School Board Retreat Day 1
Tuesday, August 18, 2026

District Office
885 Siskiyou Blvd
Ashland, Oregon 97520

Minutes

1. Call to Order / Roll Check

Chair Hatch called the meeting to order at 9:11 AM. All five members were present: Directors Dyson, Ruby, Ferguson, Rooklyn and Hatch.

2. Review and Approve Agenda

- **Motion:** Director Rooklyn moved, and Director Ruby seconded, to approve the agenda as presented.
  Aye: Dyson, Ferguson, Hatch, Rooklyn, Ruby
  Nay: none
  Result: The motion carried by unanimous vote of the five members.

3. ASD Academic Review and Goals

3.A. Senate Bill 141, the Accountability Act

Assistant Superintendent Michelle Cuddeback presented an overview of Senate Bill 141, the Accountability Act, and its new performance growth target and reporting requirements. The accountability framework includes seven statewide metrics: K–2 regular attendance, K–12 regular attendance, third-grade ELA proficiency, eighth-grade math proficiency, ninth-grade on-track status, four-year graduation, and five-year completion. Districts must also select a local metric; Ashland is proposing postsecondary readiness, based on student participation and achievement in dual credit and Advanced Placement opportunities.

Ms. Cuddeback explained that the District's local performance growth targets (LPGTs) are being developed using historical performance, statewide targets, performance of similar districts, focal-group achievement gaps, and local context and capacity. The goal is to establish targets that are rigorous but attainable. The District worked with ODE and Southern Oregon ESD to develop and refine the targets, which will establish three years of expected progress.

Ms. Cuddeback reviewed the accountability provisions associated with the targets. Failure to meet an individual metric in consecutive years can result in escalating state intervention, beginning with directed coaching, followed by intensive coaching, and, after continued failure to meet the same target, state direction over the use of a portion of district funding. A metric is considered met when both the baseline and gap-closing targets are achieved, or when one target is achieved and progress is being made toward the other.

The Board and staff discussed strategies for improving outcomes, including expanded attendance outreach and family education, school-based attendance incentives, engaging instruction, targeted academic interventions, and learning from comparable districts demonstrating stronger rates of improvement. Staff emphasized that students' sense that school is meaningful and engaging will be important to improving attendance and outcomes. The District will also use iReady diagnostic data to identify student needs and monitor academic growth.

New reporting requirements include presenting K–8 math and reading benchmark results to the Board in an open meeting following the fall, winter, and spring assessment windows, as well as publicly tracking progress toward the performance growth targets. The District will continue its required annual Integrated Guidance report to the Board regarding outcomes, expenditures, and actions supported by those funds.

Board discussion acknowledged the significant staff time required to implement the new accountability system and the importance of keeping the identified priorities at the forefront of work at each school, while recognizing that concentrating resources and staff capacity on these measures may affect the District's ability to address other needs.ds.

3.B. AI in education

Executive Director of Operations Steve Mitzel shared an update on the growing use of artificial intelligence in K–12 education and the importance of approaching it thoughtfully. He reviewed Oregon's emphasis on keeping people and relationships at the center, protecting student information, supporting equitable access, and preparing staff and students to use AI responsibly.

Ashland's next steps include continuing to review policies and tools, providing professional learning for staff, exploring useful applications of AI, and considering a district task force to help guide future decisions.

Board discussion emphasized moving forward carefully and keeping student learning, critical thinking, privacy, equity, and the role of educators at the center of decision-making.

4. Board Self-Evaluation Summary of Results

The Board reviewed and discussed the results of the 2025-26 School Board Self-Evaluation, working through each of the 12 governance standards and reflecting on areas of strength and opportunities for continued growth. Overall strengths included ethical conduct, mutual trust and a productive Board-Superintendent relationship, financial oversight, a respectful and collaborative Board culture, commitment to Board learning, community involvement, and support for the District's transformation work.

Discussion of opportunities for growth focused on developing a clearer long-term vision and shared values following the transformation process; strengthening and coordinating community engagement; becoming more intentional and informed in the Board's use of data; continuing learning around culturally responsive governance; supporting staff professional development while maintaining appropriate boundaries between governance and operations; and continuing to clarify Board and Superintendent roles.

Board members discussed using the outcomes of the transformation process to help inform future values, priorities, and long-term vision, and emphasized that data should inform—but not solely drive—district decisions. The Board also identified opportunities for more coordinated community outreach and additional Board learning.
For future self-evaluations, the Board requested that the standard indicators be included in the summary report and that individual responses be presented in a randomized order.

5. Lunch Break (Recess)

Chair Hatch called for a recess at 12:30 p.m. At 1:15 pm, Chair Hatch called the meeting back to order.

6. Board Operations

Superintendent Hattrick and the Board reviewed the 2025–26 operating agreements, including collaborative governance, communication protocols, collective commitments, and mutual expectations, and discussed revisions for 2026–27. Board members expressed support for the Superintendent's weekly updates and discussed adding an expectation that Board members make difficult decisions and serve as ambassadors for those decisions.

6.A. Communications and records requests

The Board reviewed communication practices and public records responsibilities, including the importance of conducting Board business through appropriate channels, maintaining professional communications, and understanding that communications related to Board business may be subject to public records requirements.

6.B. Board review of policy BBAA- Board Roles and Responsibilities

The Board reviewed Policy BBAA and discussed Board roles, appropriate responses to questions and concerns from community members, and maintaining clear boundaries between governance and district operations.

6.C. School Presentation at Board Meetings- review

The Board reviewed the format and purpose of school presentations at Board meetings. For 2026–27 presentations, the Board requested that principals report back on progress and outcomes related to the school improvement goals presented the previous year, in addition to sharing current-year goals and priorities. The Board also discussed opportunities to hear from students and stay connected with schools while respecting the Board's governance role.

7. District Goals- Tabled

8. Other

8.A. Transformation Steering Committee Update

Superintendent Hattrick reviewed the Transformation Steering Committee process to date, including community survey input, development of guiding principles, and the current phase of scenario development. The Lead Team is developing up to three scenarios for the TSC to evaluate before broader community engagement begins this fall.

Board discussion emphasized communicating that the transformation process is focused on long-term sustainability, aligning resources with enrollment, and improving opportunities for students rather than addressing only a short-term budget issue.

Upcoming engagement will include site-based community sessions and additional opportunities for feedback before a recommendation is brought to the Board.

9. **Adjourn**

There being no further discussion, Chair Hatch adjourned the meeting at 3:01 pm.

Submitted by: Holly Rosser, Board Secretary Date for board approval: September 10, 2026