee considered for transfer to an OTETA-covered position who tests positive for drugs or tests with a breath alcohol content level of 0.02 or higher will be subject to all district policies and regulations including the district's Drug-Free Workplace policy.

1. The district's policy and administrative regulation are distributed to all covered employees;
2. No information about the confirmed positive, adulterated or substituted test results, or the reason for the employee's temporary removal from performing safety-sensitive functions, becomes available, directly or indirectly to others in the district or subsequently to another employer, other than the employee, the MRO and the designated district official;
3. All covered employees in a particular district job category are treated the same way with respect to "stand-down";
4. A covered employee will be subject to "stand-down" only with respect to the actual performance of safety-sensitive duties;
5. No adverse action affecting the employee's pay and benefits will be taken pending the completion of the MRO's verification process. This includes continuing to pay the employee during the period of the stand-down in the same way the district would have paid him/her/them had he/she/they not been stood down;
6. The verification process will commence no later than the time an employee is temporarily removed from the performance of safety-sensitive functions and that the period of "stand down" for any employee will not exceed five days, unless the district is informed in writing by the MRO that a longer period is needed to complete the verification process; and
7. In the event that the MRO verifies the test negative or cancels it:
 - a. The district will return the employee immediately to the performance of safety-sensitive duties;
 - b. The employee suffers no adverse personnel or financial consequences as a result; and
 - c. No individually identifiable record that the employee had a confirmed laboratory positive, adulterated or substituted test result is maintained. (The district will maintain a record of the test only as a negative or cancelled test.)
8. The district will not "stand down" employees in the absence of a waiver, or inconsistent with the terms of the waiver.]

[The district will establish a voluntary self-identification program consistent with the OTETA requirements. Accordingly, an employee who admits to alcohol misuse or drug use will not be subject to certain referral, evaluation and treatment requirements, provided:

1. The admission is in accordance with the provisions of this policy;
2. The driver does not self-identify in order to avoid testing as required by the OTETA;

3. The driver makes the admission prior to performing a safety-sensitive function (i.e., prior to reporting for duty):

4. The driver does not perform a safety-sensitive function until the district is satisfied that the employee has been evaluated and has successfully completed education or treatment in accordance with the district's self-identification program guidelines.

Adverse action on the part of the district against any employee making a voluntary admission of alcohol misuse or drug use consistent with the provisions of this policy is prohibited. The district is committed to providing sufficient opportunity for the employee to seek evaluation, education or treatment to establish control over their drug or alcohol problem.

Following successful completion of an educational or treatment program, as determined by a drug and alcohol abuse evaluation expert (i.e., employee assistance professional, substance abuse professional or qualified drug and alcohol counselor) the employee will be permitted to return to duty. The district will ensure that prior to the employee participating in a safety-sensitive function, the employee shall be required to undergo a return-to-duty testing with a result indicating a breath alcohol content level of less than 0.02 and/or a verified negative test result for drug use, as appropriate. The district may incorporate employee monitoring and include non-OTETA follow-up testing as part of its return-to-duty procedures under the district's self-identification program.

~~All offers of employment or transfer to covered employment with the district will be made contingent upon testing results. An individual who tests positive for drugs will not be hired or transferred². The offer of employment or transfer will be immediately withdrawn. An offer of employment or transfer will also be immediately withdrawn from any individual who refuses drug testing.~~

~~Covered employees who, under the district's reasonable suspicion, random, post-accident, return-to-duty or follow-up testing program, test positive for drugs or test with a breath alcohol content level of 0.02 or higher, will be subject to immediate disciplinary action up to and including dismissal in accordance with Board policy. Employees who refuse to comply with testing requirements will also be regarded as testing positive for drugs or testing with a breath alcohol content level of 0.02 or higher. Notification of available resources for evaluation and treatment will be made as required by law. Additionally, employees may be subject to CDL prohibitions and penalties under the OTETA and applicable Federal Motor Carrier Safety Administration (FMCSA) regulations.~~

END OF POLICY

Legal Reference(s):

[ORS 657.176](#)

[OAR 581-053-0220\(3\)\(h\)](#)

[OAR 581-053-0230\(9\)\(t\)](#)

[OAR 581-053-0420\(4\)\(b\)\(B\)\(ii\)](#)

[OAR 581-053-0430\(13\),\(14\)](#)

[OAR 581-053-0531\(12\),\(13\)](#)

[OAR 581-053-0615\(2\)\(c\)\(D\)\(ii\)](#)

[OAR 581-053-0620\(1\)\(d\)](#)

SB 193 (2013)

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317 ([2012](#)); 49 C.F.R. Parts 40, 382, 391-395 ([200619](#)).

Cross Reference(s):

~~EEACA – School Bus Driver Examination and Training~~

²The district may elect to allow an individual who tests positive for drugs to reapply for district employment or transfer to a covered position at a later date. At that time, the individual will again be tested for the presence of drugs. A district employee considered for transfer to an OTETA-covered position who tests positive for drugs will be subject to all district policies and regulations including the district's Drug-Free Workplace policy.

ASHLAND SCHOOL DISTRICT

First Read: 11.8.21

First Read: 05.08.25

Code: **GBEDA-AR**

Revised/Reviewed: 12/01/04; 5/08/17

Orig. Code(s): GBEDA-AR

Drug and Alcohol Testing and Record Query - Transportation Personnel

The following procedures shall govern the district's drug use and alcohol misuse prevention program:

1. Program Coordinator

The superintendent will be designated as the district's drug use and alcohol misuse prevention program coordinator. The superintendent will coordinate the district's responsibilities and compliance efforts with the applicable provisions of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The superintendent will:

- a. Ensure that all covered employees receive written materials explaining the district's drug use and alcohol misuse prevention program requirements including:
 - (1) The district policy and administrative regulations;
 - (2) A contact person knowledgeable about the materials, policy, administrative regulations and the OTETA;
 - (3) Categories of employees covered;
 - (4) Information about the safety-sensitive functions and what period of the workday the employee is required to be in compliance. Safety-sensitive functions shall include such responsibilities as all on-duty time waiting to be dispatched, driving time, assisting or supervising loading or unloading, repairing, obtaining assistance or remaining in attendance upon a disabled vehicle. All time spent providing drug and alcohol samples, including travel time to and from the collection or testing site as needed to comply with random, reasonable suspicion, post-accident, return-to-duty or follow-up testing, will also be considered as on-duty time;
 - (5) Specific information concerning prohibited conduct;
 - (6) Circumstances under which employees will be tested;
 - (7) Procedures used in the testing process;
 - (8) The requirement that covered employees submit to drug and alcohol testing, administered in accordance with 49 C.F.R. Part 382;
 - (9) Explanation of what constitutes a refusal to submit to a drug and/or alcohol test;
 - (10) Consequences of violations (e.g., discipline up to and including dismissal as may be required by the district and removal from safety-sensitive functions as required by the OTETA) and notification of resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and the use of drugs including the names, addresses and telephone numbers of substance abuse professionals (SAPs) and counseling and treatment programs. Such information will include the consequences for covered employees found to have a breath alcohol concentration rate of 0.02 or greater, but less than 0.04, and for those employees found to have a breath alcohol content level greater than 0.04. Minimally, no driver tested and found to have a breath alcohol concentration rate of 0.02 or greater but less than 0.04 shall be permitted to perform or

continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test;

- (11) Information on the effects of drug use and alcohol misuse on an individual's health, work and personal life; signs and symptoms of an alcohol or drug problem (driver's or coworker's); and available methods of intervening when such problems are suspected, including confrontation, referral to an employee assistance program as available and/or referral to the administration-; and
- (12) Requirement of the district to collect, maintain and report the following information to the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Clearinghouse¹:
 - (a) A verified positive, adulterated, or substituted drug test result;
 - (b) An alcohol confirmation test with a concentration of 0.04 or higher;
 - (c) A refusal to submit to any test required by subpart C of 49 C.F.R. Part 382;
 - (d) An employer's report of actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations, including:
 - (i) On duty alcohol use;
 - (ii) Pre-duty alcohol use;
 - (iii) Alcohol use following an accident;
 - (iv) Controlled substance use.
 - (e) A SAP's report of the successful completion of the return-to-duty process;
 - (f) A negative return-to-duty test; and
 - (g) An employer's report of completion of follow-up testing.

- b. Ensure that employees sign statements certifying that they have received the materials;
- c. Ensure that ~~supervisors~~ administrators or their designee, designated to determine reasonable suspicion, receive at least 60 minutes of drug abuse training and an additional 60 minutes of alcohol misuse training. Training will include the physical, behavioral, speech and performance indicators of probable drug use and alcohol misuse;
- d. Ensure district compliance with applicable provisions of the OTETA's requirements regarding the district's management information system, retention and confidentiality of records;
- e. Ensure selection of a site with appropriately trained personnel for the collection of specimens for drug testing;
- f. Ensure selection of a site with a certified breath alcohol technician and evidential breath testing devices for alcohol testing;
- g. Ensure selection of a laboratory certified by the ~~Department of Health and Human Services (DHHS)~~ Oregon Health Authority, Public Health Division ("OHA") to conduct drug specimen analysis;
- h. Ensure selection of a qualified medical or osteopathic doctor to serve as a medical review officer (MRO) to verify laboratory drug test results;
- i. Ensure selection of qualified personnel to provide education and training to employees and supervisors in accordance with employee assistance program requirements as specified in the OTETA;
- j. Ensure the district's drug use and alcohol misuse prevention program is maintained in at least outline form, on file and available for inspection at the district office. The district shall maintain the following:

¹ <https://clearinghouse.fmcsa.dot.gov/>

- (1) Information on the effects and consequences of drug and alcohol use on personal health, safety and the work environment;
 - (2) Information on the manifestations and behavioral changes that may indicate drug and alcohol use or abuse;
 - (3) Documentation that drug training for all supervisory personnel has consisted of at least 60 minutes;
 - (4) Documentation that alcohol training for all supervisory personnel has consisted of at least 60 minutes;
 - (5) Documentation of training given to employees.
- k. Ensure the establishment of clearly defined communication procedures to include the method (e.g., mail, facsimile) and frequency (e.g., monthly, daily, weekly) as well as the authorized individuals to impart and receive information to meet the documentation and confidentiality requirements of the OTETA;
- l. Ensure employee organizations receive written notice of the availability of all pertinent drug use and alcohol misuse prevention program information;
- m. Ensure compliance with stand-down prohibitions as set forth by the OTETA. "Stand-down" means the practice of temporarily removing an employee from the performance of safety-sensitive functions, based on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test or a substituted test, before the MRO has completed verification of the test results. The district will not stand-down employees, except as provided by the ~~Federal Motor Carrier Safety Administration (FMCSA)~~ below:
- (1) The district may seek a waiver of the prohibition against standing down an employee;
 - (2) Requests which include all required information will be submitted to FMCSA for approval.

2. Pre-employment and Annual Queries from, and Required Reporting to FMCSA

The district is required to conduct a pre-employment query with FMCSA on drivers who are subject to controlled substance and alcohol testing regulation, and is required to report information obtained through its controlled substance and alcohol testing program to FMCSA. All offers of employment for positions identified by the district, as required by the OTETA, will be contingent upon the results of a pre-employment query.

- a. The district will obtain written or electronic consent from a driver subject to controlled substances and alcohol testing to conduct a pre-employment query with FMCSA. The consent will include consent to obtain the following information:
- 1) If the driver has a verified positive, adulterated, or substituted controlled substances test result;
 - 2) If the driver has an alcohol confirmation test with a concentration of 0.04 or higher;
 - 3) If the driver has refused to submit to a test (in violation of 49 C.F.R. § 382.211); or
 - 4) If the driver has a report submitted by another employer on actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations that included:
 - a. On duty alcohol use;
 - b. Pre-duty alcohol use;
 - c. Alcohol use following an accident; or
 - d. Controlled substance use.

The district will conduct annual queries² with the FMCSA on employees subject to such queries as required by law.

b. The district will report³ to FMCSA the following personal information about a driver that is collected and maintained in connection with the district's testing program:

- 1) An alcohol confirmation test with an alcohol concentration of 0.04 or greater;
- 2) A refusal to submit to an alcohol test pursuant to conditions found in 49 C.F.R. § 40.261 or a refusal to drug test determination made in accordance with 49 C.F.R. § 40.191(a)(1)-(4), (a)(8)-(11) or (d)(1), but in the case of a refusal to test under (a)(11), the district may report only those admissions made to the specimen collector;
- 3) A SAP's report of the successful completion of the return-to-duty process;
- 4) A negative return-to-duty test; and
- 5) An employer's report of completion of follow-up testing.

The report will include, as applicable:

- (1) Reason for the test;
- (2) Driver's name, date of birth, and CDL number and State of issuance;
- (3) Employer name, address, and USDOT number;
- (4) Date of the test;
- (5) Date the result was reported; and
- (6) Test result. The test result must be one of the following:
 - (a) Negative (only required for return-to-duty tests administered in accordance with law);
 - (b) Positive; or
 - (c) Refusal to take a test.
- (7) An employer's report of a driver's refusal to submit⁴ to alcohol or drug testing must include the following information:
 - (a) Documentation, including, but not limited to, electronic mail or other contemporaneous record of the time and date the driver was notified to appear at a testing site; and the time, date and testing site location at which the employee was directed to appear, or an affidavit providing evidence of such notification;
 - (b) Documentation, including, but not limited to, electronic mail or other correspondence, or an affidavit, indicating the date the employee was terminated or resigned (if applicable); and
 - (c) Documentation, including a certificate of service or other evidence, showing that the employer provided the employee with all documentation reported herein.
- (8) An employer's report of a violation of one of the following will occur by the close of the third business day following the date on which the employer obtains actual knowledge (as defined at 49 C.F.R. § 382.107):

² Written consent from the driver is required. This may be a limited query when allowed. If the limited query indicates that the FMCSA contains information on the driver, the district will conduct a full query within 24 hours and must not allow driver to perform safety-sensitive functions.

³ The district will complete such reporting to FMCSA by close of the third business day following receipt of the information.

⁴ 49 C.F.R. § 40.261(a)(1) or 40.191(a)(1)

- (a) On duty alcohol use;
- (b) Pre-duty alcohol use;
- (c) Alcohol use following an accident;
- (d) Controlled substance use.

This report will include the following information:

- (a) Driver's name, date of birth, CDL number and State of issuance;
- (b) Employer name, address, and USDOT number, if applicable;
- (c) Date the employer obtained actual knowledge of the violation;
- (d) Witnesses to the violation, if any, including contact information;
- (e) Description of the violation;
- (f) Evidence supporting each fact alleged in the description of the violation required under paragraph above in this section, which may include, but is not limited to, affidavits, photographs, video or audio recordings, employee statements (other than admissions pursuant to §382.121), correspondence, or other documentation; and
- (g) A certificate of service or other evidence showing that the employer provided the employee with all information reported under paragraph above in this section.

If the district's program coordinator is the subject of the testing, the district will ensure compliance with applicable consent, testing, and reporting requirements pursuant to law.

2.3 Pre-employment Testing

The district shall conduct preemployment testing as follows:

- a. All offers of employment for positions as identified by Board policy and as required by the OTETA will be contingent upon drug and alcohol test results;
- b. Individuals offered employment with the district and employees transferring to positions subject to the OTETA contingent on drug and alcohol testing, must provide written consent for the release of any prior employer positive drug and failed alcohol testing results, refusals to be tested, other violations of testing regulations and, with respect to any employee who violated drug and alcohol regulations, documentation of the employee's successful completion of return-to-duty requirements (including SAP evaluations and follow-up tests) within the preceding two years;
- c. The district shall obtain and review such drug and alcohol information from previous employers of the past two years before the driver is used for the first time. The district will provide the driver's written permission for release of information to the previous employers;
- d. Release of such information may be by telephone, letters or any other method that ensures confidentiality. The district will maintain a written, confidential record of each past employer contacted;
- e. The district will not use a driver with a positive drug test or a failed alcohol test while employed with a previous employer or who refused to test while under employment with a previous employer unless the driver is in compliance with the SAP's treatment program and the OTETA's return-to-duty test requirements;
- f. Prior to being directed by the district to a collection site for drug and alcohol testing, the applicant will be notified that the urine sample collected shall be tested for the presence of drugs and the breath or saliva sample may be tested for the presence of alcohol;

- g. Failure to report to the collection site for testing within the time frame specified by the district shall constitute a refusal to report for testing and result in immediate withdrawal of the employment or transfer offer;
- h. Preemployment drug and alcohol testing will be paid for by the district;
- i. Tests must indicate negative drug test results and a breath alcohol content level of 0.02. Individuals who fail to meet such drug and alcohol requirements will not be hired or transferred voluntarily or involuntarily to covered positions;
- j. Such testing will also be required of covered employees each time an employee returns to work after a layoff period if the employee was removed from the random testing pool. As long as the employee remains in the random testing pool, additional testing or subsequent preemployment drug and alcohol testing will not be necessary following a layoff;
- k. The district will notify individuals offered employment with the district contingent on drug testing of the results of such testing upon request within 60 days of being notified of the disposition of the employment application;
- l. Refusal to submit to drug and alcohol testing and/or to provide signed permission for the release of past testing information as required by the district shall result in immediate termination from employment or transfer consideration;
- m. The individual may request a screening of the split specimen at his/her own expense. All such requests must be received in writing by the district no later than 72 hours following notification to the applicant of the positive test results.

3.4. Post-accident Testing

The district shall conduct post-accident testing as follows:

a. It is the responsibility of the employee to report for post-accident drug and alcohol testing as soon as practicable following a motor vehicle accident which occurs while the employee is performing district safety-sensitive functions in which there is a fatality or the employee receives a citation for a moving traffic violation in connection with an injury or tow-away accident:

- (1) The employee will report to the designated collection site for post-accident drug and alcohol testing as soon as practicable following the occurrence of the accident;
- (2) If alcohol testing has not been administered within two hours, the district will prepare and maintain on file a record stating the reasons the test was not promptly administered;
- (3) If alcohol testing is not administered within eight hours, the district will cease attempts to administer an alcohol test and will prepare and maintain on file a record specifying why the test was not administered;
- (4) If drug testing has not been administered within 32 hours following the accident, the district will cease attempts to administer such tests and will document why the test was not administered;
- (5) The employee will contact the supervisor or designee as soon as practicable following the accident giving as much detailed information about the accident as possible (e.g., fatalities, injuries, tow-aways, traffic citation issued, etc.).

b. The district will provide employees with necessary post-accident testing information, procedures and instructions as a part of its employee training program. Additionally, written instructions to follow in the event of an accident will be provided in district vehicles as appropriate. Instructions will include locations of drug specimen collection and alcohol testing sites and telephone number of the district drug use and alcohol misuse prevention program coordinator or other district officials to contact;

c. The employee shall remain readily available for testing or may be deemed by the district to have refused to submit to testing. Such refusal is treated as if the district received an alcohol test result of 0.04 or greater or received a positive drug test. Nothing in this requirement shall be construed to require the delay of necessary medical attention for injured people following an accident or to prohibit an employee from leaving the scene of an accident for the period necessary to obtain assistance in responding to the accident or to obtain necessary emergency medical care;

d. Results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by on-site federal, state and/or local law enforcement officials having independent authority for the test shall be considered to meet necessary requirements provided results of the test are obtained by the district and the tests conform to all applicable federal, state and/or local requirements;

e. An employee who is involved in an accident involving a fatality, injury and/or tow-away as described by the OTETA is prohibited from using alcohol for eight hours after the accident or until the employee undergoes a post-accident alcohol test, whichever occurs first.

4.5. Random Testing

The district shall conduct random drug and alcohol testing annually as follows:

- a. Not less than 50 percent of the average number of driver positions shall be tested for drugs and not less than 10 percent shall be tested for alcohol in accordance with current minimum random testing requirements of the OTETA. Any unfilled, covered positions will be included as part of the total number of positions counted by the district for testing rate purposes. The district will meet minimum testing rates.
- b. The testing rate may be adjusted by the FMCSA based on industrywide data;
- c. The testing process shall, in fact, be random. All employees will remain in the pool of drivers for each subsequent period, including vacations, holiday periods and summer recesses, whether or not they have been chosen for testing in the past;
- d. The selection of employees for random testing shall be made by a scientifically valid method. The process selected by the district will ensure that all employees shall have an equal chance of being tested each time selections are made. The district will use the following system:

Computerized system⁵: A random number generating program will be loaded into a computer along with the employees' social security number, payroll identification number or other comparable identification number for the drivers.

- e. All such testing shall be unannounced and dates selected spread reasonably throughout the calendar year to avoid predictability and the perception that testing is "done for the year."
- f. Following notification of testing, selected employees shall proceed to the district-selected collection site immediately or as soon as practicable;
- g. Employees shall only be tested for alcohol just before the driver is scheduled to perform his/her safety-sensitive function, during or just after performing such function;
- h. Employees off work due to leave of absence, vacation and layoff will be informed that they remain subject to random testing. Employees drawn for such testing will be notified and tested as soon as practicable upon return to duty but no later than the next selection cycle (e.g., monthly, quarterly, etc.).

5.6. Reasonable Suspicion Testing

The district shall conduct reasonable suspicion drug and alcohol testing as follows:

- a. The district will test covered employees when there is reasonable suspicion to believe that the employee has engaged in drug use or alcohol misuse;
- b. Reasonable suspicion will be based on specific contemporaneous, articulable observations made by a trained supervisor as designated by the district, concerning appearance, behavior, speech or body odors indicative of employee use of drugs or the misuse of alcohol. Observations of drug use may include indications of chronic and withdrawal effects of drugs and noticeable degradation of job performance that may be associated with the use of drugs;
- c. Hearsay or secondhand information is not sufficient to require an employee to submit to testing;
- d. Alcohol testing may be authorized only if observations resulting in reasonable suspicion are made during, just preceding or just after the period of the workday that the employee is required to be in compliance with this policy, administrative regulations and applicable OTETA provisions;
- e. A written record shall be made of the observations leading to a reasonable suspicion drug test and signed by the supervisor authorized to make such observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier;
- f. The district will ensure that the employee under reasonable suspicion is transported to the designated collection or testing site.

⁵The computerized system, when it can be utilized by the district, is the preferred selection method, under FMCSA guidance.

6.7. Referrals, Evaluation and Treatment

The district shall provide information related to referrals, evaluation and treatment as follows:

- a. The district shall advise covered employees, who violate the drug and alcohol prohibitions, of referral services available for evaluating and resolving problems associated with the use of drugs and the misuse of alcohol. Such information will include the names, addresses and telephone numbers of SAPs and counseling and treatment programs;
- b. An employee who engages in such prohibited conduct shall be evaluated by an SAP;
- c. The SAP will determine what assistance if any the employee needs in resolving problems associated with drug use and alcohol misuse;
- d. This requirement applies only to current employees and not to job applicants who refuse testing or who test positive for drugs;
- e. This requirement shall not be interpreted to require the district to provide or pay for any rehabilitation costs or to hold a job open for an employee with or without salary;
- f. SAPs, as referred to in these administrative regulations, means:
 - (1) Licensed physicians with knowledge of and clinical experience in the diagnosis and treatment of alcohol-related disorders;
 - (2) Licensed or certified psychologists, social workers or employee assistance professionals with like knowledge; and
 - (3) Alcohol and drug abuse counselors certified by the National Association of Alcoholism and Drug Abuse Counselors (NAADAC). This does not include state-certified counselors.

7.8. Return-to-Duty Testing

Employees, if they continue employment and before they return to duty, shall comply with the following:

- a. When an employee has previously tested greater than or equal to 0.04 for alcohol, the employee must retest (return-to-duty test) with an alcohol concentration of less than 0.02;
- b. When an employee has previously tested positive for drug use, the employee must retest (return-to-duty test) with a verified negative test result.

8.9. Follow-up Testing

Employees, if they continue employment, shall comply with the following:

- a. Follow-up testing will be conducted whenever an SAP determines that an employee is in need of resolving problems associated with drug use and/or alcohol misuse;
- b. Follow-up alcohol testing will be conducted only when the employee is performing safety-sensitive functions, just before or just after the driver has performed safety-sensitive functions;
- c. Follow-up drug and alcohol testing will be unannounced⁶;
- d. The number and frequency of such tests shall be determined by the SAP. Minimally, there shall be:
 - (1) At least 6 tests in the first 12 months following the driver's return to duty;
 - (2) Testing shall not exceed 60 months from the date of the employee's return to duty. The SAP, however, may terminate the follow-up testing at any time after the first six tests if he/she determines the testing is no longer needed.

⁶A follow-up test shall not also serve as a random test, and vice versa.

9.10. Drug and Alcohol Testing Procedures

The district, in cooperation with contracted collection and testing facilities, shall maintain drug and alcohol testing procedures as follows:

a. Drugs

- (1) The applicant or employee reports to the district-designated collection site and provides positive identification (e.g., photo ID);
- (2) A urine sample for drug testing is provided. A "split specimen" (two urine specimen bottles) is prepared from the urine sample;
- (3) Following completion of a chain-of-custody form, both specimen bottles are forwarded to the DHHS certified laboratory for analysis. The split specimen is stored at the laboratory for later testing as may be necessary. Initial testing is performed only on one specimen bottle;
- (4) Testing results are reported to the district-selected MRO by mail or electronic transmission. Results may not be given over the phone;
- (5) The MRO will verify both negative and positive testing results;
- (6) The MRO will report the verified negative testing results to the district;
- (7) The MRO will report verified positive testing results to the applicant or employee, discuss the type of illegal substance found and determine whether there is any valid medical reason for the positive testing results;
- (8) A verified valid medical reason for a positive test result will be reported as a negative test result to the district;
- (9) If no legitimate medical reason exists for positive drug testing, the MRO will report a confirmed positive test result and identity of the substance(s) to the district;
- (10) The employee or applicant may request within 72 hours of a positive test notice that the split specimen (second bottle) be screened. Such screening costs will be paid for by the district;
- (11) Unlike the original specimen analyzed for specific levels of controlled substances, the split specimen is analyzed only for the presence of drugs;
- (12) The MRO will report results of the second screening to the employee and the district;
- (13) The MRO will meet all OTETA requirements including review of chain-of-custody control form, administrative processing of negative test results, verification of positive testing results and maintenance of confidentiality requirements as may be applicable;
- (14) Detailed drug testing procedures may be obtained by contacting the district's drug use and alcohol misuse prevention coordinator or designee.

b. Alcohol

- (1) The employee reports to the district-designated testing site and provides positive identification;
- (2) Under the alcohol testing rule, an alcohol test result will be considered failing even if over-the-counter or legally prescribed medication is involved;
- (3) All alcohol screening tests will be conducted by:
 - (a) A qualified breath alcohol technician using evidential breath testing devices; OR
 - (b) A qualified screening test technician using an alcohol screening device other than an evidential breath testing device.
- (4) Testing may be conducted at an [OHA DHHS](#) certified laboratory or other location including mobile facilities equipped for such testing as may meet the requirements of the OTETA;

- (5) District supervisors should generally not be used as a breath alcohol or screening test technician for covered employees. Under certain circumstances, a properly trained district supervisor may conduct such testing in the absence of another technician;
- (6) The employee submits to breath or saliva testing;
- (7) If the result of the testing indicates an alcohol concentration rate of 0.02 or greater, a confirmation breath test is administered after at least 15 minutes, but no longer than 30 minutes, after the initial testing. All confirmation tests will be conducted using evidential breath testing devices;
- (8) The technician will report any invalid tests, confirmed failing and passing results to the district;
- (9) Employee refusal to sign forms as required (i.e., Step 2 on the Alcohol Testing Form) shall be considered as refusal to be tested;
- (10) The breath alcohol or screening test technician will meet all OTETA requirements including such testing procedures, Alcohol Testing Form and confidentiality requirements as may be required;
- (11) Detailed alcohol testing procedures may be obtained by contacting the district's drug use and alcohol misuse prevention program coordinator or designee.

10.11. Positive Test Result

When the MRO determines a positive test result is valid, the MRO will report the finding to the Oregon Department of Transportation (ODOT) and the Oregon Department of Education. The person who is the subject of the test results will be notified by ODOT that the person has a right to a hearing to determine whether the test results reported will be placed in the employee's employment driving record.

11.12. Record Keeping/Record Reporting

The district shall maintain records of its drug use and alcohol misuse prevention program as follows:

a. Records related to the collection process:

- (1) Documents relating to the random selection process;
- (2) Documents generated in connection with decisions to administer reasonable suspicion drug or alcohol testing;
- (3) Documents generated in connection with decisions on post-accident testing;
- (4) Documents verifying the existence of an explanation of the inability of an employee to provide adequate breath or to provide a urine specimen for testing;
- (5) An annual calendar year report summarizing results of the district's drug use and alcohol misuse prevention program will be prepared and maintained when requested by FMCSA as part of an inspection, investigation, special study or for statistical purposes.

b. Records related to a driver's test results, including:

- (1) The district's copy of the alcohol testing form, including the test results;
- (2) The district's copy of the controlled substance test custody and control form;
- (3) Documents sent by the MRO to the district;
- (4) Documents related to the refusal of any employee to submit to drug and/or alcohol testing;
- (5) Documents presented by a driver to dispute the results of a drug and/or alcohol test administered in connection with the requirements of the OTETA.

c. Records related to evaluations as follows:

- (1) Records pertaining to a determination by an SAP concerning his/her evaluation of a covered employee who tested positive for drugs, or failed an alcohol test or refused to test;

(2) Records concerning a driver's compliance with recommendations of the SAP.

d. Records related to education and training as follows:

(1) Materials on drug use awareness and alcohol misuse including a copy of the district's policy and administrative regulations on drug use and alcohol misuse and related information;

(2) Driver's signed receipt of education materials;

(3) Documentation of training provided to supervisors for the purpose of qualifying the supervisors to make a determination concerning the need for drug and/or alcohol testing based on reasonable suspicion;

(4) Certification that any training conducted in compliance with the OTETA meets all pertinent requirements for such training.

e. Records related to alcohol and drug testing as follows:

(1) Agreements with collection site facilities, laboratories, MROs and consortia (includes breath alcohol technicians, screening test technicians and third party providers), as applicable;

(2) Names and positions of officials and their role in the district's drug and alcohol testing program(s);

(3) Semiannual laboratory statistical summaries of urinalysis as required by the OTETA and as reported by the laboratory. The district will document laboratory failures to provide statistical summaries and any district follow-up efforts to obtain such reports.

f. Records will be retained by the district as follows:

(1) Five Years:

- (a) Records of employee alcohol testing results with results indicating an alcohol concentration of 0.02 or greater;
- (b) Records of verified positive drug testing results;
- (c) Documentation of refusals to take required drug and/or alcohol tests;
- (d) Drug testing custody and control forms;
- (e) Employee evaluation and referrals;
- (f) A copy of each annual calendar year report summary.

(2) Two Years: Records related to the drug and alcohol collection process (except calibration of evidential breath testing devices).

(3) One Year: Records of negative and cancelled drug testing results and alcohol test results with a concentration of less than 0.02.

(4) Indefinite Period: Records related to the education and training of breath alcohol technicians, screening test technicians, supervisors and drivers shall be maintained by the district while the individual performs the functions which require training and for two years after ceasing to perform those functions.

g. Records will be maintained in a secure location with controlled access to ensure confidentiality requirements are met as follows:

(1) Drug use and alcohol misuse prevention program records will be maintained at the district office. Records relating to individual employee drug and/or alcohol testing, evaluation and treatment will be maintained separately from the employee's personnel file;

(2) Employees are entitled upon written request to obtain copies;

(3) The district may disclose information in connection with employee benefit proceedings, Department of Transportation agency action against an employee or National Transportation Safety Board safety investigations;

(4) The district shall disclose such information to subsequent employers upon written request from the employee (in accordance with 49 C.F.R. 382.413 (a)(1))⁷.

⁷Information that must be disclosed to subsequent employers, upon receipt of proper authorization form/release signed by the employer's ex-driver: (a) Failed alcohol tests (breath alcohol content of 0.04 or greater); (b) Verified positive drug test; (c) Refusals to test.

Ashland School District 5

Code: JGAB
Adopted: 6/09/14
Revised/Readopted: 6/12/17; 11/08/21
Orig. Code: JGAB

Use of Restraint ~~and~~ or Seclusion

The Board is dedicated to the development and application of best practices within the district's educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and non-incident use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee, or any object on a student's neck, throat, genitals, or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot, or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Commented [JH1]: Added

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint or seclusion may not be used for discipline, punishment, retaliation, or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g. teacher, administrator or volunteer, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from assault, injury, or sexual contact with the minimum physical contact necessary for protection.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is **physically** prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

3.4. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

4.5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.

5.6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

Mechanical restraint does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
- b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

6.7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that has not been prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health care professional acting under the professional’s scope of practice.

7.8. “Prone restraint” means a restraint in which a student is held face down on the floor.

8.9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district, whether in an emergency or as a part of a plan, shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

~~The district shall utilize the Crisis Prevention Institute (CPI) training program of restraint and seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.~~

The district shall only utilize a training program for restraint or seclusion to train staff and use in the district which has been approved by the Oregon Department of Education (ODE).

The district shall preserve, and may not destroy, any records related to an incident of restraint or seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.

An annual review of the use of physical restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the annual review shall be documented and shall include at a minimum:

1. The total number of incidents of physical restraint;
2. The total number of incidents of seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of physical restraint and seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL-Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 – 281-002-0023. This appeal process is identified in administrative regulation KL-AR(2) – Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of restraint or seclusion by district staff. A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[ORS 339.294](#)
[ORS 339.297](#)

[ORS 339.300](#)
[ORS 339.303](#)

[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)

[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2267](#)
[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment
JGB - Detention of Students
JGDA/JGEA - Discipline of Students with Disabilities

OSBA Model Sample Policy

Code: JGAB-AR

Revised/Reviewed:

First Read: 05.08.25

Use of Restraint or Seclusion**

{Required administrative regulation. ORS 339.294 requires a district to establish procedures to follow during and after an incident involving the use of restraint or seclusion. This administrative regulation helps support those procedures.}

Procedure

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - b. Written documentation of the incident within 24 hours that provides:
 - (1) A description of the restraint or seclusion including:
 - (a) The date of the restraint or seclusion;
 - (b) The times the restraint or seclusion began and ended; and
 - (c) The location of the incident.
 - (2) A description of the student’s activity that prompted the use of restraint or seclusion.
 - (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted.
 - (4) The names of staff of the district who administered the restraint or seclusion.
 - (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian.
 - c. Timely notification of a debriefing meeting to be held and of the parent’s or guardian’s right to attend the meeting.
 - d. Immediate¹, written notification of the existence of any records^{2} related to an incident of restraint or seclusion (including photos or audio or video recording).
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student which includes notice of the

¹ “Immediate” means to act as soon as possible without undue delay, but in no case later than within 24 hours of the incident. (OAR 581-021-0556 (2)(e))

² {Such records shall be maintained in accordance with ORS 339.294(9).}

lack of training and the reason restraint or seclusion was administered by a person without training. The administrator will ensure written notice of the same to the superintendent.

4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent or guardian contact and notification.
7. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion. The parent or guardian of the student must be invited to attend the meeting³, and the meeting will include staff members involved in the intervention and any other appropriate personnel. The debriefing team shall include an administrator. At the debriefing meeting, the district shall review, in its entirety, any audio or video recording⁴ preserved as a record of the incident involving restraint or seclusion in accordance with law. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

³ "Meeting" means the debriefing meeting at which the audio or video recording will be viewed. (OAR 581-021-0556(9))

⁴ [To the extent practicable without altering the meaning of the record, the district shall segregate or redact from such a record any personally identifiable information of other students before disclosure to the student's parent or guardian. If the district is unable to segregate or redact personally identifiable information of other students without altering the meaning of the record, the district shall disclose the record to the student's parent or guardian in its original format and without any alteration. "Disclose" means to inform the student's parent or guardian that the record exists; that the record in its original format and without alteration will be available for review by the parent or guardian privately and in the debriefing meeting; and that a copy of the record will be provided to the student's parent or guardian upon request in its original and unaltered format except to the extent that the redaction is needed to protect the personally identifiable information of another student. (ORS 339.294; OAR 581-021-0556(10))]

The parent or guardian has the right to request another meeting in the event they were unable to attend the debriefing meeting scheduled to be held within two school days of the incident.

8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion:
 - a. Oral notification of the incident must be provided immediately to a parent or guardian of the student and to the Oregon Department of Human Services (DHS); and
 - b. Written notification of the incident must be provided to DHS within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided within 24 hours of the incident to the superintendent, to the Superintendent of Public Instruction and, if applicable, to the union representative for the affected person.
10. The district shall maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

~~11. [The district, upon request from DHS regarding an investigation of an incident of restraint or seclusion as suspected child abuse, shall disclose any records preserved to DHS or its designee which are deemed relevant to the subject investigation, in its original format and without any alteration.]~~

Restraint and/or seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or Section 504 plan.

1. Parent participation in the plan is required.
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained staff, ~~including a behavioral specialist~~ and a district representative who is familiar with the restraint and seclusion training practices adopted by the district.
3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion, a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan.

~~4. [When a behavior support plan includes restraint or seclusion the parents [will] [may] be provided a copy of the district Use of Restraint or Seclusion policy at the time the plan is developed.]~~

5.4. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan and ensuring the provision of any necessary behavioral supports.

Use of restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming themselves, other students or school staff.

Use of restraint and/or seclusion under these circumstances with a student who does not have restraint and/or seclusion as a part of their IEP or Section 504 plan, is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or 504 plan.

OSBA Model Sample Policy

Code: JHFF/GBNAA

Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

{Required policy. ORS 339.372 establishes the requirement for boards to adopt policy on suspected sexual conduct.}

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, **and students⁴** are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within **90 days one calendar year** prior to the sexual conduct.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee [^{6}, contractor, agent or **volunteer**] who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ^{7}designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the [\[assistant superintendent insert -^{8}designated licensed administrator position title\]](#) who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

⁶ {The following language in brackets, i.e., [, contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.}

⁷ {ORS 339.372 requires the district have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

⁸ {A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2136 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

R10/05/21|12/24|LF

Suspected Sexual Conduct with Students and Reporting Requirements * –

Ashland School District

Code: EBC
Adopted:

Emergency Plan and First Aid**

{Highly recommended policy. This policy informs districts about requirement for an emergency procedures plan (OAR 581-022-2225), and other minimum standards for providing emergency care to students.}

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The superintendent will consult with community and county agencies while developing this plan. The district's emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the district. Parents or guardians will be informed of the district's plan.

In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

END OF POLICY

Legal Reference(s):

[ORS 30.800](#)
[ORS 192.660\(2\)\(k\)](#)
[ORS 332.107](#)
[ORS 433.260](#)
[ORS 433.441](#)

[OAR 437-002-0042](#)
[OAR 437-002-0120 - 0139](#)
[OAR 437-002-0161](#)
[OAR 437-002-0360](#)
[OAR 437-002-0377](#)
[OAR 581-022-2030\(3\)\(c\)](#)

[OAR 581-022-2220](#)
[OAR 581-022-2225](#)
[OAR 581-053-0003\(40\)](#)
[OAR 581-053-0220\(3\)\(e\)\(B\)\(iii\)](#)
[OAR 581-053-0320\(5\)\(b\)](#)
[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

Ashland School District

Code: EBCA
Adopted:

Safety Threats**

{Required policy. Requirement for policy comes from ORS 339.324 which outlines actions of a school district when a safety threat action has occurred.}

“Safety threat action” means a ~~lockdown~~ **Hold, Secure, Lockdown, ~~lockout~~, Shelter in place or Evacuation** that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner which communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred, and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 339.324](#)

Ashland School District

Adopted: 6/07/04

Readopted: 5/08/17

Orig. Code(s): EBCB

[Review: 2/27/25, 4/10/25](#)

Emergency Procedure Drills and Instruction

{Highly recommended policy. This policy includes information about required instruction and drills on emergency procedures. See ORS 336.071}

Each administrator will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.

All schools are required to instruct and drill students on district emergency procedures so ~~that students they~~ can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, ~~which shall include tsunami procedures in a tsunami hazard zone~~ and safety threats. Instruction on ~~fires, earthquakes, and safety threats, and drills for students emergency procedures~~ shall be conducted for at least 30 minutes each school month.

The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

Fire Emergencies

~~The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year.~~ Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to Hold, Secure, Lockdown, Lockout, Shelter in place, and Evacuation and other appropriate actions to take when there is a threat to safety, and will include explanation of the district's communication strategy following a safety threat action (See Board policy EBCA-Safety Threats).

~~The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.~~

[The district may provide additional instruction relating to other disasters such as flooding, drought, excessive snowfall, or wildfires.]

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

Emergency Drills and Instruction - EBCB 1-
2

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 336.071](#)

[ORS 476.030\(1\)](#)

[OAR 581-022-1420](#)

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).

Cross Reference(s):

GBE - Staff Health and Safety *

Emergency Drills and Instruction - EBCB 2-2

Ashland School District 5

Code: **EBC/EBCA**
Adopted: 10/14/08
Readopted: 5/08/17
Orig. Code(s): EBC/EBCA

Emergency Procedures and Disaster Plans

The superintendent will develop and maintain plans specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and use of force on school property. The superintendent will consult with community and county agencies while developing those plans.

The district's Emergency Procedure Plans will meet or exceed the minimum standards of the State Board of Education.

Copies of the Emergency Procedure Plans will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plans for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

In case of long term disruption to district operations, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students, parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;
10. Employee pay and benefit plan and procedures;
11. Facility utilization by other agencies procedures;

12. Business operations plan for offsite operation or alternative measures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)
[ORS 332.107](#)
[ORS 433.260](#)

[ORS 433.441](#)
[OAR 437-002-0161](#)

[OAR 581-022-0705](#)
[OAR 581-022-1210\(3\)\(c\)](#)
[OAR 581-022-1420](#)

Cross Reference(s):

EEAC - School Bus Safety Program
GBE - Staff Health and Safety
JHCC - Communicable Diseases

RECOMMEND DELETED

Ashland School District 5

Code: **JGE**
Adopted: 12/08/03
Readopted: 6/12/17
Orig. Code(s): JGE

Expulsion**

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student will not extend beyond one calendar year.

A student may **only** be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's **behavior-conduct** have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a **direct** threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the lawful findings of a hearings officer.~~

The Board delegates the authority to decide on an expulsion to the superintendent.^{1} The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

^{1} The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

An appeal may be requested within five (5) days of receipt of the hearings officer's decision by contacting the Board Secretary at the District Office. The Board Secretary would then place the appeal on an upcoming agenda for review. The Hearings Officer and Parent/Student will receive the same information that the Board receives which will include all of the materials presented during the hearing, the hearing officer's findings, and final decision. The Board, at its discretion, may call the Hearings Officer or others into Executive session for additional information. The review will be conducted in executive session and the decision of the board will be final. The Board will direct district staff to inform the family in writing within five (5) days of the board's decision.

Commented [JH1]: Appeal Process

When a recommendation for expulsion is made and an expulsion hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service² or by certified mail³ at least five days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges and the specific facts that support the charge or charges;
 - b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;
 - e.b. A recommendation for expulsion statement of intent to consider the charges as reason for expulsion;
 - d.c. The student's right to a hearing;
 - e.d. When and where the hearing will take place; and
 - f.e. The student may be represented by counsel or other persons right to representation;
2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;
3. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;
- 4.2. If In case either the parent or the student has difficulty understanding does not understand the English language or has other serious communication disabilities, the district will provide a translator an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and students;

²The person serving the notice shall file a return of service. (OAR 581-021-0070)

³When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- 5.3. The student shall be permitted to have a representation present at the hearing to advise and to present arguments. The representation may be an attorney, ~~and/or parent or other person~~. The district's attorney may be present;
- 6.4. The student shall be afforded the right to present his/her **their** version ~~as to of~~ the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
- 7.5. The student shall be permitted to be present and to hear the evidence presented by the district;
- 8.6. The hearings officer or the student may record the hearing;
- 9.7. Strict rules of evidence shall not apply to the proceedings; ~~h~~However, this shall not limit the hearings officer's control of the hearing;
- ~~10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student, if age 18 or over, and the student's parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;~~
- ~~11. If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate him or herself, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the students' parents at the same time. At its next regular or special meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;~~
- 12.8. A ~~Board-conducted hearing or a~~ Board review of the hearings officer's decision ~~through appeal~~ will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing is held by the hearings officer, the following will not be made public:
- The name of the student;
 - The issues involved, including a student's confidential **medical records** ~~and that student's educational program~~;
 - The discussion;
 - The vote of Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion, ~~the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion~~ for reasons other than a weapons ~~policy~~ violation. ~~The~~

Expulsion** - JGE
3-4

district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification~~document to the parent of the student that proposals of alternative education programs have been made.~~

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615 to -336.665](#)

[ORS 339.115](#)

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050 to -0075](#)

Cross Reference(s):

JG - Student Discipline

Expulsion** - JGE
4-4

Ashland School District 5

Code: DJC
Adopted: 12/11/06
Revised/Readopted: 5/08/17; 12/14/23
Orig. Code: DJC

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. All public contracts shall be invited in accordance with applicable competitive procurement provisions of Oregon Revised Statutes (ORS) and adopted public contracting rules.

The Board, acting as its own LCRB, adopts¹ the *Oregon Attorney General's Model Public Contract Rules*, Oregon Administrative Rule (OAR) Chapter 137, Divisions 046 through 049 in effect at the time this policy is adopted.

The district shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249 in effect at the time this policy is adopted.

The Board may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065(6)(b) to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. Modifications will be made only following review by the district's legal counsel. New rules, as necessary, shall be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

The Board, acting as the LCRB, may enact a resolution that authorizes the district to designate a public improvement as a community benefit contract per the requirements included in ORS 279C.300 to 279C.470.

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

END OF POLICY

¹Public Contracts shall be governed by ORS Chapter 279, 279A, 279B and 279C. Additionally, the Board may, as provided by ORS 279A.065, adopt the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137 governing purchasing/bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that has not established its own rules of procedure for public contracts is subject to the model rules (OAR Chapter 137) adopted by the Attorney General.

Legal Reference(s):

ORS Chapters [279](#), [279A](#), [279B](#) and [OAR Chapter 125](#), Divisions 246-249
[279C](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S PUBLIC CONTRACTS MANUAL.

Cross Reference(s):

DJ - District Purchasing
DJCA - Personal Services Contracts
DJG - Vendor Relations
EH - Electronic Data Management

DELETED

OSBA Model Sample Policy

Code: DJC
Adopted:

Bidding Requirements

{Highly recommended policy. The Board serves as the Local Contract Review Board (LCRB) and has the ability to adopt its own procurement rules. Many districts choose to use the *Oregon Attorney General's Model Public Contracting Rules* in OAR Chapter 137, Divisions 045 - 049. If the LCRB does not adopt rules, the Attorney General's Model Public Contracting Rules apply. This policy is based on those rules. The LCRB may also include as part of its rules portions of the Oregon Department of Administrative Services administrative rules in OAR Chapter 125, Divisions 269 - 249. If the LCRB adopts its own rules, delete portions of this policy that are inconsistent with those rules.}

The Board is the Local Contract Review Board (LCRB) for the district. [The LCRB has not adopted its own rules of procurement. Consequently, the *Oregon Attorney General's Model Public Contracting Rules*¹ shall apply to the district.²

Additionally, the district may include as part of its procedures portions of the Oregon Department of Administrative Services administrative rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 - 249.

The LCRB may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district may not artificially divide or fragment a procurement to reduce the procurement requirements.

The superintendent may develop administrative regulations or procedures to assist with the implementation of this policy and applicable procurement rules.

Goods and Services

The district will purchase goods and services through the following procedures, unless an exception applies:

1. **Small Procurement.** For purchases of goods and services with a contract price not exceeding \$25,000, the district can use any manner deemed practical or convenient, including direct selection or award. Amendments to a contract awarded through small procurement must be in accordance with OAR 137-047-0800.
2. **Intermediate Procurement.** For purchases of goods and services with a contract price exceeding \$25,000, but not exceeding \$250,000, the district shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the district will make a written record of the effort made. The district may negotiate with a

¹ Oregon Administrative Rules (OAR) 137-045 - 049

² See ORS 279A.065(5). {The LCRB can formally adopt the AG rules. If the LCRB formally adopts the rules, the district is required to review the AG rules each time there is a modification.}

prospective contractor to clarify the quote or offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.

3. Regular Procurement. For purchases exceeding \$250,000, the district will use competitive sealed bids (OAR 137-047-0255) or competitive sealed proposals (OAR 137-047-0260). Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-047-0800.
4. Emergency Procurements. In situations of emergency³, the LCRB or designee may authorize an emergency procurement. In an emergency procurement, the district is not required to follow general procurement requirements. The district must ensure competition for the contract that is reasonable and appropriate under the circumstances. The district must document the nature of the emergency and the method used for the selection of the contractor.
5. Sole-source Procurements. If the LCRB or designee determines that the goods or services are available from only one source, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:
 - a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
 - b. That the goods or services required to exchange software or data with other public or private agencies are available from only one source;
 - c. That the goods or services are for use in a pilot or experimental project; or
 - d. Other findings that support the conclusion that the goods or services are available from only one source.⁴
6. Special Procurements. “Special procurement” means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with ORS 279B.085, OAR 137-047-0285[, and] this policy [and administrative regulation DJC-AR - Exemptions from Competitive Bidding and Special Procurement].^{5}
7. Personal Services Contracts. “Personal services contract,” as used in this policy, means a contract whose primary purpose is to acquire specialized skills, knowledge and resources in the application of technical or scientific expertise, or the exercise of professional, artistic or management discretion or judgment.⁶ Unless otherwise designated by the LCRB, personal services contracts will be procured

³ “Emergency” means circumstances that:

1. Could not have been foreseen;
2. Create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and
3. Require prompt execution of a contract to remedy the condition.

⁴ If the contract does not exceed \$250,000, using intermediate procurement is likely less burdensome than sole source.

⁵ {If the LCRB has designated contracts or classes of contracts as special procurements, include this information along with reference to the LCRB action.}

⁶ This includes, but is not limited to, contracts for the services of an accountant, physician or dentist, educator, consultant (including a provider under an Architectural and Engineering Service Contract), broadcaster, or artist (including a photographer, filmmaker, painter, weaver or sculptor (OAR 137-045-0010(19))). Also includes architectural, engineering, photogrammatic

in accordance with applicable procurement laws. The LCRB may designate certain service contracts or classes of service contracts as personal services contracts and exempt them from competitive bidding.^{7} All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price. Personal service contractors may be required to qualify as independent contractors in accordance with applicable laws.⁸

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process in accordance with ORS 279B.030.

Public Improvements

“Public improvement” means a project for construction, reconstruction or major renovation on real property by or for the district.⁹ The district will contract for public improvements using the following procedures, unless an exception applies.

1. Public improvements contracts with a value of less than \$25,000 are exempt from competitive bidding.
2. Intermediate Procurements. For public improvement contracts not exceeding \$100,000, the district may utilize three quotes¹⁰:
 - a. The request for the quotes shall be in writing (unless not reasonably practicable)¹¹;
 - b. The request for quotes shall include the selection criteria and if the criteria are not of equal value, their relative value or ranking.

The district shall award the contract to the prospective contractor whose quote will best serve the interest of the district, based on the selection criteria. If the award is not made to the offeror and quote with the lowest price, the district will make a written record of the basis for the award. Amendments to a contract awarded via intermediate procurement may be increased in accordance with OAR 137-049-0160(6)-(7).

3. Regular Procurements. For purchases exceeding \$100,000, the district will use invitation to bid or request for proposals except as otherwise allowed by law. See OAR 137-049-0130 and OAR 137-

mapping, transportation planning or land surveying services procured under ORS 279C.105 (ORS 279C.100) and related services procured under ORS 279C.120 (ORS 279C.100(5)).

⁷ {If the LCRB has designated contracts or classes of contracts as personal services contracts, include this information along with reference to the LCRB action.}

⁸ See ORS 670.600 and OAR 459-005-0020.

⁹ Public improvement does not include:

1. Projects for which no funds of the district are directly or indirectly used, except for participation that is incidental or related primarily to project design or inspection; or
2. Emergency work, minor alternation, ordinary repair or maintenance necessary to preserve a public improvement.

¹⁰ If three quotes are not reasonably available, the district shall make a written record of the effort made to obtain these quotes.

¹¹ For Public Works Contracts, oral quotations may only be utilized in the event that written copies of prevailing wage rates are not required by the Bureau of Labor and Industries.

049-0640. Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-049-0910.

4. Emergency Procurements. Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.
5. Community Benefit Contracts. “Community benefit contract” means a public improvement contract that includes, but is not limited to, terms and conditions that require the contractor to:
 - a. Qualify as a training agent, as defined in ORS 660.010, or provide apprenticeship training that meets applicable federal and state standards for apprenticeship training;
 - b. Employ apprentices to perform a specified percentage of work hours that workers in apprentice able occupations perform on the community benefit project;
 - c. Provide employer -paid family health insurance; and
 - d. Meet any other requirements that the LCRB sets forth.

Community benefits contracts may be procured in accordance with ORS 279C.308.

6. Construction Manager/General Contractor (CM/GC) Procurement. The district shall procure CM/GC services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3) and OAR 137-049-0690, which requires “the assistance of legal counsel with substantial experience and necessary expertise in using the CM/GC Method, as well as knowledgeable staff, consultants or both staff and consultants who have demonstrated capability of managing the CM/GC process in the necessary disciplines of engineering, construction scheduling and cost control, accounting, legal, Public Contracting and project management.”

END OF POLICY

Legal Reference(s):

[ORS Chapter 279](#)
[ORS Chapter 279A](#)
[ORS Chapter 279B](#)
[ORS Chapter 279C](#)

[ORS 670.600](#)
[OAR Chapter 125](#), Divisions 246 -
249

[OAR Chapter 137](#), Divisions 045 -
049
[OAR 459-005-0020](#)

[OREGON PROCUREMENT MANUAL](#), Oregon Department of Administrative Services.

Ashland School District 5

Code: **DJCA**
Adopted: 12/11/06
Readopted: 5/08/17
Orig. Code(s): DJCA

Personal Services Contracts

The district may enter into personal services contracts with qualified professionals as provided by Oregon Revised Statute (ORS) 279A.055. "Personal services contracts," as used in this policy, shall be defined to include those services that require specialized technical, creative, professional or communication skills or talents, unique and specialized knowledge, or the exercise of discretionary judgment, and for which the quality of the service depends on attributes that are unique to the service provider. Such services shall include, but are not limited to: architects; engineers, surveyors; attorneys; accountants; auditors; computer programmers; artists; designers; performers; and consultants. The superintendent or designee shall have the authority to determine whether a particular service is a "personal service" under this definition. The district may enter into a personal services contract with a current district employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts for personal services in excess of \$75,000 shall require prior Board approval.

The superintendent will develop administrative regulations as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS Chapters 279](#)

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.107](#)

[ORS 670.600](#)

[OAR 459-010-0030](#)

INTERNAL REVENUE SERVICE, PUBLICATION 1779: INDEPENDENT CONTRACTOR OR EMPLOYEE (Rev. 3-2012).

Cross Reference(s):

DJC - Bidding Requirements

Ashland School District 5

Code: JHCD/JHCDA
Adopted: 11/10/03
Revised/Readopted: 3/14/16; 6/12/17; 4/25/22
Orig. Code: JHCD

Medications**

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to them self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

A current first-aid and CPR card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication. A request to the

¹ Under proper notice given to the district by a student or student's parent or guardian.

district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber².

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

⁴Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.

² A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

³ Subject to ORS 109.610, 109.640 and 109.675.

⁴ The district is not required to provide or administer this medication. If the district plans on providing and administering this medication this policy language and other associated bracketed policy language is required. If the district does not plan to provide or administer this medication, do not include this language or other associated bracketed language in this policy.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student’s self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug.

The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug.

The superintendent shall develop administrative regulations as needed to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)
[ORS 109.640](#)
[ORS 109.675](#)
[ORS 332.107](#)
[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)
[ORS 475.005 - 475.285](#)
[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 -055-0115](#)
[OAR 581-021-0037](#)
[OAR 581-022-2220](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

Ashland School District 5

Code: JHCD/JHCDA-AR
Revised/Reviewed: 3/14/16; 6/12/17; 4/25/22
Orig. Code: JHCD/JHCDA-AR

Medications**

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

1. Definitions

- a. “Medication” means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student’s Oregon licensed health care professional for asthma or severe allergies. ¹Medication also includes naloxone or any similar medication that is in any form available for the safe administration and that is designed to rapidly reverse an overdose of an opioid drug.
- b. “Prescription medication” means any medication that under federal or state law requires a prescription by a prescriber.
- c. “Nonprescription medication” means medication that under federal law does not require a prescription from a prescriber.
- d. “Adrenal crisis” means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- e. “Adrenal insufficiency” means adrenal insufficiency as defined in ORS 433.800.
- f. “Notice of a diagnosis of adrenal insufficiency” means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student’s primary care provider that includes the student’s diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- g. “Prescriber²” means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- h. “Qualified trainer” means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.

¹ If the district plans to provide and/or administer naloxone in the district this language and other associated bracketed language is required. If the district does not plan to provide and/or administer naloxone in the district do not include this language or other associated bracketed language.

² A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

- i. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.
- j. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- k. “Designated personnel” means the school personnel designated to administer medication pursuant to district policy and procedure.

2. Designated Staff/Training

- a. The principal will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, as required by Oregon law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
- b. The principal will ensure the training required by Oregon law is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality. Materials as recommended and/or approved by the ODE will be used.
- d. A copy of the district’s policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
- e. A statement that the designated personnel has received the required training will be signed by the staff member and filed in the district office.

3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

4. ³Administering Naloxone or Other Similar Medication to a Student or Other Individual

Naloxone or any other similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an opioid overdose.

³ Ibid. p. 1.

5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health Authority;
- c. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
 - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
 - (a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and

The written instruction from the prescriber for the administration of the medication to the student that includes:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration;
- (vi) Other special instructions from the prescriber, if any; and
- (vii) Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
 - (a) The nonprescription medication is necessary for the student to remain in school;

- (b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
- (c) The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions, if any; and
 - (vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- (d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- e. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication;
- f. Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documentation will be made on the district's *Medication Administration Error Report Form*. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
- (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
 - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a school setting.
 - (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
 - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
 - (b) The student's name affixed to the manufacturer's original container; and
 - (c) The permission to self-administer medication from a building administrator.
 - (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
 - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - (b) A written order from the student's prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.
- b. The student may have in their possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;

- c. Sharing and/or borrowing of any medication with another student is strictly prohibited;
 - d. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
 - e. Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;
 - f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
 - g. Permission for a student to administer medication to themselves may be revoked if the student violates the Board policy and/or this administrative regulation;
 - h. A student may be subject to discipline, up to and including expulsion, as appropriate;
 - i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.
8. Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students
- a. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above.
 - b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another district employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
 - c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
 - d. Medication will be secured as follows:
 - (1) Non-refrigerated medications will be stored in a locked cabinet, drawer or box used solely for the storage of medication;
 - (2) Medications requiring refrigeration will be stored in a separate refrigerator used solely for the storage of medication;
 - (3) Access to medication storage keys will be limited to the principal and designated personnel.
 - e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
 - f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

9. Emergency Response

- a. Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, school nurse and principal will be notified immediately.
- b. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a nonrecoverable fashion as follows:
 - (1) Medication will be removed from its original container and personal information will be destroyed;
 - (2) Solid medications will be crushed, mixed or dissolved in water, liquid medications will be mixed or dissolved in water; and
 - (3) Mixed with an undesirable substance, e.g., coffee grounds, kitty litter, flour; and
 - (4) Placed in impermeable non-descriptive containers, e.g., empty cans or sealable bags, and placed in the trash.

Prescriptions will be flushed down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so.

Other medication will be disposed of in accordance with established training procedures including sharps and glass.

- b. All medication will be disposed of by designated personnel in the presence of another school employee and documented as described in Section 10, below.

11. Transcribing, Recording and Record Keeping

- a. A medication log will be maintained for each student administered medication by the district. The medication log will include, but not be limited to:
 - (1) The name of the student, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of emergency and minor adverse reaction by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate medical file apart from the student's education record file unless otherwise related to the student's educational placement and/or

individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).

- c. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

OSBA Model Sample Administrative Regulation

Code: JHCD-AR

Adopted:

Medications**/*

{Required administrative regulation. The requirement comes from ORS 339.866 (2).}

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated district personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

1. Definitions¹

- a. ["Administer" means the direct application of a drug or device whether by injection, inhalation, ingestion, or any other means, to the body of a patient or research subject by: (1) a practitioner or the practitioner's authorized agent; or (2) the patient or research subject at the direction of the practitioner. (ORS 689.005)]
- b. "Adrenal crisis" means a sudden, severe worsening of symptoms associated with adrenal insufficiency, such as severe pain in the lower back, abdomen or legs, vomiting, diarrhea, dehydration, low blood pressure or loss of consciousness. (ORS 433.800)
- c. "Adrenal insufficiency" means a hormonal disorder that occurs when the adrenal glands do not produce enough adrenal hormones. (ORS 433.800)
- d. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention. (ORS 339.866)
- e. "Delegation" means a formal delegation of a nursing procedure by a registered nurse to district personnel in accordance with the Oregon Nurse Practice Act. (OAR Chapter 851)
- f. "Designated personnel" means the school personnel designated and trained to administer medication pursuant to district policy and procedure.
- g. "Medication" means medication that is not injected; premeasured doses of epinephrine that are injected; medication that is available for treating adrenal insufficiency; and Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug. "Medication" also means any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. "Medication" does not include nonprescription sunscreen. (ORS 339.866; ORS 339.867)
- h. "Nonprescription medication" means nonprescription drugs as defined in ORS 689.005, which means drugs that may be sold without prescription and that are prepackaged for use by the consumer and labeled in accordance with the requirements of the statutes and regulations of this state and the federal government. (OAR 581-021-0037)
- i. "Notice of a diagnosis of adrenal insufficiency" means written notice to the district from the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat

¹ There are several laws that apply to medications in schools. Some of these laws have unique definitions that may apply in specific situations. If the applicable law uses a definition that varies from the definition here, use the definition in the law.

adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered. (OAR 581-021-0037)

- j. ["Opioid overdose" means a medical condition that causes depressed consciousness, depressed respiratory function or the impairment of vital bodily functions as a result of ingesting opioids. (ORS 689.800)]
- k. "Prescriber²" means a "practitioner" as defined in ORS 689.005, which means a person licensed and operating within the scope of such license to prescribe, dispense, conduct research with respect to or administer drugs in the course of professional practice or research: (a) in this state; or (b) in another state or territory of the U.S. if the person does not reside in Oregon and is registered under the federal Controlled Substances Act. (OAR 581-021-0037)
- l. "Prescription medication" means a "prescription drug" as defined in ORS 689.005, which means a drug that is: required by federal law, prior to being dispensed or delivered, to be labeled with "Caution: Federal law prohibited dispensing without prescription" or "Caution: Federal law restricts this drug to use by or on the order of a licensed veterinarian"; or required by any applicable federal or state law or regulation to be dispensed on prescription only or is restricted to use by practitioners only.
- m. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust. (ORS 339.866)
- n. "Short-acting opioid antagonist" means any short-acting drug approved by the U.S. Food and Drug Administration for the complete or partial reversal of an opioid overdose. (ORS 689.800)

2. Designated Staff/Training

- a. Medications, including injectable medications, may be administered by trained personnel as part of a formal delegation by a registered nurse.
- b. The principal, in consultation with the school nurse, will designate district personnel authorized to administer prescription or nonprescription medication to a student which takes into account when the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school-or district-sponsored activities, and may include when a student is in a before-school or after-school care program on school-owned property when required by law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, policy and this administrative regulation.
- c. The district will provide staff who are designated personnel to administer prescription or nonprescription medication access to a school nurse.
- d. The principal will ensure the annual training required by Oregon law is provided to designated district personnel. Training must be conducted by a qualified trainer, which is a person who is familiar with the delivery of health services in a school setting and who is either a registered nurse licensed by the Oregon State Board of Nursing or a prescriber. District personnel designated to administer epinephrine, glucagon, and medication to treat adrenal insufficiency shall be trained using related training developed by the Oregon Health Authority (OHA). The first training and every third training thereafter shall be provided in-person³. During

² A registered nurse who is employed by a district or local public health authority to provide nursing services at a district may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the district for not more than 90 days.

³ An online training may qualify as "in-person" when these measures are met: content is provided via synchronous, interactive online sessions with a trainer and learners visible on screen; trainers must be licensed and work within their scope of practice;

- subsequent years, designated district personnel may complete an online training so long as a trainer is available following the training to answer questions and provide clarification.
- e. The training for district personnel will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, discussion of the following: safe storage, administration, handling and disposing of medications; accessibility of medication during an emergency; record keeping; whether response to medication should be monitored by designated personnel and the role of designated personnel in such monitoring; emergency medical response procedures following administration of the medication; confidentiality of health information; and assessment of gained knowledge. Training as recommended and/or approved by ODE will be used.
 - f. The district shall maintain documentation of district personnel's completion of training in accordance with OAR 166-400-0010.

3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained district personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic response, regardless of whether the student or individual has a prescription for epinephrine.

4. Administering Short-Acting Opioid Antagonists

[\[⁴}A short-acting opioid antagonist may be administered by any district personnel⁵ to any student or other individual, on school premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an overdose of an opioid drug.\]](#)

[The {principal} \[or {school} {district} nurse\] shall immediately notify the parent or guardian of a minor student enrolled in a school within the district when a short-acting opioid antagonist is administered to the student while at school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district.\]](#)

The district shall provide to the parent or legal guardian of each minor student enrolled in a school in the district information regarding short-acting opioid antagonists. The information will include at least:

- a. A description of short-acting opioid antagonists and their purpose;
- b. A statement regarding, in an emergency situation, the risks of administering to an individual a short-acting opioid antagonist and the risks of not administering to an individual a short-acting opioid antagonist;
- c. A statement identifying which schools in the district, if any, have short-acting opioid antagonists, and the necessary medical supplies to administer short-acting opioid antagonists, onsite and available for emergency situations; and

and include in-person, skills demonstration for training developed by the Oregon Health Authority for epinephrine, glucagon, and for medication to treat adrenal insufficiency.

⁴ {If the district plans to provide for, and administer a short-acting opioid antagonist, this bracketed language is highly recommended. If the district does not intend to provide and/or administer this medication, there is no requirement to include this language.}

⁵ Including district personnel who have not received medication administration training.

- d. A statement that a representative of the district may administer a short-acting opioid antagonist to a student in an emergency if the student appears to be unconscious and experiencing an opioid overdose.

5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a district-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and/or in transit to or from a school or a district-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal of the school the student attends will designate one or more district personnel to receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis;
- b. The designated personnel will successfully complete required training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis;
- c. The student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will develop an individualized health care plan for the student;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available district staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
 - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
 - (a) The written permission of the student's parent or guardian; and
 - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions from the prescriber, if any; and
 - (vii) Signature of the prescriber.

The prescription medication is provided in the original prescription packaging by the student's parent or guardian. The prescription label prepared by a pharmacist at the direction of the prescriber, will be sufficient to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
- (a) The nonprescription medication is necessary for the student to remain in school;
 - (b) The nonprescription medication is:
 - (i) Provided in the original manufacturer's container by the student's parent or guardian; or
 - (ii) Is part of the district's stock medication program in compliance with the Oregon Board of Pharmacy rules including OAR 855-035-0005.
 - (c) The written instruction and permission from the student's parent or guardian for the administration of the nonprescription medication⁶ includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions, if any; and
 - (vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- (d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

⁶ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 6.a.(2)(d).

- b. The principal or designee will require an individualized health care plan or allergy plan be developed for every student with a need to manage asthma or a known life-threatening allergy. A plan will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic responses, and include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity;
- c. A student being administered a medication may be monitored by designated personnel to monitor the student's response to the medication;
- d. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- e. It is the student's parent or guardian's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- f. It is the student's parent or guardian's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- g. In the event a student refuses medication, the parent or guardian will be notified immediately. No attempt will be made to administer medication to a student who refuses a medication;
- h. Any error in administration of a medication will be reported to the parent or guardian immediately and documented on a medication administration record. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- i. Medication shall not be administered until the necessary permission form and written instructions have been submitted and received as required by the district.

7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer prescription or nonprescription medication to themselves without assistance from designated personnel and is subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) The written permission from a parent or guardian and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
 - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a district setting.

- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication⁷ and must have:
 - (a) The written permission of the student’s parent or guardian;
 - (b) The student’s name affixed to the manufacturer’s original container; and
 - (c) The permission to self-administer medication from a building administrator.

- (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
 - (a) The written permission of the student’s parent or guardian; and
 - (b) A written order from the student’s prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

- b. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. A student may have in their possession only the amount of medication needed for that school day, except for manufacturer’s packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- d. The sharing and/or borrowing by a student of any medication with another student is strictly prohibited⁸;
- e. The district personnel will request backup medication, when the medication is to treat a student’s asthma or severe allergy emergency, from the student’s parent or guardian. Backup medication, if provided by a student’s parent or guardian, will be kept at the student’s school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
- g. The permission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;

⁷ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 7.a.(3).

⁸ [Except for short-acting opioid antagonists.]

- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student’s response to the medication[~~;~~ ~~;~~]
- j. ~~{The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.}~~

8. Handling, Monitoring and Safe Storage of Medication Supplies for Administration of Medication

- a. Any medication must be delivered to the school in its original manufacturer’s or current prescription container, accompanied by the permission form and written instructions, as required above.
- b. Prescription medication must always be the most current prescription and kept in the original, labeled container.
- c. Nonprescription medication must be kept in original manufacturer’s bottle or box.
- d. ~~{Never administer medication sent to school in unlabeled containers.}~~
- e. ~~{Never repackage medication into a plastic bag or other container for any reason.}~~
- f. ~~{Medication in any form categorized as a sedative, stimulant, anti-convulsive, narcotic analgesic or psychotropic medication will be counted or measured by designated personnel or parent or guardian in the presence of another district employee upon receipt [and initialed by the two individuals who counted or witnessed the procedure], documented in the student’s medication administration record (MAR) and routinely monitored during storage and administration. Any discrepancies will be reported to the [school] [district] nurse or principal immediately and documented in the student’s MAR. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.}~~
- g. Designated personnel will follow the written instructions of the prescriber and the student’s parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
- h. ~~{Medication will be secured as follows:~~
 - ~~(1) — Nonrefrigerated medications will be stored in a locked cabinet, drawer or box in a secure area;~~
 - ~~(2) — Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication in a secure area;~~
 - ~~(3) — Access to medication storage keys will be limited to the principal and designated personnel.}~~
- i.h. ~~{Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.}~~
- j.i. When medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student’s parent or guardian immediately.

9. Emergency Response

- a. Designated personnel will immediately call 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects and allergic reactions, including the administration of epinephrine. The parent or guardian[, ~~{school} [district] nurse}~~ and principal will be notified immediately.
- b. Adverse reactions which result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately.

- c. Any available district staff will immediately call 911 and the student’s parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.
- d. Any available staff will immediately call 911 when a short-acting opioid antagonist is administered to any student or other individual on district premises.

10. Disposal of Medications

- a. ~~Medication not picked up by the student’s parent or guardian, at the end of the school year or within {five} school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in the presence of another school employee. The medication may be disposed through a designated drug take-back collection program or in a nonrecoverable fashion as follows:~~
 - ~~(1) Medication will be removed from its original container and personal information will be destroyed;~~
 - ~~(2) Mix with an undesirable substance, e.g., coffee grounds, used cat litter;~~
 - ~~(3) Place in a plastic bag or other sealable container, e.g., such as an empty plastic container; and~~
 - ~~(4) Place the sealed container with the mixture in the trash as close to garbage pickup time as possible, to prevent theft and misuse.]~~
- b. {Prescriptions will never be flushed down the toilet or drain or burnt with other waste.}
- c. {Sharps and glass will be disposed of in accordance with state guidelines.}
- d. {All medication will be disposed of by designated personnel following DEQ guidelines and documented on the student’s MAR as described below.}

11. Transcribing, Recording and Record Keeping

- a. A medication administration record (MAR) will be maintained for each student administered medication by the district. {The MAR will be in paper⁹ or electronic form and will include, but not be limited to:
 - (1) The full name of the student, date of birth, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of emergency and minor adverse reaction by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.}
- b. A MAR for medication administered as part of an IEP goal should be maintained in the IEP record at the end of each school year.

⁹ If a paper record is kept, the record will be documented in blue or black ink, and never in pencil or with use of white-out.

- c. All records relating to administration of medications, including permissions and written instructions, will be maintained. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- d. All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- e. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with school personnel with a legitimate educational interest in the student or others authorized by the parent or guardian in writing or others as allowed under state and federal law.

Non-liability Provisions for Administration of Prescription and Nonprescription Medications and Short-Acting Opioid Antagonists

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee in good faith administers nonprescription medication to a student pursuant to written permission and instructions of the student's parents or guardian.

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee in compliance with the instructions of a physician, physician assistant, nurse practitioner, naturopathic physician or clinical nurse specialist, in good faith administers prescription medication to a student pursuant to written permission and instructions of the student's parents or guardian.

A person may not maintain an action for injury, death or loss that results from acts or omissions of a school administrator, teacher or other school employee during the administration of a short-acting opioid antagonist unless it is alleged and proved by the complaining party that the school administrator, teacher or other school employee was grossly negligent in administering the short-acting opioid antagonist unless other conditions exist and which are outlined in Oregon law in ORS 339.870.

The civil and criminal immunities provided for above do not apply to an act or omission accounting to gross negligence or willful and wanton misconduct.

Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in ORS 339.866, if the school administrator, school nurse, teacher or other school employee, in compliance with the instructions of the student's Oregon licensed health care professional, in good faith assists the student's self-administration of the medication, if the medication is available to the student pursuant to written permission and instructions of the student's parent, guardian or Oregon licensed health care professional.

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the use of medication if the school administrator, school nurse, teacher or other school employee in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-

administer the medication regardless of whether the student or individual has a prescription for epinephrine.

The district and the members of a district Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith administers auto injectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine; and the person administered the auto injectable epinephrine on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district.

The civil and criminal immunities described above (which are identified in ORS 339.871) do not apply to an act or omission to gross negligence or willful and wanton misconduct.†

OSBA Model Sample Policy

Code: JHCD

Adopted:

Medications**/*

{Required policy. The requirement for policy comes from ORS 339.866 (2).}

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

[A current first-aid/CPR/AED card is required for designated personnel.](#)

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

[¹] A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student’s parents or guardian.]

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

- [ORS 332.107](#)
- [ORS 339.866 - 339.871](#)
- [ORS 433.800 - 433.830](#)
- [ORS 689.800](#)
- [OAR 166-400-0010\(17\)](#)
- [OAR 166-400-0060\(29\)](#)
- [OAR 333-055-0000 - 0035](#)
- [OAR 581-021-0037](#)
- [OAR 581-022-2220](#)
- [OAR 851-047-0000 - 0030](#)

¹ {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.
House Bill 1552 (2024).

Ashland School District
 Board Personnel Report
 May 1, 2025

SITE	NAME	POSITION	STATUS	STATUS CHANGE	SALARY PLACEMENT EXCEPTION
AHS	Anirudh Sairam	Assistant Coach, Track	Temporary Service	NO	NONE
AHS	Christopher Reed Sorensen	Game Help	Temporary Service	NO	NONE
AHS	Lawrence Edward Alford	Spring Play Design and Technical Director	Temporary Service	NO	NONE
Maintenance	Kaelin Lotus Rodriguez	Custodian	Resignation	NO	NONE
Maintenance	Nicholas Wade Barker	Custodian	1.0 FTE	NO	NONE
Maintenance	Trevor Anthony Braal	Maintenance Worker II	1.0 FTE	NO	NONE
District Office	Rebecca Sullivan	Secretary II	Resignation	NO	NONE
Food Service	Casey Miller	Food Service Worker	Resignation	NO	NONE
Student Services	Susan Holt	Tutor	Temporary Service	NO	NONE

ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

May 2025 Full Time

SITE	K	1	2	3	4	5	6	7	8	9	10	11	12		
BELLVIEW	49	35	39	47	36	41								247	BELLVIEW
HELMAN	33	42	46	43	58	42								264	HELMAN
WALKER	37	40	37	38	42	47								241	WALKER
TRAILS	13	13	14	17	16	17	17	14	18					139	TRAILS
*Ashland CONNECT	0	1	0	3	3	4	4	6	6					27	CONNECT
AMS							163	159	191					513	AMS
AHS										222	191	209	198	820	AHS
WILLOW	19	20	22	21	23	22	25	24	19					195	WILLOW
Level 2 Program	0	0	0	0	1	1	0	1	0	1	1	0	0	5	L2P
ASD TOTALS	151	151	158	169	179	174	209	204	234	223	192	209	198	2451	TOTAL

	Enrollment History														
	2010	2011	2012	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
BELLVIEW				315	322	325	315	318	263	256	246	258	254	247	BELLVIEW
HELMAN				303	314	351	345	345	286	286	281	315	302	264	HELMAN
WALKER				299	342	343	337	344	275	277	226	221	241	241	WALKER
TRAILS				100	120	122	123	122	105	107	180	135	139	139	TRAILS
AMS				579	562	565	564	517	485	480	461	527	529	513	AMS
AHS				971	996	971	950	940	942	914	934	888	822	820	AHS
WILLOW				195	192	179	178	180	159	150	150	163	179	195	WILLOW
Ashland Connect				0	0	0	0	0	0	0	0	24	24	27	CONNECT
Level 2 Program														5	L2P
ASD TOTALS				2762	2848	2856	2812	2766	2515	2470	2478	2531	2490	2451	ASD TOTALS

	Monthly Enrollment									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2024-2025	2512	2507	2479	2468	2470	2472	2469	2457	2451	
2023-2024	2571	2553	2539	2532	2529	2541	2518	2505	2495	2490
2022-2023	2560	2563	2546	2552	2543	2543	2530	2538	2535	2531
2021-2022	2478	2487	2441	2449	2465	2483	2471	2476	2472	2443
2020-2021			2530	2515	2509	2505	2490	2491	2486	2470
2019-2020		2835	2825	2820	2804	2797	2781	2774	2763	2766
2018-2019		2897	2894	2881	2860	2846	2830	2842	2824	2812
2017-2018	2935	2922	2913	2912	2905	2897	2892	2878	2869	2856
2016-2017	2898	2897	2901	2929	2879	2864	2847	2845	2826	2848
2015-2016	2856	2852	2845	2875	2815	2814	2796	2793	2779	2812

NOTES:

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

Ashland School District 5

Code: BCBA -AR(2)
Adopted: 4/24/23

Application for Student School Board Representatives

Name: Milo Leiserson

City: Ashland

Year in School: Junior (11th grade)

School: Ashland High School

Why would you like to serve on the School Board (300 words or less)?

Earlier this year, I attended ~~an~~ the Ashland School Board meeting about the idea of using Lincoln Field as a grounds for more affordable housing in our city. At this experience exposed me to countless new interests, particularly getting to represent my school that is so important to countless students, and also branching out into the community that raised me. As I grow and mature, I have realized the importance of such community connections and how advocating for your beliefs can be so key in an accurate and satisfactory administration.

How would you provide value to the School Board if you were selected (300 words or less)?

I would provide value to the School Board with both my ~~inherent~~ strong moral compass and my unique position and subsequent perspective of our city, and more specifically, my school. With positions on two varsity sports teams as well as having taken Leadership courses for almost three years, I have experience with both hard work and thinking ahead to plan out various types of events. Additionally, having attended Willow Wind from Kindergarten through 8th grade, I understand the benefits and impacts a closely-knit community has, and how important it is.

Describe an aspect of school culture or policy that has impacted you (150 words or less).

Through upwards of a decade of schooling, I have experienced countless teachers, enrolled in innumerable classes, and received thousands of assignments or homework. Despite all of this, the most impactful aspect of school culture has been the discipline of showing up day in and day out, at 8:30 AM sharp. This has taught me both the importance of punctuality, and also the very transferable lesson that consistency yields success.

What impact would you seek to have on the Ashland School Board (150 words or less)?

The most prominent impact I would seek to have on the Ashland School Board would be to encourage justice, equality, and fair consideration by incorporating all these factors in the work I do, which will in turn inspire my peers to follow suit, and eventually leading to an ~~stronger~~ improved relationship between the Board and the citizens, a more thorough and attentive administration, and most importantly, a happier school district.


Can you commit to attending the meeting dates that have been approved by the School Board?

Yes No

Please list up to three teachers or staff members we can reach out to as a reference for you.

- 1) Sarah Weston
- 2) Tammy Anderson
- 3) Nancy Martin

Student Board members are appointed by the School Board in an advisory capacity. Appointees are selected from the completed applications; emails and letters of interest will not be considered. Please return completed form to your school principal.

Student Signature: 

Date: 3/20/25

Due 3/21

Ashland School District 5

Code: BCBA -AR(2)
Adopted: 4/24/23

Application for Student School Board Representatives

Name: Alice Camahan Home Phone:

Year in School: Junior - graduate 2026 School: Ashland High School

Why would you like to serve on the School Board (300 words or less)?

Being in AHS leadership and being the junior class co-president has made me realize that my passion is being involved in school events and improving AHS. I like being in leadership roles not because I enjoy the attention but because I believe I can be the voice for people who are too afraid to speak up. I believe I can bring these qualities to the school board and not just improve AHS but Ashland school district as a whole. If I was on the school board my main focus would be community. I want to create a more tight-knit community between Ashland students, alumni, parents, and supporters.

How would you provide value to the School Board if you were selected (300 words or less)?

My organization, public speaking skills and leadership would provide great value to the school board. I would be able to be the voice for so many students. I am in a vast variety of clubs and activities including soccer, softball, DECA, Key Club, and National Honor Society and I assume leadership roles in many of them. I would be able to be the connection between the school board and these clubs/activities and therefore foster a better relationship and a stronger community between them.

Describe an aspect of school culture or policy that has impacted you (150 words or less).

An aspect of school culture at AHS that is very important to me is the connection between students and teachers. I was once a scared and shy freshman who was coming from the Siskiyou school and had no idea what public high school would be like. Over the last 2 years I have gone from a scared freshman to a confident outgoing junior who loves to be involved at her school, and my teachers are so thankful for that. They were able to make me feel at home at AHS while Mrs. Pashy is one of my closest friends. The same teachers that helped me understand math, discover my love of history, and push me to become a leader at my school are also some of the most trusted adults I have in my life.

What impact would you seek to have on the Ashland School Board (150 words or less)?

I am a learner, a leader and a communicator. I would seek to create a tighter connection between the school board and the students in Ashland School District because I believe this would be a very mutually beneficial relationship. The students would have adults in leadership positions that they admire and trust and feel that they can speak to and the members of the board would have a better understanding of the needs of students and how they can make students feel more welcomed and safe in our district. I believe that I could foster this relationship by leading by example and representing every student in our district.

Can you commit to attending the meeting dates that have been approved by the School Board?

[X] Yes [] No

Please list up to three teachers or staff members we can reach out to as a reference for you.

- 1) Sarah Weston Sarah.Weston@ashland.k12.or.us
2) Tammy Anderson Tammy.Anderson@ashland.k12.or.us
3) Quin Haidane Quin.Haidane@ashland.k12.or.us

Student Board members are appointed by the School Board in an advisory capacity. Appointees are selected from the completed applications; emails and letters of interest will not be considered. Please return completed form to your school principal.

Student Signature: Alice Camahan

Date: 3/13/25

Due 3/21

Ashland School District 5

Code: BCBA -AR(2)
Adopted: 4/24/23

Application for Student School Board Representatives

Name: Kaya Hitz

Home Phone: _____

Year in School: Junior

School: Ashland High School

Why would you like to serve on the School Board (300 words or less)?

I would like to serve on the board due to my belief that I will be able to represent a large portion of our student population. From main team to soccer to leadership, I can express the struggles + issues of a broad range of students, and share the school board's agenda with them as well.

How would you provide value to the School Board if you were selected (300 words or less)?

I would be a valuable representative due to my connections + involvement. By being involved in various clubs, activities + sports, as well as hard classes, I have learned how to effectively manage my time in ways I can apply optimal effort. As a representative, I will apply myself + offer my strong work ethic to best represent the

Describe an aspect of school culture or policy that has impacted you (150 words or less).

One of my favorite things about Ashland High School is the tight-knit community. The wonderful community has supported me primarily through the relationships I've built with other athletes through sports, as well as support through the student store for DECA, among other ways + facets.

What impact would you seek to have on the Ashland School Board (150 words or less)?

I hope to further establish a culture of community by fostering trust, representation and communication between the Ashland students + school board. As class president, a leadership student, + a leader within many other activities, I believe I have the reach + connection to ensure all students feel represented + heard by the school board.

Can you commit to attending the meeting dates that have been approved by the School Board?

Yes No

Please list up to three teachers or staff members we can reach out to as a reference for you.

- 1) Quin Haldane
- 2) Carolyn Scott-Palietton
- 3) Jarah Weston

Student Board members are appointed by the School Board in an advisory capacity. Appointees are selected from the completed applications; emails and letters of interest will not be considered. Please return completed form to your school principal.

Student Signature: Kaya Hitz

Date: 3/3/25

Application for Student School Board Representatives – BCBA -AR(2)

Due 3/21

Ashland School District 5

Code: BCBA -AR(2)
Adopted: 4/24/23

Application for Student School Board Representatives

Name: Toby Pew

City: Medford Oregon
Year in School: 10th

School: Ashland High School

Why would you like to serve on the School Board (300 words or less)?

I would like to serve on the School board as I want to be an advocate for my fellow students. I feel it is my duty as a student in Leadership and one that enjoys public speaking, I exercise that ability in order to benefit students and people in the community.

How would you provide value to the School Board if you were selected (300 words or less)?

If selected I will provide value to the school board given my robust knowledge of how the district operates. During the 2024/2025 school year I served as alternate representative where I gained knowledge on where the district stands. That, in addition to leadership makes me a qualified candidate for this role.

Describe an aspect of school culture or policy that has impacted you (150 words or less).

One aspect of school culture that has impacted me has been the supportive and friendly community I have found at AHS. I always am encouraged and motivated to do my best, and be the best person I possibly can by the students around me. As a rep I would work to preserve this culture, and ensure everyone experiences it.

What impact would you seek to have on the Ashland School Board (150 words or less)?

If selected I would hope to impact the school board by providing them with advice that is reasonable, and would benefit the district and students. I hope to build connection with the board in a way where we can solve problems together for the benefit of students, staff and the community.

Can you commit to attending the meeting dates that have been approved by the School Board?

Yes No

Please list up to three teachers or staff members we can reach out to as a reference for you.

- 1) Steve Mitzel
- 2) Francisco LopezAtanes
- 3) Ms. Sarah Weston

Student Board members are appointed by the School Board in an advisory capacity. Appointees are selected from the completed applications; emails and letters of interest will not be considered. Please return completed form to your school principal.

Student Signature: Toby Pew

Date: 2/25/25



Construction containment in the library allowing critical off hours early work to begin.



ASHLAND SCHOOL DISTRICT CAPITAL BOND PROGRAM

END OF MONTH REPORT – APRIL 2025

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HMKCO.ORG



GENERAL PROGRAM UPDATE

During the month of April, the Ashland High School Modernization Project closeout continued to progress. While it doesn't appear to be very active regarding physical construction, the commissioning process is in full swing. Much of the efforts in the phase of the project are limited to remote mechanical spaces or achieved electronically.

On the other hand, the Science Building Seismic Retrofit is very visible. The boundaries of impacted areas have extended from the quad and building perimeter to the Library level interior. Containments in this area afford the contractor the opportunity to begin implementing new structural features that will prove to be vital in meeting the aggressive summer completion.

The Ashland High School staff and students have extended patience and displayed their willingness to accommodate these construction areas understanding that the result is a safer building and a fully renovated quad at the start of next school year.

PROJECT ADMINISTRATION

Project administration and accounting support are two key areas critical to Program success. This is a combined effort of HMK Company and ASD Accounting Department. In the month of April, we requested 1 additional purchase order and processed 12 invoices.

Contract Type	Number of Contracts	Value
Professional Service Agreements / Design Contracts	1	\$ 22,755,464
Construction Contracts	--	\$ 107,711,990



LOCAL VENDORS AND CONTRACTORS

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

ASHLAND AREA VENDORS and CONTRACTORS

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

Ashland Area, defined as Rogue Valley



ASHLAND MIDDLE SCHOOL & TRAILS

PROJECT ADDITION & RENOVATIONS TO EXISTING BUILDING

PROJECT DESCRIPTION

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

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

CURRENT ACTIVITIES

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

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



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

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

ACTIVITIES SCHEDULED FOR NEXT PERIOD

- Warranty Work

ADDITIONAL INFORMATION

For questions, comments or additional information, please contact:

Josh Whitaker, Project Manager
josh.whitaker@hmkco.org
541.601.3638



PROJECT PHOTO GALLERY

Combined Ashland Middle School and TRAILS Outdoor School Campus





TRAILS Outdoor School





Ashland Middle School





HELMAN ELEMENTARY SCHOOL

PROJECT ADDITION & RENOVATIONS TO EXISTING BUILDING

PROJECT DESCRIPTION

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

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

CURRENT ACTIVITIES

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



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

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

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

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

ACTIVITIES SCHEDULED FOR NEXT PERIOD

- N/A

ADDITIONAL INFORMATION

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

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



PROJECT PHOTO GALLERY

Completed Project





ASHLAND HIGH SCHOOL

PROJECT ASHLAND HIGH SCHOOL RENOVATION

PROJECT DESCRIPTION

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

SCHEDULE & KEY MILESTONES	START	COMPLETION	% CPL	COMMENT
Pre-Design & Schematics	01/27/20	10/02/20	100%	
Design Development	10/02/20	01/29/21	100%	
Construction Documents	01/29/21	1/31/24	100%	
Permits, Bid and Award	05/31/23	3/29/24	100%	
Construction	06/16/23	12/31/24	98%	
Substantial Completion	12/31/24	12/31/24	89%	
Post Occupancy Evaluation	TBD	TBD	0%	
Warranty Period	01/01/25	01/01/26	0%	TBD
Other				

CURRENT ACTIVITIES

During the month of April, the KNO team has completed nearly all scopes of work associated with the Modernization Project with exception to some final punch items. Delayed installation of electrical gear associated with the gym chiller was expected due to a long lead time issue but is now on the schedule to be completed this summer. The remaining tasks associated with project closeout are limited to commissioning, demonstration and training.

The Science Building Seismic Retrofit is in full swing in all accessible areas. The Ashland School District and more specifically Ashland High School staff and students have provided Outlier Construction with early access to the quad, Science Building exterior and isolated areas of the library. Early work of this nature requires very efficient lines of communication from all involved parties and strong cooperation from the contractor to effectively perform work off hours and restore spaces prior to school starting the following day. This collaboration will be the core reason that a project of this magnitude is able to be completed by August.



ACTIVITIES SCHEDULED FOR NEXT PERIOD

- Completion of punch list items
- Final commissioning of new electrical and mechanical systems
- Concrete footings and shear walls at the Science building exterior
- Excavation and concrete form work throughout the quad

ADDITIONAL INFORMATION

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

Josh Whitaker, Project Manager

josh.whitaker@hmkco.org

541.601.3638



PROJECT PHOTO GALLERY

New Shear Wall Footings at the Science Building





Construction Enclosures, Tree Protection and Access Paths at Quad





Construction Containment in the Library





WALKER ELEMENTARY SCHOOL

PROJECT ADDITION & RENOVATIONS PROJECT

PROJECT DESCRIPTION

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

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

CURRENT ACTIVITIES

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

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



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

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

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

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

ACTIVITIES SCHEDULED FOR NEXT PERIOD

- N/A

HIGHLIGHTS, CHALLENGES, SOLUTIONS

HIGHLIGHTS:

- Project completion.

CHALLENGES:

- No current challenges to note.

ADDITIONAL INFORMATION

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

Josh Whitaker, Project Manager

josh.whitaker@hmkco.org

541.601.3638



PROJECT PHOTO GALLERY

Aerial Photos of New Renovation and Addition







Placard Depicting the Seismic Upgrade through the Oregon Seismic Rehabilitation Grant





**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DISTRICT WIDE ROLLUP BUDGET
APRIL 30, 2025**

Project Expense	Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost				
Technology	\$ 3,420,000	\$ 3,912,749	\$ (513,525)	\$ 3,399,224
Restrooms	\$ 3,087,500	\$ -	\$ -	\$ -
Security	\$ 2,850,000	\$ 296,541	\$ 10,401	\$ 306,942
HVAC & MEP	\$ 13,569,000	\$ -	\$ -	\$ -
Transportation	\$ -	\$ 559,844	\$ 1	\$ 559,845
Bellview	\$ -	\$ 1,590,709	\$ 106,573	\$ 1,697,282
Maintenance	\$ -	\$ 676,982	\$ -	\$ 676,982
District Office	\$ -	\$ -	\$ -	\$ -
Asbestos Abatement	\$ 316,447	\$ -	\$ -	\$ -
Construction Contingency	\$ 1,348,640	\$ -	\$ 300,769	\$ 300,769
Construction Sub Total	\$ 24,591,587	\$ 7,036,825	\$ (95,781)	\$ 6,941,044
Soft Cost				
Administrative Cost				
Legal Fees	\$ 35,000	\$ -	\$ -	\$ -
Bond Counsel	\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost	* \$ -	\$ -	\$ -	\$ -
Builders Risk Insurance	\$ -	\$ -	\$ -	\$ -
Project Management	\$ 733,063	\$ -	\$ -	\$ -
Reimbursable Expenses	** \$ 48,870	\$ -	\$ -	\$ -
Communications	\$ -	\$ -	\$ -	\$ -
Sustainability	\$ -	\$ -	\$ -	\$ -
Site Cost				
Site Survey	\$ 30,000	\$ 2,270	\$ 30,000	\$ 32,270
Geo-Tech Report	\$ -	\$ -	\$ -	\$ -
Planning Cost				
Design Fees	\$ 2,026,632	\$ 117,637	\$ 164,421	\$ 282,058
A & E Reimbursable Expenses	\$ 41,670	\$ -	\$ 10,000	\$ 10,000
Commissioning	\$ 145,267	\$ 183,995	\$ (15,995)	\$ 168,000
Printing & Plan Distribution	\$ 9,416	\$ -	\$ -	\$ -
Hazardous Materials Consultant	\$ 138,808	\$ 20,890	\$ 460	\$ 21,350
Construction Testing	\$ -	\$ -	\$ -	\$ -
Constructability Review	\$ 72,634	\$ -	\$ -	\$ -
Plan Review & Building Permits	\$ 250,971	\$ 60,724	\$ 46,754	\$ 107,478
Special Inspection and Testing	\$ 50,053	\$ -	\$ 21,000	\$ 21,000
Miscellaneous Fees	\$ -	\$ 43,513	\$ (11,213)	\$ 32,300
Ed Specs	\$ -	\$ -	\$ -	\$ -
Kitchen	\$ -	\$ -	\$ -	\$ -
Miscellaneous				
Legal Advertisements	\$ 4,823	\$ 1,217	\$ 3,690	\$ 4,907
Furniture, Fixtures, and Equipment (FF&E)	\$ -	\$ 7,631	\$ 17,369	\$ 25,000
Technology	\$ -	\$ 40,623	\$ 377	\$ 41,000
Technology (Design)	\$ 210,634	\$ 1,847	\$ 26,830	\$ 28,677
Acoustics	\$ 36,317	\$ -	\$ -	\$ -
Criminal Background Checks	\$ 3,162	\$ -	\$ -	\$ -
System Development Charges	\$ -	\$ -	\$ -	\$ -
Value Engineering	\$ 72,634	\$ -	\$ -	\$ -
Utility Connection Fee	\$ 116,214	\$ -	\$ -	\$ -
Unallocated Owner Contingency	\$ 2,964,431	\$ -	\$ 37,587	\$ 37,587
Inflation	\$ 1,885,566	\$ -	\$ 74,433	\$ 74,433
Sub Total Soft Cost	\$ 8,876,165	\$ 480,347	\$ 405,713	\$ 886,060
Total Project Cost	\$ 33,467,752	\$ 7,517,173	\$ 309,932	\$ 7,827,104

* Budget has been moved to the Project Level

**Budget has been moved to the Program Level



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
PROGRAM LEVEL BUDGET
APRIL 30, 2025**

Program Revenue ¹	Original Budget	Received to Date	Allocated to Date	Unallocated Balance	Revised Budget
Bond and Other Proceeds					
Bond Proceeds	\$ 107,380,000	\$ 107,380,000	\$ 107,380,000	\$ -	\$ 107,380,000
Bond Premium	\$ 22,436,690	\$ 22,436,690	\$ 20,743,997	\$ 1,692,692	\$ 22,436,690
OSCIM Grant (Ashland Middle School)	\$ 1,032,927	\$ 4,000,000	\$ 4,000,000	\$ -	\$ 4,000,000
Seismic (Walker)	\$ 2,500,000	\$ 2,497,447	\$ 2,497,447	\$ -	\$ 2,497,447
Seismic (Walker-Gymnasium)	\$ -	\$ 1,834,325	\$ 1,834,325	\$ -	\$ 1,834,325
Seismic (Ashland High School)	\$ -	\$ 2,011,704	\$ 2,500,000	\$ -	\$ 2,500,000
Seismic (Ashland High School Science)	\$ -	\$ -	\$ 2,500,000	\$ -	\$ 2,500,000
Investment Interest	\$ 5,000,000	\$ 5,864,180	\$ 4,628,566	\$ 1,235,614	\$ 5,864,180
Miscellaneous	\$ -	\$ 292,968	\$ -	\$ 292,968	\$ 292,968
Total Revenue	\$ 138,349,617	\$ 146,317,313	\$ 146,084,335	\$ 3,221,274	\$ 149,305,609

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

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
PROGRAM BUDGET
APRIL 30, 2025**

	Original Budget	Paid to Date	Remaining Balance	Revised Budget
Program Expense				
District Wide Programs	\$ 24,591,587	\$ 7,036,825	\$ (95,781)	\$ 6,941,044
District Wide Solar Projects	\$ -	\$ 931,886	\$ 718,912	\$ 1,650,798
Helman Elementary	\$ 11,294,084	\$ 15,367,756	\$ (232,685)	\$ 15,135,071
Walker Elementary	\$ 11,252,185	\$ 30,130,377	\$ 87,160	\$ 30,217,537
Ashland Middle School	\$ 21,960,270	\$ 35,813,522	\$ (366,146)	\$ 35,447,376
Ashland High School	\$ 9,124,089	\$ 22,763,883	\$ 4,853,206	\$ 27,617,089
Willow Wind Learning Center	\$ -	\$ 1,732,696	\$ 1,732	\$ 1,734,428
Construction Sub Total	\$ 78,222,215	\$ 113,776,945	\$ 4,966,398	\$ 118,743,343
Soft Cost				
Administrative Cost				
Legal Fees	\$ 100,000	\$ 28,044	\$ (4,630)	\$ 23,414
Bond Counsel	\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost	\$ 625,293	\$ 625,293	\$ -	\$ 625,293
Builders Risk Insurance	\$ -	\$ 80,126	\$ (7,926)	\$ 72,200
Project Management	\$ 2,274,483	\$ 4,637,321	\$ (628,457)	\$ 4,008,864
Reimbursable Expenses	\$ 151,631	\$ 328,755	\$ (1,788)	\$ 326,967
Communications	\$ -	\$ 199,367	\$ (6,095)	\$ 193,272
Sustainability	\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees (Bank, consulting)	\$ -	\$ 415,083	\$ (109,434)	\$ 305,649
Ashland SD Staff	\$ -	\$ 1,322,706	\$ (465,070)	\$ 857,636
Lincoln Elementary	\$ -	\$ 42,354	\$ 446	\$ 42,800
District Wide Roofing Project	\$ -	\$ 46,200	\$ -	\$ 46,200
Site Cost				
Site Survey	\$ 213,903	\$ 148,384	\$ 9,339	\$ 157,723
Geo-Tech Report	\$ 123,179	\$ 109,323	\$ 15,411	\$ 124,734
Planning Cost				
Design Fees	\$ 7,414,694	\$ 8,580,918	\$ (401,117)	\$ 8,179,800
A & E Reimbursable Expenses	\$ 144,431	\$ 35,420	\$ 81,103	\$ 116,523
Commissioning	\$ 334,589	\$ 393,279	\$ (32,970)	\$ 360,309
Printing & Plan Distribution	\$ 31,288	\$ 1,724	\$ 55	\$ 1,779
Hazardous Materials Consultant	\$ 418,761	\$ 552,357	\$ (76,501)	\$ 475,856
Construction Testing	\$ -	\$ -	\$ -	\$ -
Constructability Review	\$ 285,616	\$ 573,003	\$ 470	\$ 573,473
Plan Review & Building Permits	\$ 764,778	\$ 3,355,136	\$ 162,077	\$ 3,517,213
Special Inspection and Testing	\$ 391,469	\$ 864,105	\$ (323,400)	\$ 540,705
Miscellaneous Fees	\$ 205,522	\$ 1,058,930	\$ (216,726)	\$ 842,204
Ed Specs	\$ 73,532	\$ -	\$ -	\$ -
Kitchen	\$ 32,940	\$ -	\$ -	\$ -
Miscellaneous				
Legal Advertisements	\$ 12,823	\$ 1,457	\$ 5,450	\$ 6,907
Furniture, Fixtures, and Equipment (FF&E)	\$ 2,569,031	\$ 2,666,350	\$ 72,489	\$ 2,738,839
Technology	\$ 404,005	\$ 466,937	\$ 20,763	\$ 487,700
Technology (Design)	\$ 467,536	\$ 7,252	\$ 63,223	\$ 70,475
Acoustics	\$ 113,387	\$ -	\$ -	\$ -
Criminal Background Checks	\$ 9,862	\$ 12,213	\$ (130)	\$ 12,083
System Development Charges	\$ 332,544	\$ 19,692	\$ (600)	\$ 19,092
Value Engineering	\$ 194,985	\$ -	\$ -	\$ -
Utility Connection Fee	\$ 116,214	\$ -	\$ -	\$ -
Unallocated Owner Contingency	\$ 9,104,657	\$ -	\$ 38,849	\$ 38,849
Inflation	\$ 6,111,120	\$ -	\$ 74,433	\$ 74,433
Sub Total Soft Cost	\$ 33,022,273	\$ 26,571,729	\$ (1,730,736)	\$ 24,840,992
Total Project Cost	\$ 111,244,488	\$ 140,348,673	\$ 3,235,662	\$ 143,584,335



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
PROGRAM LEVEL BUDGET
APRIL 30, 2025**

Program Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Soft Cost					
Legal Fees		\$ -	\$ 26,896	\$ (3,482)	\$ 23,414
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ 625,293	\$ 625,293	\$ -	\$ 625,293
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management	12	\$ -	\$ 4,275,868	\$ (307,004)	\$ 3,968,864
Reimbursable Expenses	11	\$ -	\$ 311,211	\$ 356	\$ 311,567
Communications	11	\$ -	\$ 199,367	\$ (6,095)	\$ 193,272
Sustainability		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks	10,11	\$ -	\$ 12,213	\$ (130)	\$ 12,083
Printing & Plan Distribution	10	\$ -	\$ 779	\$ -	\$ 779
Miscellaneous Fees (Bank, consulting)	11	\$ -	\$ 415,083	\$ (109,434)	\$ 305,649
Ashland SD Staff	11,12	\$ -	\$ 1,322,706	\$ (465,070)	\$ 857,636
Lincoln Elementary		\$ -	\$ 42,354	\$ 446	\$ 42,800
District Wide Roofing Project		\$ -	\$ 46,200	\$ -	\$ 46,200
Sub Total Soft Cost		\$ 625,293	\$ 7,277,969	\$ (890,412)	\$ 6,387,557

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

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**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DW RESTROOMS BUDGET
APRIL 30, 2025**

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

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DW SECURITY BUDGET
APRIL 30, 2025**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	10	\$ 2,850,000	\$ 296,541	\$ 10,401	\$ 306,942
Asbestos		\$ -	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency		\$ 150,000	\$ -	\$ 137,207	\$ 137,207
Construction Sub Total		\$ 3,000,000	\$ 296,541	\$ 147,608	\$ 444,149
Soft Cost					
Administrative Cost					
Legal Fees		\$ 5,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ 90,000	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 6,000	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ 30,000	\$ -	\$ 30,000	\$ 30,000
Geo-Tech Report		\$ -	\$ -	\$ -	\$ -
Planning Cost					
Design Fees		\$ 210,000	\$ -	\$ 171,500	\$ 171,500
A & E Reimbursable Expenses		\$ 6,000	\$ -	\$ -	\$ -
Commissioning		\$ -	\$ -	\$ -	\$ -
Printing & Plan Distribution		\$ 2,100	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ -	\$ -	\$ -	\$ -
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits		\$ 30,000	\$ -	\$ 18,000	\$ 18,000
Special Inspection and Testing		\$ 21,000	\$ -	\$ 21,000	\$ 21,000
Miscellaneous Fees		\$ -	\$ -	\$ -	\$ -
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 1,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$ -	\$ -	\$ -
Technology		\$ -	\$ -	\$ -	\$ -
Technology (Design)		\$ 30,000	\$ -	\$ 27,000	\$ 27,000
Acoustics		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 500	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	6	\$ 375,000	\$ -	\$ 10,852	\$ 10,852
Inflation	7,8,9,10	\$ 228,396	\$ -	\$ 74,433	\$ 74,433
Sub Total Soft Cost		\$ 1,034,996	\$ -	\$ 352,785	\$ 352,785
Total Project Cost		\$ 4,034,996	\$ 296,541	\$ 500,393	\$ 796,934

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DW HVAC & MEP BUDGET
APRIL 30, 2025**

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

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DW TECHNOLOGY BUDGET
APRIL 30, 2025**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	8/9	\$ 3,420,000	\$ 3,912,749	\$ (513,525)	\$ 3,399,224
Asbestos		\$ -	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency		\$ 180,000	\$ -	\$ -	\$ -
Construction Sub Total		\$ 3,600,000	\$ 3,912,749	\$ (513,525)	\$ 3,399,224
Soft Cost					
Administrative Cost					
Legal Fees		\$ 5,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ 108,000	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 7,200	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ -	\$ -	\$ -	\$ -
Geo-Tech Report		\$ -	\$ -	\$ -	\$ -
Planning Cost					
Design Fees		\$ -	\$ -	\$ -	\$ -
A & E Reimbursable Expenses		\$ -	\$ -	\$ -	\$ -
Commissioning		\$ -	\$ -	\$ -	\$ -
Printing & Plan Distribution		\$ -	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ -	\$ -	\$ -	\$ -
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits	9	\$ 36,000	\$ -	\$ -	\$ -
Special Inspection and Testing		\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees		\$ -	\$ -	\$ -	\$ -
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements	9	\$ 1,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$ -	\$ -	\$ -
Technology		\$ -	\$ -	\$ -	\$ -
Technology (Design)	9	\$ 108,000	\$ 1,847	\$ (170)	\$ 1,677
Acoustics		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 1,000	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	6	\$ 360,000	\$ -	\$ -	\$ -
Inflation		\$ 253,572	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 879,772	\$ 1,847	\$ (170)	\$ 1,677
Total Project Cost		\$ 4,479,772	\$ 3,914,597	\$ (513,696)	\$ 3,400,901

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
TRANSPORTATION BUDGET
APRIL 30, 2025**

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

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
BELLVIEW BUDGET
APRIL 30, 2025**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	6	\$ -	\$ 352,879	\$ 54,763	\$ 407,642
Asbestos		\$ -	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Phase 2	5,6	\$ -	\$ 1,237,830	\$ 51,810	\$ 1,289,640
Construction Contingency	6	\$ -	\$ -	\$ 144,186	\$ 144,186
Construction Sub Total		\$ -	\$ 1,590,709	\$ 250,759	\$ 1,841,468
Soft Cost					
Administrative Cost					
Legal Fees		\$ -	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ -	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ -	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey	4	\$ -	\$ 2,270	\$ -	\$ 2,270
Geo-Tech Report		\$ -	\$ -	\$ -	\$ -
Planning Cost					
Design Fees	4,7	\$ -	\$ 55,927	\$ (7,234)	\$ 48,693
A & E Reimbursable Expenses		\$ -	\$ -	\$ 5,000	\$ 5,000
Commissioning	4,7	\$ -	\$ 141,992	\$ (18,992)	\$ 123,000
Printing & Plan Distribution	7	\$ -	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ -	\$ 4,540	\$ 460	\$ 5,000
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits		\$ -	\$ 8,508	\$ 21,405	\$ 29,913
Special Inspection and Testing		\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees		\$ -	\$ 32,270	\$ (13,270)	\$ 19,000
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ -	\$ 404	\$ 2,096	\$ 2,500
Furniture, Fixtures, and Equipment (FF&E)		\$ -	\$ -	\$ -	\$ -
Technology		\$ -	\$ -	\$ -	\$ -
Technology (Design)		\$ -	\$ -	\$ -	\$ -
Acoustics		\$ -	\$ -	\$ -	\$ -
Criminal Background Checks		\$ -	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	4,7	\$ -	\$ -	\$ -	\$ -
Inflation		\$ -	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ -	\$ 245,912	\$ (10,536)	\$ 235,376
Total Project Cost		\$ -	\$ 1,836,621	\$ 240,223	\$ 2,076,844

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
MAINTENANCE BLDG BUDGET
APRIL 30, 2025**

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

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

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**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
HELMAN ELEMENTARY SCHOOL BUDGET
APRIL 30, 2025**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	13	\$ 10,576,000	\$ 15,367,756	\$ (232,685)	\$ 15,135,071
Asbestos		\$ 189,259		\$ -	\$ -
Seismic Retro Upgrade				\$ -	
1.5% Solar (Total Project Major Building)				\$ -	\$ -
Construction Contingency	13	\$ 528,825	\$ -	\$ -	\$ -
Construction Sub Total		\$ 11,294,084	\$ 15,367,756	\$ (232,685)	\$ 15,135,071
Soft Cost					
Administrative Cost					
Legal Fees		\$ 15,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ 10,869	\$ 131	\$ 11,000
Project Management		\$ 338,823	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 22,588	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ 22,588	\$ 16,151	\$ -	\$ 16,151
Geo-Tech Report		\$ 33,882	\$ 22,170	\$ 30	\$ 22,200
Planning Cost					
Design Fees	13	\$ 1,129,408	\$ 1,213,367	\$ 0	\$ 1,213,367
A & E Reimbursable Expenses		\$ 22,588	\$ 271	\$ 0	\$ 271
Commissioning		\$ 56,470	\$ 42,420	\$ 1,000	\$ 43,420
Printing & Plan Distribution		\$ 2,500	\$ -	\$ -	\$ -
Hazardous Materials Consultant	13	\$ 56,470	\$ 79,820	\$ 13,200	\$ 93,020
Constructability Review		\$ 56,470	\$ 75,000	\$ 470	\$ 75,470
Plan Review & Building Permits		\$ 112,941	\$ 640,326	\$ 8,448	\$ 648,774
Special Inspection and Testing		\$ 79,059	\$ 144,118	\$ 38,102	\$ 182,220
Miscellaneous Fees	13,14	\$ 45,176	\$ 99,456	\$ 1,978	\$ 101,434
Ed Specs		\$ 22,588	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 2,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)		\$ 564,704	\$ 586,301	\$ (3,362)	\$ 582,939
Technology		\$ 112,941	\$ -	\$ -	\$ -
Technology (Design)		\$ 56,470	\$ 5,404	\$ 96	\$ 5,500
Acoustics		\$ 16,941	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 2,000	\$ -	\$ -	\$ -
System Development Charges	13,14	\$ 112,941	\$ -	\$ -	\$ -
Value Engineering		\$ 56,470	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency		\$ 1,129,408	\$ -	\$ -	\$ -
Inflation		\$ 921,871	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 4,992,297	\$ 2,935,673	\$ 60,093	\$ 2,995,766
Total Project Cost		\$ 16,286,381	\$ 18,303,429	\$ (172,592)	\$ 18,130,837

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
WALKER ELEMENTARY SCHOOL BUDGET
APRIL 30, 2025**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	15	\$ 8,533,000	\$ 26,829,423	\$ 197,268	\$ 27,026,691
Asbestos		\$ 42,535	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ 2,250,000	\$ 1,535,626	\$ 77,795	\$ 1,613,421
Science Works		\$ -	\$ 88,667	\$ 333	\$ 89,000
Modular Rental			\$ 1,676,661	\$ (188,236)	\$ 1,488,425
Construction Contingency	15	\$ 426,650	\$ -	\$ (0)	\$ (0)
Construction Sub Total		\$ 11,252,185	\$ 30,130,377	\$ 87,160	\$ 30,217,537
Soft Cost					
Administrative Cost					
Legal Fees		\$ 15,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance	14	\$ -	\$ 69,257	\$ (8,057)	\$ 61,200
Project Management		\$ 270,066	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 18,004	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ 90,022	\$ 28,177	\$ 1,637	\$ 29,814
Geo-Tech Report		\$ 18,004	\$ 26,462	\$ (0)	\$ 26,462
Planning Cost					
Design Fees	14	\$ 1,150,218	\$ 1,986,657	\$ (19,165)	\$ 1,967,492
A & E Reimbursable Expenses		\$ 18,004	\$ 415	\$ 17,589	\$ 18,004
Commissioning		\$ 45,011	\$ 92,144	\$ (18,259)	\$ 73,885
Printing & Plan Distribution		\$ 2,000	\$ 945	\$ 55	\$ 1,000
Hazardous Materials Consultant		\$ 90,022	\$ 147,085	\$ 4,537	\$ 151,622
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ 45,011	\$ 75,000	\$ -	\$ 75,000
Plan Review & Building Permits		\$ 90,022	\$ 892,242	\$ 4,718	\$ 896,960
Special Inspection and Testing	14	\$ 63,015	\$ 139,809	\$ (26,719)	\$ 113,090
Miscellaneous Fees	16,17	\$ 36,009	\$ 418,679	\$ (132,529)	\$ 286,150
Ed Specs		\$ 18,004	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 2,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)	14	\$ 450,109	\$ 868,562	\$ 3,338	\$ 871,900
Technology	14	\$ 90,022	\$ 238,419	\$ 4,202	\$ 242,621
Technology (Design)		\$ 45,011	\$ -	\$ -	\$ -
Acoustics		\$ 13,503	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 1,200	\$ -	\$ -	\$ -
System Development Charges	16	\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency		\$ 1,125,273	\$ -	\$ -	\$ -
Inflation		\$ 746,863	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 4,442,393	\$ 4,983,854	\$ (168,653)	\$ 4,815,200
Total Project Cost		\$ 15,694,578	\$ 35,114,231	\$ (81,494)	\$ 35,032,737

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
ASHLAND MIDDLE SCHOOL BUDGET
APRIL 30, 2025**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Maximum Allowable Construction Cost (MACC)	18	\$ 20,500,000	\$ 35,813,522	\$ (366,146)	\$ 35,447,376
Asbestos		\$ 384,870	\$ -	\$ -	\$ -
Seismic Retro Upgrade		\$ -	\$ -	\$ -	\$ -
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency		\$ 1,075,400	\$ -	\$ 0	\$ 0
Construction Sub Total		\$ 21,960,270	\$ 35,813,522	\$ (366,146)	\$ 35,447,376
Soft Cost					
Administrative Cost					
Legal Fees		\$ 20,000	\$ -	\$ -	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management		\$ 658,808	\$ -	\$ -	\$ -
Reimbursable Expenses		\$ 43,921	\$ -	\$ -	\$ -
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey	17	\$ 43,921	\$ 24,226	\$ 690	\$ 24,916
Geo-Tech Report		\$ 43,921	\$ 37,264	\$ 2,736	\$ 40,000
Planning Cost					
Design Fees		\$ 2,196,027	\$ 2,359,606	\$ 83,084	\$ 2,442,690
A & E Reimbursable Expenses		\$ 43,921	\$ 34,400	\$ 35,600	\$ 70,000
Commissioning		\$ 87,841	\$ 53,220	\$ -	\$ 53,220
Printing & Plan Distribution		\$ 15,372	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ 87,841	\$ 149,293	\$ 2,057	\$ 151,350
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ 65,881	\$ 88,403	\$ -	\$ 88,403
Plan Review & Building Permits		\$ 219,603	\$ 1,127,525	\$ 186	\$ 1,127,711
Special Inspection and Testing		\$ 153,722	\$ 115,193	\$ 3,749	\$ 118,942
Miscellaneous Fees	17	\$ 87,841	\$ 300,136	\$ (20,886)	\$ 279,250
Ed Specs		\$ 32,940	\$ -	\$ -	\$ -
Kitchen		\$ 32,940	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 2,000	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)		\$ 1,098,014	\$ 1,154,444	\$ (4,444)	\$ 1,150,000
Technology	16	\$ 109,801	\$ 56,821	\$ 15,964	\$ 72,785
Technology (Design)		\$ 109,801	\$ -	\$ -	\$ -
Acoustics		\$ 32,940	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 2,000	\$ -	\$ -	\$ -
System Development Charges		\$ 219,603	\$ 4,350	\$ (600)	\$ 3,750
Value Engineering		\$ 65,881	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency		\$ 2,745,034	\$ -	\$ -	\$ -
Inflation		\$ 1,810,791	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 10,030,365	\$ 5,504,880	\$ 118,137	\$ 5,623,017
Total Project Cost		\$ 31,990,635	\$ 41,318,402	\$ (248,009)	\$ 41,070,393

15. Reallocated within Budget (01.31.23)

16. Reallocated \$26k from Security (03.31.23)

17. Reallocated within Budget (05.31.23)

18. Reallocated from Investment Inc (06.30.23)



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
ASHLAND HIGH SCHOOL BUDGET
APRIL 30, 2025**

Project Expense		Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost					
Phase II: HVAC		\$ -	\$ 19,876,055	\$ (9,352,391)	\$ 10,523,664
Maximum Allowable Construction Cost (MACC)		\$ 8,544,000	\$ 2,887,828	\$ 10,954,172	\$ 13,842,000
Asbestos		\$ 152,889	\$ -	\$ 152,889	\$ 152,889
Seismic Retro Upgrade	13	\$ -	\$ -	\$ 2,500,000	\$ 2,500,000
1.5% Solar (Total Project Major Building)		\$ -	\$ -	\$ -	\$ -
Construction Contingency	13	\$ 427,200	\$ -	\$ 598,536	\$ 598,536
Construction Sub Total		\$ 9,124,089	\$ 22,763,883	\$ 4,853,206	\$ 27,617,089
Soft Cost					
Administrative Cost					
Legal Fees		\$ 15,000	\$ 1,148	\$ (1,148)	\$ -
Bond Counsel		\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost		\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance		\$ -	\$ -	\$ -	\$ -
Project Management	18	\$ 273,723	\$ 361,454	\$ (321,454)	\$ 40,000
Reimbursable Expenses	17	\$ 18,248	\$ 17,545	\$ (2,145)	\$ 15,400
Communications		\$ -	\$ -	\$ -	\$ -
Sustainability		\$ -	\$ -	\$ -	\$ -
Site Cost					
Site Survey		\$ 27,372	\$ 51,422	\$ (850)	\$ 50,572
Geo-Tech Report		\$ 27,372	\$ 36,465	\$ (393)	\$ 36,072
Planning Cost					
Design Fees	19	\$ 912,409	\$ 2,695,140	\$ (618,608)	\$ 2,076,532
A & E Reimbursable Expenses		\$ 18,248	\$ 334	\$ 17,914	\$ 18,248
Commissioning		\$ -	\$ -	\$ -	\$ -
Printing & Plan Distribution		\$ 2,000	\$ -	\$ -	\$ -
Hazardous Materials Consultant		\$ 45,620	\$ 144,376	\$ (96,756)	\$ 47,620
Construction Testing		\$ -	\$ -	\$ -	\$ -
Constructability Review		\$ 45,620	\$ 334,600	\$ 0	\$ 334,600
Plan Review & Building Permits		\$ 91,241	\$ 553,328	\$ 89,642	\$ 642,970
Special Inspection and Testing		\$ 45,620	\$ 461,152	\$ (359,532)	\$ 101,620
Miscellaneous Fees	19	\$ 36,496	\$ 140,884	\$ (56,080)	\$ 84,804
Ed Specs		\$ -	\$ -	\$ -	\$ -
Kitchen		\$ -	\$ -	\$ -	\$ -
Miscellaneous					
Legal Advertisements		\$ 2,000	\$ 240	\$ 1,760	\$ 2,000
Furniture, Fixtures, and Equipment (FF&E)		\$ 456,204	\$ 40,877	\$ 59,123	\$ 100,000
Technology		\$ 91,241	\$ 131,075	\$ 219	\$ 131,294
Technology (Design)		\$ 45,620	\$ -	\$ 36,298	\$ 36,298
Acoustics		\$ 13,686	\$ -	\$ -	\$ -
Criminal Background Checks		\$ 1,500	\$ -	\$ -	\$ -
System Development Charges		\$ -	\$ -	\$ -	\$ -
Value Engineering		\$ -	\$ -	\$ -	\$ -
Utility Connection Fee		\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	17,18	\$ 1,140,511	\$ -	\$ 1,262	\$ 1,262
Inflation	19	\$ 746,029	\$ -	\$ -	\$ -
Sub Total Soft Cost		\$ 4,055,760	\$ 4,969,530	\$ (1,250,746)	\$ 3,719,292
Total Project Cost		\$ 13,179,849	\$ 27,733,921	\$ 3,602,460	\$ 31,336,381

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
WILLOW WIND LEARNING CENTER
APRIL 30, 2025**

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

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



**ASHLAND SCHOOL DISTRICT
CAPITAL CONSTRUCTION
DISTRICT WIDE SOLAR PROJECT
APRIL 30, 2025**

Project Expense	Original Budget	Paid to Date	Remaining Balance	Revised Budget
Hard Cost				
1.5% Solar (Walker Elementary)	\$ -	\$ 280,779	\$ 1,619	\$ 282,398
1.5% Solar (Helman Elementary)	\$ -	\$ 250,000	\$ -	\$ 250,000
1.5% Solar (Ashland Middle School)	2,3,4 \$ -	\$ 401,106	\$ 17,294	\$ 418,400
1.5% Solar (Ashland High School)	\$ -	\$ -	\$ 200,000	\$ 200,000
1.5% Solar (Willow Wind Learning Center)	\$ -	\$ -	\$ -	\$ -
Construction Contingency	1,5 \$ -	\$ -	\$ 500,000	\$ 500,000
Construction Sub Total	\$ -	\$ 931,886	\$ 718,912	\$ 1,650,798
Soft Cost				
Administrative Cost				
Legal Fees	\$ -	\$ -	\$ -	\$ -
Bond Counsel	\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost	\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance	\$ -	\$ -	\$ -	\$ -
Project Management	\$ -	\$ -	\$ -	\$ -
Reimbursable Expenses	\$ -	\$ -	\$ -	\$ -
Communications	\$ -	\$ -	\$ -	\$ -
Sustainability	\$ -	\$ -	\$ -	\$ -
Site Cost				
Site Survey	3 \$ -	\$ 13,100	\$ (9,100)	\$ 4,000
Geo-Tech Report	\$ -	\$ -	\$ -	\$ -
Planning Cost				
Design Fees	2,3,4 \$ -	\$ 80,100	\$ (10,500)	\$ 69,600
A & E Reimbursable Expenses	\$ -	\$ -	\$ -	\$ -
Commissioning	\$ -	\$ -	\$ -	\$ -
Printing & Plan Distribution	\$ -	\$ -	\$ -	\$ -
Hazardous Materials Consultant	\$ -	\$ -	\$ -	\$ -
Construction Testing	\$ -	\$ -	\$ -	\$ -
Constructability Review	\$ -	\$ -	\$ -	\$ -
Plan Review & Building Permits	3,4,5 \$ -	\$ 43,827	\$ 14,173	\$ 58,000
Special Inspection and Testing	\$ -	\$ -	\$ -	\$ -
Miscellaneous Fees	\$ -	\$ 1,989	\$ (1,989)	\$ -
Ed Specs	\$ -	\$ -	\$ -	\$ -
Kitchen	\$ -	\$ -	\$ -	\$ -
Miscellaneous				
Legal Advertisements	\$ -	\$ -	\$ -	\$ -
Furniture, Fixtures, and Equipment (FF&E)	\$ -	\$ -	\$ -	\$ -
Technology	\$ -	\$ -	\$ -	\$ -
Technology (Design)	\$ -	\$ -	\$ -	\$ -
Acoustics	\$ -	\$ -	\$ -	\$ -
Criminal Background Checks	\$ -	\$ -	\$ -	\$ -
System Development Charges	\$ -	\$ -	\$ -	\$ -
Value Engineering	\$ -	\$ -	\$ -	\$ -
Utility Connection Fee	\$ -	\$ -	\$ -	\$ -
Unallocated Owner Contingency	\$ -	\$ -	\$ -	\$ -
Inflation	\$ -	\$ -	\$ -	\$ -
Sub Total Soft Cost	\$ -	\$ 139,016	\$ (7,416)	\$ 131,600
Total Project Cost	\$ -	\$ 1,070,902	\$ 711,496	\$ 1,782,398

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

MONTHLY SCHOOL BOARD FINANCIAL REPORT

Ashland School District No. 5
Financial Data through the Month Ending April 30, 2025



May 8, 2025
Board Meeting

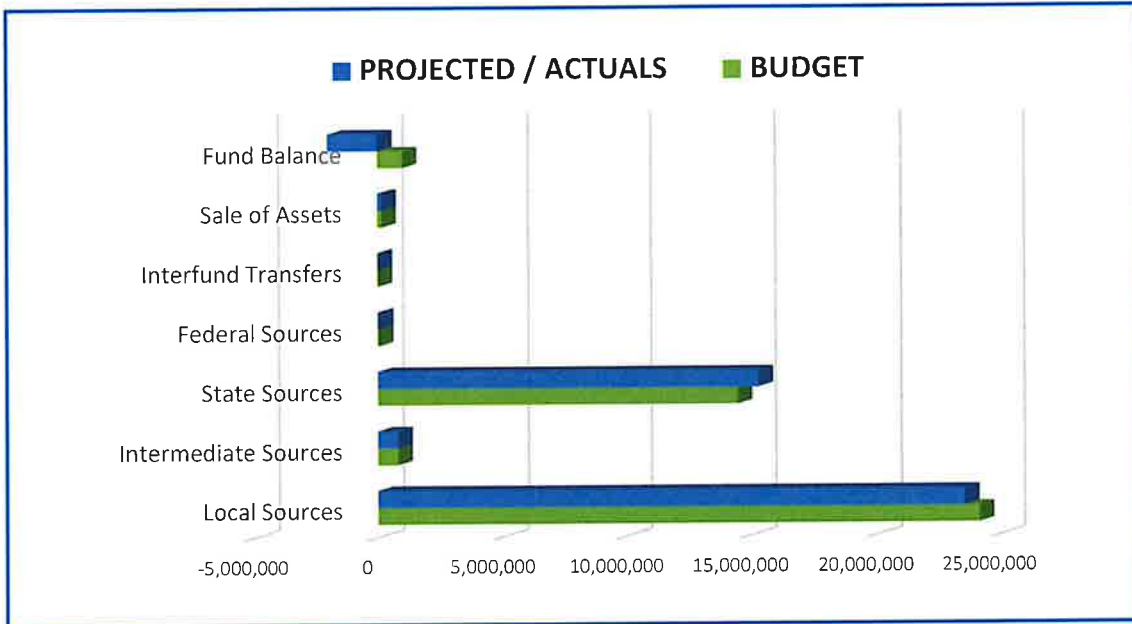
Presented By: Sherry Ely, Director of Business Services

2024.2025 GENERAL FUND (100)

REVENUE

Financial Data Ending April 30, 2025

REVENUE SOURCES BY FUNCTION	BUDGET	PROJECTED / ACTUALS	(Over)/Under Budget
Local Sources 1000	24,185,000.00	23,586,663.99	598,336.01
Intermediate Sources 2000	800,000.00	800,000.00	0.00
State Sources 3000	14,508,000.00	15,330,387.09	(822,387.09)
Federal Sources 4000	40,000.00	40,000.00	0.00
Interfund Transfers 5200	0.00	0.00	0.00
Sale of Assets 5300	160,000.00	160,000.00	0.00
Fund Balance 5400	1,000,000.00	(2,004,189.00)	3,004,189.00
	40,693,000.00	37,912,862.08	2,780,137.92



NOTES

REVENUE: We did see an increase in State School Fund revenue due to the May 2024 reconciliation payment that we will receive with our May 2025 payment. In a meeting with ODE on 5.2.2025, they shared a calculator that allowed me to see what the actual May 2024 reconciliation payment would be - that is coming in at \$502,221. The increase is due to 2023.2024 property tax reconciliation; 2023.2024 transportation expense reconciliation; and a small adjustment for teacher experience coming in lower in 2023.2024. Included in the May 2023.2024 reconciliation payment is \$80,193.60 for High Cost Disability.

We also are seeing an increase in State School Funding for 2025.2026 of \$239,973. This is primarily due to ODE adjusting our Property Tax collections for 2024.2025. This is a new adjustment for ODE to make at this point in a school year - for the current school year. But it is good for us - because it gives us a cash flow boost for this year since our Property Taxes are coming in lower than what we had estimated back in December of 2023. This brings the projected negative fund balance to **-\$812,438**

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

Intermediate Sources Include: Flowthrough from ESD.

Federal Sources include: Federal Forest Fees

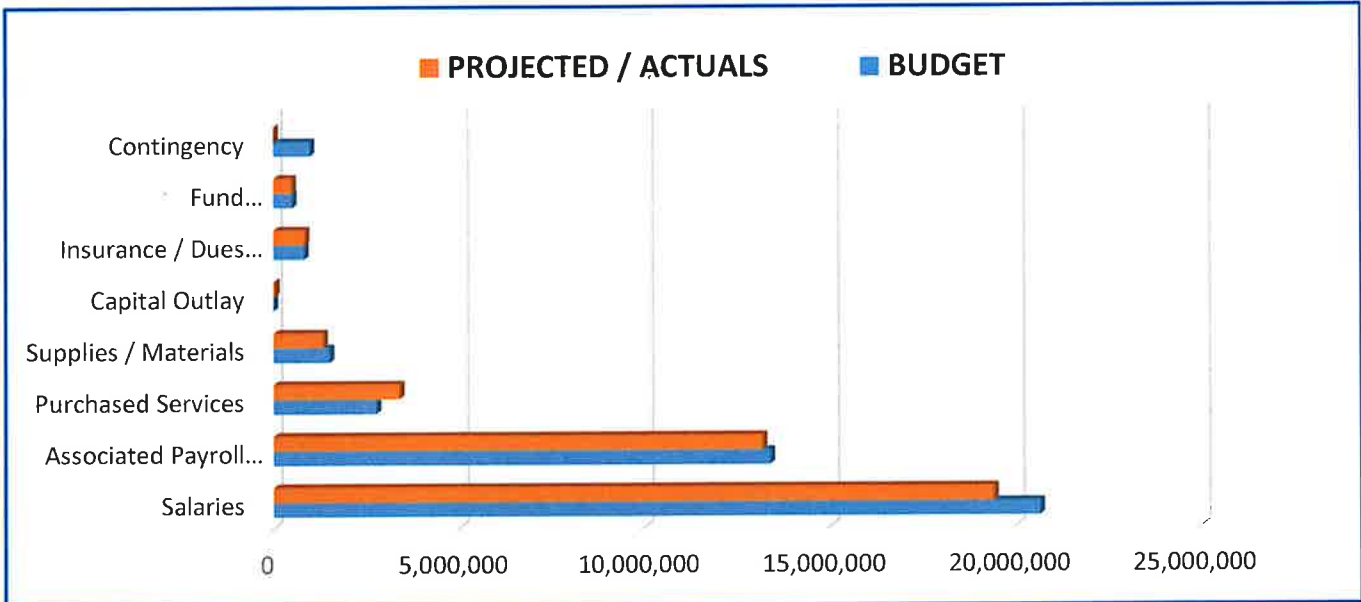
Sale of Assets include: Payment for the Sale of Briscoe

2024.2025 GENERAL FUND (100)

EXPENSES

Financial Data Ending April 30, 2025

EXPENSES BY OBJECT	BUDGET	PROJECTED / ACTUALS	(Over)/Under Budget	
Salaries	100	20,653,696.00	19,396,061.57	1,257,634.43
Associated Payroll Costs	200	13,388,754.00	13,182,567.07	206,186.93
Purchased Services	300	2,774,708.00	3,393,426.27	(618,718.27)
Supplies / Materials	400	1,522,417.00	1,350,198.68	172,218.32
Capital Outlay	500	0.00	41,166.32	(41,166.32)
Insurance / Dues / Fees/Loan Pmnt	600	838,425.00	861,879.84	(23,454.84)
Fund Transfers/Flow Thru	700	515,000.00	500,000.00	15,000.00
Contingency	800	1,000,000.00	0.00	1,000,000.00
		40,693,000.00	38,725,299.73	1,967,700.27



NOTES

EXPENSE: Again, continuing the positive trend - projected expenditures are lower than budgeted by \$1.967 million. I have spent a significant amount of time in April going through the encumbered expenditures for the remainder of the year. Being new to the District in February I did not want to be aggressive with projected expenditures until I had time to see actual spending patterns for this year knowing that a spending freeze had been put in place, the furlough days implemented, and some staffing reductions had occurred. I have adjusted encumbrances to be more in line with those reduction measures that Dr. Hatrick and the Lead Team had implemented back in December.

Source	2024-25 Budget	Actual YTD Rev. 04.30.2025	Projected through 6/30/2025	Total Estimated 2024-25	(Over)/Under Budget	Actual YTD Rev. 6/30/2024	2023,2024 Budget	(Over)/Under Budget
SSF Funding								
1111 Current Year Property Taxes	17,475,000	16,116,753	685,027	16,801,780	673,220	16,637,078	16,950,000	312,922
1112 Delinquent Property Tax	-	-	-	-	-	43,160	-	(43,160)
1190 Penalties & Interest on Taxes	-	9,337	83	9,420	-	10,921	-	(10,921)
3101 State School Support Funds	14,004,000	12,927,632	1,904,110	14,831,742	(827,742)	13,652,197	12,475,000	(1,177,197)
3101 SSF - Due to ODE	-	-	-	-	-	-	-	-
3103 Common School Fund	354,000	174,368	174,371	348,739	5,261	339,114	335,000	(4,114)
Total SSF Funding	31,833,000	29,228,090	2,763,590	31,991,681	(149,260)	30,682,470	29,760,000	(922,470)
Total SSF Revenue	\$ 31,833,000	\$ 29,228,090	\$ 2,763,590	\$ 31,991,681	\$ (149,260)	\$ 30,682,470	\$ 29,760,000	(922,470)

Non State School Support Formula Sources	Local Sources	1120 Local Option	1123 Local Option Penalties & Interest	1311 and 1312 Tuition	1412 Transportation Fees	1510 Earnings on Investments	1740 Fees	1910 Rentals	1920 Donations from Private Sources	1940 Serv Provided to Other districts	1960 Recovery of Prior Year Expenditures	1980 Fees Charged to Grants	1990 Miscellaneous Local Revenue	Total Non Formula Local Sources
	5,200,000	4,558,401	186,528	4,744,929	2,668	2,668	455,071	4,792,851	4,800,000	7,149	(3,178)			
	50,000	28,696	22,260	50,956	(956)	(956)	65,604	65,604	50,000	(15,604)				
	25,000	12,456	6,066	18,522	6,478	6,478	18,576	18,576	25,000	6,424				
	900,000	558,986	180,000	738,986	161,014	(1,200)	857,986	857,986	650,000	(207,986)				
	75,000	1,200	-	1,200	58,623	(882,650)	1,050	55,828	85,000	29,172				
	25,000	907,650	-	907,650	6,205	6,205	141	58,828	25,000	24,859				
	10,000	6,385	12,410	18,795	11,531	(1,531)	6,131	6,131	50,000	43,869				
	300,000	53,850	102,150	156,000	144,000	(7,756)	153,744	153,744	300,000	22,367				
	100,000	91,498	16,258	107,756			65,768	65,768	155,000	146,256				
	6,710,000	6,249,534	525,836	6,775,370			6,008,491	6,008,491	6,150,000	141,509				

Intermediate Sources	2199 - Other Inter. Sources	Total Intermediate Sources	State/Federal Sources	3299 Rest. From State	4700 Federal Rev	4801 Federal Forest	Total State/Federal Sources
	800,000	346,302	453,698	800,000	532,048	700,000	167,952
	800,000	346,302	453,698	800,000	532,048	700,000	167,952
	150,000	-	150,000	150,000	33,526	50,000	16,474
	10,000	-	10,000	10,000	30,054	10,000	10,000
	30,000	-	30,000	30,000	63,580	90,000	(54)
	190,000	-	190,000	190,000	63,580	90,000	26,420

Other Sources	5300 Sale/Loss of Fixed Assets	5400 Beginning Fund Balance	Total Other Sources
	160,000	1,600,000	1,760,000
	160,000	(2,004,188)	(1,844,188)
	160,000	(2,004,188)	(1,844,188)



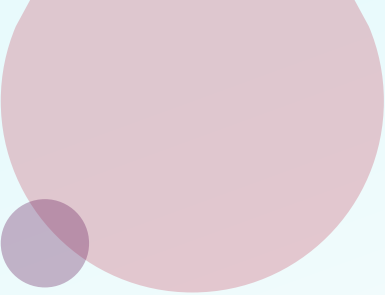
Total Non SSF Revenue	Total Resources
\$ 8,860,000	\$ 40,693,000
\$ 4,751,647	\$ 33,979,738
\$ 1,169,534	\$ 3,933,124
\$ 5,921,182	\$ 37,912,862
\$ 3,004,188	\$ 2,780,138
\$ 8,344,126	\$ 39,026,596
\$ 9,590,000	\$ 39,350,000
\$ 1,245,874	\$ 323,404

Less Estimated Requirements	Estimated Ending Fund Balance
\$ 38,725,300	\$ (812,438)

Instruction	2024-25 Budget	Actual YTD EXP 04.30.2025	Projected through 06.30.2025	Total Estimated 2024-25	(Over)/ Under Budget	% Committed	2023,2024 Budget	2023,2024 YTD Expense	(Over)/Under Budget
1111 Elementary, K-5 or K-6	6,538,880	4,369,319	2,038,783	6,408,102	130,778	98.00%	6,788,573	7,515,609	(727,036)
1113 Elementary Extracurricular	5,487	6,561	861	7,422			4,504	8,199	(3,695)
1121 Middle/Junior High Programs	4,073,028	2,650,500	1,341,067	3,991,567	81,461	98.00%	3,889,808	4,221,220	(331,412)
1122 Middle/Junior High School Extracurricular	250,513	206,547	38,955	245,502	5,010	98.00%	196,801	233,407	(36,606)
1131 High School Programs	5,378,092	3,395,787	1,875,587	5,271,374	106,718	93.00%	5,166,672	5,431,969	(265,297)
1132 High School Extracurricular	1,001,076	619,344	311,566	931,000	70,075	93.00%	831,536	810,409	21,127
1210 Programs for the Talented and Gifted	11,872	4,257	4,677	8,934	2,938	75.25%	10,140	7,111	3,029
1220 Restrictive Prgms for Students w/Disabilities	77,941	50,280	15,445	65,725	12,216	84.33%	84,183	66,928	17,255
1227 Extended School Year	5,000	2,961	1,139	4,100			5,000	4,314	686
1250 Programs for Students w/Severe Disabilities	4,250,890	2,647,760	1,433,094	4,080,854	170,036	96.00%	3,326,905	3,777,768	(450,863)
1280 Alternative Education	1,695,037	1,111,043	516,193	1,627,236	67,801	96.00%	1,675,890	1,935,584	(259,694)
1291 English Second Language Programs	144,493	92,030	40,904	132,934	11,559	1	179,627	226,686	(47,059)
Total Instruction	\$ 23,432,308	\$ 15,156,389	\$ 7,618,361	\$ 22,774,751	\$ 658,592		\$ 22,159,638	\$ 24,239,204	(2,079,565)
	23,432,308	15,156,389	7,618,361	22,774,751	658,592		22,159,638	24,239,204	(2,079,565)
Support Services									
2110 Attendance and Social Work Services	60,641	49,280	10,748	60,028	613	98.99%	57,626	48,822	8,804
2115 Student Safety	-	-	-	-	-		13,560	-	13,560
2120 Guidance Services	815,859	539,059	227,849	766,908	48,952	94.00%	745,033	810,331	(65,298)
2130 Health Services	307,844	113,437	175,937	289,373	18,471	94.00%	307,864	310,533	(2,669)
2140 Psychological Services	251,482	154	-	154	251,328	0.06%	5,000	187,379	(182,379)
2150 Speech Pathology and Audiology Services	443,150	422,625	146,008	568,633	(125,483)	128.32%	333,153	285,925	47,228
2190 Service Directions, Student Support Svcs	421,685	403,121	85,644	488,765	(67,080)	115.91%	549,153	514,588	34,565
2210 Improvement of Instruction Services	109,473	148,663	16,813	165,476	(56,003)	151.16%	215,977	112,494	103,483
2220 Library/Media Center	295,933	215,482	58,805	274,287	21,645	92.69%	458,611	425,067	33,544
2230 Assessment and Testing	8,150	84,841	6,316	91,157	(83,007)	1118.49%	8,150	91,157	(83,007)
2240 Staff Development	59,565	17,845	37,551	55,395	4,170	93.00%	78,760	125,162	(46,402)
2310 Board of Education	2,002,218	255,750	1,125	256,875	(56,657)	128.30%	174,600	334,356	(159,756)
2320 Office of the Superintendent Services	460,536	374,173	64,832	439,005	21,531	95.32%	438,827	497,973	(59,146)
2410 Office of the Principal Services	3,249,747	2,502,774	532,490	3,035,264	214,483	93.40%	3,091,612	3,232,871	(141,259)
2490 Other Support Services--School Administration	900	85,376	43,892	129,268	(128,368)		189,198	187,235	1,964
2520 Fiscal Services	698,012	594,648	90,482	685,130	12,882	98.15%	649,782	768,041	(118,259)
2540 Fiscal Services	4,285,988	3,565,201	442,198	4,007,399	278,589		3,874,114	4,355,947	(481,833)
2543 Care and Upkeep of Grounds Services	39,000	30,549	4,183	34,731	4,269	89.05%	39,000	34,731	4,269
2550 Student Transportation Services	1,212,286	1,203,985	134,072	1,338,057	(125,771)	110.37%	1,173,752	1,589,411	(415,659)
2640 Staff Services	406,258	264,186	117,696	381,882	24,375	94.00%	400,788	519,107	(118,318)
2660 Technology Services	2,130,580	1,836,914	221,143	2,058,057	72,523	96.60%	2,140,983	2,121,636	19,347
2700 Supplemental Retirement	283,386	275,382	49,322	324,704	(41,318)		302,316	262,078	40,238
Total Support Services	\$ 15,740,692	\$ 12,983,444	\$ 2,467,105	\$ 15,450,549	\$ 290,143		\$ 15,247,862	\$ 16,814,843	(1,566,982)
	15,740,692	12,983,444	2,467,105	15,450,549	290,143		15,247,862	16,814,843	(1,566,982)
Community Services									
3300 Welfare Activities Services	5,000	-	-	-	-		5,000	-	5,000
Total Community Services	\$ 5,000	\$ -	\$ -	\$ -	\$ -		\$ 5,000	\$ -	\$ 5,000
	5,000	-	-	-	-		5,000	-	5,000
Other Requirements									
5200 Transfers of Funds	500,000	-	500,000	500,000	-	100.00%	350,000	6,484	343,516
	15,000	-	-	-	15,000	100.00%	15,000	-	15,000
5300	1,000,000	-	-	-	1,000,000	100.00%	500,000	-	500,000
6000 Contingency	-	-	-	-	-		1,500,000	-	1,500,000
7000 Unappropriated Ending Fund Balance	-	-	-	-	-		2,365,000	6,484	2,358,516
Total Other Requirements	\$ 1,515,000	\$ -	\$ 500,000	\$ 500,000	\$ 1,015,000		\$ 2,365,000	\$ 6,484	\$ 2,358,516
	1,515,000	-	500,000	500,000	1,015,000		2,365,000	6,484	2,358,516
Total Requirements	\$ 40,693,000	\$ 28,139,833	\$ 10,585,467	\$ 38,725,300	\$ 1,967,700		\$ 39,777,500	\$ 41,060,531	(1,283,031)
	40,693,000	28,139,833	10,585,467	38,725,300	1,967,700		39,777,500	41,060,531	(1,283,031)

Ashland School District_Appropriations

	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
General Fund (100)						
1000 Instruction	\$ 23,532,308	\$ 15,156,389	\$ 7,618,361	\$ 22,774,751		\$ 757,557
2000 Support Services	\$ 15,640,692	\$ 12,983,444	\$ 2,467,105	\$ 15,450,549		\$ 190,143
3000 Community Services	\$ 5,000	\$ -	\$ -	\$ -		\$ 5,000
5200 Transfers	\$ 515,000	\$ -	\$ 500,000	\$ 500,000		\$ 15,000
6000 Contingency	\$ 1,000,000	\$ -	\$ -	\$ -		\$ 1,000,000
Sub Total	\$ 40,693,000	\$ 28,139,833	\$ 10,585,467	\$ 38,725,300		\$ 1,967,700
Special Revenue Funds						
1000 Instruction	\$ 4,752,000	\$ 2,242,071	\$ 845,118	\$ 3,087,189		\$ 1,664,811
2000 Support Services	\$ 2,648,000	\$ 1,329,574	\$ 884,219	\$ 2,213,793		\$ 434,207
3000 Community Services	\$ 1,291,590	\$ 1,021,695	\$ 142,291	\$ 1,163,985		\$ 127,605
4000 Facility Acquisition	\$ 40,000	\$ -	\$ -	\$ -		\$ 40,000
5200 Transfers	\$ 25,000	\$ 5,500	\$ -	\$ -		\$ -
Sub Total	\$ 8,756,590	\$ 4,593,340	\$ 1,871,628	\$ 6,464,968		\$ 2,266,622
Bond Debt Service (3011)						
5100 Debt Service	\$ 8,164,400	\$ 2,337,200	\$ 5,727,200	\$ 8,064,400		\$ 100,000
Sub Total	\$ 8,164,400	\$ 2,337,200	\$ 5,727,200	\$ 8,064,400		\$ 100,000
Facilities (400)						
2000 Support Services	\$ 1,110,000	\$ 308,030	\$ 45,666	\$ 353,696		\$ 756,304
4000 Facilities Acquisition	\$ 24,150,000	\$ 12,724,279	\$ 3,641,608	\$ 16,365,887		\$ 7,784,113
5200 Transfers	\$ -	\$ -	\$ -	\$ -		\$ -
Sub Total	\$ 25,260,000	\$ 13,032,309	\$ 3,687,274	\$ 16,719,584		\$ 8,540,416
Internal Service Funds (600)						
2000 Support Services	\$ 8,660,000	\$ 6,942,050	\$ 1,250,000	\$ 8,192,050		\$ 467,950
5200 Transfers	\$ -	\$ -	\$ -	\$ -		\$ -
Sub Total	\$ 8,660,000	\$ 6,942,050	\$ 1,250,000	\$ 8,192,050		\$ 467,950
Trust & Agency Funds (700)						
1000 Instruction	\$ -	\$ -	\$ -	\$ -		\$ -
2000 Support Services	\$ -	\$ -	\$ -	\$ -		\$ -
3000 Community Services	\$ 200,000	\$ 158,016	\$ -	\$ 158,016		\$ 41,984
6000 Contingency	\$ -	\$ -	\$ -	\$ -		\$ -
Sub Total	\$ 200,000	\$ 158,016	\$ -	\$ 158,016		\$ 41,984
Total Appropriations						
	\$ 91,733,990	\$ 55,202,749	\$ 23,121,568	\$ 78,324,317	\$ -	\$ 13,384,673
Total Unappropriated						
	\$ 4,715,000	\$ -	\$ -	\$ -	\$ -	\$ 4,715,000
TOTAL	\$ 96,448,990	\$ 23,121,568	\$ 23,121,568	\$ 78,324,317	\$ -	\$ 18,099,673



**Ashland School District
Secondary ELA
Curriculum Review and "Adoption"
Committee
2024/25**

Committee Members

AMS Admin: Rebecca Gyarmathy

AMS ELA Teachers: Julie Inada, Wendy Werthaiser

AHS ELA Teachers: Katie Barber, Jesse Burnham

WW ELA Teachers: Russell Copley

AHS Academic Support TOSA: Hillary Cusenza

Objectives

- Identify instructional materials and resources currently in use
- Review current Oregon ELA standards for alignment
- Identify gaps, needs, and areas of opportunity in curriculum and instruction
- Explore open-source materials

Focusing on Key Features



- **Reading:** Text complexity and the growth of comprehension
- **Writing:** Text types, responding to reading, and research
- **Speaking and Listening:** Flexible communication and collaboration
- **Language:** Conventions, effective use, and vocabulary

What materials, resources, strategies, tools, or assessments are you using to address the key features of Oregon ELA Standards?

Resource Inventory 6-8

Core texts	Supplementary materials	Digital resources	Assessment tools
Holt Reader-last adopted	Newsela	iReady/IXL	Essential Learning Rubrics
<u>Novel list</u>	Scholastic Scope	Newsela	iReady/IXL
	Flocabulary	Scholastic Scope (team budget) AMS/WW	EasyCBM (Fluency)
	WriteSource	Flocabulary (not district funded)	SBAC 6-8th
	Jr. Scholastic (team budget)		
	Poetry-Get Lit, anthology program from LA		
	Childrens Version of Shakespeare		
	Dramatized Greek Mythology		
		156	

Resource Inventory 9-12

Core texts	Supplementary materials	Digital resources	Assessment tools
See Humanities Novel Lists	Newsela	Newsela	IXL 9th/10th
	GPSS-grammar	AP Classroom	OSAS interims (new)
	GRAPES-framework	UpFront Magazine (NY Times)	SBAC-11th only
	Right Question Institute		Oregon Writing Rubric
	Tribal History Lessons - SB 13		Oregon Speaking Rubrics
	UpFront Magazine		AP Rubrics


Areas of Opportunity



- **Reading:** Informational Text
- **Language:** Conventions, effective use, and vocabulary
- **Writing:** Text types, responding to reading, and **research**

Artificial Intelligence (AI)

Supporting Resources



Oregon's
Instructional
Frameworks

Oregon's Adolescent Literacy Framework



OREGON
DEPARTMENT OF
EDUCATION

Charting the Course: Crafting AI Usage Policies to Promote Equity

COSA Summer Conference
August 2, 2024

1



OER COMMONS
OPEN EDUCATIONAL RESOURCES



Oregon Open Learning



AI for Education

For The Future

District level PLC time for vertical and horizontal alignment

Continuing to explore open-source materials

- Odell
- Open Up

Professional Development

- AI
- Secondary Science of Reading