

## **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**

<b>A. <u>Approval of Minutes</u></b>	<b><u>5</u></b>
<b>B. <u>Personnel Report for December</u></b>	<b><u>12</u></b>
<b>C. <u>Enrollment Report for December 2025</u></b>	<b><u>14</u></b>
<b>D. <u>2025-26 Pinehurst Tuition &amp; Transportation Agreement (annual renewal)</u></b>	<b><u>15</u></b>
<b>E. <u>Policy Updates (first read)</u></b>	
<b>1) Policy KBA Public Records Request</b>	<b>19</b>
<b>2) Policy IKJ Artificial Intelligence</b>	<b>25</b>
<b>3) Policy CEA Educational Equity Advisory Committee</b>	<b>33</b>
<b>4) Policy DBEA Budget Committee</b>	<b>39</b>

5) Policy JHCA Immunization, School Sports Participation, Concussions and Other Brain Injuries	45
6) Policy JOA Directory Information	54
7) Policy JHFE/GBNAB Suspected Abuse of a Child	59
8) Policy GCAB Personal Electronic Devices and Social Media - Staff	67
9) Policy GCAA Standards for Competent and Ethical Performance of Oregon Educators	73
10) Policy LBEA Denial for Virtual Public Charter School Student Enrollment	85
11) Policy GBDA Expression of Milk or Breastfeeding in the Workplace	89
12) Policy IF District Curriculum	93
13) Policy IIA Instructional Materials	96
<b>5. School Presentation: TRAILS/Ashland Connect 20 min.</b>	<b>103</b>
<b>Presenter: Principal Ericka Beck-Brattin</b>	
<b>6. Inclement Weather Report 5 min.</b>	
<b>Presenter: Executive Director of Operations, Steve Mitzel</b>	
<b>7. English Learners Data Report 10 min.</b>	<b>127</b>
<b>Presenter: Director of Student Services April Harrison</b>	
<b>8. K-12 Science Curriculum Update 10 min.</b>	<b>133</b>
<b>Presenter: AMS Asst. Principal, Rebecca Gyarmathy</b>	
<b>9. Finance Report 10 min.</b>	

**A. Finance Report for the period ending Nov. 30, 2025**

**159**

**Presenter: Director of Business Services Sherry Ely**

**10. Recurring Reports 15 min.**

**A. OSEA Report**

**Presenter: OSEA Representative James Johnson**

**B. AEA Report**

**Presenter: AEA Representative Alan Parowski**

**C. Student-Board Representative Report**

**Presenter: Student Board Representatives Alice Carnahan & Milo Leiserson**

**11. Board Reports 10 min.**

**Presenter: Board Chair Rebecca Dyson**

**12. 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**

**13. Superintendent Report 10 min.**

**Presenter: Superintendent Joseph Hattrick**

**14. Unfinished Business**

**Presenter: Board Chair Rebecca Dyson**

**A. ACTION: Student Investment Account (SIA) Grant Agreement 5**

**167**

**min.**

**Presenter: Ericka Beck-Brattin**

**B. NO BOARD ACTION REQUIRED: Consolidation Engagement** **195**

**Timeline Presentation 30 min.**

**Presenter: Superintendent Joseph Hattrick**

**15. New Business**

**Presenter: Board Chair Rebecca Dyson**

**A. ACTION: OSBA Election 5 min.** **207**

**Presenter: Board Chair Rebecca Dyson**

**16. Announcements and Appointments**

**Presenter: Board Chair Rebecca Dyson**

**A. Budget Committee Vacancies** **211**

**Presenter: Board Chair Rebecca Dyson**

**B. The next Regular Session meeting will be held on Thursday, January 8, 2026, beginning at 6:30 p.m. in the City Council Chamber, 1175 E. Main St., Ashland.**

**17. Adjourn**

**Presenter: Board Chair Rebecca Dyson**

## **Minutes**

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

Chair Dyson called the meeting to order at 6:32 PM. Roll check confirmed that the following members were present: Chair Dyson, Vice Chair Hatch, and Director Ferguson. A quorum was present.

Director Ruby joined the meeting at 6:36 PM.

Director Rooklyn joined the meeting 7:57 PM.

### **2. Land Acknowledgment**

Student board rep, Milo Lieserson, read the Land Acknowledgement aloud.

### **3. Adoption of Agenda**

- ❖ **Motion:** Director Ferguson moved, and Vice Chair Hatch seconded adoption of the agenda as presented.

**Aye:** Ferguson, Dyson, Hatch

**Nay:** none

**Result:** The motion carried by unanimous vote of the quorum.

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

4.A. Approval of Minutes

4.B. Personnel Report

4.C. Enrollment Report for November

4.D. Intern Program Coordinator and AHS Athletic Coordinator MOA

4.E. Community-Based Instruction Tutors MOA

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

**Aye:** Ferguson, Dyson, Hatch

**Nay:** none

**Result:** The motion carried by unanimous vote of the quorum.

### **5. School Presentation: Willow Wind**

- a. Willow Wind science teacher Emily Bland and 6th-grade students Elsie Chen and Tilden Andrews shared a presentation on the Firewise elective, created with support from Southern Oregon Forest Restoration Collaborative (SOFRC) to increase campus fire resilience. Students have been learning fire science, reducing ladder fuels, studying smoke impacts and insects, and conducting photo monitoring, with additional support from Northwest Youth Corps scheduled for December. The elective emphasizes land stewardship, community partnerships, and career awareness.
- b. Willow Wind Principal, Debbie Pew, presented an overview of the school's improvement plan, highlighting recent accomplishments, current focus areas, and strategies for ongoing growth. Now in its 25th year on its campus and 29th year as a K–8 alternative program, Willow Wind serves 240 Ashland students, including part-time learners. The program centers on education for sustainability and student-driven "Challenge Learning" projects.

Ms. Pew reviewed assessment data, including 2025 OSAS results and fall 2025 IXL baseline data, outlining goals for improvement in reading, math, and teacher communication based on YouthTruth feedback. Willow Wind affirmed its commitment to continuous improvement and to fostering a learning environment where students pursue ambitious goals while contributing to a safe, inclusive community.

## 6. Lincoln School Update

Executive Director of Operations Steve Mitzel provided an update on the condition of Lincoln School and the planned investigative work to address safety concerns. The district has contracted with Safway Services, LLC for \$5,980 to install a shoring tower to allow local contractors to safely inspect the walls and ceiling. Asbestos has been identified in ceiling and floor tiles, and the district will need to hire a certified abatement company for legal removal and deconstruction, with three bids obtained and costs expected to increase. Insurance has been notified throughout the process, but coverage details are not yet known.

## 7. Finance Report

### 7.A. Finance Report for the period ending October 31, 2025, including Facilities and Bond Financial Report

Director of Business Services Sherry Ely reported that the latest ODE estimate came in slightly lower than the last estimate, with further adjustments anticipated due to federal-level economic uncertainty. Local revenues show a modest increase, including an unexpected \$3,000 donation from the National Philanthropic Trust and slightly higher collections in Property Tax and YAAL. Expenditures remain steady with slight increases in Salaries, Purchased Services, and Supplies and Materials; higher Water/Sewer charges and Health Services costs are under review. The Debt Service estimate has been updated to a seven-year amortization schedule. The Ending Fund Balance remains stable at \$2.96 million (6.73%), and ongoing audit work for 2023–24 may affect the 2025–26 beginning balance.

In the Facilities and Bond Report, total expenditures to date are \$146,635,680 out of \$149,792,808 in revenue, leaving a balance of \$3,157,129. A more detailed update will be provided in December by Executive Director Mitzel and HMK. The remaining bond funds may be eligible for use toward Lincoln School repairs pending state guidance and approval.

### 7.B. Full Faith and Credit Loan

Director of Business Services Sherry Ely reported that the District received a single response for the Full Faith and Credit Loan and will move forward with Cashmere Valley Bank. She will notify the bank of the District's intent to accept the proposal and confirm there are no objections to the seven-year term before finalizing the agreement. The loan carries a 6.5% interest rate with no penalty for early repayment.

## 8. Recurring Reports

### 8.A. OSEA Report

OSEA Representative James Johnson highlighted a wide range of staff and student accomplishments from all school sites, recognizing the outstanding dedication of Educational Assistants, student advocates, office staff, custodians, IT, and maintenance teams across the district. Administrators emphasized the essential daily support these staff provide—whether assisting students with learning and supervision, building relationships, addressing behavioral needs, or maintaining a safe, clean, and functional campus environment.

Overall, schools highlighted a strong culture of collaboration, appreciation, and service, with classified and support staff playing a vital role in student success and fostering a positive school climate across the district.

### 8.B. AEA Report

AEA Representative Alan Parowski highlighted strong community engagement through events such as Halloween celebrations, performances, and fall activities that continue to build connection and school spirit. Enrollment growth is ongoing, and individualized student support—particularly through weekly check-ins—remains a priority.

At the same time, larger class sizes and reduced staffing are being felt districtwide. Teams are collaborating to manage workloads and identify solutions, with a shared recognition that restoring EA positions would further strengthen student engagement, academic progress, and SEL outcomes. The AHS principal search is underway, and staff remain focused on supporting students and each other during a busy fall season.

### 8.C. Student-Board Representative Report

Student Board Representatives Alice Carnahan & Milo Leiserson highlighted the following activities: both soccer teams made playoffs, with the boys reaching quarterfinals and drawing record crowds. Girls' cross country placed third at state, and homecoming events were a big hit—especially the rally, which students called the best in years.

Winter sports are kicking off, DECA heads to its first competition, and the theater program is preparing *The Wizard of Oz* with shows in late November and early December. The Belonging Committee is planning a schoolwide assembly to celebrate affinity groups, and the campus food drive is underway. Students are also loving the new shade sail on the quad, which adds color and energy to the remodel.

## 9. Board Reports

All board members emphasized their participation in OSBA’s annual convention, where several directors led sessions on board-superintendent relations and navigating financial crises. They also shared their involvement in community events like the Monster Dash and highlighted ongoing professional development related to effective board service. Furthermore, directors noted the importance of monitoring enrollment trends—such as declining birth rates, blended classrooms, and larger class sizes—as these factors will continue to shape educational quality and long-term planning.

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

1. Student Roslyn Bertrand spoke in favor of offering two sixth-grade band classes.
2. Parent Diana Bertrand shared the results of a survey that was sent out regarding the AMS band program. Results requested that there be two sixth-grade band classes.
3. Grandparent Jill Rendell spoke in favor of offering two sixth-grade band classes beginning in January 2026.
4. Student Ellie Rendell spoke in favor of offering two sixth-grade band classes.

## 11. Superintendent Report

Superintendent Hattrick announced Ashland High School’s October Rotary Student of the Month, John Bare. John is celebrated for his positivity, strong academics, and leadership as a student-athlete. He plans to study business at the University of Oregon while continuing his passion for volleyball. Additionally, AHS student Elijah Valencia received the Stand for Children Oregon Beat the Odds Scholarship, earning \$5,000 per year for college, along with significant leadership opportunities.

The Superintendent attended the Oregon School Boards Association annual convention, where he, Director Ely, and two board members led workshops on superintendent–board relations and fiscal leadership during challenging times. The district cabinet met with Southern Oregon ESD to align priorities for the year, and the leadership team received risk management and safety training from PACE to promote best practices for staff and student safety. The ASD Principal position has been posted, and all constituent groups will participate in the selection process. We remain alert to the potential impact of a 5% revenue reduction this school year.

## 12. ASD Enrollment & Class Size Report for 2025-26

Director of Student Services, April Harrison, presented updated enrollment, class size, and transfer data, which included pre-COVID years (2018–19 through 2025–26), and provided three-year trends for exit students. Efforts by the attendance officer are in progress to resolve exit-student unknowns. Current class sizes and teacher loads from October indicate that 2025–26 numbers align with 2018–19 levels. The district has 149 nonresident transfer students and 105 students who now reside in the district but transferred in via interdistrict transfer (move-in). Transfer activity shows a decline in accepted transfers (46 last year down to 21 this year), while released transfers remain steady at 42 each year. This is largely due to other school districts not releasing their resident students. ASD only allows students to transfer if they meet the criteria for a “hardship,” as defined in OAR 581-021-0019 Interdistrict Transfer Agreement.

## 13. Unfinished Business

### 13.A. ACTION: Policy JFCEB Personal Electronic Devices & JFCEB-AR (second read)

Superintendent Hattrick reviewed Policy JFCEB on Personal Electronic Devices and its related administrative regulation (JFCEB-AR) Request for Personal Electronic Devices Exception. The policy and AR were collaboratively created by school administration, student leadership, and the school board. The updated policy, JFCEB Personal Electronic Devices, and JFCEB-AR were recommended for board approval. District implementation of the revised policy is due by Jan. 1, 2026.

❖ **Motion:** Director Rooklyn moved, and Vice Chair Hatch seconded to adopt policy JFCEB and the associated AR as presented.

**Aye:** Ruby, Ferguson, Dyson, Hatch, Rooklyn

**Nay:** none

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

## 14. New Business

### 14.A. Consolidation Engagement Process

Superintendent Hattrick outlined a process-focused exploration of potential school consolidation, emphasizing that he is not recommending closing schools but starting to gather information to help the Board determine the appropriate process. With declining enrollment, reduced funding, and resources spread thin across multiple sites, the district aims to evaluate how to best meet community needs and strengthen the system in the long term.

Two possible approaches—an expedited (“run”) process and an extended (“walk”) process—were presented, each with clear pros and cons related to timing, community engagement, community impact, and planning requirements. Staff and family surveys will be launched immediately, with results presented to the Board on December 11 to support a decision on which process to follow.

Key data to be reviewed includes enrollment trends, building capacity, facility conditions, educational best practices, and future development. Additional considerations include transfer patterns and the effectiveness of current reconfigurations on student outcomes. The Superintendent emphasized the importance of a transparent rationale, broad community engagement, and a focus on resource optimization to benefit students. He noted that if consolidation occurs, it would involve rethinking space rather than cutting programs. The Superintendent’s Advisory Committee and DEC will also take part in this work.

**14.B. ACTION: OSBA Election**

Chair Dyson announced that the board will vote on the OSBA Legislative Policy Committee representative for the Southern Region.

❖ **Motion:** Vice Chair Hatch moved, and Director Rooklyn seconded that the Ashland School Board support Daniel Ruby for the OSBA Legislative Policy Committee position #5.

**Aye:** Ferguson, Dyson, Hatch, Rooklyn

**Nay:** none

**Abstain:** Ruby

**Result:** The motion carried by unanimous vote of the quorum.

**15. Announcements and Appointments**

Board Chair Rebecca Dyson read the following announcements:

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

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

**16. Adjourn**

There being no further discussion, Chair Dyson adjourned the meeting at 8:58 PM.

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Submitted by:  
Holly Rosser, Board Secretary

Date for Board Approval: November 13, 2025

## Minutes

### 1. Call to Order / Roll Check

Chair Dyson called the meeting to order at 6:31 PM. Roll check confirmed that all five members were present on Zoom: Directors Rooklyn, Ferguson, Ruby, Vice Chair Hatch, and Chair Dyson.

### 2. Adoption or Adjustment of Agenda

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

### 3. Board Appeal Request Re: Individual Tutoring

Chair Dyson presented an appeal against Superintendent Hattrick's decision regarding a request to allow an individual student to receive tutoring from an EA outside instructional hours on a district campus. Each director had the chance to review all relevant communication, documentation, and policy citations.

- ❖ **Motion:** Vice Chair Hatch moved, and Director Ferguson seconded that the board deny the appeal.  
**Aye:** Rooklyn, Ruby, Ferguson, Hatch, Dyson  
**Nay:** none  
**Result:** The motion carried by unanimous vote of the five members.

The decision of the Board is final. Per complaint policy KL this decision may be appealed to the state as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

### 4. Annual McKinney-Vento/ Maslow Project Report

School-Based Program Director Cheyenne Nichols presented current McKinney-Vento (MKV) data and outlined the supports provided through the district's partnership with the Maslow Project. Maslow serves homeless youth and families lacking stable housing across Jackson and Josephine counties, offering resources to help students access and remain engaged in school. Nichols reported that 2,174 homeless students were identified in Jackson County in 2024–25, including 120 in Ashland. She noted that Maslow assists with school engagement, basic needs, and housing navigation, and that ASD's strong partnership with the organization helps expedite identification and service delivery for students and families in need.

### 5. OSAS Data Presentation

Assistant Superintendent Michelle Cuddeback provided an overview of our Oregon Statewide Assessment System (OSAS) data, including cohort performance trends and factors affecting student outcomes. This marks the third year of implementing the new math curriculum, and staff continue to monitor whether OSAS results align with classroom performance. Factors such as teacher turnover and Math Studio professional development for 7th and 8th grades were noted. The district emphasized the importance of using multiple data points and highlighted ongoing work in PLCs, with a renewed focus this year. The 2025-26 school year will be the first with the new ELA curriculum, with professional development priorities aligned to data trends.

The report included information on focal groups and instructional efforts to strengthen engagement, equity of voice, and universal design practices. The district currently identifies 5–6% of students as TAG

and 13–14% as SPED. Some demographic comparisons, such as gender, are possible, while others, including LGBTQ+ disaggregation, are not available.

The online report card was released the same day, providing multiple ways to view student data. The Board expressed interest in hearing more about proficiency-based grading at AMS and math trends at the high school in a future session.

#### **6. Healthy and Safe Schools (HASS) Report**

Executive Director of Operations Steve Mitzel provided an overview of the development of the district's state-required HASS Plan, initially completed in 2019. The plan details districtwide testing and monitoring procedures for lead, asbestos, radon, pest management, and carbon monoxide. He noted that the district must submit an annual statement to ODE confirming ongoing compliance with all HASS requirements, and that this reporting continues to be completed each year.

#### **7. Artificial Intelligence at ASD**

Executive Director of Operations Mitzel provided an overview of current AI trends in education and discussed how ASD's policy updates support effective and responsible implementation. He noted that AI tools have advanced rapidly and are now integrated within most instructional platforms rather than existing as standalone products. AI is increasingly used to differentiate instruction and promote deeper learning, though disparities in home internet access remain a concern. Mitzel highlighted the newly released free educator version of ChatGPT and referenced an AI report from Microsoft shared during the discussion.

The Board discussed workplace expectations for AI competency and the importance of safeguarding confidential information. Draft policy IKJ includes FERPA and CIPA compliance requirements, along with additional recommendations from OSBA. Several school sites have purchased AI-related tools, and the Board requested a follow-up summary of which tools teachers find most useful. Administration will refine the policy and present it at the December board meeting for first reading.

Professional development in AI is currently self-directed, with workshops also available through the ESD. The conversation included the importance of digital citizenship and the need for a phased approach to help teachers build confidence and capacity in using AI tools effectively.

#### **8. Board Learning**

Board members shared highlights from the book *Improving School Board Effectiveness*. They will review the sections on Superintendent Evaluation next during the Jan. 22 work session. A special meeting may be considered for a more in-depth, discussion-style review.

#### **9. Other Items of Interest**

Director Rooklyn announced that the city ice rink will not open this Friday due to a delay in obtaining an engineer's sign-off.

Director Rooklyn requested an update on the AMS band program. Administration reported that the current plan is to keep the 6th-grade band program as it is for the rest of the school year, with no schedule changes expected because such changes would affect other classes and programs. Band enrollment includes 53 students taught by two teachers, and all students who asked to join the band were able to participate.

The district is comparing enrollment figures with neighboring districts and exploring options for next year, including expanding beginning band access beyond 6th grade. Chair Dyson noted that very large beginning band classes are not practical for learning an instrument. AMS continues to receive support from ASF for band coaching stipends, and the district remains dedicated to music and the arts despite budget and staffing challenges.

Discussion also addressed class-size issues in some core subjects. While no immediate solutions are available, the district reaffirmed its long-term commitment to strengthening and expanding music opportunities and assured families that planning for sustainable solutions is in progress.

**10. Adjourn**

There being no further discussion, Chair Dyson adjourned the meeting at 8:59 PM.

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Submitted by:  
Holly Rosser, Board Secretary

Date of Board Approval: December 11, 2025

DRAFT

Ashland School District  
Board Personnel Report  
December 1, 2025

SITE	NAME	POSITION	STATUS	STATUS CHANGE	SALARY PLACEMENT EXCEPTION
AHS	Rebecca Bjronson	Assistant Principal	Resignation	NO	NONE
AHS	Hillary Cusenza	Interim Assistant Principal	1.0 FTE temporary	NO	NONE
AHS	David Garden	Teacher, CTE	1.0 FTE	Correction to July Report	NONE
AHS	Kathleen Martin	Teacher, Spanish/ESL	1.0 FTE	Correction to August Report	NONE
AHS	Sarah Weston	Dean of Students	1.0 FTE	Correction to July Report	NONE
AHS	Janea Noel Holmquist	EA Site Based	0.8125 FTE	Change in Classification	NONE
AHS	Jocelyn Sanford	Game Help (Swimming)	Temporary Service	NO	NONE
AHS	Celeste Marokus	Game Help	Temporary Service	NO	NONE
AHS	Tyvauntae Deloney	Game Help	Temporary Service	NO	NONE
AHS	Sarah Weston	Dean of Students - winter/spring	Temporary Service	NO	NONE
AHS	Quin Haldane	Dual Credit Teacher	Temporary Service	NO	NONE
AMS	Anirudh Sairam	Teacher, PE	0.19 FTE	NO	NONE
AMS	Lance Matthewson	Teacher, PE	Resignation	NO	NONE
AMS	Christopher Thomas Daley	Teacher, PE/Health	0.50 FTE	Correction to August Report	NONE
AMS	Gregory Grano	Teacher, WAMS (Journalism)	0.60 FTE	Correction to August Report	NONE
AMS	Chloe Lewis	CDS	1.0 FTE	Correction to November Report	NONE
AMS	Azriel Wolffe	Teacher, 7/8 Math	1.0 FTE	Correction to August Report	NONE

Ashland School District  
Board Personnel Report  
December 1, 2025

AMS	William Beckett	Girl's Basketball Coach	Temporary Service	NO	NONE
AMS	Abdiaziz Guled	Girl's Basketball Coach	Temporary Service	NO	NONE
AMS	Daniel Tolliver	Wrestling Coach	Temporary Service	NO	NONE
AMS	Tyvauntae Deloney	Wrestling Coach	Temporary Service	NO	NONE
Bellview	Jeffrey Mann	Teacher, Reading	1.0 FTE	Correction to August Report	NONE
Bellview	Debra Laird	EA	0.75 FTE Temporary	NO	NONE
Maintenance	Skyler Dale Prickett	Custodian	Resignation	NO	NONE
TRAILS	Brian Long	EA	0.469 FTE	NO	NONE
TRAILS	Lance Matthewson	PE Teacher	Resignation	NO	NONE
TRAILS	Anirudh Sairam	PE Teacher	0.36 FTE	NO	NONE
TRAILS	Anirudh Sairam	Community Based Tutor	Temporary Service	NO	NONE
Student Services	Timothy Jaramillo	Teacher, Site Based	1.0 FTE	Correction to August Report	NONE
Student Services	Hope Beecher	Counseling Intern	Temporary Service	NO	NONE
Walker	Debra Laird	EA-SPED I	Resignation	NO	NONE
Willow Wind	Quinn Courtright	EA	Resignation	NO	NONE
Willow Wind	Alexi McCullough	Part Time Instructor	Temporary Service	NO	NONE
Willow Wind	Kayla Blanchflower	Part Time Instructor	Temporary Service	NO	NONE
Willow Wind	Sweets Underwood	Part Time Instructor	Temporary Service	NO	NONE
Willow Wind	Erika Lowe	Part Time Instructor	Temporary Service	NO	NONE

**ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY**

**December 2025 Full-Time and Part-Time Enrollment Counts by Site and Grade**

SITE	K	1	2	3	4	5	6	7	8	9	10	11	12		
BELLVIEW	35	49	35	39	47	39								244	BELLVIEW
HELMAN	40	32	42	42	42	57								255	HELMAN
WALKER	27	33	40	45	35	44								224	WALKER
TRAILS	11	13	12	8	14	15	16	17	13					119	TRAILS
*Ashland CONNECT	0	0	2	0	3	2	1	3	3					14	CONNECT
AMS							133	175	160					468	AMS
AHS										243/2	209/2	182/5	226/5	860/14	AHS
WILLOW WIND	19/4	22/3	23/6	22/2	25/4	25/6	24/4	24/4	24/0					208/33	WILLOW
Level 2 Program	0	0	0	0	0	1	2	1	1	1	1	0	0	7	L2P
<b>ASD TOTALS</b>	<b>132/4</b>	<b>149/3</b>	<b>154/6</b>	<b>156/2</b>	<b>166/4</b>	<b>183/6</b>	<b>176/4</b>	<b>220/4</b>	<b>201/0</b>	<b>244/2</b>	<b>210/2</b>	<b>182/5</b>	<b>226/5</b>	<b>2399/47</b>	<b>TOTAL</b>

	Full-Time Enrollment History (Fiscal Year)														
	2011	2012	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
BELLVIEW			315	322	325	315	318	263	256	246	258	254	247	244	BELLVIEW
HELMAN			303	314	351	345	345	286	286	281	315	302	265	255	HELMAN
WALKER			299	342	343	337	344	275	277	226	221	241	241	224	WALKER
TRAILS			100	120	122	123	122	105	107	180	135	139	139	119	TRAILS
AMS			579	562	565	564	517	485	480	461	527	529	510	468	AMS
AHS			971	996	971	950	940	942	914	934	888	822	815	860	AHS
WILLOW			195	192	179	178	180	159	150	150	163	179	194	208	WILLOW
Ashland Connect			0	0	0	0	0	0	0	0	24	24	27	14	CONNECT
Level 2 Program													5	7	L2P
<b>ASD TOTALS</b>			<b>2762</b>	<b>2848</b>	<b>2856</b>	<b>2812</b>	<b>2766</b>	<b>2515</b>	<b>2470</b>	<b>2478</b>	<b>2531</b>	<b>2490</b>	<b>2443</b>	<b>2399</b>	<b>ASD TOTALS</b>

	Monthly Enrollment									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025-2026	2446	2425	2405	2399						
2024-2025	2512	2507	2479	2468	2470	2472	2469	2457	2451	2443
2023-2024	2571	2553	2539	2532	2529	2541	2518	2505	2495	2490
2022-2023	2560	2563	2546	2552	2543	2543	2530	2538	2535	2531
2021-2022	2478	2487	2441	2449	2465	2483	2471	2476	2472	2478
2020-2021			2530	2515	2509	2505	2490	2491	2486	2470
2019-2020		2835	2825	2820	2804	2797	2781	2774	2763	2515
2018-2019		2897	2894	2881	2860	2846	2830	2842	2824	2766
2017-2018	2935	2922	2913	2912	2905	2897	2892	2878	2869	2812
2016-2017	2898	2897	2901	2929	2879	2864	2847	2845	2826	2856
2015-2016	2856	2852	2845	2875	2815	2814	2796	2793	2779	2848

**NOTES:**

1. The Level 2 Program is the District K-12 site-based now located at AMS and AHS

**TUITION AND TRANSPORTATION AGREEMENT  
ASHLAND SCHOOL DISTRICT and PINEHURST SCHOOL DISTRICT  
2025-26 School Year**

THIS AGREEMENT is made as of this 1st day of July 2025, by and between Jackson County School District No. 5, Jackson County, Oregon, hereinafter referred to as “ASD”, and Pinehurst School District No. 94, Jackson County, Oregon, hereinafter referred to as “PSD.”

WHEREAS, ASD and PSD both maintain schools according to the standards prescribed by the State Board of Education; and

WHEREAS, PSD does not maintain a middle or high school for instructing grades 7 through 12 and ASD does maintain a middle and high school for instructing grades 7 through 12; and

WHEREAS, some ASD students have attended school within the PSD; and

WHEREAS, some PSD students have attended school within the ASD; and

WHEREAS, ASD and PSD need to have an agreement in place governing the costs of tuition and transportation of PSD students attending school in the ASD and of ASD students attending school in the PSD.

NOW, THEREFORE, for consideration the receipt and adequacy of which are hereby acknowledged by the parties, ASD and PSD hereby agree as follows:

- 1. Instruction Agreement.** Subject to the limitations set forth below, ASD and PSD agree to admit into their respective schools students from the other district, including special education students, and further agree to supply such students the same instruction and access to facilities and programs as are furnished to the resident students of each district.
- 2. PSD Tuition to ASD for 7-12 Students.** Except for special education students, PSD shall pay ASD for each student in grades 7 through 12, attending ASD's middle school and high school, that amount received by the ASD per ADMr and all applicable ADMw from the State of Oregon General Purpose Grant for its resident students.
- 3. Limitation on Admissions.** Students who attend PSD through the last grade offered retain PSD as their resident district through graduation. ASD becomes the district of residence through graduation for students who live within the PSD boundaries and at any point obtain an approved IDT to attend ASD when PSD offered instruction in the grade of their student. If a student has been attending ASD on an IDT, but then wants to re-enroll in PSD and PSD offers instruction in that grade, no IDT is required to re-enroll because they live within the Pinehurst boundaries. They would though need another IDT to re-enroll back in Ashland after returning to Pinehurst.
- 4. Special Education Students - Services and Tuition.** The following provisions specify the responsibilities of the resident and attending districts for non-resident PSD or ASD K through 12 Special Education students attending school in the

other district:

**A. The resident district retains all responsibility for ensuring that the parents and the student are afforded all special education rights and procedural safeguards under state and federal law, including but not limited to:**

- i. Child-find and initial evaluation if the resident district suspects that the child has a disability and needs special education;
- ii. Initiating, conducting, and notification of parents for all initial IEP meetings;
- iii. Provision of a resident district representative at all IEP meetings;
- iv. Provision of an IEP and placement that complies with all state and federal requirements;
- v. Provision of prior written notice and notice of procedural safeguards when required;
- vi. Compliance with any stay put requirements that allow the child to remain in the present educational placement in the attending program unless the resident district and the parents agree otherwise; and
- vii. Acting as the school district of record for any special education due process hearing arising out of the student's placement or program.
- viii. Each resident district remains ultimately liable for the provision of FAPE to all of their resident special education students. If the attending district concludes that it is not able to provide a FAPE for a particular student, it will inform the resident district of its position and the student in question will not be admitted to the attending district. In such circumstances, the resident district retains the right to contract with other districts, the ESD, and public or private service providers.

**B. The attending district agrees to:**

- i. Allow the child to remain in the present educational placement in the attending district during the pendency of any Special Education due process hearing unless the parents and resident district agree otherwise;
- ii. Initiate meetings to review and revise IEPs and provide all written notices for these meetings;
- iii. Immediately notify the resident district if the attending district suspects that a child may have a disability and may need Special Education service;
- iv. Immediately notify the resident district if a student, whether disabled or not, has engaged in conduct that may lead to suspension or expulsion;
- v. Immediately notify the resident district of any complaint made by the parents regarding the student's regular or Special Education program at the attending district;
- vi. Provide the resident district with sufficient notice of date and time when the attending district would like to have an IEP meeting scheduled; and
- vii. Be responsible for implementing the IEP, to include extended school year (ESY) if the student qualifies.

**C. With respect to funding, the following shall apply:**

- i. The resident district shall report the student as active on the annual Special Education Child Count (SECC) and receive both ADMr (first weight) and the ADMw (second weight) state school funds as provided for under state policy and law.
- ii. The attending district will receive from the resident district funding utilizing one of the following options:
  - 1. The receiving district's ADMr and additional ADMw unit value under the state revenue formula.
  - 2. Other options as mutually agreed upon in writing by both parties.

**D. When the provision of FAPE requires additional staffing, high-cost assistive technology, or other services/devices not otherwise available in the attending District, the value of which is in excess of the attending districts special education ADMw unit value:**

- i. The resident District is responsible for providing any additional staff. Additional staff may be provided by staff employed by the resident District, or by the attending District at cost to the resident District. Any staff hired by or contracted with the resident District must abide by the personnel policies of the attending District. The attending District reserves the right to refuse staff provided by the resident District for any reason.
- ii. Additional high-cost technology or services in excess of the second weight will be identified in a letter of understanding. The resident District is responsible for the additional costs.

**E. The attending district will annually identify students and services identified in an IEP that are in excess of existing program operations costs in a Letter of Understanding. The Letter of Understanding will further identify the parties' mutual agreement as to the mechanism for service provision or reimbursement to the attending district by the resident district.**

**5. Offsets Allowed.** PSD and ASD recognize the possibility that each may owe the other money at the same time, or that comparable resident students are being served by the other district. The parties may, upon mutual agreement, offset payments that may be due each other pursuant to this agreement.

**6. 6-12 Transportation.**

- A. ASD agrees to furnish transportation for PSD resident middle and high school students attending ASD schools. PSD shall pay ASD \$4.00 per bus mile for total mileage operated within the PSD transporting PSD students.
- B. PSD has the right to negotiate the number of seats they wish to reserve for their students, which will determine transportation costs. PSD agrees to advise ASD a week before in-person classes begin, of the number of seats they wish to initially reserve for the 2025-26 school year.

PSD shall have the option to revise the number of seats reserved

based on changes in enrollment. PSD agrees to notify ASD as soon as possible when changes occur so that ASD may provide the necessary transportation and adjust PSD charges.

- C. For the 2025-26 school year, ASD will waive the fee for the bus providing transportation to PSD students for that portion of its route operated within the ASD. The amount paid would be equal to the number of bus miles, multiplied by the rate of \$4.00, and prorated by the percentage of seats reserved by PSD if charged by ASD.

**7. Payment Schedule.** ASD will invoice PSD as follows:

	<u>Billing Date</u>	<u>Payment Due Date</u>
Payment no. 1	November 1, 2025	November 30, 2025
Payment no. 2	March 1, 2026	March 31, 2026
Payment no. 3	June 15, 2026	June 30, 2026

- 8. Term.** The term of this Agreement shall be from July 1, 2025, through June 30, 2026. This Agreement may be renewed yearly upon the written agreement of both PSD and ASD.
- 9. Additional Fees for Participation in Out-of-District Sports.** PSD students are individually responsible for payment of any fees required for participation in out-of-district sports and other activities.
- 10. Miscellaneous.** This Agreement is the entire agreement between the parties and may not be amended or supplemented except in writing executed by both PSD and ASD.

SIGNED in, duplicate as of the dates set forth below.

**Pinehurst School District No. 94**

**Jackson County School District No. 5**

\_\_\_\_\_  
Board Chair  
Date

\_\_\_\_\_  
Board Chair  
Date

\_\_\_\_\_  
Emily Cozza, District Administrator  
Date

\_\_\_\_\_  
Joseph Hattrick, Superintendent  
Date

# Ashland School District 5

Code: KBA  
Adopted: 8/09/04  
Revised/Readopted: 6/12/17; date  
Orig. Code: KBA

## Public Records Request\*\*

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the district office.

“Public record” means any information that:

1. Is prepared, owned, used or retained by the district;
2. Is related to an activity, transaction or function of the district; and
3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.
- ~~3.4.~~ Is any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.

Public record does not include messages on voice mail or on other telephone message systems storage and retrieval systems or spoken communication that is not recorded.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or rule or by pertinent court rulings.

The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen ~~desiring to examine them~~ during regular office hours ~~when the superintendent’s office is open.~~

All such information will be made available to individuals with disabilities in any appropriate format upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about the programs and services of their school and will make every effort to disseminate information. The superintendent and principals are authorized to use all means available to keep parents and others of the school’s community informed about the school’s program and activities.

Employee and volunteer personal residential addresses, personal electronic mail addresses, social security numbers, dates of birth, and personal telephone or cellular numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to state law.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district will not disclose the identification badge or card of an employee without the employee's written consent if it contains a photograph and is prepared solely for internal use to identify employees.

No records will be released for inspection by the public or any unauthorized persons - either by the superintendent or any other person designated as custodian for school district records - if such disclosure would be contrary to the public interest, as described in state law.

~~If a copy of a record is requested, the district will provide a single certified copy. If a request to inspect a record is made and the public record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If not available in the form requested, it will be provided in the form the public record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under ORS 30.275 (5)(a), asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.~~

~~Employee and volunteer addresses, electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees), social security numbers, dates of birth and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.445 and ORS 192.502 (3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt. Additionally, the district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees.~~

~~A duplicate of the photograph used on the badge or card shall not be disclosed.~~

~~Upon receipt of a request, the district will respond as soon as practicable and without unreasonable delay. The response must acknowledge the receipt of the request and one of the following:~~

- ~~1. A statement that the district does not possess, or is not the custodian of, the public record;~~
- ~~2. Copies of all requested public records for which the district does not claim an exemption from disclosure under ORS 192.410 to 192.505;~~
- ~~3. A statement that the district is the custodian of at least some of the requested public records, an estimate of 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;~~
- ~~4. A statement that the district is the custodian of at least some of the requested public records and that an estimate of the time and fees for disclosure of the public records will be provided by the district within a reasonable time;~~

- ~~5.—A statement that the district is uncertain whether the district possesses the public record and that the district will search for the record and make an appropriate response as soon as practicable;~~
- ~~6.—A statement that state or federal law prohibits the district from acknowledging whether the record exists or that acknowledging whether the record exists would result in the loss of federal benefits or other sanction. A statement under this paragraph must include a citation to the state or federal law relied upon by the district.~~

Upon receipt of a request, the district will respond as soon as practicable and without unreasonable delay, acknowledging receipt and indicating the status or estimated completion time.

The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making copies of public records available to the public. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Requests for copies of documents shall be in writing and submitted to the district office.

~~Requests for copies of documents shall be in writing and will be presented to the superintendent.~~

The district shall retain and maintain its public records in accordance with OAR 166, Division 400, and ORS Chapter 192.

END OF POLICY

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**Legal Reference(s):**

ORS Chapter 192

~~OAR 137-004-0800(1)~~

~~OAR 166-400~~

~~Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).~~

~~OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S PUBLIC RECORD AND MEETINGS MANUAL.~~

~~Americans with Disabilities Act Amendments Act of 2008.~~

ORS 180.805

ORS Chapter 192

OAR 137-004-0800(1)

OAR 166-005-0010

OAR 166-400

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630; 28 C.F.R. Part 35.

Americans with Disabilities Act Amendments Act of 2008.

Oregon Dep't of Justice, Oregon Attorney General's Public Records and Meetings Manual.

Bialostosky v. Cummings, 319 Or. App. 352 (2022).

# Ashland School District 5

Code: KBA  
Adopted: 8/09/04  
Revised/Readopted: 6/12/17; date  
Orig. Code: KBA

## Public Records Request\*\*

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the district office.

“Public record” means any information that:

1. Is prepared, owned, used or retained by the district;
2. Is related to an activity, transaction or function of the district; and
3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.
4. Is any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.

Public record does not include messages on voice mail or on other telephone message systems or spoken communication that is not recorded.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or rule or by pertinent court rulings.

The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen during regular office hours

All such information will be made available to individuals with disabilities in any appropriate format upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about the programs and services of their school and will make every effort to disseminate information. The superintendent and principals are authorized to use all means available to keep parents and others of the school’s community informed about the school’s program and activities.

Employee and volunteer personal residential addresses, personal electronic mail addresses, social security numbers, dates of birth, and personal telephone or cellular numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to state law.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district will not disclose the identification badge or card of an employee without the employee's written consent if it contains a photograph and is prepared solely for internal use to identify employees.

No records will be released for inspection by the public or any unauthorized persons - either by the superintendent or any other person designated as custodian for school district records - if such disclosure would be contrary to the public interest, as described in state law.

Upon receipt of a request, the district will respond as soon as practicable and without unreasonable delay, acknowledging receipt and indicating the status or estimated completion time.

The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making copies of public records available to the public. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Requests for copies of documents shall be in writing and submitted to the district office.

The district shall retain and maintain its public records in accordance with OAR 166, Division 400, and ORS Chapter 192.

END OF POLICY

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**Legal Reference(s):**

ORS 180.805  
ORS Chapter 192  
OAR 137-004-0800(1)  
OAR 166-005-0010  
OAR 166-400

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630; 28 C.F.R. Part 35.

Americans with Disabilities Act Amendments Act of 2008.

Oregon Dep't of Justice, Oregon Attorney General's Public Records and Meetings Manual.

Bialostosky v. Cummings, 319 Or. App. 352 (2022).

# Ashland School District 5

Code: IIBGC/GCLA/GDLA IKJ  
Adopted: 5/09/24; date

## Artificial Intelligence

### Preamble:

The Ashland School District Board recognizes the rapidly expanding role of Artificial Intelligence (AI) technologies in society and the global economy. Preparing students to navigate, evaluate, and ethically use AI is essential for success in learning, careers, and citizenship.

The Board believes AI, including generative AI, is a powerful educational and professional tool when used responsibly. The Board also recognizes that generative AI involves risks such as bias, inaccuracies, and hallucinations, and that its use must be conducted responsibly by staff and students.

This policy establishes guidance for safe, equitable, and ethical integration of AI technologies in teaching, learning, and district operations.

### Policy Objectives

- Develop AI literacy at developmentally appropriate levels across all grade levels, K–12.
- Provide educators and staff with professional development to effectively and ethically use AI.
- Ensure equitable access to AI tools and resources.
- Promote responsible, safe, and ethical use of AI by all students and staff.
- Safeguard privacy, data protection, and intellectual property.
- Address potential bias, inaccuracy, and misuse associated with generative AI tools.
- Encourage ongoing review and improvement of AI-related curriculum and practices.

~~The Ashland School District Board recognizes the significant and rapidly expanding role of Artificial Intelligence (AI) technologies in our society and the global economy. Understanding the importance of preparing our students for a future where AI is ubiquitous, the Board is committed to implementing a comprehensive AI literacy program across K–12 education. This policy aims to ensure students are equipped with the knowledge and skills to use AI tools effectively, think critically about AI technologies, and navigate the ethical implications of AI in both academic and real-world settings.~~

### ~~Policy Objectives:~~

- ~~• To develop AI literacy among students at developmentally appropriate levels across all grades, K–12.~~
- ~~• To provide educators with the guidance and professional development needed to effectively teach AI concepts.~~
- ~~• To ensure universal access to AI tools and resources within the learning environment.~~
- ~~• To promote equity and ethical use of AI across all student demographics.~~
- ~~• To incorporate AI literacy, citizenship, and skills into the curriculum.~~
- ~~• To advocate for safe use and privacy in the application of AI technologies.~~

- ~~To enhance bias awareness and foster an environment of ongoing assessment and recalibration of AI tools and instructional strategies.~~

## 1. Guidance and Professional Development for Educators and Staff

### 1. Guidance and Professional Development for Educators:

The district will provide ongoing professional development for educators and staff to:

- Stay informed of current AI advancements and instructional strategies.
- Learn to use AI responsibly for curriculum design, grading, communication, and administrative tasks.
- Understand and comply with applicable copyright, confidentiality, and privacy laws.
- Identify and mitigate bias and inaccuracies in AI outputs.

District staff are authorized to use generative artificial intelligence to perform various work functions. They are responsible for ensuring all use complies with federal and state laws, including FERPA and copyright. District staff are prohibited from entering personally identifiable information (PII) into any generative AI application.

The district will facilitate ongoing professional development opportunities for educators to remain abreast of AI advancements and pedagogical strategies for integrating AI literacy into the curriculum. This includes workshops, seminars, and access to AI educational resources.

## 2. Student Use of AI

### Independent Student Use

Teachers may permit independent student use of AI tools for assignments or projects when appropriate. They will establish and communicate clear rules for responsible use, including:

- Awareness of potential bias, inaccuracies, and plagiarism.
- Accessibility and equitable access to approved tools.
- Acknowledgment that inappropriate use may result in loss of credit or disciplinary action.

Failure to follow classroom AI use rules may result in incomplete credit or disciplinary measures consistent with district policy.

### AI Use as Part of Class

Teachers may incorporate AI tools into instruction to enhance learning and meet course objectives. Only applications approved by the district's Information Technology Department may be used. Teachers will follow all terms of use and notify parents or guardians when AI tools are part of instruction. Students may not share accounts, passwords, or unauthorized access credentials.

### 2. Universal Access to AI Tools:

To eliminate the digital divide, the district will ensure that all students have equitable access to AI tools and technologies at school. This will be achieved through the provision of necessary hardware and software in classrooms and libraries across the district.

### 3. ~~Equity and Ethical Use of AI: Ethical and Safe Use~~

AI technologies must be used in ways that uphold integrity, equity, and student safety.

- Creation or distribution of “deep fakes” or other harmful, misleading, or explicit AI-generated content is strictly prohibited and will result in disciplinary action up to and including expulsion or termination.
- Any suspected criminal activity will be referred to law enforcement.
- The district will provide instruction on the ethical use of AI and the consequences of misuse.

Students and staff who violate this policy or related rules may be subject to discipline and referral to law enforcement as appropriate.

Curriculum development will include a strong emphasis on the ethical considerations of AI, including privacy, security, and the societal impacts of technology. The district will prioritize creating an inclusive environment where all students can learn about and engage with AI technologies.

### 4. Equity and Access

The district will ensure equitable access to AI tools, software, and instructional materials to close the digital divide. Devices and resources will be made available in classrooms and libraries to support all learners.

Teachers should also consider accessibility of AI programs and technology for students outside of school settings when assigning work requiring AI tools.

#### 4. ~~AI Literacy, Citizenship, and Skills:~~

The curriculum will integrate AI literacy at all grade levels, tailored to the developmental stages of students. This includes understanding AI technology, its applications, and fostering responsible digital citizenship and critical thinking skills.

### 5. Privacy, Security, and Data Protection

All laws and policies regarding student privacy, confidentiality, and data security will be followed at all times.

- No personal, confidential, or sensitive data may be entered into AI systems.
- District staff will follow the Children’s Internet Protection Act (CIPA), Children’s Online Privacy Protection Act (COPPA), and FERPA.

All laws regarding student records, confidentiality, privacy, and student internet use will be followed at all times.

#### 5. ~~Safe Use and Privacy:~~

Education on the safe use of AI technologies and the importance of data privacy will be embedded into the curriculum. Students will learn best practices for protecting personal information online and the implications of data sharing.

### 6. Bias Awareness and Critical Thinking

Students and staff will be educated to:

- Recognize and evaluate bias in AI algorithms and outputs.
- Understand the ethical and social implications of AI use.
- Think critically about the role of AI in society and decision-making.

Students will be taught to responsibly identify and address inaccuracies or bias in generative AI outputs.

#### 6. ~~Bias Awareness:~~

Instruction will include discussions on the potential biases within AI systems and the importance of diverse

data sets in the development of AI technologies. Students will be encouraged to critically evaluate AI outputs and consider the ethical dimensions of AI use.

### **7. Harmful Use of AI**

The creation and dissemination of deep fakes—digitally manipulated photographs, audio, or videos that create explicit, derogatory, or false portrayals of students or members of the school community—present significant risks to mental health, the school environment, and safety. The use of deep fakes and any other potentially harmful applications of AI are strictly forbidden and will lead to disciplinary measures up to and including expulsion. Any criminal behavior will be reported to law enforcement.

The District will provide instruction about the ethical use of AI technologies and the consequences of their misuse.

### **7. Continuous Improvement**

The district will review AI-related curriculum, resources, and practices annually to ensure alignment with technological developments, legal standards, and community values. Adjustments will be made based on research, feedback, and observed outcomes.

Professional development and training opportunities will be reviewed annually to ensure staff can effectively and ethically use AI tools in their work.

### **8. Ongoing Assessment and Recalibration:**

The district commits to the continuous evaluation of AI literacy curriculum and resources, ensuring that instructional materials remain current with the evolving landscape of AI technologies. This includes regular updates to the curriculum and professional development offerings based on the latest research and industry advancements.

### **Implementation and Oversight**

The Superintendent, in collaboration with the District Technology Officer and Curriculum Development Team, will oversee policy implementation, training, and compliance.

The Superintendent will ensure the district maintains an approved list of AI applications and communicates usage guidelines to staff and families.

### **Implementation:**

The Superintendent, in collaboration with the District Technology Officer and Curriculum Development Team, will oversee the policy's implementation, including resource allocation, program development, and the establishment of evaluation metrics to assess progress.

**Review and Adjustment:**

~~The policy will be reviewed annually by the Board, with adjustments made as necessary to reflect technological advancements, educational research, and feedback from educators, students, and the community.~~

END OF POLICY

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**Legal Reference(s):**

**Legal References**

ORS 332.107

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101–12133

Children’s Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520

Children’s Online Privacy Protection Act (COPPA), 15 U.S.C. §§ 6501–6505

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. § 99

Protection of Pupil Rights, 20 U.S.C. § 1232h

# Ashland School District 5

Code: IKJ  
Adopted: 5/09/24; **date**

## Artificial Intelligence

### Preamble:

The Ashland School District Board recognizes the rapidly expanding role of Artificial Intelligence (AI) technologies in society and the global economy. Preparing students to navigate, evaluate, and ethically use AI is essential for success in learning, careers, and citizenship.

The Board believes AI, including generative AI, is a powerful educational and professional tool when used responsibly. The Board also recognizes that generative AI involves risks such as bias, inaccuracies, and hallucinations, and that its use must be conducted responsibly by staff and students.

This policy establishes guidance for safe, equitable, and ethical integration of AI technologies in teaching, learning, and district operations.

### Policy Objectives

- Develop AI literacy at developmentally appropriate levels across all grade levels, K–12.
- Provide educators and staff with professional development to effectively and ethically use AI.
- Ensure equitable access to AI tools and resources.
- Promote responsible, safe, and ethical use of AI by all students and staff.
- Safeguard privacy, data protection, and intellectual property.
- Address potential bias, inaccuracy, and misuse associated with generative AI tools.
- Encourage ongoing review and improvement of AI-related curriculum and practices.

### 1. Guidance and Professional Development for Educators and Staff

The district will provide ongoing professional development for educators and staff to:

- Stay informed of current AI advancements and instructional strategies.
- Learn to use AI responsibly for curriculum design, grading, communication, and administrative tasks.
- Understand and comply with applicable copyright, confidentiality, and privacy laws.
- Identify and mitigate bias and inaccuracies in AI outputs.

District staff are authorized to use generative artificial intelligence to perform various work functions. They are responsible for ensuring all use complies with federal and state laws, including Children’s Internet Protection Act (CIPA), Children’s Online Privacy Protection Act (COPPA), FERPA and copyright. District staff are prohibited from entering personally identifiable information (PII) into any generative AI application.

### 2. Student Use of AI

#### Student Independent Use

Teachers may permit independent student use of AI tools for assignments or projects when appropriate. They will establish and communicate clear rules for responsible use, including:

- Awareness of potential bias, inaccuracies, and plagiarism.
- Accessibility and equitable access to approved tools.
- Acknowledgment that inappropriate use may result in loss of credit or disciplinary action.

Failure to follow classroom AI use rules may result in incomplete credit or disciplinary measures consistent with

district policy.

### **AI Use as Part of Class**

Teachers may incorporate AI tools into instruction to enhance learning and meet course objectives. Only applications approved by the district’s Information Technology Department may be used. Teachers will follow all terms of use and notify parents or guardians when AI tools are part of instruction. Students may not share accounts, passwords, or unauthorized access credentials.

### **3. Ethical and Safe Use**

AI technologies must be used in ways that uphold integrity, equity, and student safety.

- Creation or distribution of “deep fakes” or other harmful, misleading, or explicit AI-generated content is strictly prohibited and will result in disciplinary action up to and including expulsion or termination.
- Any suspected criminal activity will be referred to law enforcement.
- The district will provide instruction on the ethical use of AI and the consequences of misuse.

Students and staff who violate this policy or related rules may be subject to discipline and referral to law enforcement as appropriate.

### **4. Equity and Access**

The district will ensure equitable access to AI tools, software, and instructional materials to close the digital divide. Devices and resources will be made available in classrooms and libraries to support all learners.

Teachers should also consider accessibility of AI programs and technology for students outside of school settings when assigning work requiring AI tools.

### **5. Privacy, Security, and Data Protection**

All laws and policies regarding student privacy, confidentiality, and data security will be followed at all times.

- No personal, confidential, or sensitive data may be entered into AI systems.
- District staff will follow the Children’s Internet Protection Act (CIPA), Children’s Online Privacy Protection Act (COPPA), and FERPA.

### **6. Bias Awareness and Critical Thinking**

Students and staff will be educated to:

- Recognize and evaluate bias in AI algorithms and outputs.
- Understand the ethical and social implications of AI use.
- Think critically about the role of AI in society and decision-making.

Students will be taught to responsibly identify and address inaccuracies or bias in generative AI outputs.

### **7. Continuous Improvement**

The district will review AI-related curriculum, resources, and practices annually to ensure alignment with technological developments, legal standards, and community values. Adjustments will be made based on research, feedback, and observed outcomes.

Professional development and training opportunities will be reviewed annually to ensure staff can effectively and ethically use AI tools in their work.

### **Implementation and Oversight**

The Superintendent, in collaboration with the District Technology Officer and Curriculum Development Team, will

oversee policy implementation, training, and compliance.

The Superintendent will ensure the district maintains an approved list of AI applications and communicates usage guidelines to staff and families.

END OF POLICY

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**Legal Reference(s):**

**Legal References**

ORS 332.107

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101–12133

Children’s Internet Protection Act (CIPA), 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520

Children’s Online Privacy Protection Act (COPPA), 15 U.S.C. §§ 6501–6505

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. § 99

Protection of Pupil Rights, 20 U.S.C. § 1232h

# ~~OSBA Model Sample Policy~~ Ashland School District 5

Code: CEA  
Adopted: date

## Educational Equity Advisory Committee

The duties of the district's educational equity advisory committee<sup>{1}</sup> shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and
2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The superintendent may act within the superintendent's authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
  - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
  - b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendation; and
  - c. Any other information required by the State Board of Education.
2. Is shared with the Board:
  - a. By the superintendent; and
  - b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.
3. Is made available by being:
  - a. Distributed to the parents of district students;
  - b. Posted on the district's website; and
  - c. Sent to the State Board of Education.

The educational equity advisory committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;

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<sup>1</sup> {The Educational Equity Advisory Committee shall be used interchangeably with District Equity Committee (DEC) ~~district can name this committee something else. If the district chooses to do so, use consistent language throughout.~~ }

2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and
5. Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.

The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the educational equity advisory committee will also serve on the school district budget committee.<sup>2</sup>

END OF POLICY

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**Legal Reference(s):**

[ORS 328.542](#)  
[ORS 329.711](#)  
[ORS 332.107](#)  
[OAR 199-050-0010](#)  
[OAR 581-022-2307](#)

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<sup>2</sup> The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.



# Ashland School District 5

Code: CEA  
Adopted: date

## Educational Equity Advisory Committee

The duties of the district’s educational equity advisory committee<sup>{1}</sup> shall include:

1. Advising the superintendent about the educational equity impacts of policy decisions; and
2. Informing the superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the superintendent on how best to handle that situation.

The superintendent may act within the superintendent’s authority on any recommendations of the educational equity advisory committee without approval from the Board. The superintendent does not have the authority to adopt or amend policy.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
  - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
  - b. Recommendations the committee made to the superintendent, and the actions that were taken in response to those recommendation; and
  - c. Any other information required by the State Board of Education.
2. Is shared with the Board:
  - a. By the superintendent; and
  - b. If requested by the Board, by the committee as a presentation by the committee at a Board meeting.
3. Is made available by being:
  - a. Distributed to the parents of district students;
  - b. Posted on the district’s website; and
  - c. Sent to the State Board of Education.

The educational equity advisory committee shall be selected and appointed by the superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the superintendent:

1. Shall solicit names of possible members from the community;

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<sup>1</sup> {The Educational Equity Advisory Committee shall be used interchangeably with District Equity Committee (DEC).}

2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude or deny members based on language, immigration status or protected class, including age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;
4. May not appoint a voting member of the Board or the superintendent to the educational equity advisory committee; and
5. Must ensure that the composition of an educational equity advisory committee elevates underrepresented parent, employee, student, and community member voices.

The district will provide sufficient support to educational equity advisory committee members to participate in meetings, including, but not limited to access to district-managed emails, translation and interpretation services, and relevant trainings.

A member of the educational equity advisory committee will also serve on the school district budget committee.<sup>2</sup>

END OF POLICY

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**Legal Reference(s):**

[ORS 328.542](#)  
[ORS 329.711](#)  
[ORS 332.107](#)  
[OAR 199-050-0010](#)  
[OAR 581-022-2307](#)

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<sup>2</sup> The district is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee.



# Ashland School District 5

Code: DBEA  
Adopted: 2/10/03  
Revised/Readopted: 5/08/17;  
12/14/23; date -  
Orig. Code: DBEA

## Budget Committee

### Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. Replacements for appointive members will complete the unexpired term of members being replaced.

At least one member of the budget committee must be a member of the district’s educational equity advisory committee.<sup>1</sup> The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board’s educational plan, and other pertinent material bearing on the preparation of the district budget.

### Meetings of the Budget Committee

The district’s budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

### Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not

<sup>1</sup>Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. The budget committee is not required to add an educational equity advisory committee member to the budget committee until there is a non-board member vacancy on the budget committee

previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

**Final Action**

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

**Cross Reference(s):**

DBG - Budget Hearing

# Ashland School District 5

Code: DBEA  
Adopted: 2/10/03  
Revised/Readopted: 5/08/17;  
12/14/23; **date**  
Orig. Code: DBEA

## Budget Committee

### Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year. Replacements for appointive members will complete the unexpired term of members being replaced.

At least one member of the budget committee must be a member of the district’s educational equity advisory committee.<sup>1</sup> The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board’s educational plan, and other pertinent material bearing on the preparation of the district budget.

### Meetings of the Budget Committee

The district’s budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

### Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not

<sup>1</sup> The budget committee is not required to add an educational equity advisory committee member to the budget

committee until there is a non-board member vacancy on the budget committee

previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

**Final Action**

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

**Cross Reference(s):**

DBG - Budget Hearing

# ~~OSBA Model Sample Policy~~ Ashland School District 5

Code: JHCA/~~JHCB~~  
Adopted: date

## Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries\*\*

### Immunization

Proof of immunization must be presented at the time of initial enrollment<sup>1</sup> in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.<sup>2</sup>

### School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination<sup>3</sup> prior to their initial participation in a related district program. The form<sup>4</sup> is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law<sup>5</sup> who has examined and evaluated the student. The completed form(s) must be returned ~~[as directed] [to the school office]~~. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

### Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

<sup>1</sup> The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

<sup>2</sup> Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>3</sup> The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

<sup>4</sup> The form may be used in either a hard copy or electronic format.

<sup>5</sup> This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.<sup>6</sup> Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional<sup>7</sup>.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification<sup>8</sup> from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.<sup>9</sup> Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.<sup>10</sup>

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 326.580</a>	<a href="#">OAR 333-019-0010</a>
<a href="#">ORS 336.479</a>	<a href="#">OAR 333-050-0010 - 050-0120</a>
<a href="#">ORS 336.485 - 336.490</a>	<a href="#">OAR 581-021-0041</a>
<a href="#">ORS 433.235 - 433.280</a>	<a href="#">OAR 581-021-3007</a>

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<sup>6</sup> For more information regarding medical releases for students in grades 9-12, see OSAA rules.

<sup>7</sup> "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

<sup>8</sup> "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

<sup>9</sup> The district must use the sample [form](#) developed by ODE [\[add link when available\]](#) or a district form that includes all required content.

<sup>10</sup> Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).  
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 (2024).  
House Bill 3007 (2025)

# Ashland School District 5

Code: JHCA  
Adopted: date

## **Immunization, School Sports Participation, Concussions and Other Brain Injuries\*\***

### **Immunization**

Proof of immunization must be presented at the time of initial enrollment<sup>1</sup> in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.<sup>2</sup>

### **School Sports Participation**

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination<sup>3</sup> prior to their initial participation in a related district program. The form<sup>4</sup> is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law<sup>5</sup> who has examined and evaluated the student. The completed form(s) must be returned as directed A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

### **Concussions and Other Brain Injuries**

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.<sup>6</sup> Except as allowed above, a student excluded for concussion reasons will

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<sup>1</sup> The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

<sup>2</sup> Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>3</sup> The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

<sup>4</sup> The form may be used in either a hard copy or electronic format.

<sup>5</sup> This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

<sup>6</sup> For more information regarding medical releases for students in grades 9-12, see OSAA rules.

not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional<sup>7</sup>.

Upon receipt of written notification<sup>8</sup> from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.<sup>9</sup> Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.<sup>10</sup>

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

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**Legal Reference(s):**

ORS 326.580  
ORS 336.479  
ORS 336.485 - 336.490  
ORS 433.235 - 433.280

OAR 333-019-0010  
OAR 333-050-0010 - 050-0120  
OAR 581-021-0041  
OAR 581-021-3007

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<sup>7</sup> "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

<sup>8</sup> "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

<sup>9</sup> The district must use the sample [form](#) developed by ODE or a district form that includes all required content.

<sup>10</sup> Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).  
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 (2024).  
House Bill 3007 (2025)

**Immunization, Physical Examination, Vision Screening/  
Eye Examination and Dental Screening\*\***

**Immunization**

No student will be allowed to enroll or continue school attendance without presenting evidence of compliance with Oregon Revised Statutes and Oregon Administrative Rules requiring immunization.

Proof of immunization must be presented prior to the time of initial enrollment in school or within 30 days of transfer to the district and again at grades 6 and 9 unless evidence of immunization is already on file. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization or a religious, philosophical beliefs and/or medical exemption.<sup>1</sup>

The administrator or designee is authorized to exclude any student from school attendance for noncompliance with the statutes or rules. The administrator or designee will notify the parent in writing of the reason for the exclusion, stating that the student will continue to be excluded until the student has complied with the requirements. The notice will also inform the parent that a hearing will be afforded upon request.

The district will comply with the Oregon Department of Human Services, Health Services, rules related to the district's immunization registry and the associated tracking and recall systems. This compliance shall include the waiver of the requirement of consent for release of information from or providing information to and the waiver of issues of confidentiality in regard to immunization records.

The above policy statement effects all students not exempted for religious beliefs, philosophical beliefs or medical reasons.<sup>2</sup>

**Physical Examination**

Students in grades 6 through 12 are to have physical examinations performed prior to participation in extracurricular sports. "Participation," as used in this policy, means participation in sports practices and interscholastic sports competition. The physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a naturopathic physician, a licensed physician assistant, a certified nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

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<sup>1</sup>Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>2</sup>Documentation requirements for exemptions are outlined in ORS 433.267.

Students who continue to participate in extracurricular sports in grades 6 through 12 shall be required to complete a physical examination once every two years, thereafter.

Students are required to submit to the district a School Sports Pre-participation Examination<sup>3</sup> form prior to their participation. This form is to be completed and signed by a parent and physician, giving clearance and permission for the student to participate and authorizing emergency medical treatment and/or transportation to a medical facility, as necessary. The district shall require a student to have an additional physical examination if he/she is diagnosed with a significant illness or has had major surgery, prior to further participation in extracurricular sports.

### **Vision Screening or Eye Examination**

The parents or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that:

1. The student has received a vision screening or eye examination; and
2. Any further examination, treatments or assistance necessary.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.

### **Dental Screening**

The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider;

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<sup>3</sup>Form available at [www.osaa.org](http://www.osaa.org).

2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or
3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
  - a. The cost of obtaining the dental screening is too high;
  - b. The student does not have access to an approved screener;
  - c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:

1. Student's name;
2. Date of screening; and
3. Name of entity conducting the dental screening.

The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.580](#)  
[ORS 336.211](#)  
[ORS 336.213](#)  
[ORS 336.479](#)

[ORS 433.235 to -433.280](#)  
[OAR 333-019-0010](#)  
[OAR 333-050-0010 to -0120](#)

[OAR 581-021-0017](#)  
[OAR 581-021-0031](#)  
[OAR 581-021-0041](#)  
[OAR 581-022-0705](#)

OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.

# Ashland School District 5

Code: **JOA**  
Adopted: 3/08/10  
Readopted: 6/12/17; date  
Orig. Code(s): JOA

## Directory Information\*\*

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following~~ Directory information <sup>[1]</sup> may be released ~~to the public~~ through appropriate procedures and includes:

1. Student's name;
- ~~2. Student's address;~~
- ~~3. Student's telephone listing;~~
- ~~4. Student's email address;~~
- ~~5.2.~~ Student's photograph;
- ~~6. Date and place of birth;~~
- ~~7.3.~~ Major field of study;
- ~~8.4.~~ Participation in officially recognized ~~sports and~~ activities and sports;
- ~~9.5.~~ Weight and height of ~~athletic team~~ members of athletic teams;
- ~~10.6.~~ Dates of attendance; and
- ~~11.7.~~ Degrees and or awards received;
- ~~12. Most recent previous school or program attended.~~

### Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such

<sup>+</sup>~~[For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word 'diploma' in #12 if kept.]~~

notice will be given prior to release of directory information.

## Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names, identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information.

END OF POLICY

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### Legal Reference(s):

[ORS 30.864](#)  
[ORS 107.154](#)  
[ORS 326.565](#)

[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-021-0220 to -0430](#)  
[OAR 581-022-1660](#)

~~Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (20122024).~~

~~Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (20122024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (20172025).~~

~~Every Student Succeeds Act, 20 U.S.C. § 7908 (20122024).~~

~~Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400–1427 (2006).~~

~~Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2011); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2011).~~

~~No Child Left Behind Act of 2001, 20 U.S.C. § 7908 (2006).~~

### Cross Reference(s):

IGBAB/JO - Education Records/Records of Students with Disabilities

JO/IGBAB - Education Records/Records of Students with Disabilities

# Ashland School District 5

Code: **JOA**  
Adopted: 3/08/10  
Readopted: 6/12/17; **date**  
Orig. Code(s): JOA

## **Directory Information\*\***

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. Directory information may be released through appropriate procedures and includes:

1. Student's name;
2. Student's photograph;
3. Major field of study;
4. Participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance; and
7. Degrees and awards received;

### **Public Notice**

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

### **Exclusions**

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names, identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information.

END OF POLICY

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**Legal Reference(s):**

[ORS 30.864](#)  
[ORS 107.154](#)  
[ORS 326.565](#)

[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-021-0220 to -0430](#)  
[OAR 581-022-1660](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

**Cross Reference(s):**

IGBAB/JO - Education Records/Records of Students with Disabilities

JO/IGBAB - Education Records/Records of Students with Disabilities

# Ashland School District 5

Code: GBNAB/JHFE  
Adopted: 2/11/08  
Revised/Readopted: 6/12/17; 4/11/22; date  
REVIEW: 10/3/24?  
Orig. Code: JHFE

## Suspected Abuse of a Child Reporting Requirements\*\*

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse<sup>1</sup> shall ~~orally report or cause an oral report~~ immediately ~~by telephone or otherwise to the local office of~~ make a report to the Oregon Department of Human Services (DHS) ~~or its designee through the centralized child abuse reporting system~~<sup>2</sup> or to ~~the~~ a law enforcement agency within the county where the person making the report is located at the time of the contact ~~pursuant to Oregon Revised Statute (ORS) 419B.010~~. The district employee shall also immediately inform their supervisor, principal or superintendent/designee.

Any district employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made~~ in the same manner ~~to described above DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010~~.

~~If known,~~ The report shall ~~must~~ contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors<sup>4</sup>, agents<sup>5</sup>, volunteers<sup>6</sup>, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such ~~to the Oregon Department of Human Services (DHS) or its designee through its centralized child abuse reporting system~~.

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<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> [How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE \(7233\)](#)

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> "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.

<sup>5</sup> "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.

<sup>6</sup> "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.

~~or or the local to a~~ law enforcement agency ~~pursuant to ORS 419B.015~~, and to ~~the a~~ designated licensed administrator.

The district will designate ~~the building principal a~~<sup>7</sup> licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

~~if the employee works in a school building. If the employee does not work in a school building the district designates the employee's direct supervisor who will report to building principal of the student, or assistant superintendent if the child is not a student in Ashland Schools. In the event that the designated licensed administrator or supervisor is the suspected abuser, the assistant superintendents will receive the report. The assistant superintendent shall also receive copies of all reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students. If the assistant superintendent is the suspected abuser the superintendent will receive the report.~~

If the superintendent is the alleged perpetrator the report shall be submitted to the assistant superintendent who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school or work site, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for ~~making a report to local~~ law enforcement ~~and or~~ the ~~local centralized child abuse reporting system of~~ DHS ~~office or its designee~~, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator ~~or supervisor who will report to building principal of the student, or assistant superintendent if the child is not a student in Ashland Schools.~~

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, ~~or its designee~~, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

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

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

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or

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<sup>7</sup> <sup>7</sup> {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building 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.}

any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee 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 abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. 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 or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

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 district shall make available to students, district employees, contractors, agents, and volunteers a policy of 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 as are necessary to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

[ORS 339.370 - 339.400](#)  
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).  
Senate Bill 51 (2021).

**Cross Reference(s):**

BBF - Board Member Standards of Conduct

BBFC - Reporting of Suspected Abuse of a Child

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

# Ashland School District 5

Code: GBNAB/JHFE  
Adopted: 2/11/08  
Revised/Readopted: 6/12/17; 4/11/22; **date**

Orig. Code: JHFE

## Suspected Abuse of a Child Reporting Requirements\*\*

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse<sup>1</sup> shall immediately make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system<sup>2</sup> or to a law enforcement agency within the county where the person making the report is located at the time of the contact. The district employee shall also immediately inform their supervisor, principal or superintendent/designee.

Any district employee who has reasonable cause to believe that **any person**<sup>3</sup> with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

The report must contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors<sup>4</sup>, agents<sup>5</sup>, volunteers<sup>6</sup>, or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such DHS through its centralized child abuse reporting system or to a law enforcement agency, and to a designated licensed administrator. The district will designate a<sup>7</sup> licensed administrator and an alternate licensed administrator,

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<sup>1</sup> Includes the neglect of a child; abuse is defined in ORS 419B.005.

<sup>2</sup> How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)

<sup>3</sup> "Person" could include adult, student or other child.

<sup>4</sup> "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.

<sup>5</sup> "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.

<sup>6</sup> "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.

<sup>7</sup> {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building 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.}

in the event that the designated licensed administrator is the suspected abuse, for each building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the assistant superintendent who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school or work site, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to law enforcement or the centralized child abuse reporting system of DHS, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

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

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

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee 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 abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. 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 or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

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 district shall make available to students, district employees, contractors, agents, and volunteers a policy of 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 as are necessary to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

[ORS 339.370 - 339.400](#)  
[ORS 418.257 - 418.259](#)

[ORS 419B.005 - 419B.050](#)

[OAR 581-022-2205](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).  
Senate Bill 51 (2021).

**Cross Reference(s):**

BBF - Board Member Standards of Conduct

BBFC - Reporting of Suspected Abuse of a Child

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

# ~~OSBA Model Sample Policy~~ Ashland School District 5

Code: GCAB  
Adopted: date

## **Personal Electronic Devices and Social Media - Staff\*\***

Staff possession or use of personal electronic devices on district property, in district facilities during the work day and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent **or designee**. At no time, whether on duty or off duty, will a personal electronic device be used in a manner that interferes with staff duty and responsibility for the supervision of students.

A “personal electronic device” is a device not issued by the district and is capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

Personal electronic devices shall be silenced during instructional **or class** time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with a work assignment. Devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or while a staff member is on duty at district-sponsored activities, unless as expressly authorized by the principal or designee for a use directly related to and consistent with the employee’s assigned duties. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities during on duty time.

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

Staff members, while on duty and off duty, will utilize social media websites, public websites and blogs, judiciously by not posting confidential information about students, staff or district business.<sup>1</sup> Staff may not post images of district facilities, staff, students, volunteers or parents without written authorization from persons with authority to grant such a release. Staff members, while on duty and off duty, will treat fellow employees, students and the public with respect while posting on social media websites, etc., in order to prevent substantial disruption in school. **The district will not be liable for information or comments posted by staff on social media websites.**

Communication with students using personal electronic devices will be appropriate and professional. Communication with students using personal electronic devices regarding nonschool-related matters is prohibited during work hours and strongly discouraged at all other times. If communicating with students electronically regarding school-related matters, staff **should** use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students. Texting a student during work hours is **prohibited**. Texting a student while off duty is strongly discouraged.

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<sup>1</sup> Nothing in this policy is intended in any form to limit the right of employees to engage in protected labor activities via the use of social media.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal electronic device in any manner that is illegal or violates the terms of this policy. Staff actions on social media websites, public websites and blogs, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A “disruption”<sup>2</sup> for purposes of this policy includes, but is not limited to, one or more parent threatens to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened or actual negative impact on the learning environment.

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

Licensed staff are subject at all times to the Standards for Competent and Ethical Performance of Oregon Educators. (See Board policy GCAA)

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

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**Legal Reference(s):**

[ORS 163.432](#)  
[ORS 163.433](#)  
[ORS 163.684](#)  
[ORS 163.686](#)  
[ORS 163.687](#)  
[ORS 163.688](#)  
[ORS 163.689](#)  
[ORS 163.693](#)  
[ORS 163.700](#)  
[ORS 167.057](#)  
[ORS 326.011](#)  
[ORS 326.051](#)  
[ORS 332.072](#)  
[ORS 332.107](#)  
[ORS 336.840](#)  
[ORS 339.372](#)

[OAR 584-020-0000 – 020-0035]

Senate Bill 155 (2019)

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<sup>2</sup> Ibid. p. 1

18 U.S.C. § 1466A (2018).

18 U.S.C. § 1470 (2018).

20 U.S.C. § 7131 (2018).

20 U.S.C. § 7906 (2018).

Copyrights, Title 17, as amended, United States Code (2018); 19 C.F.R. Part 133 (2019).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

# Ashland School District 5

Code: GCAB  
Adopted: date

## Personal Electronic Devices and Social Media - Staff\*\*

Staff possession or use of personal electronic devices on district property, in district facilities during the work day and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent or designee. At no time, whether on duty or off duty, will a personal electronic device be used in a manner that interferes with staff duty and responsibility for the supervision of students.

A “personal electronic device” is a device not issued by the district and is capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

Personal electronic devices shall be silenced during instructional or class time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with a work assignment. Devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or while a staff member is on duty at district-sponsored activities, unless as expressly authorized by the principal or designee for a use directly related to and consistent with the employee’s assigned duties. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities during on duty time.

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

Staff members, while on duty and off duty, will utilize social media websites, public websites and blogs, judiciously by not posting confidential information about students, staff or district business.<sup>1</sup> Staff may not post images of district facilities, staff, students, volunteers or parents without written authorization from persons with authority to grant such a release. Staff members, while on duty and off duty, will treat fellow employees, students and the public with respect while posting on social media websites, etc., in order to prevent substantial disruption in school. The district will not be liable for information or comments posted by staff on social media websites.

Communication with students using personal electronic devices will be appropriate and professional. Communication with students using personal electronic devices regarding nonschool-related matters is prohibited during work hours and strongly discouraged at all other times. If communicating with students electronically regarding school-related matters, staff should use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students. Texting a student during work hours is prohibited. Texting a student while off duty is strongly discouraged.

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<sup>1</sup> Nothing in this policy is intended in any form to limit the right of employees to engage in protected labor activities via the use of social media.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal electronic device in any manner that is illegal or violates the terms of this policy. Staff actions on social media websites, public websites and blogs, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A “disruption”<sup>2</sup> for purposes of this policy includes, but is not limited to, one or more parent threatens to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened or actual negative impact on the learning environment.

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

Licensed staff are subject at all times to the Standards for Competent and Ethical Performance of Oregon Educators. (*See* Board policy GCAA)

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

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**Legal Reference(s):**

ORS 163.432  
ORS 163.433  
ORS 163.684  
ORS 163.686  
ORS 163.687  
ORS 163.688  
ORS 163.689  
ORS 163.693  
ORS 163.700  
ORS 167.057  
ORS 326.011  
ORS 326.051  
ORS 332.072  
ORS 332.107  
ORS 336.840  
ORS 339.372

[OAR 584-020-0000 – 020-0035]

Senate Bill 155 (2019)

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<sup>2</sup> Ibid. p. 1

18 U.S.C. § 1466A (2018).

18 U.S.C. § 1470 (2018).

20 U.S.C. § 7131 (2018).

20 U.S.C. § 7906 (2018).

Copyrights, Title 17, as amended, United States Code (2018); 19 C.F.R. Part 133 (2019).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

# ~~OSBA Model Sample Policy~~ Ashland School District 5

Code: GCAA  
Adopted: date

## Standards for Competent and Ethical Performance of Oregon Educators

### Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.
3. The TSPC determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
4. The TSPC will promptly investigate complaints:
  - a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
  - b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.

### Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. "Competent": discharging required duties as set forth in these rules;
3. "Educator": any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. "Ethical": conforming to the professional standards of conduct set forth in these rules;
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 that are:

- a. Sexual advances or requests for sexual favors directed toward the student; or
- b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- a. Touching or other physical contact:
  - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
  - (2) For which there is no sexual intent.
- b. Verbal, written or electronic communications that are provided as part of an education program that meets the state educational standards or a policy approved by the Board
- c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
  - (1) Arise out of a consensual relationship between students;
  - (2) Do not create an intimidating or hostile educational environment; and
  - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

6. “Sexual harassment”: any unwelcome conduct with an individual which includes but is not limited to sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

7. “Teacher”: any person who holds a teacher’s license as provided in ORS 342.125.

8. “Student”: means any person who is:

- a. In any grade from kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
- c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within one calendar year prior to the sexual conduct.

## **The Competent Educator**

The teacher or administrator demonstrates a commitment to:

- 1. Recognize the worth and dignity of all persons and respect for each individual;
- 2. Encourage scholarship;

3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

### **Curriculum and Instruction**

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent educator by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

### **Supervision and Evaluation**

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;

2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skill in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

### **Management Skills**

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.

### **Human Relations and Communications**

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can

communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skill in communicating district and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

### **The Ethical Educator**

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
  - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
  - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
  - c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
  - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;

3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and
4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

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**Legal Reference(s):**

[OAR 584-020-0000 - 0035](#)

House Bill 4160 (2024).

# Ashland School District 5

Code: GCAA  
Adopted: **date**

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2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
  - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
  - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
  - c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
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2. Conduct professional business, including grievances, through established lawful and reasonable procedures;

3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and
4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

---

**Legal Reference(s):**

OAR 584-020-0000 - 0035

House Bill 4160 (2024).

# ~~OSBA Model Sample Policy~~ Ashland School District 5

Code: LBEA  
Adopted: date

## ~~Resident Student~~ Denial for Virtual Public Charter School ~~Attendance~~ Student Enrollment\*\*

~~{Conditionally required. This policy is required if the district plans to deny enrollment of a student to a virtual public charter school. OAR 581-026-0305 (8)}~~

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by ~~{October 1 and April 1}~~, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the ~~established~~ calculated percentage is more than three percent, the district will not approve ~~additional~~ a student's enrollment to such a virtual public charter school.

A parent<sup>1</sup> must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school ~~not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment~~. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision~~ If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>2</sup> within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculations at the time the intent to enroll was received by the district;
- ~~3. The right to appeal the decision to the State Board of Education;~~
- ~~4.3.~~ A list of two or more other online options available to the student; and
- ~~5.4.~~ A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, ~~T~~the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

<sup>1</sup> "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

<sup>2</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;
4. The number of home-schooled students ~~who reside~~ residing in the district and who have registered with ~~the~~ an educational service district; and
5. The number of students ~~who reside~~ residing in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal ~~a decision of a~~ the district's ~~to not approve a~~ denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 338.125](#)

[OAR 581-026-0305](#)  
[OAR 581-026-0310](#)

# Ashland School District 5

Code: LBEA

Adopted: **date**

## Denial for Virtual Public Charter School Student Enrollment\*\*

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by October 1 and April 1, calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the calculated percentage is more than three percent, the district will not approve a student's enrollment to such a virtual public charter school.

A parent<sup>1</sup> must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>2</sup> within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculation at the time the intent to enroll was received by the district;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, the district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

---

<sup>1</sup> "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

<sup>2</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

4. The number of home-schooled students residing in the district and who have registered with an educational service district; and
5. The number of students residing in the district enrolled in private schools located within the district.

A parent may appeal the district's denial for student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

---

**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 338.125](#)

[OAR 581-026-0305](#)  
[OAR 581-026-0310](#)

# OSBA Model Sample Policy Ashland School District 5

Code: **GBDA**  
Adopted: date

## **Expression of Milk ~~{or Breast-feeding}~~ in the Workplace \***

~~(This applies to a district that employs 10 or more employees)~~

~~<sup>[1]</sup>\*\*When possible an employee must give reasonable notice of the intent to express milk ~~{or breast-feed}~~ to their building administrator.~~[see <sup>2</sup> below].~~ <sup>[\*\*</sup>The district shall provide the employee a reasonable rest period to express milk ~~{or breast-feed}~~ each time the employee has a need to express milk ~~{or breast-feed}~~. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.]~~

~~<sup>[\*\*</sup>The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk ~~{or breast-feed}~~ in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the district may not include the time taken to travel to and from the location as part of the break period.]~~

~~<sup>[3]</sup>The following locations have been identified in each facility for milk expression ~~{or breast-feeding}~~:~~

1. District office: Private Office with doors ~~[location, e.g., a private office in the district office building];~~
2. Schools: Name of elementary school<sup>[4]</sup>: ~~[location, e.g., classrooms with windows covered and door locked;] [staff room located [include location]];~~
  - Bellview: Science Room
  - Walker: Library Workroom
  - Helman: Small West Office
  - Willow Wind: Upstairs Meeting Room in the Main Office Building
  - TRAILS: Designated Office in the Specialist Room
  - Ashland Middle School: Front Office Room 100
- Ashland High School: 1) Office space in the library building hallway; 2) An office in the main office; 3) Nursing room in the humanities building

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<sup>1</sup>~~[\*\*The designated bracketed language identified in this model policy is a requirement of law, but language is not required to be in policy.]~~

<sup>2</sup>~~[List the name of the position of the person to whom an employee must give notice.]~~

<sup>3</sup>~~[The list of designated locations and facilities is required to be in policy as per Oregon Revised Statute (ORS) 653.077(10)(b).]~~

<sup>4</sup>~~[Must list all elementary schools if more than one within the district.]~~

3. Bus barn: **Main office in bus barn**
4. Maintenance/ Food Services: **Office behind the maintenance shop**

{\*\*An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.}

{\*\*This policy and the list of designated locations is published in the employee handbook. The list of designated locations is available upon request in the central office of each school facility and in the district's central office.}

{This policy only applies to employees who are expressing milk [or breast-feeding] for children 18 months of age or younger.}

END OF POLICY

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**Legal Reference(s):**

[ORS 243.650](#)  
[ORS 653.077](#)

[ORS 653.256](#)  
[OAR 839-020-0051](#)

# Ashland School District 5

Code: **GBDA**

Adopted: **date**

## **Expression of Milk or Breastfeeding in the Workplace \***

**\*\*When possible, an employee must give reasonable notice of the intent to express milk or breast-feed to their building administrator. \*\*The district shall provide the employee a reasonable rest period to express milk or breast-feed each time the employee has a need to express milk or breast-feed. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.**

**\*\*The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee’s work area, where an employee can express milk or breast-feed in private, concealed from view, and without intrusion by other employees or the public. “Close proximity” means within walking distance from the employee’s work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee’s work area, the district may not include the time taken to travel to and from the location as part of the break period.**

The following locations have been identified in each facility for milk expression or breastfeeding:

1. District office: Private office with doors
2. Schools:
  - a. Bellview: Science room
  - b. Walker: Library workroom
  - c. Helman: Small west office
  - d. Willow Wind: Upstairs meeting room in the main office building
  - e. TRAILS: Designated office in the Specialist Room
  - f. AMS: Front office Room 100
  - g. AHS: 1) Office space in the library building hallway; 2) An office in the main office; 3) Nursing room in the humanities building
3. Bus barn: Main office in bus barn
4. Maintenance/ Food Services: Office behind the maintenance shop

**\*\*An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee’s cooler or insulated food container.**

**\*\*This policy and the list of designated locations is published in the employee handbook. The list of designated locations is available upon request in the central office of each school facility and in the district’s central office.**

This policy only applies to employees who are expressing milk or breastfeeding for children 18 months of age or younger.

END OF POLICY

---

**Legal Reference(s):**

[ORS 243.650](#)  
[ORS 653.077](#)

[ORS 653.256](#)  
[OAR 839-020-0051](#)

# ~~OSBA Model Sample Policy~~ Ashland School District 5

Code: IF  
Adopted: date

## District Curriculum ~~Development~~ (Version 1)

The Board believes it is necessary to continually develop and modify the district’s curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum periodically and to advise the Board on needed curriculum changes. [Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, ~~[, surveys of parent perceptions]~~ and professional staff recommendations.]

The Board or a committee or administrator responsible for making a decision for regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650](#)

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[ORS 336.067](#)

[ORS 337.260](#)

[ORS 659.850](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

# Ashland School District 5

Code: IF  
Adopted: date

## District Curriculum

The Board believes it is necessary to continually develop and modify the district’s curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded, and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents, and the community, to review the curriculum and to advise the Board on needed curriculum changes. Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, and professional staff recommendations.

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END OF POLICY

---

### Legal Reference(s):

[ORS 243.650](#)  
[ORS 332.075\(1\)](#)  
[ORS 336.035](#)  
[ORS 336.067](#)  
[ORS 337.260](#)

[ORS 659.850](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2030](#)

[OAR 581-022-2250](#)  
[OAR 581-022-2300](#)  
[OAR 581-022-2305](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2315](#)

[Senate Bill 1098 \(2025\)](#)

# Ashland School District 5

Code: **IF**  
Adopted: 5/10/04  
Readopted: 6/12/17  
Orig. Code(s): IF

## Curriculum Development

Curriculum development and revision is under the direction of the superintendent or designee and will result from the cooperative study of teachers and administrators. All major changes will be approved by the superintendent and Board.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650](#)

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[ORS 336.067](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-0606](#)

[OAR 581-022-0807](#)

[OAR 581-022-1020](#)

[OAR 581-022-1130](#)

[OAR 581-022-1140](#)

[OAR 581-022-1210](#)

[OAR 581-022-1340](#)

[OAR 581-022-1610](#)

DELETED

# Ashland School District 5

Code: IIA  
Adopted: 5/10/04  
Readopted: 6/12/17; date  
Orig. Code(s): IIA

## **Instructional Resources/**Instructional Materials

The Board believes that proper care and judgment should be exercised in selecting basic instructional materials. While the Board retains the authority to approve district instructional materials adoptions, it authorizes the superintendent or designee to develop and implement administrative procedures governing how selections are determined. Such procedures will provide for administrator, staff, parent, student and community involvement and employ suitable selection criteria to ensure that the recommended instructional materials will meet the needs of the program, students, teachers and community.

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), [i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender].

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850, [i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability].

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.

The district will review instructional materials in accordance with the State Board of Education adoption cycle. Each instructional program and basic instructional materials will be reviewed on a five- to seven-year cycle and recommendations for appropriate instructional materials will be made.

Recommended instructional materials will be free of racial, national origin, religious, disability, age, marital status, sexual orientation or sexual bias; contain appropriate readability levels; support the district's adopted curriculum content; provide ease of teacher use; be attractive and durable and be purchased at a reasonable cost.

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All basic instructional materials recommended for adoption need to be approved for use by the Board. Prior to Board approval, parents, students and interested district patrons will have the opportunity to

review the recommended instructional materials and be encouraged to provide opinions about them and their use in the classrooms.

All supplementary materials and library/media resources will be selected cooperatively by teachers, principals, librarians and sometimes with the assistance of students and parents. Recommended supplementary materials and library media resources will also be free of racial, national origin, religious, disability, age, marital status, sexual orientation or sexual bias; contain appropriate readability levels; support the district's adopted curriculum content; provide for ease of teacher use; be attractive and durable and be purchased at a reasonable cost.

An orderly process shall be established to assure a fair hearing to those who have objections about district instructional materials and to protect the district and its employees from unreasonable demands which may restrict academic freedom and individual rights. This review process shall be included in the district's instructional media selection procedures.

### Definitions

"Core instructional material," sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

"Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

"Library materials" includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. "Library materials" does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

"School library" means any collection of library materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

"Classroom library" means any collection of library materials made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 332.107](#)  
[ORS 336.035](#)  
[ORS 336.082](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)  
[ORS 337.150](#)  
[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)  
[ORS 659.850](#)  
[OAR 581-011-0050 - 0117](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2340](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)  
[Every Student Succeeds Act,](#)  
[20 U.S.C. §§ 6311-6322](#)  
[\(2024\).](#)  
[Title VI of the Civil Rights](#)  
[Act, 42 U.S.C. § 2000d](#)  
[\(2024\); 28 C.F.R. §§ 42.101-](#)  
[42.106 \(2024\).](#)  
[Title IX of the Education](#)  
[Amendments, 20 U.S.C. §§](#)  
[1681-1683, 1701, 1703-1705,](#)  
[1720 \(2024\).](#)  
[Americans with Disabilities](#)  
[Act, 42 U.S.C. §§ 12101-](#)  
[12133 \(2024\).](#)  
[Age Discrimination Act of](#)  
[1975, 42 U.S.C. §§ 6101-](#)  
[6107 \(2024\).](#)  
[Senate Bill 1098 \(2025\).](#)

**Cross Reference(s):**

[INB - Studying Controversial](#)  
[Issues](#)  
[KH - Major Gifts and](#)  
[Donations](#)  
[KL - Public Complaints](#)

[ORS 336.035](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)  
[ORS 337.150](#)

[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)

[OAR 581-011-0050 to 0117](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-1140](#)  
[OAR 581-022-1520](#)  
[OAR 581-022-1640](#)

[No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 \(2006\).](#)

**Cross-Reference(s):**

~~INB—Studying Controversial Issues~~

~~KH—Major Gifts and Donations~~

~~KL—Public Complaints~~

# Ashland School District 5

Code: **IIA**  
Adopted: 5/10/04  
Readopted: 6/12/17; **date**  
Orig. Code(s): IIA

## Instructional Materials

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END OF POLICY

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**Legal Reference(s):**

ORS 174.100  
ORS 332.107  
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ORS 337.511  
ORS 339.155  
ORS 659.850  
OAR 581-011-0050 - 0117  
OAR 581-021-0045  
OAR 581-021-0046  
OAR 581-022-2310  
OAR 581-022-2340  
OAR 581-022-2350  
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Every Student Succeeds Act,  
20 U.S.C. §§ 6311-6322  
(2024).  
Title VI of the Civil Rights  
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(2024); 28 C.F.R. §§ 42.101-  
42.106 (2024).  
Title IX of the Education  
Amendments, 20 U.S.C. §§  
1681-1683, 1701, 1703-1705,  
1720 (2024).  
Americans with Disabilities  
Act, 42 U.S.C. §§ 12101-  
12133 (2024).  
Age Discrimination Act of  
1975, 42 U.S.C. §§ 6101-  
6107 (2024).  
Senate Bill 1098 (2025).

**Cross Reference(s):**

INB - Studying Controversial  
Issues  
KH - Major Gifts and  
Donations  
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# Ashland Connect

## *A Personalized K-8 Virtual Learning Program*

Ashland Connect's mission is to nurture independent learners by providing personalized online instruction, meaningful one-on-one guidance, and opportunities for connection and growth. Through academic rigor, social engagement, and holistic support, we help students build the confidence, skills, and curiosity needed to thrive now and in the future.



# Our Unique Approach



## 15 Students Enrolled- Small but mighty!

Serving grades K-8 with steady growth predicted throughout the year as shown in previous years. Yearly averages show a 60-75% growth by end of year- our typical enrollment ranges between 25-30 students.



## Highly Customized

Accommodations, modifications, and interventions tailored to each student's needs



## Weekly 1:1 Meetings

Every student meets individually with their teacher each week

Amanda is the teacher of record for all grades and subjects, providing continuity and deep understanding of each student's journey.

# The Power of Connection

## What Makes Us Special

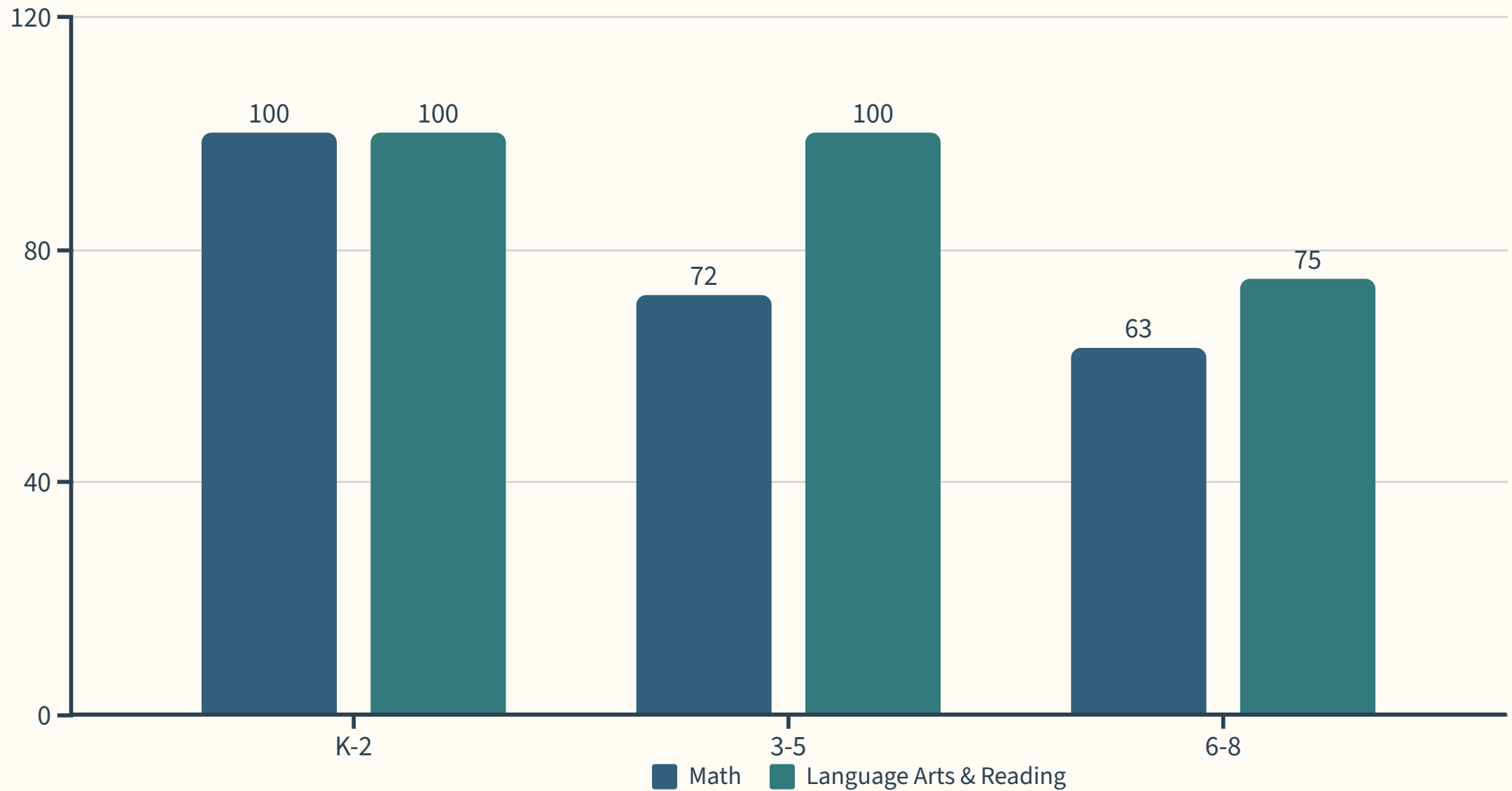
Our hallmark is **one-to-one meetings with every student, every week**. This distinctive approach:

- Provides personalized support and accountability
- Builds strong connections between school and home
- Keeps students engaged, accountable, and seen
- Tracks progress and addresses challenges in real-time
- Exceeds state guidance for attendance policies
- We often stay connected to students once they leave our program as needed, particularly during transitions



# IXL Assessment Fall Results

Students Scoring At or Above Grade Level (2025-26)

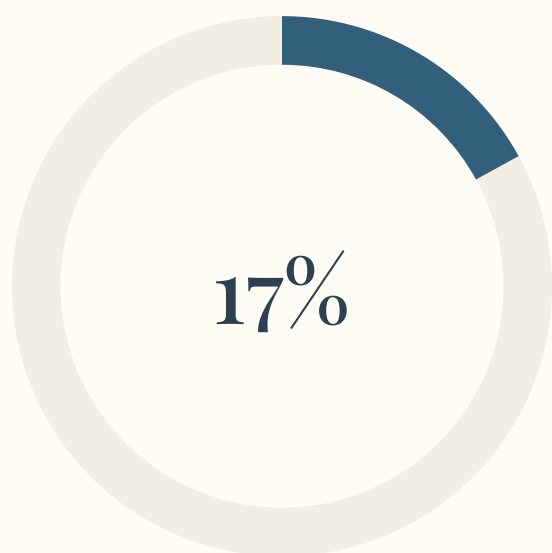


Strong performance in Language Arts across all grade levels, with opportunities for growth in upper-grade math.

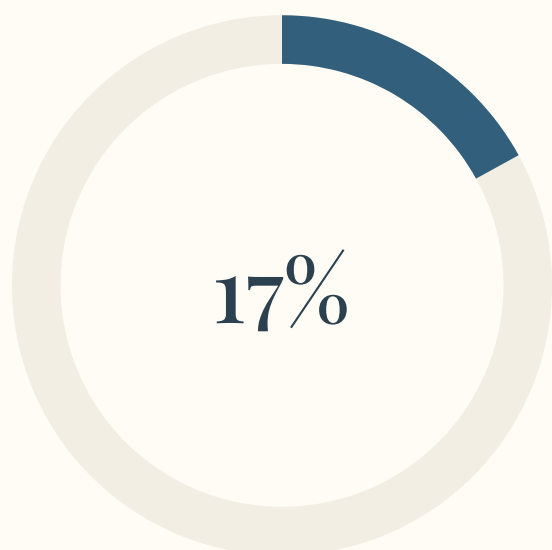
# Spring OSAS Data: The Impact of Enrollment Duration

Spring OSAS data reveals a significant correlation between enrollment duration and student proficiency. Tracking data in our program can be hard given higher-than-average student turnover rates. Students enrolled for a longer period demonstrate considerably higher achievement in both Math and ELA. Data is typically combined with TRAILS data but has been separated for clarity.

## Students Enrolled Less Than 6 Months



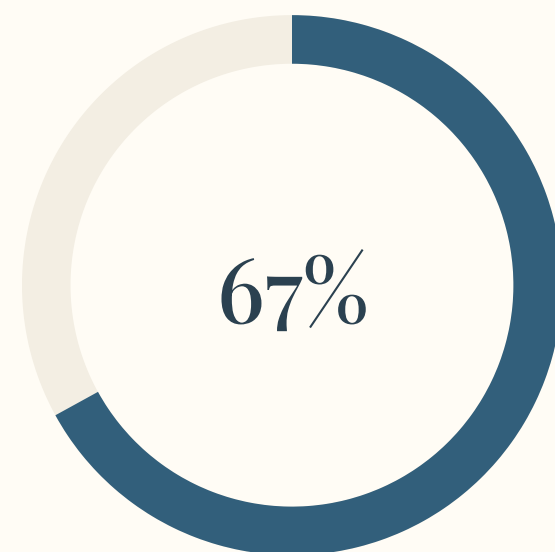
Proficiency in Math



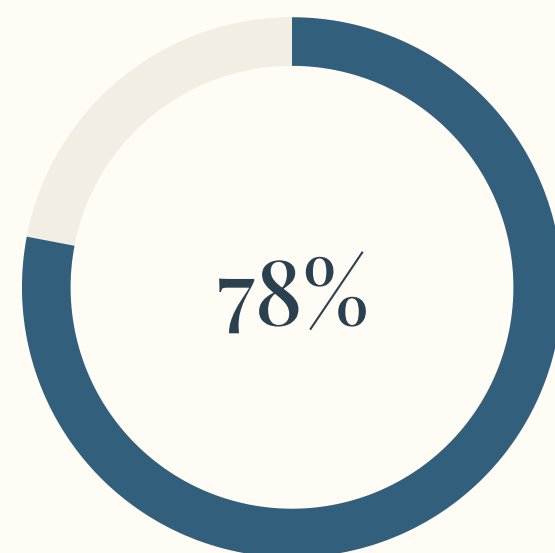
Proficiency in ELA

Students with less than 6 months of enrollment often require additional support to reach proficiency targets in core subjects.

## Students Enrolled 6+ Months



Proficiency in Math



Proficiency in ELA

A longer period of enrollment is strongly associated with students achieving higher proficiency levels, highlighting the benefits of sustained academic engagement.

This data underscores the importance of sustained enrollment for student academic growth and success.

# A Celebration of Continuity



# 75%

## Long-Term Enrollment

Students enrolled for one or more years, with **33%** having been with our program for more than two years.

Students who have been consistently enrolled with Ashland Connect tend to **show growth and perform well** on both assessments and daily work. We believe this is both due to the flexible nature of the program combined with our consistent support.

**Continuity creates success.**

# Targeted Math Intervention

01

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## Identify Challenge

Data analysis revealed math as an area needing additional support, particularly in upper grades

02

---

## Tiered Support

Amanda offers in-person intervention support outside regular online courses

Customized math lessons are also added to weekly meetings for students with goals in math

03

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## Targeted Lessons

Intentional instruction meets students where they are to cultivate growth



# Our Goals for 2026

1

## 100% Growth

All students will show measurable growth on district and state assessments by June 2026

2

## 5% IXL Increase

All students will grow by at least 5% on IXL assessments in math and ELA

3

## OSAS Progress

All 4-8 students will show measurable growth on OSAS spring 2026 assessments compared to 2025

# District Support Needed

## Engage Families

Talk to current Ashland Connect families as well as the many homeschool Ashland families not enrolled in ASD to capture community voice

## Explore opportunities

Utilize staff's extensive experience in facilitating effective home-based learning to explore opportunities for creative growth or restructure

## Learn & Collaborate

Explore our program and similar successful programs in our region to learn from the success of others



# Moving Forward Together

## Our Strengths

- Personalized 1:1 weekly meetings
- Strong student-teacher connections
- Targeted interventions
- High retention and continuity cultivates high achievement

## Our Vision

- 100% measurable growth by 2026
- Explore opportunities for enhancement
- Deeper family engagement
- Regional collaboration

Together, we can make Ashland Connect even stronger.



# TRAILS Outdoor School

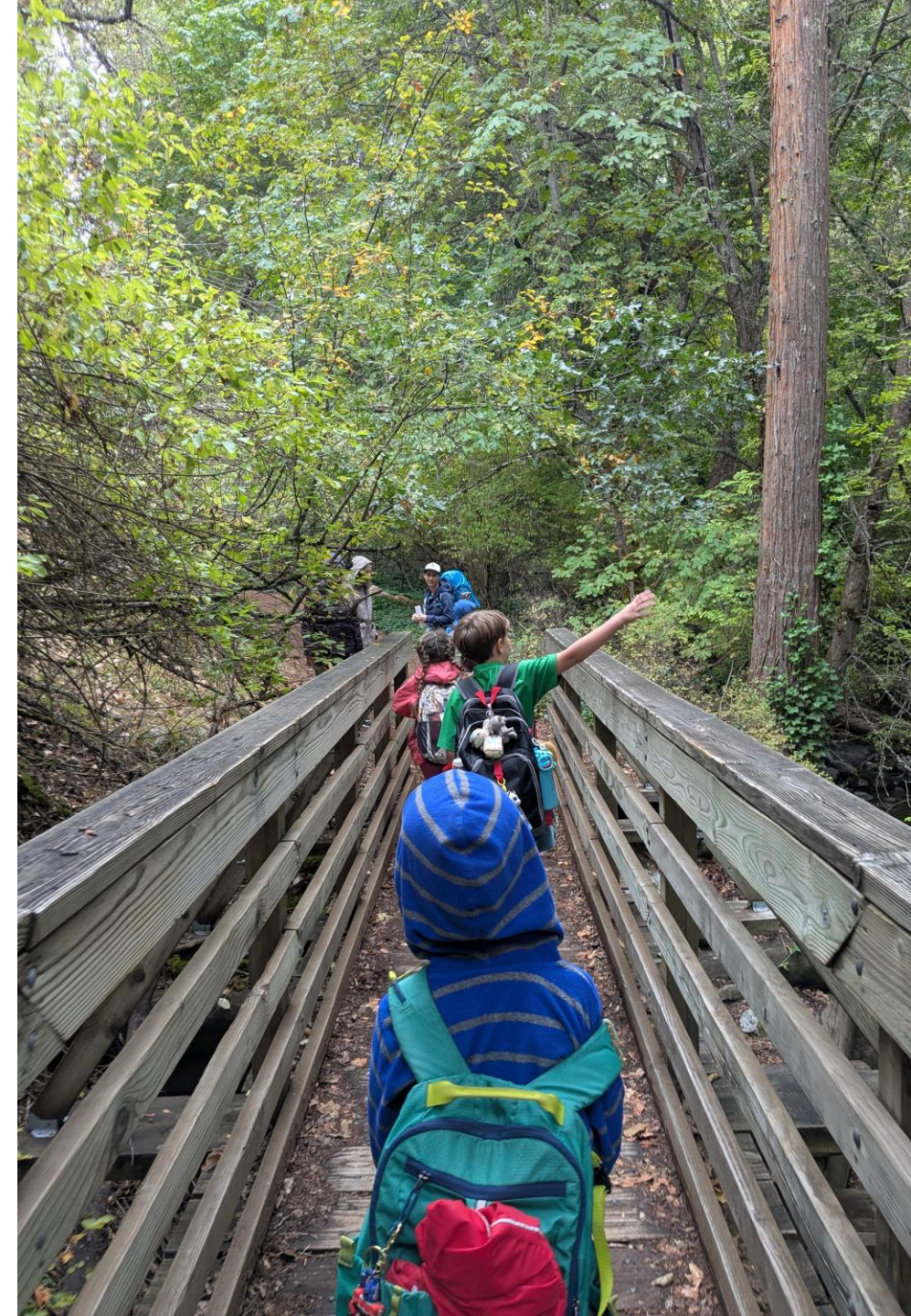
113

Trust, Respect, Awareness, Interdependence, Leadership, Stewardship

**Founded in 2006 as John Muir Magnet School;  
renamed TRAILS in 2022**

**This year, we are celebrating our third full year  
in our beautiful new building!**

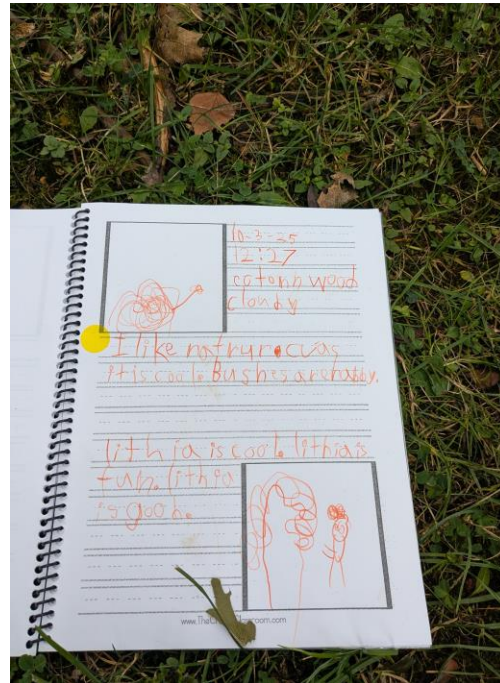
- **Program Type:** K–8 alternative program emphasizing outdoor education, arts integration, and experiential learning.
- **Mission:** Build connection to nature, foster leadership, and promote stewardship through authentic learning.
- **Community Values:** Trust, Respect, Awareness, Interdependency, Leadership, Stewardship.
- TRAILS serves students who thrive in **hands-on, inquiry-based environments** that encourage curiosity, collaboration, and responsibility.





# Enrollment

- TRAILS attracts families seeking **experiential and outdoor learning**.
- Current enrollment: ~ **120 students** (K–8)
- Students participate in **weekly outdoor education days**, integrated arts, and community projects.
- Enrollment is stable and aligned with district goals



# Education for Sustainability

## What Makes TRAILS Unique?

- **Outdoor Education Fridays:** Students learn through hiking, field studies, and stewardship projects that connect academics to the natural world. These experiences intentionally build outdoor skills and character development, culminating in a four-night backpacking trip for 8th graders before graduation—a capstone experience that fosters resilience, teamwork, and independence.
- **Arts Integration:** Visual and performing arts woven into core subjects to foster creativity and expression—revitalizing a key part of TRAILS’ original mission.
- **Place-Based Learning:** Using local ecosystems and community resources as living classrooms for authentic, hands-on experiences.
- **Community & Equity:** Inclusive practices and shared leadership among staff and families to build belonging, collaboration, and a sense of community.



# Recent Student Recognitions

## 🏆 Regional Lego Robotics Success

Our school proudly participated in the recent regional FIRST LEGO League competition at Saint Mary's, and our teams achieved remarkable results even though our Lego Robotics Program is only in its second year:

- **Team 1** earned **5th place overall**, showcasing strong robot design, programming skills, and teamwork.
- **Team 2** received the prestigious **Breakthrough Award**, recognizing their creativity, perseverance, and innovative approach to problem-solving.

These accomplishments reflect our students' dedication to STEM learning and collaborative problem-solving. We are thrilled to celebrate their hard work and look forward to building on this momentum in future competitions!



# TRAILS



Spring 2025 Assessment Data



# Spring 2025 year end assessment data



## TRAILS Outdoor School outperforms the state in all subjects

- Grades K–2: 92 % were at low risk as measured by EasyCBM
- Grades 3–5: **72%** were at or above grade level on OSAS (*State: 43%*)
- Grades 6–8: **69%** were at or above grade level on OSAS (*State: 43%*)

### Mathematics

- Grades 1–2: 65% were at or above grade level as measured by iReady
- Grades 3–5: **39%** were at or above grade level on OSAS (*State: 31%*)
- Grades 6–8: **35%** were at or above grade level on OSAS (*State: 31%*)

*Note: New students coming from non-traditional schools need time to learn new skills*

### Science

- Grades 5 & 8: **49%** were at or above grade level on OSAS (*State: 29%*)

# Spring 2025 youth truth data

## Student Survey – Grades 3 – 8

- **Highest rating: Engagement – 84% positive.** Students report strong engagement with learning.
- **Lowest rating: Culture – 10% and Belonging – 15%.** These areas need focused improvement.

## Family Survey

- **Highest rating: Relationships – 90% positive.** Families see strong, caring relationships between teachers and students.
- **Lowest rating: Resources – 40% positive.** Families signal a need for better access to supports/resources.

## Staff Survey

- **Highest rating: School Safety – 76% positive.** Staff feel the learning environment is safe.
- **Lowest rating: Culture – 29% and Professional Development & Support – 35%.** Staff want stronger culture and more targeted PD/support.

# TRAILS



Fall 2025 Baseline Assessment Data  
and 2025-2026 Improvement Goals

# Fall 2025 baseline data

## Language Arts

- Grades K – 2 : 61% scored at or above grade level using Fall IXL Benchmark
- Grades 3 – 5 : 22% scored at or above grade level using Fall IXL Benchmark
- Grades 6 – 8 : 25% scored at or above grade level using Fall IXL Benchmark

## Mathematics

- Grades K – 2 : 22% scored at or above grade level using Fall IXL Benchmark
- Grades 3 – 5 : 41% scored at or above grade level using Fall IXL Benchmark
- Grades 6 – 8 : 11% scored at or above grade level using Fall IXL Benchmark

By June 2026, TRAILS Outdoor School will increase proficiency by at least 5% in reading and writing by targeting key standards and instructional practices across grade levels.

### Strategies:

- **Strengthen Standards-Aligned ELA and Writing Instruction:**
  - Focus on OSAS Targets: Word Meanings, Text Analysis, Language Use, and Writing Fluency.
- **Build Vocabulary and Language Awareness:**
  - Integrate vocabulary and figurative language instruction into daily routines.
- **Support Text Analysis and Writing Fluency:**
  - Use short, high-interest texts and writing prompts to build confidence.
- **Outdoor Education Integration:**
  - Teach one priority ELA standard during each Outdoor Friday and assess learning through journals and performance tasks.
- **Professional Development:**
  - PD on communicating learning goals and feedback (Danielson 3a, 3d).
  - PLC collaboration and bi-weekly data chats to monitor progress.

# TRAILS Reading Improvement Goal

# TRAILS Math Improvement Goal

By Spring 2026, TRAILS Outdoor School will increase the percentage of students meeting or exceeding grade-level math proficiency on OSAS by 5%, and ensure students below benchmark demonstrate measurable growth, as evidenced by IXL diagnostic scores and classroom assessments.

## Strategies:

- **Strengthen Standards-Aligned Math Instruction:**
  - Focus on OSAS Claim 1: Concepts, procedures, and operations.
  - Use formative data to differentiate while maintaining grade-level rigor.
- **Precision in Instruction:**
  - Intentional teaching and targeted use of IXL for skill gaps.
- **Embed Mathematical Thinking:**
  - Habits of Mind and discourse routines to deepen reasoning.
- **Outdoor Education Integration:**
  - Teach one priority math standard during each Outdoor Friday and assess learning through journals and performance tasks.
- **Professional Development:**
  - PD on communicating learning goals and feedback (Danielson 3a, 3d).
  - PLC collaboration to monitor progress.

By June 2026, TRAIL.S Outdoor School will improve student perceptions of **academic challenge** and **belonging by at least 10 percentage points**, as measured by YouthTruth survey data, and student feedback.

### Strategies:

- **Challenge & Belonging:** Define and model what these look like in practice; implement consistently across classrooms.
- **Professional Development:** Provide PD on rigorous instruction, culturally responsive teaching, and relationship-centered practices.
- **Student Voice:** Use student input to co-create classroom norms, learning experiences, and feedback systems.
- **Tier 2 Supports:** Ensure students know how to access academic help and that supports are visible and responsive.
- **Outdoor Education Connection:** Integrate standards-based instruction and belonging-building activities into Outdoor Fridays.
- **Collaborative Systems:** Use PLCs to monitor progress and adjust strategies.

125



# Improvement goal based on youth truth feedback





# Commitment to Growth and Connection

At TRAILS Outdoor School, we continuously evolve to honor our mission:

- **Deepen students' connection with the Earth** through authentic outdoor learning.
- **Revitalize the arts** as a core part of our students' experience.
- **Foster belonging and creativity** in every classroom and outdoor space.

Our vision is to cultivate environmentally literate, resilient learners who are prepared to lead and give back to their communities.

*We invite you to join us on the trail!*

For more details on integrated instruction & outdoor education, view last year's board presentation: [School board pres 25 backup.pptx](#)



# EL Program Overview

2025 Ashland School District Board presentation

Review of 2024/2025 program

# Program overview/model

- ▶ Number of students served: 53
- ▶ Number of staff assigned to specifically support EL students: 4
- ▶ Number of SIOP trained staff: 66
  
- ▶ Program Model:
  - ▶ Elementary- small group designated ELD- "pull-out" and classroom Integrated ELD- "push-in"
    - Sheltered instruction during core content
  - ▶ Secondary- Designated ELD class period
    - Sheltered instruction during core classes



# Program Highlights

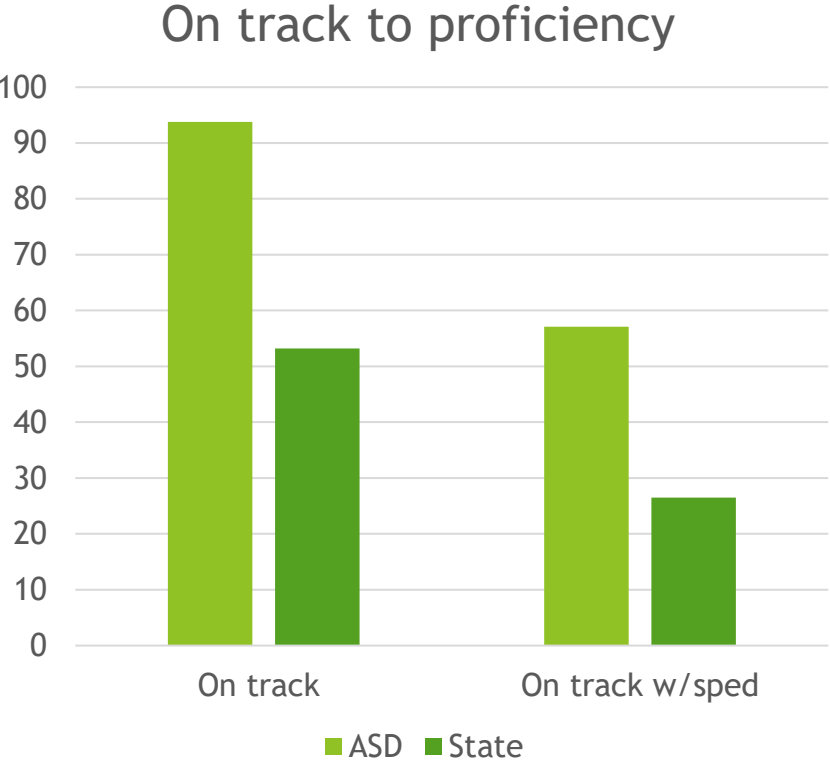
- ▶ Annual family engagement activities
  - ▶ Annual EL Family Night- we serve dinner, give a programmatic overview, play games and have prizes.
  - ▶ Family Cookie Baking Night- EL Families get together in the culinary classroom at AHS and share family cookie recipes. Everyone gets to take home a variety of cookies!
  - ▶ These events are paid for by the Title III budget and ASF.



# Funding

- ▶ Title III
  - ▶ Pays for family engagement nights, Annual COSA English Learner/Multilingual Conference attendance, educational apps
- ▶ ASF grants
  - ▶ Pays for family engagement activities
- ▶ General fund
  - ▶ Pays for ELD FTE, curriculum

# Program data



- ▶ Course enrollment
  - ▶ CTE classes: 14 classes, 13 students
  - ▶ AP classes: 4 classes, 13 students
  
- ▶ Graduation rate
  - ▶ 24/25 4-year: 100%
  - ▶ 24/25 5-year: 80%

# Looking ahead

25/26 Program Goal:

Maintain percentage of multilingual learners on track to EL proficiency at 80%

Summary so far of K-12 District wide science curriculum adoption committee:

Looking at curriculums approved by ODE, using the ODE rubric to evaluate curriculums through our lens.

We came up with what was important to us, as ASD teachers. See above.

K-8 strongly looking at Amplify and OpenSciEd.

Please note: OpenSciEd had been approved by ODE 6-8, it has not been reviewed yet by ODE for K-5. All things point to it being reviewed and meeting over the summer. We may be recommending a curriculum K-5 using an independent review criteria.

<https://openscienced.org/why-openscienced/the-openscienced-difference/>

Committee is combing through these two curriculums using the ODE rubric and our additional ASD one to make a recommendation.

Committee members are still engaging teachers in their buildings to help with the recommendation.

9-12 looking at updated AP textbooks.

Why? 9<sup>th</sup>-10<sup>th</sup> grade science classes doing well! 9<sup>th</sup> grade on track rate, number of students passing, etc.

If we do not update AP books now, we risk them being out of date.

	Meets:	Partially meets:	Does not meet:
Offers help/tips for blended classrooms	Teachers manual explicitly addresses multi-grade level classrooms	Teacher manual makes some mention of multi-grade level classrooms or lists differentiation strategies	Makes no mention of multi-grade level classrooms and does not list differentiation strategies
Met on ODE Culturally Response criteria			
Includes hard copy books/materials for reading/less screen time	Includes “readers” or hands on books or magazine for students to use with the unit	Had printouts that teacher can make into a “packet” for hard copy reading/writing	100% screen/tech

Easy to implement	Scope and sequence of a lesson is easy and/or little prep is needed by the teacher (10-15 mins)	Scope and sequence of lesson seems complicated and/or prep is longer than 15 mins	Scope and sequence of lesson is hard to follow and/or prep is 30+ mins
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# 2023 Science Instructional Materials Evaluation Tool (IMET)

## Part 1: Oregon Science Baseline Criteria [K-HS]

- [Criterion 1.1: Alignment to Three-Dimensional \(3D\) Learning](#)
- [Criterion 1.2: Science Phenomena & Engineering Design-Based Engagement](#)
- [Criterion 1.3: Learning Progressions & Coherent Storylines](#)

## Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

- [Criterion 2.1: Engagement & Motivation](#)
- [Criterion 2.2: Culturally Responsive Instructional Support](#)

## Part 3: Technical Usability Criteria [K-HS]

- [Criterion 3.1: Supports for Teachers](#)
- [Criterion 3.2: Supports for Students](#)
- [Criterion 3.3: Digital Learning Design Elements\\*](#)

## Part 4: Assessment Criteria [K-HS]

- [Criterion 4.1: Formative Assessment Process](#)
- [Criterion 4.2: Performance Assessments](#)
- [Criterion 4.3: Integrated Assessment System\\*](#)

\*This criterion is not required.

Oregon State Board of Education Adopted [K-12 Science Instructional Materials Criteria](#) (January 2023)

## Part 1: Oregon Science Baseline Criteria [K-HS]

### Criterion 1.1: Alignment to Three-Dimensional (3D) Learning

**Description:** Materials reflect the 3D focus of the Oregon Science Standards to integrate the disciplinary core ideas (DCI), science and engineering practices (SEP), and crosscutting concepts (CCC) within and across grade-levels and/or grade-bands.

1.1: Alignment	Score	2 points	1 point	0 points
<p><b>Metric 1: 3D Integration</b> Materials consistently and explicitly integrate all of the disciplinary core ideas, science and engineering practices, and crosscutting concepts that meet the full intent of grade-level and/or grade-band standards by the end of instruction.</p>		<ul style="list-style-type: none"> <li>Across the majority of the materials there are consistent opportunities for students to meet the full intent of grade-level and/or grade-band standards by the end of instruction.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Learning progressions include <u>all aspects of the three dimensions</u> with consistent integration of the science and engineering practices, crosscutting concepts, and disciplinary core ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Materials present inconsistent opportunities for students to meet the full intent of grade-level and/or grade-band standards by the end of instruction.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Learning progressions include the integration of the disciplinary core ideas and <u>one of the following</u>:                             <ul style="list-style-type: none"> <li>science and engineering practices</li> <li>crosscutting concepts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not include</u> opportunities for students to meet the full intent of grade-level and/or grade-band standards by the end of instruction.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Learning progressions <u>do not include</u> the three dimensions with consistent integration of the science and engineering practices, crosscutting concepts, and disciplinary core ideas.</li> </ul>
<p><b>Metric 2: Nature of Science</b> Materials explicitly align with the nature of science and the intersection of those understandings with science and engineering practices, disciplinary core ideas, and crosscutting concepts (NGSS: <a href="#">Appendix H</a>).</p>		<ul style="list-style-type: none"> <li>Materials incorporate grade-band Connections to Nature of Science and Engineering within individual lessons or activities throughout the unit(s). Elements from <u>all of the following categories</u> are included:                             <ul style="list-style-type: none"> <li>Nature of Science elements associated with SEPs</li> <li>Nature of Science elements associated with CCCs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Materials incorporate grade-band Connections to Nature of Science and Engineering within individual lessons or activities throughout the unit(s). Elements from <u>one of the following categories</u> are included:                             <ul style="list-style-type: none"> <li>Nature of Science elements associated with SEPs</li> <li>Nature of Science elements associated with CCCs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not incorporate</u> grade-band Connections to Nature of Science and Engineering within individual lessons or activities throughout the unit(s).</li> </ul>
<p><b>Metric 3: Transdisciplinary Connections</b> Materials include meaningful connections across disciplines to create learning opportunities for greater depth and complexity to address relevant engineering, scientific, and societal challenges (i.e. STEM, mathematics, social science, language arts, health, career connected learning).</p>		<ul style="list-style-type: none"> <li>Materials consistently provide clear and specific learning that includes meaningful connections across disciplines (i.e. STEM, mathematics, social science, language arts, health, career connected learning).</li> </ul> <p style="text-align: center;"><b>AND</b></p>	<ul style="list-style-type: none"> <li>Materials provide learning that includes connections across disciplines (i.e. STEM, mathematics, social science, language arts, health, career connected learning).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide opportunities that address relevant engineering, scientific,</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> learning opportunities that include connections across disciplines.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> opportunities that address relevant engineering, scientific, and societal challenges (e.g.</li> </ul>

1.1: Alignment	Score	2 points	1 point	0 points
		<ul style="list-style-type: none"> <li>Materials provide opportunities that address relevant engineering, scientific, and societal challenges (e.g. climate change, emerging technologies, food security, clean water access, consumption and production).</li> </ul>	and societal challenges (e.g. climate change, emerging technologies, food security, clean water access, consumption and production).	climate change, emerging technologies, food security, clean water access, consumption and production).
<b>TOTAL</b>	_ / 6	Meets Expectations (5-6 points)	Partially Meets Expectations (3-4 points)	Does Not Meet Expectations (0-2 points)

## Criterion 1.2: Science Phenomena & Engineering Design-Based Engagement

**Description:** Materials center science phenomena and engineering design problems that drive student learning and engage students as directly as possible in authentic and relevant experiences.

1.2: Phenomena & Engineering Design	Score	2 points	1 point	0 points
<p><b>Metric 1: Conceptual Understanding</b> Phenomena and/or problems:</p> <ul style="list-style-type: none"> <li>target learning goals across the three dimensions;</li> <li>connect to grade-level and/or grade-band disciplinary core ideas;</li> <li>create shared student experiences as entry points to learning.</li> </ul>		<ul style="list-style-type: none"> <li>Materials connect phenomena and/or problems to grade-level and/or grade-band learning goals across the three dimensions and to the appropriate disciplinary core ideas.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Phenomena and/or problems create shared student experiences as entry points to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Materials connect phenomena and/or problems to grade-level and/or grade-band learning goals across the three dimensions and to the appropriate disciplinary core ideas.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Phenomena and/or problems create shared student experiences as entry points to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Phenomena and/or problems <u>do not connect</u> to grade-level and/or grade-band learning goals and appropriate disciplinary core ideas</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Phenomena and/or problems <u>do not create</u> shared student experiences as entry points to learning.</li> </ul>
<p><b>Metric 2: Sense-making/Problem Solving</b> Materials center opportunities for students to:</p> <ul style="list-style-type: none"> <li>communicate their thinking through reflection and explanation;</li> <li>apply scientific understandings to make sense of phenomena and design solutions to problems.</li> </ul>		<ul style="list-style-type: none"> <li>Materials provide students with opportunities to communicate their thinking through reflection and explanation.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide students with opportunities to apply scientific understanding to make sense of phenomena and design solutions to problems.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide students with opportunities to communicate their thinking through reflection and explanation.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide students with opportunities to apply scientific understanding to make sense of phenomena and design solutions to problems.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> students with opportunities to communicate their thinking through reflection.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> students with opportunities to apply scientific understanding to make sense of phenomena and design solutions to problems.</li> </ul>
<p><b>Metric 3: Authentic Application</b> Materials include meaningful contexts for students to practice key skills and build important concepts by:</p> <ul style="list-style-type: none"> <li>making connections to their daily lives, including to their homes, neighborhoods, and communities;</li> <li>build upon students' cultural funds of knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>Materials include meaningful contexts that connect to and build upon students' prior knowledge, cultures, home and community experiences.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Teacher materials include relevant and practical suggestions for connecting science learning to students' lives and/or interests and to their communities.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include meaningful contexts that connect to and build upon students' prior knowledge, cultures, home and community experiences.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Teacher materials include relevant and practical suggestions for connecting science learning to students' lives and/or interests and to their communities.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not include</u> meaningful contexts that connect to and build upon students' prior knowledge, cultures, home and community experiences.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Teacher materials <u>do not include</u> relevant and practical suggestions for connecting science learning to students' lives and/or interests and to their communities.</li> </ul>
<b>TOTAL</b>	_ / 6	Meets Expectations (5-6 points)	Partially Meets Expectations (3-4 points)	Does Not Meet Expectations (0-2 points)

## Criterion 1.3: Learning Progressions & Coherent Storylines

**Description:** Materials integrate conceptual understanding linked to empirical evidence and explanations that allow students' understanding to deepen and become more complex over time across the three dimensions (NGSS: [Appendix E](#), [Appendix F](#), and [Appendix G](#)).

1.3: Learning Progressions & Coherence	Score	2 points	1 point	0 points
<p><b>Metric 1: Coherent Storylines</b> Materials explicitly identify:</p> <ul style="list-style-type: none"> <li>• how grade-appropriate 3D learning builds within a lesson or unit;</li> <li>• how learning builds across grade-levels, grade-bands, and/or within a high school course(s).</li> </ul>		<ul style="list-style-type: none"> <li>• Materials explicitly identify coherent learning sequences that build toward students' deeper understanding of the disciplinary core idea through the engagement of engineering practices and crosscutting concepts <u>within each of the following</u>:               <ul style="list-style-type: none"> <li>○ Lesson and/or unit</li> <li>○ Grade-level and/or high school course</li> <li>○ Across grade-levels, grade-bands, and/or high school course(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Materials explicitly identify coherent learning sequences that build toward students' deeper understanding of the disciplinary core idea through the engagement of engineering practices and crosscutting concepts <u>within one of the following</u>:               <ul style="list-style-type: none"> <li>○ Lesson and/or unit</li> <li>○ Grade-level and/or high school course</li> <li>○ Across grade-levels, grade-bands, and/or high school course(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Materials <u>do not</u> explicitly identify coherent learning sequences that build toward students' deeper understanding of the disciplinary core idea through the engagement of engineering practices and crosscutting concepts.</li> </ul>
<p><b>Metric 2: Developmental Progression</b> Materials include multiple opportunities for students to build and apply knowledge and skills over time (i.e. lessons, units, grade-level and/or grade-bands) through the integration of disciplinary core ideas, science and engineering practices, and the crosscutting concepts (NGSS: <a href="#">Appendix E</a>, <a href="#">Appendix F</a>, and <a href="#">Appendix G</a>).</p>		<ul style="list-style-type: none"> <li>• Materials provide opportunities for students to increase the sophistication of their thinking and apply their knowledge related to unfamiliar contexts and phenomena within the disciplinary core ideas, science and engineering practices, and the crosscutting concepts over time <u>within each of the following</u>:               <ul style="list-style-type: none"> <li>○ Lesson and/or unit</li> <li>○ Grade-level and/or high school course</li> <li>○ Across grade-levels, grade-bands, and/or high school course(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Materials provide students opportunities for students to increase the sophistication of their thinking and apply their knowledge related to unfamiliar contexts and phenomena within the disciplinary core ideas, science and engineering practices, and the crosscutting concepts over time <u>within one of the following</u>:               <ul style="list-style-type: none"> <li>○ Within each lesson or unit</li> <li>○ Within each grade-level and/or high school course</li> <li>○ Across grade-levels, grade-bands, and/or high school courses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Materials <u>do not</u> provide students opportunities to increase the sophistication of their thinking or apply their knowledge related to unfamiliar contexts and phenomena within the disciplinary core ideas, science and engineering practices, and the crosscutting concepts over time.</li> </ul>
<p><b>Metric 3: Student Agency</b> Materials include opportunities for student-driven learning sequences through questions and discourse that center students' lived experiences as they relate to the phenomenon and/or</p>		<ul style="list-style-type: none"> <li>• Teacher materials provide guidance for structuring student choice in a way that promotes agency while also aligning with the goals for science learning.</li> </ul> <p style="text-align: center;"><b>AND</b></p>	<ul style="list-style-type: none"> <li>• Teacher materials provide guidance for structuring student choice in a way that promotes agency while also aligning with the goals for science learning.</li> </ul> <p style="text-align: center;"><b>OR</b></p>	<ul style="list-style-type: none"> <li>• Teacher materials <u>do not</u> provide guidance for structuring student choice in a way that promotes agency while also aligning with the goals for science learning.</li> </ul>

1.3: Learning Progressions & Coherence	Score	2 points	1 point	0 points
problem.		<ul style="list-style-type: none"> <li>Materials provide opportunities and rationales for students to make choices in topics that center students' lived experiences as they relate to the phenomenon and/or problem.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities and rationales for students to make choices in topics that center students' lived experiences as they relate to the phenomenon and/or problem.</li> </ul>	<p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not</u> provide opportunities and rationales for students to make choices in topics that center students' lived experiences as they relate to the phenomenon and/or problem.</li> </ul>
<b>TOTAL</b>	_ / 6	Meets Expectations (5-6 points)    Partially Meets Expectations (3-4 points)    Does Not Meet Expectations (0-2 points)		

## Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

### Criterion 2.1: Engagement & Motivation

**Description:** Materials give opportunities for student-driven learning, and rigor is maintained across all options. Materials should focus on relevant topics, authentic contexts, and experiences, and give students the opportunity to make connections with their goals, interests, and values.

2.1: Engagement & Motivation	Score	2 points	1 point	0 points
<p><b>Metric 1: Relevance</b> Materials include relevant topics of student interest and strategic access to authentic contexts and tools that give students the freedom to make connections to their experiences, goals, and interests. Additionally, materials support the value of science as a sensible, useful, and worthwhile subject.</p>		<ul style="list-style-type: none"> <li>Materials include opportunities to share science learning in ways that reflect a variety of student interests, identities, cultures, and their communities.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials offer opportunities for students to bring their own experiences, goals, and interests into the work they do.</li> </ul>	<ul style="list-style-type: none"> <li>Materials include opportunities to share science learning in ways that reflect a variety of student interests, identities, cultures, and their communities.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials offer opportunities for students to bring their own experiences, goals, and interests into the work they do.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> opportunities to share science learning in ways that reflect a variety of student interests, identities, cultures, and their communities.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not include</u> opportunities for students to bring their own experiences, goals, and interests into the work they do.</li> </ul>
<p><b>Metric 2: Collaborative Learning</b> Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, as well as, opportunities to express their learning individually.</p>		<ul style="list-style-type: none"> <li>Materials provide opportunities for teachers to use a variety of grouping strategies including whole group, small group, and individual instruction to support interaction among students.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance for the teacher on how and when to use specific grouping strategies to support collaborative learning.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for teachers to use a variety of grouping strategies including whole group, small group, and/or individual instruction to support interaction among students.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance for the teacher on how and when to use specific grouping strategies to support collaborative learning.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> opportunities for teachers to use a variety of grouping strategies including whole group, small group, and/or individual instruction to support interaction among students.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> guidance for the teacher on how and when to use specific grouping strategies to support collaborative learning.</li> </ul>
<p><b>Metric 3: Individual Student Adaptability</b> Materials include instructional strategies for supporting unfinished learning from prior grade levels and extensions for students who are ready to deepen their understanding of grade-level content.</p>		<ul style="list-style-type: none"> <li>Materials include instructional strategies for supporting unfinished learning from prior grade-levels, including scaffolding strategies to support students as they work toward independence.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials include extensions for students</li> </ul>	<ul style="list-style-type: none"> <li>Materials include instructional strategies for supporting unfinished learning from prior grade-levels, including scaffolding strategies to support students as they work toward independence.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials include extensions for students</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not include</u> instructional strategies for supporting unfinished learning from prior grade-levels, including scaffolding strategies to support students as they work toward independence.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not include</u> extensions for</li> </ul>

2.1: Engagement & Motivation	Score	2 points	1 point	0 points
		who are ready to deepen their understanding of grade-level content.	who are ready to deepen their understanding of grade-level content.	students who are ready to deepen their understanding of grade-level content.
<b>TOTAL</b>	_ / 6	Meets Expectations (5-6 points)   Partially Meets Expectations (3-4 points)   Does Not Meet Expectations (0-2 points)		

## Criterion 2.2: Culturally Responsive Instructional Support

**Description:** Culturally responsive instruction refers to the explicit recognition and incorporation of students’ cultural knowledge, experience, and ways of being and knowing in science teaching, learning, and assessment.

2.2: Culturally Responsive Instructional Support	Score	2 points	1 point	0 points
<p><b>Metric 1: Asset-based Perspective</b> Materials support educators to identify, value, and maintain a high commitment to students’ experiences from their homes and communities that are leveraged as resources for science teaching and learning.</p>		<ul style="list-style-type: none"> <li>● The materials include texts, images, and assignments that recognize and leverage contributions from non-dominant cultures that allow students to connect their everyday experiences to science lessons.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● The teachers’ materials provide guidance on <u>at least two of the following</u>:               <ul style="list-style-type: none"> <li>○ Ways to supplement or modify materials to enhance culturally responsive pedagogy</li> <li>○ Ways to engage students and educators in culturally sensitive experiential learning</li> <li>○ Ways to leverage students’ experiences from their home and community to science teaching and learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The materials include texts, images, and assignments that recognize and leverage contributions from non-dominant cultures that allow students to connect their everyday experiences to science lessons.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● The teachers’ materials provide guidance on <u>at least two of the following</u>:               <ul style="list-style-type: none"> <li>○ Ways to supplement or modify materials to enhance culturally responsive pedagogy</li> <li>○ Ways to engage students and educators in culturally sensitive experiential learning</li> <li>○ Ways to leverage students’ experiences from their home and community to science teaching and learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The materials <u>do not acknowledge</u> the expertise of diverse communities or the everyday users of science.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● There is <u>no guidance</u> about connecting the curriculum to students’ lives.</li> </ul>
<p><b>Metric 2: Frames of Reference</b> Materials utilize multiple frames of reference for developing and demonstrating science competence that correspond to a variety of cultural perspectives and experiences.</p>		<ul style="list-style-type: none"> <li>● Materials use asset-based language and do not include harmful biases, stereotypes, or positioning of marginalized communities (BIPOC, women, LGBTQ2SI+, and other historically underserved groups).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials provide opportunities to challenge dominant ways of knowing in all of the following:               <ul style="list-style-type: none"> <li>○ Uses critical perspectives to understand science within a social</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Materials use asset-based language and do not include harmful biases, stereotypes, or positioning of marginalized communities (BIPOC, women, LGBTQ2SI+, and other historically underserved groups).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Materials provide opportunities to challenge dominant ways of knowing in all of the following:               <ul style="list-style-type: none"> <li>○ Uses critical perspectives to understand science within a social</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Materials use <u>deficit-based</u> language and/or include harmful biases, stereotypes, or positioning of marginalized communities (BIPOC, women, LGBTQ2SI+, and other historically underserved groups).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials <u>do not provide</u> opportunities to challenge dominant ways of knowing in all of the following:               <ul style="list-style-type: none"> <li>○ Uses critical perspectives to understand science within a social</li> </ul> </li> </ul>

2.2: Culturally Responsive Instructional Support	Score	2 points	1 point	0 points
		context <ul style="list-style-type: none"> <li>○ Presents examples of scientific thought and reasoning from both Western and non-Western cultures</li> <li>○ Includes a variety of options to demonstrate scientific thinking through cultural perspectives, and/or student experiences.</li> </ul>	context <ul style="list-style-type: none"> <li>○ Presents examples of scientific thought and reasoning from both Western and non-Western cultures</li> <li>○ Includes a variety of options to demonstrate scientific thinking through cultural perspectives, and/or student experiences.</li> </ul>	context <ul style="list-style-type: none"> <li>○ Presents examples of scientific thought and reasoning from both Western and non-Western cultures</li> <li>○ Includes a variety of options to demonstrate scientific thinking through cultural perspectives, and/or student experiences.</li> </ul>
<p><b>Metric 3: Inclusive Cultural Views</b> Materials include pathways to science competence that leverage cultural perspectives that affirm student identities and reflect knowledge of students' background experiences and social realities.</p>		<ul style="list-style-type: none"> <li>● Materials include instructional strategies to engage diverse learners using culturally responsive practices.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials include resources for teachers to include knowledge of students' background experiences and social realities into instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Materials include instructional strategies to engage diverse learners using culturally responsive practices.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Materials include resources for teachers to include knowledge of students' background experiences and social realities into instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Materials <u>do not include</u> instructional strategies to engage diverse learners using culturally responsive instructional practices.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Materials <u>do not include</u> resources for teachers to include knowledge of students' background experiences and social realities into instruction.</li> </ul>
<b>TOTAL</b>	_ / 6	Meets Expectations (5-6 points)    Partially Meets Expectations (3-4 points)    Does Not Meet Expectations (0-2 points)		

## Part 3: Technical Usability Criteria [K-HS]

### Criterion 3.1: Supports for Teachers

**Description:** The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

3.1: Supports for Teachers	Score	2 points	1 point	0 points
<p><b>Metric 1: Supporting Guidance</b> Materials provide teacher guidance with useful annotations and suggestions for how to utilize the student materials, visual models, and ancillary materials, with specific attention to engaging students to guide their scientific development.</p>		<ul style="list-style-type: none"> <li>Materials provide course or grade-level and unit-level supporting guidance that assist teachers in presenting the student and ancillary materials as intended.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide supporting guidance within lessons, such as annotations or suggestions, that provide additional information within the context of the specific lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide course or grade-level and unit-level supporting guidance that assist teachers in presenting the student and ancillary materials as intended.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide supporting guidance within lessons, such as annotations or suggestions, that provide additional information within the context of the specific lesson objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> course or grade-level and unit-level supporting guidance that assist teachers in presenting the student and ancillary materials as intended.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> supporting guidance within lessons, such as annotations or suggestions, that provide additional information within the context of the specific lesson objectives.</li> </ul>
<p><b>Metric 2: Science Knowledge for Teaching</b> Materials contain adult-level explanations and examples of relevant science concepts so that teachers can improve their own knowledge of the subject.</p>		<ul style="list-style-type: none"> <li>Materials contain adult-level explanations and examples of science concepts <b>within</b> a given course so that teachers can improve their own knowledge of the subject.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials contain adult-level explanations and examples of science concepts <b>beyond</b> a given course so that teachers can improve their own knowledge of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Materials contain adult-level explanations and examples of science concepts <b>within</b> a given course so that teachers can improve their own knowledge of the subject.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials contain adult-level explanations and examples of science concepts <b>beyond</b> a given course so that teachers can improve their own knowledge of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not contain</u> adult-level explanations and examples of science concepts within a given course so that teachers can improve their own knowledge of the subject.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not contain</u> adult-level explanations and examples of science concepts beyond a given course so that teachers can improve their own knowledge of the subject.</li> </ul>
<p><b>Metric 3: Home Connection</b> Materials provide strategies to inform all partners—including students, parents, or caregivers—about the program and suggestions for how they can help support student progress and achievement.</p>		<ul style="list-style-type: none"> <li>Materials contain strategies to inform students, parents, and caregivers about the science concepts presented in a given course.</li> </ul> <p style="text-align: center;"><b>AND</b></p>	<ul style="list-style-type: none"> <li>Materials contain strategies to inform students, parents, and caregivers about the science concept presented in a given course.</li> </ul> <p style="text-align: center;"><b>OR</b></p>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> contain strategies to inform students, parents, or caregivers about the science concepts presented in a given course.</li> </ul> <p style="text-align: center;"><b>AND</b></p>

3.1: Supports for Teachers	Score	2 points	1 point	0 points
		<ul style="list-style-type: none"> <li>Materials contain suggestions for how parents and caregivers can help support student progress and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Materials contain suggestions for how parents and caregivers can help support student progress and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not</u> contain suggestions for how parents and caregivers can help support student progress and achievement.</li> </ul>
<p><b>Metric 4: Content Editability</b> Materials are designed to allow a teacher to differentiate content and varied modes of communication within lessons, tasks, or other activities for students.</p>		<ul style="list-style-type: none"> <li>Materials provide teachers options to edit content to support differentiation within lessons, tasks, and other activities for students.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance on how to utilize resources to support student communication and integration with technology if an option.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide teachers options to edit content to support differentiation within lessons, tasks, and other activities for students.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance on how to utilize resources to support student communication and integration with technology if an option.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> teachers options to edit content to support differentiation within lessons, tasks, and other activities for students.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> guidance on how to utilize resources to support student communication and integration with technology if an option.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)    Partially Meets Expectations (4-6 points)    Does Not Meet Expectations (0-3 points)		

## Criterion 3.2: Supports for Students

**Description:** Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc.).

3.2: Supports for Students	Score	2 points	1 point	0 points
<p><b>Metric 1: Strategies for Special Populations</b> Materials provide scaffolds to support students from special populations in their regular and active participation in scientific learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG).</p>		<ul style="list-style-type: none"> <li>Materials provide scaffold language support for multilingual students to access grade-level science.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide instructional strategies and learning resources for students in special populations, such as students experiencing disabilities and/or students identified as TAG, to support active participation in grade-level science.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide scaffold language support for multilingual students to access grade-level science.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide instructional strategies and learning resources for students in special populations, such as students experiencing disabilities and/or students identified as TAG, to support active participation in grade-level science.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> scaffold language support for multilingual students to access grade-level science.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> instructional strategies and learning resources for students in special populations, such as students experiencing disabilities and/or students identified as TAG, to support active participation in grade-level science.</li> </ul>
<p><b>Metric 2: Student Differentiation</b> Materials provide extensions and/or opportunities for all students to engage with grade-level science at varied levels of complexity.</p>		<ul style="list-style-type: none"> <li>Materials provide opportunities for learners who could benefit from advanced applications of grade-level science at a higher level of complexity, rather than simply doing more problems than their classmates.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials can be updated by teachers to reflect relevant topics with different groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide opportunities for learners who could benefit from advanced applications of grade-level science at a higher level of complexity, rather than simply doing more problems than their classmates.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials can be updated by teachers to reflect relevant topics with different groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> opportunities for learners who could benefit from advanced applications of grade-level science at a higher level of complexity, and/or simply provide more problems than their classmates.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>cannot be updated</u> to reflect relevant topics with different groups of students.</li> </ul>
<p><b>Metric 3: Emergent Bilingual Student Support</b> Materials provide strategies and support for students who read, write, and/or speak in a language other than English to enable their full participation in scientific learning.</p>		<ul style="list-style-type: none"> <li>Materials provide teachers with instructional strategies for emergent bilingual students to meaningfully participate in grade-level science.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials include student resources supporting reading, writing, and/or speaking in a language other than English through regular and active</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide teachers with instructional strategies for emergent bilingual students to meaningfully participate in grade-level science.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials include student resources supporting reading, writing, and/or speaking in a language other than English through regular and active participation</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> teachers with instructional strategies for emergent bilingual students to meaningfully participate in grade-level science.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not include</u> student resources supporting reading, writing, and/or speaking in a language other than English through regular and active</li> </ul>

3.2: Supports for Students	Score	2 points	1 point	0 points
		participation in grade-level science.	in grade-level science.	participation in grade-level science.
<p><b>Metric 4: Student Editability*</b> Digital materials include resources for students that are editable and allow for communication of understanding and thinking.</p>		<ul style="list-style-type: none"> <li>Materials provide resources that are editable by students to communicate their understanding and scientific reasoning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Teacher materials provide instructional guidance on how to use student resources to capture thinking and demonstrate proficiency in content.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide resources that are editable by students to communicate their understanding and scientific reasoning.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Teacher materials provide instructional guidance on how to use student resources to capture thinking and demonstrate proficiency in content.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> resources that are editable by students to communicate their understanding and scientific reasoning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Teacher materials <u>do not provide</u> guidance on how to use student resources to capture thinking and demonstrate proficiency in content.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)    Partially Meets Expectations (4-6 points)    Does Not Meet Expectations (0-3 points)		

## Criterion 3.3: Digital Learning Design Elements\*

**Description:** The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.

3.3: Digital Learning Design Elements*	Score	2 points	1 point	0 points
<p><b>Metric 1: Material Usability</b> The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.</p>		<ul style="list-style-type: none"> <li>Materials integrate interactive tools and/or simulation software in ways that support student engagement in science.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials can be customized for local contexts on a variety of devices.</li> </ul>	<ul style="list-style-type: none"> <li>Materials integrate interactive tools and/or simulation software in ways that support student engagement in science.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials can be customized for local contexts on a variety of devices.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not integrate</u> interactive tools and/or simulation software in ways that support student engagement in science.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>cannot be customized</u> for local contexts.</li> </ul>
<p><b>Metric 2: Learning Resources</b> The digital materials provide support for users in a variety of settings, including:</p> <ul style="list-style-type: none"> <li>Professional learning resources to support educators' use of the materials,</li> <li>Robust supports to help families understand and utilize the materials while supporting their students at home,</li> <li>Support for students working independently.</li> </ul>		<ul style="list-style-type: none"> <li>Materials provide learning resources for teachers and/or students to collaborate with each other within either print or digital activities.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide resources for parents, caregivers, and students to understand and utilize the materials while working at home and/or independently from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide learning resources for teachers and/or students to collaborate with each other within either print or digital activities.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide resources for parents, caregivers, and students to understand and utilize the materials while working at home and/or independently from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> learning resources for teachers and/or students to collaborate with each other.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> resources for parents, caregivers and students to utilize using the resources independently.</li> </ul>
<p><b>Metric 3: Media Integration</b> Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.</p>		<ul style="list-style-type: none"> <li>Digital and multimedia elements support accurate representations of scientific objects.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Digital and multimedia elements are intentionally integrated and connected to learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Digital and multimedia elements support accurate representations of scientific objects.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Digital and multimedia elements are intentionally integrated and connected to learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Digital and multimedia elements <u>do not support</u> accurate representations of scientific objects.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Digital and multimedia elements are <u>not intentionally integrated and not connected</u> to learning outcomes.</li> </ul>
<p><b>Metric 4: Adaptability of Materials</b> Digital materials are designed to allow teachers the ability to adjust and adapt documents and other included resources to meet student needs.</p>		<ul style="list-style-type: none"> <li>Materials provide teacher guidance for adapting embedded resources to support student learning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance for using embedded technology to enhance student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Materials provide teacher guidance for adapting embedded resources to support student learning.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Materials provide guidance for using embedded technology to enhance student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Materials <u>do not provide</u> teacher guidance for adapting embedded resources to support student learning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Materials <u>do not provide</u> guidance for using embedded technology to enhance student learning.</li> </ul>

3.3: Digital Learning Design Elements*	Score	2 points	1 point	0 points
<b>TOTAL</b>	_ / 8	Meets Expectations (6-8 points)	Partially Meets Expectations (3-5 points)	Does Not Meet Expectations (0-2 points)

\*This criterion is not required. Quality Indicators are provided for evaluation if digital components are included.

## Part 4: Assessment Criteria [K-HS]

### Criterion 4.1: Formative Assessment Process

**Description:** Instructional materials incorporate the formative assessment process:

- Materials employ clear learning goals and performance criteria to elicit evidence of student thinking.
- Feedback informs the teaching and learning process.
- Students have agency to monitor and adjust their own learning.

4.1: Formative Assessment Process	Score	2 points	1 point	0 points
<p><b>Metric 1: Clarity of Learning Goals</b> Materials are designed around clear learning goals and written in grade-appropriate, student-friendly language.</p>		<ul style="list-style-type: none"> <li>• Learning goals include performance/success criteria.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Learning goals are embedded and referred to throughout the unit and lesson content.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning goals include performance/success criteria.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learning goals are embedded and referred to throughout the unit and lesson content.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning goals <u>do not include</u> performance/success criteria.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Learning goals <u>are not consistently</u> embedded and referred to throughout the unit and lesson content.</li> </ul>
<p><b>Metric 2: Elicitation of Evidence</b> Instructional tasks and activities elicit a variety of evidence of student thinking, including opportunities for student self-assessment and reflection.</p>		<ul style="list-style-type: none"> <li>• Instructional tasks and activities elicit evidence of student thinking with a focus on possible pathways to a solution (rather than on the final answer or result).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional tasks and activities are varied, accessible, scaffolded, and differentiated to support students' demonstration of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional tasks and activities elicit evidence of student thinking with a focus on possible pathways to a solution (rather than on the final answer or result).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Instructional tasks and activities are varied, accessible, scaffolded, and differentiated to support students' demonstration of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional tasks and activities <u>do not elicit evidence</u> of student thinking with a focus on possible pathways to a solution (rather than on the final answer or result).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional tasks and activities <u>are not</u> varied, accessible, scaffolded, and differentiated to support students' demonstration of evidence.</li> </ul>
<p><b>Metric 3: Interpretation of Feedback</b> Materials facilitate the provision of meaningful and strengths-based feedback to move learning forward.</p> <ul style="list-style-type: none"> <li>• Student-to-student</li> <li>• Educator-to-student</li> <li>• Student-to-educator</li> </ul>		<ul style="list-style-type: none"> <li>• Instructional materials include teacher resources that highlight opportunities for feedback to be given to students by the teacher.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional materials include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials include teacher resources that highlight opportunities for feedback to be given to students by the teacher.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Instructional materials include strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional materials <u>do not include</u> teacher resources that highlight opportunities for feedback to be given to students by the teacher.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>• Instructional materials <u>do not include</u> strategies that promote a positive classroom culture for student-to-student and student-to-teacher feedback, as</li> </ul>

4.1: Formative Assessment Process	Score	2 points	1 point	0 points
				appropriate.
<p><b>Metric 4: Action &amp; Adjustment</b> Materials guide educators and students to act on feedback and determine the next steps for learning.</p>		<ul style="list-style-type: none"> <li>Instructional materials ask students to reflect on their thinking and learning and/or assess their own learning</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Instructional materials include a comprehensive set of both extensions and interventions for students who need additional supports.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials ask students to reflect on their thinking and/or assess their own learning.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Instructional materials include a comprehensive set of both extensions and interventions for students who need additional supports.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials <u>do not ask</u> students to reflect on their thinking and learning or assess their own learning.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Instructional materials <u>do not include</u> a comprehensive set of both extensions and resources/interventions for students who need additional supports.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)    Partially Meets Expectations (4-6 points)    Does Not Meet Expectations (0-3 points)		

## Criterion 4.2: Performance Assessments

**Description:** Materials center science phenomena and engineering design problems that align with the depth, breadth, and cognitive demand of the standards. High-quality performance assessments:

- affirm students' funds of knowledge and interests.
- integrate the three dimensions to allow for multiple representations of thinking.
- can be iterated over time.

4.2 Performance Assessments	Score	2 points	1 point	0 points
<p><b>Metric 1: Alignment</b> Materials include performance tasks that show clear and full alignment to science standards and reflect the 3D focus by including the disciplinary core ideas, crosscutting concepts, and science and engineering practices present.</p>		<ul style="list-style-type: none"> <li>● Performance assessment tasks clearly align to the Oregon science standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Performance assessment tasks fully address each dimension (i.e., disciplinary core ideas, crosscutting concepts, and science and engineering practices) in service of sense-making about a phenomenon or problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Performance assessment tasks clearly align to the Oregon science standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12).</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Performance assessment tasks address <u>at least two dimensions</u> (i.e., disciplinary core ideas, crosscutting concepts, and science and engineering practices) in service of sense-making about a phenomenon or problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Performance assessment tasks <u>are not aligned</u> to the Oregon science standards at the appropriate grade-level (K-5) or grade-band (6-8, 9-12).</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Performance assessment tasks <u>do not fully address</u> the three dimensions (i.e., disciplinary core ideas, crosscutting concepts, and science and engineering practices) in service of sense-making about a phenomenon or problem.</li> </ul>
<p><b>Metric 2: Cultural Affirmation</b> Performance assessments utilize and affirm students' interests and cultural backgrounds. Tasks are suitable for both group and individual engagement.</p>		<ul style="list-style-type: none"> <li>● Performance assessments utilize and affirm students' interests and cultural background both for group and individual engagement.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Performance assessments represent the diversity of our state and local communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Performance assessments utilize and affirm students' interests and cultural background both for group and individual engagement.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Performance assessments represent the diversity of our state and local communities.</li> </ul>	<ul style="list-style-type: none"> <li>● Performance assessments <u>do not utilize and affirm</u> students' interests and cultural background both for group and individual engagement.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Performance assessments <u>do not represent</u> the diversity of our state and local communities.</li> </ul>
<p><b>Metric 3: Authenticity</b> Performance assessments allow students to work with relevant science phenomena, engineering design problems, and authentic audiences.</p>		<ul style="list-style-type: none"> <li>● Performance assessments require students to apply scientific concepts in authentic contexts.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Performance assessments include opportunities for students to engage with authentic audiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Performance assessments require students to apply scientific concepts in authentic contexts.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>● Performance assessments include opportunities for students to engage with authentic audiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Performance assessments <u>do not</u> require students to apply scientific concepts in authentic contexts.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>● Performance assessments <u>do not</u> include opportunities for students to engage with authentic audiences.</li> </ul>
<p><b>Metric 4: Clarity &amp; Feedback</b> Performance assessments use clear scoring criteria and</p>		<ul style="list-style-type: none"> <li>● Performance assessments use scoring criteria that are clear and</li> </ul>	<ul style="list-style-type: none"> <li>● Performance assessments use scoring criteria that are clear and understandable</li> </ul>	<ul style="list-style-type: none"> <li>● Performance assessments <u>have unclear or missing</u> scoring criteria.</li> </ul>

4.2 Performance Assessments	Score	2 points	1 point	0 points
allow for multiple iterations of student thinking based on feedback.		understandable to students. <b>AND</b> <ul style="list-style-type: none"> <li>Performance assessments promote actionable feedback to students.</li> </ul>	to students. <b>OR</b> <ul style="list-style-type: none"> <li>Performance assessments promote actionable feedback to students.</li> </ul>	<b>AND</b> <ul style="list-style-type: none"> <li>Performance assessments <u>do not promote</u> feedback to students.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)	Partially Meets Expectations (4-6 points)	Does Not Meet Expectations (0-3 points)

## Criterion 4.3: Integrated Assessment System\*

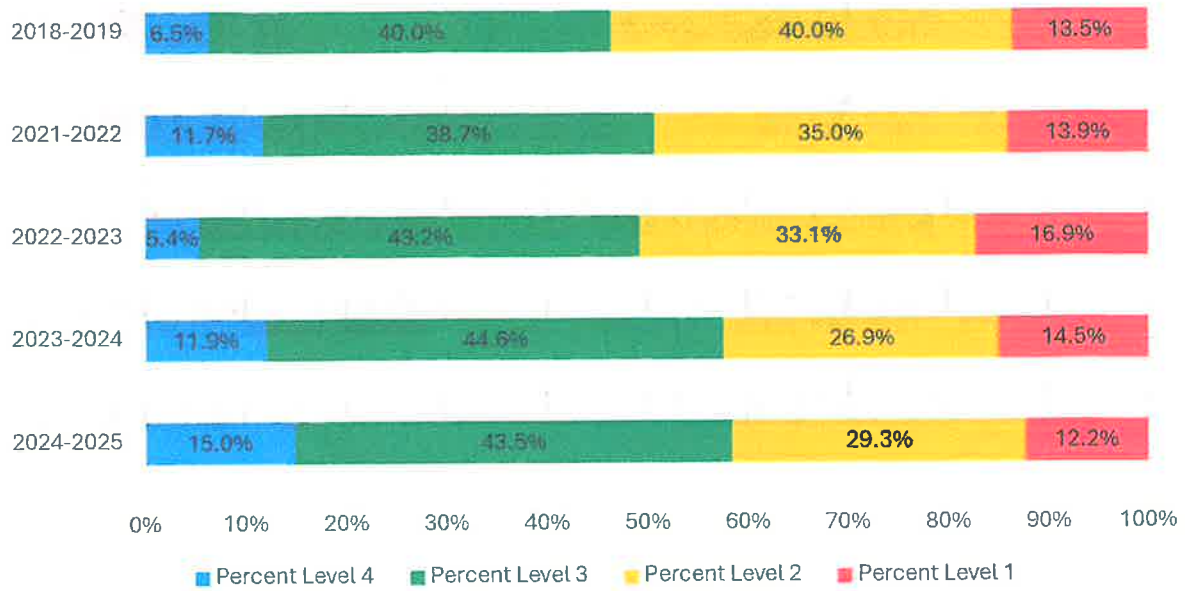
**Description:** Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e. criterion-referenced), as demonstrated by student evidence gathered in the learning environment, and recommend instructional next steps.

4.3: Integrated Assessment System*	Score	2 points	1 point	0 points
<p><b>Metric 1: Assessment Design</b> Diagnostic assessments are well-designed, rigorous, connected to standards, and offer multiple opportunities for demonstrations of knowledge.</p>		<ul style="list-style-type: none"> <li>Diagnostic assessments measure student’s performance on grade-level or course-specific standards by integrating the three dimensions.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Diagnostic assessments provide opportunities to transfer learning to phenomena or solve problems within new contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessments measure student’s performance on grade-level or course-specific standards by integrating the three dimensions.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Diagnostic assessments provide opportunities to transfer learning to phenomena or solve problems within new contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessments <u>do not</u> measure student’s performance on grade-level or course-specific standards by integrating the three dimensions.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Diagnostic assessments <u>do not</u> provide opportunities to transfer learning to phenomena or solve problems within new contexts.</li> </ul>
<p><b>Metric 2: Data Quality</b> The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.</p>		<ul style="list-style-type: none"> <li>Assessment results are clear and understandable.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment results are designed to inform next steps in the learning and teaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment results are clear and understandable.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>Assessment results are designed to inform next steps in the learning and teaching process.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment results are <u>ambiguous or not easy to use</u>.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment results <u>do not inform</u> any next steps in the learning and teaching process.</li> </ul>
<p><b>Metric 3: Responsiveness</b> The assessment system is connected to resources designed to meet students’ specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, “Now what?”)</p>		<ul style="list-style-type: none"> <li>Assessment results connect to appropriate next steps such as extensions (to deepen understanding and application) AND interventions (to reinforce and, where needed, reteach concepts)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment results can be easily used by both educators and students.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment results connect to appropriate next steps such as extensions (to deepen understanding and application) OR interventions (to reinforce and, where needed, reteach concepts)</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment results can be easily used by both educators and students.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment results <u>offer no</u> extensions or interventions</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment results can be used <u>only by</u> educators.</li> </ul>
<p><b>Metric 4: Family Engagement &amp; Communication</b> If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages that allow</p>		<ul style="list-style-type: none"> <li>Assessment reports are easy to read and understandable by students and families.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment reports are available in</li> </ul>	<ul style="list-style-type: none"> <li>Assessment reports are easy to read and understandable by students and families.</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Assessment reports provide resources</li> </ul>	<ul style="list-style-type: none"> <li>Assessment reports <u>are not</u> easy to read or understandable by students and families</li> </ul> <p style="text-align: center;"><b>AND</b></p>

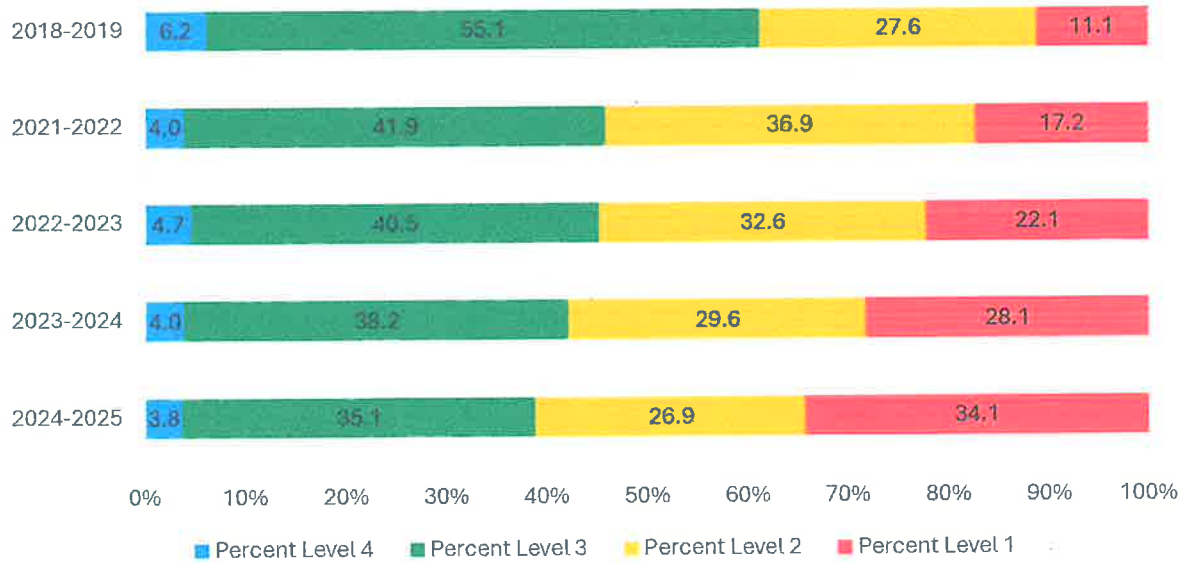
4.3: Integrated Assessment System*	Score	2 points	1 point	0 points
families to effectively partner with their child(ren) in the learning process.		English and at least one additional language. <b>AND</b> <ul style="list-style-type: none"> <li>Assessment reports provide resources that students and/or families can use to support any needed learning outside the classroom.</li> </ul>	that students and/or families can use to support any needed learning outside the classroom.	<ul style="list-style-type: none"> <li>Assessment reports <u>do not</u> provide resources that students and/or families can use to support any needed learning outside the classroom.</li> </ul>
<b>TOTAL</b>	_ / 8	Meets Expectations (7-8 points)    Partially Meets Expectations (4-6 points)    Does Not Meet Expectations (0-3 points)		

\*This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.

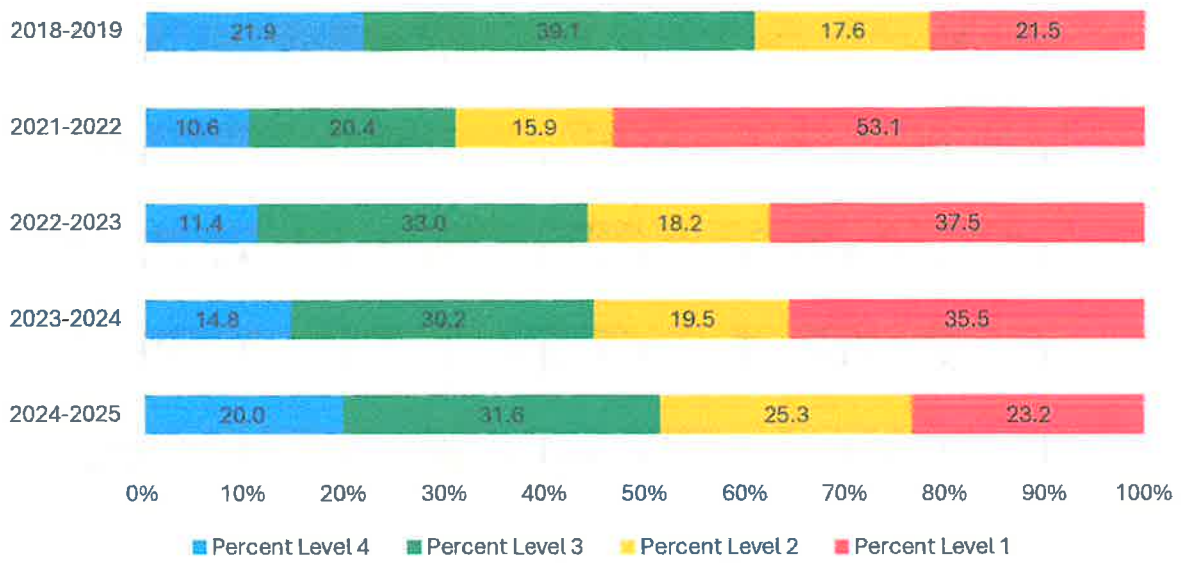
### Fifth Grade Science Proficiency



### Eighth Grade Science Proficiency



## High School Science Proficiency



# MONTHLY SCHOOL BOARD FINANCIAL REPORT

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



**December 11, 2025**  
**Board Meeting**

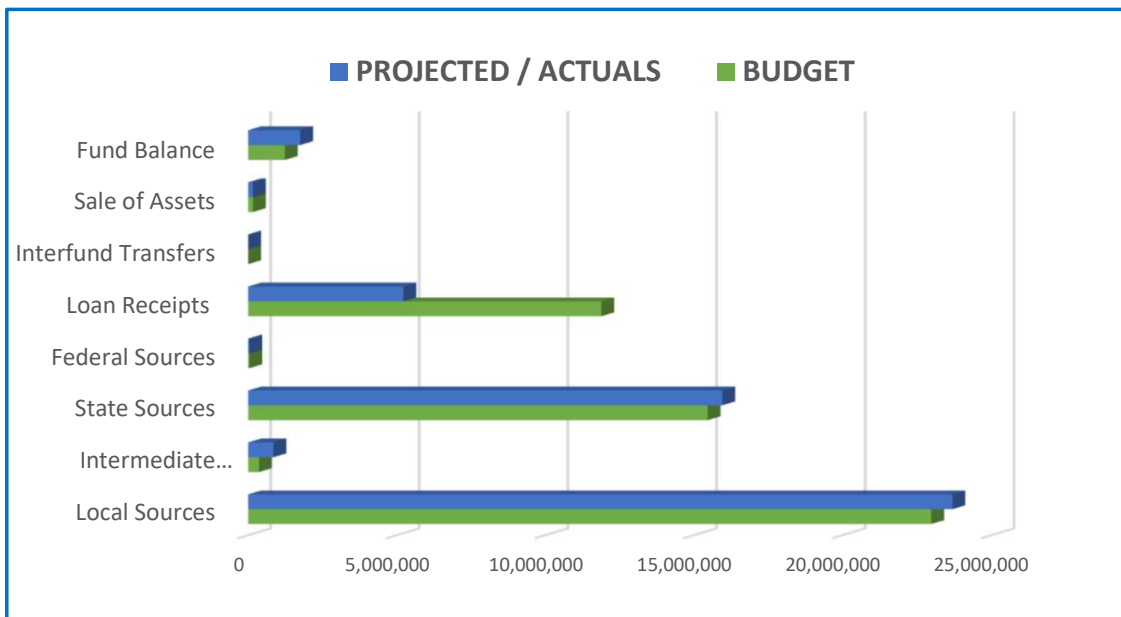
**Presented By:** Sherry Ely, Director of Business Services

# 2025.2026 GENERAL FUND (100)

## REVENUE

Financial Data Ending November 30, 2025

REVENUE SOURCES BY FUNCTION	BUDGET	PROJECTED / ACTUALS	(Over)/Under Budget	
Local Sources	1000	22,974,370.00	23,685,633.42	(711,263.42)
Intermediate Sources	2000	365,000.00	850,000.00	(485,000.00)
State Sources	3000	15,459,445.00	15,951,099.37	(491,654.37)
Federal Sources	4000	40,000.00	40,000.00	0.00
Loan Receipts	5150	11,880,000.00	5,220,000.00	6,660,000.00
Interfund Transfers	5200	0.00	0.00	0.00
Sale of Assets	5300	160,000.00	160,000.00	0.00
Fund Balance	5400	1,235,405.00	1,750,000.00	(514,595.00)
		<b>52,114,220.00</b>	<b>47,656,732.78</b>	<b>4,457,487.22</b>



### NOTES

**REVENUE:** No new revenue estimates received since I spoke at the November meeting. I am keeping an eye on Property Tax collections. With the November receipts - we are projected to go over our estimate by nearly \$683K. This could be because the November collection was higher so we may see a decrease in December and subsequent months collections compared to what we are estimating. If we do indeed end the year with that much of a surplus, that would have to be paid back in May of 2027 - so we would need to make sure we are including that in our 26.27 budget planning. But - we will keep an eye on it for now. If we are still trending high in February, I can reach out to ODE to see if we can adjust for this current school year.

**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**

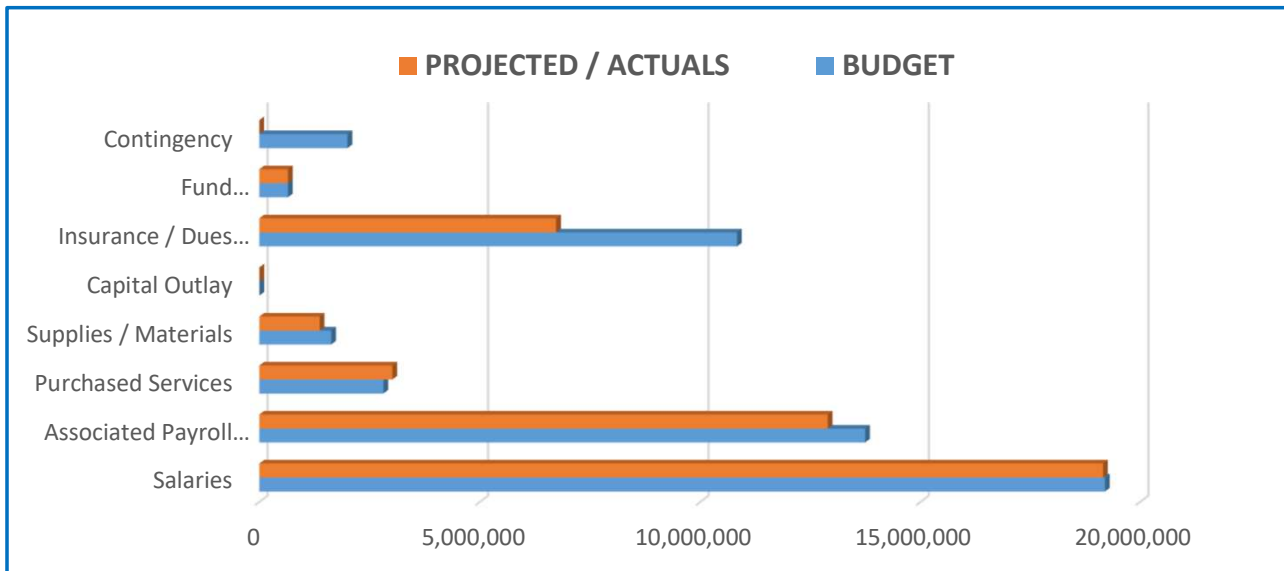


# 2025.2026 GENERAL FUND (100)

## EXPENSES

Financial Data Ending November 30, 2025

EXPENSES BY OBJECT	BUDGET	PROJECTED / ACTUALS	(Over)/Under Budget	
Salaries	100	19,201,356.00	19,158,063.44	43,292.56
Associated Payroll Costs	200	13,739,894.00	12,892,382.82	847,511.18
Purchased Services	300	2,815,114.00	3,017,932.84	(202,818.84)
Supplies / Materials	400	1,631,221.00	1,370,038.82	261,182.18
Capital Outlay	500	6,000.00	6,000.00	0.00
Insurance / Dues / Fees/Loan Pmnt	600	10,835,182.00	6,732,069.78	4,103,112.22
Fund Transfers/Flow Thru	700	650,000.00	650,000.00	0.00
Contingency	800	2,000,000.00	0.00	2,000,000.00
		<b>50,878,767.00</b>	<b>43,826,487.71</b>	<b>7,052,279.29</b>



### NOTES

**EXPENSE:** As I am refining our expenditures, when I take into consideration encumbrances, we are continuing to come in under budget, overall. We are trending over budget in Purchased Services - this is due to having to contract out for a Speech Pathologist. And - regarding the question last month about Psychologist expenditures - the Psychologists were all coded to IDEA - since our projections indicate will overspend IDEA - I did move one of the Psychologists expense back to the General Fund.

The estimates I am providing for this report are very conservative compared to what our system has reflected for encumbrances - meaning that the system is showing even greater savings than what is reflected in this report. However, because there may be some expenses not yet encumbered, I always like to be conservative. Again, as I mentioned last month, we may need to use some of these savings to shore up the Health Insurance Fund (Fund 600) since we are not generating as much revenue as anticipated due to staffing reductions. At this point we are showing an estimated ending fund balance (EFB) of 8.74% or \$3,830,245. However, if we do need to use anything for the Health Care fund, that would also result in a reduction to the EFB.

	2025.2026	Actual YTD EXP	Projected through	Total Estimated		%		2024.2025 YTD	(Over)/Under
	Budget	11.30.2025	06.30.2026	2025.2026	(Over)/ Under Budget	Committed	2024.2025 Budget	Expense	Budget
<b>Instruction</b>									
1111 Elementary, K-5 or K-6	6,128,132.00	1,466,992.85	4,513,500.95	5,980,493.80	147,638.20	0.98	6,538,879.78	6,372,853.06	166,026.72
1113 Elementary Extracurricular	9,058.00	455.06	8,602.94	9,058.00			5,486.80	10,164.13	-4,677.33
1121 Middle/Junior High Programs	3,505,613.00	933,546.77	2,702,333.69	3,630,295.16	-124,682.16	1.04	4,073,027.82	3,883,237.01	189,790.81
1122 Middle/Junior High School Extracurricular	261,926.00	95,793.07	152,632.18	248,425.25	13,500.75	0.95	250,512.57	237,170.30	13,342.27
1131 High School Programs	5,568,609.00	1,337,100.55	4,069,772.50	5,406,873.05	161,735.95	0.97	5,378,092.35	5,017,450.91	360,641.44
1132 High School Extracurricular	945,412.00	318,819.04	620,412.00	939,231.04	6,180.96	0.99	1,001,075.58	789,165.23	211,910.35
1210 Programs for the Talented and Gifted	3,570.00	1,027.25	2,465.11	3,492.36	77.64	0.98	11,871.50	8,933.85	2,937.65
1220 Restrictive Pgms for Students w/Disabilities	84,405.00	7,781.22	20,813.73	34,008.51	50,396.49	0.40	77,941.05	65,487.33	12,453.72
1227 Extended School Year	480.00	0.00	480.00	480.00			5,000.00	2,961.46	2,038.54
1250 Programs for Students w/Severe Disabilities	3,769,521.00	960,539.19	2,808,781.03	3,769,320.22	200.78	1.00	4,250,889.56	3,741,598.91	509,290.65
1280 Alternative Education	1,718,133.00	476,638.62	1,307,935.39	1,784,574.01	-66,441.01	1.04	1,695,037.18	1,630,659.77	64,377.41
1291 English Second Language Programs	300,404.00	32,314.83	255,373.38	287,688.21	12,715.79	0.96	144,493.32	124,504.85	19,988.47
1400 Summer School	0.00	30,028.47	0.00	30,028.47	-30,028.47			2,477.39	
<b>Total Instruction</b>	<b>22,295,263.00</b>	<b>5,661,036.92</b>	<b>16,463,102.90</b>	<b>22,123,968.08</b>	<b>171,294.92</b>		<b>23,432,307.51</b>	<b>21,886,664.20</b>	<b>1,545,643.31</b>
	22,295,263.00	5,661,036.92	16,463,102.90	22,093,939.61					
<b>Support Services</b>									
2110 Attendance and Social Work Services	68,188.00	23,252.01	44,693.00	67,945.01	242.99	1.00	60,641.00	60,306.77	334.23
2115 Student Safety	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
2120 Guidance Services	843,276.00	196,939.83	619,681.39	816,621.22	26,654.78	0.97	815,859.32	744,028.35	71,830.97
2130 Health Services	474,530.00	74,213.91	343,760.59	417,974.50	56,555.50	0.88	307,844.00	157,413.67	150,430.33
2140 Psychological Services	117,612.00	27,378.00	90,234.00	117,612.00	0.00	1.00	251,481.64	154.00	251,327.64
2150 Speech Pathology and Audiology Services	276,911.00	160,677.03	112,223.24	272,900.27	4,010.73	0.99	443,149.54	552,920.96	-109,771.42
2190 Service Directions, Student Support Svcs	520,690.00	184,367.58	315,080.43	489,448.01	31,241.99	0.94	421,685.00	492,578.18	-70,893.18
2210 Improvement of Instruction Services	116,089.00	48,493.74	64,328.92	102,822.66	13,266.34	0.89	109,473.27	167,697.88	-58,224.61
2220 Library/Media Center	269,676.00	83,970.62	154,331.66	238,302.28	31,373.72	0.88	295,932.60	262,994.95	32,937.65
2230 Assessment and Testing	86,850.00	853.05	85,996.95	86,850.00	0.00	1.00	8,150.00	202,446.74	-194,296.74
2240 Staff Development	22,773.00	11,366.21	11,400.00	22,766.21	6.79	1.00	59,565.00	18,109.54	41,455.46
2310 Board of Education	221,555.00	187,291.52	34,263.48	221,555.00	0.00	1.00	200,218.00	280,040.98	-79,822.98
2320 Office of the Superintendent Services	469,851.00	192,780.74	277,028.96	469,809.70	41.30	1.00	460,535.82	469,399.80	-8,863.98
2410 Office of the Principal Services	3,089,689.00	1,207,566.25	1,859,479.67	3,067,045.92	22,643.08	0.99	3,249,747.11	3,008,375.55	241,371.56
2490 Other Support Services—School Administration	143,729.00	0.00	143,729.00	143,729.00	0.00		900.00	129,227.87	-128,327.87
2520 Fiscal Services	690,003.00	296,777.04	391,125.40	687,902.44	2,100.56	1.00	698,011.86	847,082.37	-149,070.51
2540 Maintenance	4,217,104.00	2,048,288.82	2,070,868.32	4,119,157.14	97,946.86		4,285,988.28	4,209,493.92	76,494.36
2543 Care and Upkeep of Grounds Services	22,000.00	19,144.05	2,855.95	22,000.00	0.00	1.00	39,000.00	35,880.03	3,119.97
2550 Student Transportation Services	1,190,376.00	405,668.42	540,233.75	945,902.17	244,473.83	0.79	1,212,285.73	1,437,419.46	-225,133.73
2640 Staff Services	493,855.00	177,266.96	316,054.12	493,321.08	533.92	1.00	406,257.66	324,169.99	82,087.67
2660 Technology Services	2,061,443.00	898,478.99	1,128,643.90	2,027,122.89	34,320.11	0.98	2,130,579.93	2,111,429.84	19,150.09
2700 Supplemental Retirement	317,304.00	135,929.41	179,715.68	315,645.09	1,658.91		283,386.41	326,766.16	-43,379.75
<b>Total Support Services</b>	<b>15,713,504.00</b>	<b>6,380,704.18</b>	<b>8,785,428.41</b>	<b>15,146,432.59</b>	<b>567,071.41</b>		<b>15,740,692.17</b>	<b>15,837,937.01</b>	<b>-97,244.84</b>
	15,713,504.00	6,380,704.18	8,785,428.41	15,146,432.59	567,071.41		15,166,432.59		
<b>Community Services</b>									
3300 Welfare Activities Services	0.00	0.00	0.00	0.00			5,000.00	0.00	5,000.00
<b>Total Community Services</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,000.00</b>	<b>0.00</b>	<b>5,000.00</b>
<b>Other Requirements</b>									
5120 Short Term Debt Service	10,220,000.00		5,906,087.04	5,906,087.04	4,313,912.96				
5200 Transfers of Funds	650,000.00	0.00	650,000.00	650,000.00	0.00	1.00	500,000.00	500,000.00	0.00
		0.00	0.00	0.00	0.00		15,000.00		15,000.00
6000 Contingency	2,000,000.00	0.00	0.00	0.00	2,000,000.00	1.00	1,000,000.00	0.00	1,000,000.00
7000 Unappropriated Ending Fund Balance	1,235,453.00	0.00	0.00	0.00	1,235,453.00	1.00	0.00	0.00	0.00
<b>Total Other Requirements</b>	<b>14,105,453.00</b>	<b>0.00</b>	<b>6,556,087.04</b>	<b>6,556,087.04</b>	<b>3,235,453.00</b>		<b>1,515,000.00</b>	<b>500,000.00</b>	<b>1,015,000.00</b>
		0.00		463					
<b>Total Requirements</b>	<b>52,114,220.00</b>	<b>12,041,741.10</b>	<b>31,804,918.35</b>	<b>43,826,487.71</b>	<b>8,287,732.29</b>		<b>40,692,999.68</b>	<b>38,224,601.21</b>	<b>2,468,398.47</b>

Ashland School District\_Appropriations

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 22,295,263.00	\$ 5,661,036.92	\$ 16,463,102.90	\$ 22,124,139.82	\$ -	\$ 171,123.18
2000 Support Services	\$ 15,713,504.00	\$ 6,380,704.18	\$ 8,785,728.41	\$ 15,166,432.59	\$ -	\$ 547,071.41
3000 Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5120 Short Term Debt Service	\$ 10,220,000.00	\$ -	\$ 5,906,087.04	\$ 5,906,087.04	\$ -	\$ 4,313,912.96
5200 Transfers	\$ 650,000.00	\$ -	\$ 650,000.00	\$ 650,000.00	\$ -	\$ -
6000 Contingency	\$ 2,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,000,000.00
Sub Total	\$ 50,878,767.00	\$ 12,041,741.10	\$ 31,804,918.35	\$ 43,846,659.45	\$ -	\$ 7,032,107.55
7000 Unappropriated EFB	\$ 1,235,453.00	\$ -	\$ -	\$ -	\$ -	\$ 1,235,453.00
<b>Donations Fund Raising (105)</b>						
1000 Instruction	\$ 412,948.00	\$ 110,816.01	\$ 2,502.91	\$ 113,318.92	\$ -	\$ 299,629.08
2000 Support Services	\$ 11,990.00	\$ 3,598.11	\$ -	\$ 3,598.11	\$ -	\$ 8,391.89
3000 Community Services	\$ 4,900.00	\$ -	\$ -	\$ -	\$ -	\$ 4,900.00
	\$ 429,838.00	\$ 114,414.12	\$ 2,502.91	\$ 116,917.03	\$ -	\$ 312,920.97
<b>Class Fees (110)</b>						
1000 Instruction	\$ 260,046.00	\$ 27,081.82	\$ 1,904.66	\$ 28,986.48	\$ -	\$ 231,059.52
2000 Support Services	\$ 28,324.00	\$ -	\$ -	\$ -	\$ -	\$ 28,324.00
3000 Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 288,370.00	\$ 27,081.82	\$ 1,904.66	\$ 28,986.48	\$ -	\$ 259,383.52
<b>Special Revenue Funds</b>						
1000 Instruction	\$ 3,709,448.00	\$ 787,264.36	\$ 1,842,240.99	\$ 2,629,505.35	\$ -	\$ 1,079,942.65
2000 Support Services	\$ 2,388,745.00	\$ 568,398.58	\$ 1,272,412.98	\$ 1,840,811.56	\$ -	\$ 547,933.44
3000 Community Services	\$ 1,283,100.00	\$ 473,118.22	\$ 711,611.11	\$ 1,184,729.33	\$ -	\$ 98,370.67
4000 Facility Acquisition	\$ 40,000.00	\$ -	\$ -	\$ -	\$ -	\$ 40,000.00
5200 Transfers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5300 Apportionment of funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Total	\$ 7,421,293.00	\$ 1,828,781.16	\$ 3,826,265.08	\$ 5,655,046.24	\$ -	\$ 1,766,246.76
<b>Debt Service (301)</b>						
5100 Debt Service	\$ 8,480,400.00	\$ -	\$ 8,480,400.00	\$ 8,480,400.00	\$ -	\$ -
Sub Total	\$ 8,480,400.00	\$ -	\$ 8,480,400.00	\$ 8,480,400.00	\$ -	\$ -
<b>Facilities (400)</b>						
2000 Support Services	\$ 396,515.00	\$ 20,791.89	\$ 17,398.74	\$ 38,190.63	\$ -	\$ 358,324.37
4000 Facilities Acquisition	\$ 7,065,009.00	\$ 1,266,141.90	\$ 1,368,078.56	\$ 2,634,220.46	\$ -	\$ 4,430,788.54
6000 Contingencies	\$ 3,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000.00
Sub Total	\$ 10,461,524.00	\$ 1,286,933.79	\$ 1,385,477.30	\$ 2,672,411.09	\$ -	\$ 7,789,112.91

Ashland School District\_Appropriations

**Internal Service Funds (600)**

2000 Support Services	\$ 10,342,014.00	\$ 3,153,029.97	\$ 4,066,723.56	\$ 7,219,753.53	\$ -	\$ 3,122,260.47
5200 Transfers	\$ 25,000.00	\$ -	\$ 25,000.00	\$ 25,000.00	\$ -	\$ -
6000 Contingencies	\$ 859,650.00	\$ -	\$ -	\$ -	\$ -	\$ 859,650.00
Sub Total	<u>\$ 11,226,664.00</u>	<u>\$ 3,153,029.97</u>	<u>\$ 4,091,723.56</u>	<u>\$ 7,244,753.53</u>	<u>\$ -</u>	<u>\$ 3,981,910.47</u>

**Trust & Agency Funds (700)**

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

<b>Total Appropriations</b>	<u>\$ 89,471,856.00</u>	<u>\$ 18,617,731.96</u>	<u>\$ 49,593,191.86</u>	<u>\$ 68,210,923.82</u>	<u>\$ -</u>	<u>\$ 21,260,932.18</u>
<b>Total Unappropriated</b>	<u>\$ 1,249,203.00</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,249,203.00</u>
<b>TOTAL</b>	<u><u>\$ 90,721,059.00</u></u>	<u><u>\$ 18,617,731.96</u></u>	<u><u>\$ 49,593,191.86</u></u>	<u><u>\$ 68,210,923.82</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 22,510,135.18</u></u>

Fund	Description	7/1/2025 Budgeted Beginning Fund Balance*	Accounts Receivable	Budget Rev	Total Revenue	Budg Exp	Actual Grant Award	YTD Revenue	YTD Expenditures	Encumbrances	Balance as of 6/30/26
200	Special Revenue Funds	-		800,000	800,000	800,000		-	-	-	-
201	Southern Promise Grant	953		-				-	-	-	953
203	Staff Health Center	1,305		13,602	14,907	14,527		-	604	-	701
205	SOU (NSF Prime) Grant	5,767		-	5,767	-		-	-	-	5,767
206	ODE CTE Program Grants		3,732	-	3,732			-	3,732	-	(0)
207	SOESD - SOREN	-		-	-			-	-	-	-
208	TAP Grants (ODE)	-		-	-			-	-	-	-
209	Ashland Community Health Intern Grant	17,992	5,199	-	23,191			-	13,679	9,512	0
210	SPED Miscellaneous Grants	-	-	-	-			-	-	-	-
211	Title III via SOESD	-	908	5,000	5,908	5,000		-	895	-	13
213	Helman Soroptimist Grant	155		-	155			-	-	-	155
214	Title IV-A	-	26,703	62,149	88,852	62,149	52,407	-	17	-	79,093
220	EIS Grant	-		7,600	7,600	7,600		-	-	-	-
221	Title I-A	-	-	711,483	711,483	711,483	683,533	-	134,190	395,506	153,837
222	Title II A	-		98,641	98,641	98,641	89,349	-	44,282	11,374	33,693
229	IDEA	2,844	205,299	470,026	678,169	470,026	442,815	5,146	198,250	452,709	(0)
251	Student Investment Account	-		2,507,495	2,507,495	2,507,495	2,507,495	219,279	674,905	1,683,933	148,657
252	Measure 98	-		756,062	756,062	756,062	730,879	-	180,724	426,501	123,654
256	Farm to Education	-		25,000	25,000	25,000	25,000	-	590	-	24,410
262	BAASS	-		3,055	3,055	3,055		-	-	-	-
266	AMS Student Body	-		-	-			-	-	-	-
267	AHS Student Body Account	89,752		-	89,752	-		-	5,068	-	84,684
270	Early Literacy Success	-		-	-		157,438	-	17,159	8,646	131,633
274	E-rate Funds	13,851		-	13,851			-	-	-	13,851
276	Equipment Replacement Fund	26,001		-	26,001			-	2,899	-	23,103
277	Transportation Fund	-	185,000	185,000	370,000	185,000		-	13,500	160,000	11,500
280	Senate Bill 1149	17,845		6,000	23,845	21,000	-	533	-	-	18,378
282	ASPIRE Partnership Grant	10,441		-	10,441	14,441		-	-	-	10,441
283	AHS Dual Credit - ASF Support	5,000		-	5,000			-	-	-	5,000
285	Fast Forward Fund	6,860		-	6,860	6,900		-	2,014	126	4,720
286	ASF - Strings, Band, Orchestra	-		-	-			-	-	-	-
287	Fee Fund	7,632		-	7,632	-		-	-	-	7,632
288	Technology Fund	24,682		-	24,682	-		-	-	-	24,682
289	Class of 1958 (Fee Fund-OCF)	7,564		-	7,564	-		-	-	-	7,564
290	OSU Outdoor School Program	-		125,000	125,000	125,000	83,362	-	34,322	49,040	0
291	Ashland Schools Foundation	44,120		150,000	194,120	198,083		-	26,089	1,824	16,207
292	Affinity Group Funding	5,661	9,977	-	15,638	-		-	4,989	10,649	(0)
294	Technology Infusion/Ashland Rotary-Walker School	341		-	341	-		-	-	-	341
295	Contributions/Donations	38,669		-	38,669	34,592		-	600	-	38,069
296	AHAA Grants	1,168		-	1,168	-		-	-	-	1,168
297	OEA Choice Trust Wellness Program	294	25,000	25,000	50,294	50,000		-	170	-	25,124
298	LGBTQ2SIA Consortium	23,389		15,000	38,389	37,033		-	772	10,649	11,968
299	Nutrition Services	163,170	906,057	1,270,000	2,339,227	1,270,000		274,820	469,332	711,545	0
		-		-	-						-
		-		-	-						-
	<b>Grand Total</b>	<b>\$ 515,457</b>	<b>\$ 1,367,875</b>	<b>7,236,113</b>	<b>9,119,445</b>	<b>7,403,087</b>	<b>\$ 4,772,278</b>	<b>\$ 499,778</b>	<b>\$ 1,828,781</b>	<b>\$ 3,932,014</b>	<b>894,814</b>

# STATE OF OREGON GRANT AGREEMENT

## “Student Success Act – Student Investment Account”

### Grant No. 39150

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and **Ashland SD 5** (“Grantee”), each a “Party” and, together, the “Parties”.

### SECTION 1: AUTHORITY

Pursuant to the **Student Success Act**, codified at 2019 Oregon Laws Chapter 122, as amended from time to time (the “Act”), ORS 327.175 establishes the Student Investment Account, and subsection (4) provides that moneys in the Account are continuously appropriated to the Oregon Department of Education for the purpose of distributing grants under ORS 327.195.

In accordance with ORS 327.185, Student Investment Account grants may be awarded to eligible applicants: school districts, eligible charter schools, Youth Corrections Education Programs (YCEP), and Juvenile Detention Education Programs (JDEP).

### SECTION 2: PURPOSE

The purpose of this grant is to provide funding to assist in meeting students’ mental and behavioral health needs, increase academic achievement, and reduce academic disparities for student populations identified in ORS 327.180(2)(b). These populations include , but are not limited to, economically disadvantaged students, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are homeless, and students who are foster children, and any other student groups that have historically experienced academic disparities, as determined by the State Board of Education by rule.

### SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2025 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2027.

## SECTION 4: GRANT MANAGERS

### 4.1 Agency’s Grant Manager is:

Torrie Higgins  
 Office of Education Innovation & Improvement  
 255 Capitol St NE  
 Salem, OR 97310-0203  
 Torrie.higgins@ode.oregon.gov

### 4.2 Grantee’s Grant Manager is:

Joseph Hattrick  
 885 Siskiyou Blvd  
 Ashland, OR 97520  
 joseph.hattrick@ashland.k12.or.us

### 4.3 A Party may designate a new Grant Manager by written notice to the other Party.

## SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

## SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide the Grantee the following amounts (“Grant Funds”): the full 2025-27 biennial allocation and a projected Quarter 1 disbursement for the 2027-29 biennium.

<b>Grant Period</b>	<b>Performance Period</b>	<b>Amount</b>
<b>2025-27 Total Biennial Allocation (TBA)</b>	July 1, 2025 – June 30, 2027	<b>\$4,969,388.26</b>
Less: 2025–27 Q1 projected amount made available under Agreement number 34323 (the “Prior Grant Agreement.”)	July 1, 2025 – June 30, 2027	<b>(\$639,667.18)</b>
<b>2025-26 Year 1 – Allocation - CURRENT</b>	July 1, 2025 – June 30, 2027	<b>\$1,795,333.07</b>
<b>2026-27 Year 2 – Allocation – RESERVED (not yet released)</b>	July 1, 2025 – June 30, 2027	<b>\$2,534,388.01</b>
<b>2027-29 Quarter 1 projected (2027-29 Q1)</b>	July 1, 2027 – September 30, 2027	<b>\$650,515.40</b>
<b>Total Grant Funds ( 2025-27 Current and Reserved Allocation + 2027-29 Q1 Projection)</b>		<b>\$4,980,236.48</b>

**The line items provided in the table above have the following meanings:**

1. **TBA** equals the total final allocation for 2025 -27 based on the final approved budget.
2. **2025–27 Q1** amount reflects the portion of the 2025-27 biennium projected and made available under the Prior Grant Agreement.
3. **2025–26 Year 1 Allocation - CURRENT** represents the portion of the 2025-27 TBA remaining after subtracting the amount already made available under the Prior Grant Agreement. These funds are authorized for disbursement during year 1 of the biennium.
4. **2026–27 Year 2 Allocation - RESERVED** represents the portion of the 2025-27 TBA that is identified for Year 2 but not yet released. Disbursement of this amount is contingent upon written authorization from Agency confirming funds are available for release.
5. **2027-29 Quarter 1** is a projection and will be disbursed subject to the provisions in Exhibit A. The terms and conditions of this Grant apply to the use of these funds. While this allocation is administered under this Grant, its period of performance under this Grant will roll into the full 2027–29 biennial period of performance under the subsequent grant agreement.
6. **Total Grant Funds** include both the current biennium allocation and the projected 2027-29 Q1 amount.

Agency will pay the Grant Funds from monies available in the Student Investment Account (“Funding Source”). A reduction in the monies in the Funding Source may result in a decrease in Grant Funds available to Agency and a reduction in disbursements to Grantee under this Grant.

## SECTION 7: DISBURSEMENT GENERALLY

### 7.1 Disbursement.

- 7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
  - 7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
  - 7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.
- 7.2 **Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

- 7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
  - 7.2.2 No default as described in Section 15 has occurred; and
  - 7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 **Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

## SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 **Organization/Authority.** Grantee represents and warrants to Agency that:
- 8.1.1 Grantee is eligible to accept Grant Funds for this purpose, and is validly organized and existing under the laws of the State of Oregon;
  - 8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
  - 8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.
- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.
- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

## SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:
- “Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.
- “Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.
- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product,

then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

- 9.4 Real Property.** If the Project includes the acquisition, construction, remodel or repair of real property or improvements to real property, Grantee may not sell, transfer, encumber, lease or otherwise dispose of any real property or improvements to real property paid for with Grant Funds for a period of six (6) years after the Effective Date of this Grant without the prior written consent of the Agency.

## **SECTION 10: CONFIDENTIAL INFORMATION**

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and

the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee's obligations under applicable law.

- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee's employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee's expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

## **SECTION 11: INDEMNITY/LIABILITY**

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section).
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

## **SECTION 12: INSURANCE**

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit C.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit C or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit C, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

## **SECTION 13: GOVERNING LAW, JURISDICTION**

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

## **SECTION 14: ALTERNATIVE DISPUTE RESOLUTION**

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

## **SECTION 15: DEFAULT**

- 15.1 Grantee.** Grantee will be in default under this Grant upon the occurrence of any of the following events:
- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant;
  - 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
  - 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

## SECTION 16: REMEDIES

- 16.1 Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

## **SECTION 17: WITHHOLDING FUNDS, RECOVERY**

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency's written demand:

- 17.1** Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2** Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3** Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4** Any Grant Funds requested by Grantee as payment for deficient activities or materials.

## **SECTION 18: TERMINATION**

- 18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 By Agency.** Agency may terminate this Grant as follows:
  - 18.2.1** At Agency's discretion, upon 30 days advance written notice to Grantee;
  - 18.2.2** Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency's reasonable administrative discretion, to perform its obligations under this Grant;
  - 18.2.3** Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency's performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
  - 18.2.4** Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 By Grantee.** Grantee may terminate this Grant as follows:
  - 18.3.1** If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.
  - 18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

**18.3.3** Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

**18.4 Cease Activities.** Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

## **SECTION 19: MISCELLANEOUS**

**19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

**19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

**19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

**19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

**19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

**19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency's prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.12 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.13 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as "Records." Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.14 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.15 Grant Documents.** This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit A (the “Project”)
- Exhibit B (Common and Customized Framework)
- Exhibit C (Insurance)

**19.16 Merger, Waiver.** This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

## SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

### STATE OF OREGON acting by and through its Department of Education

By: Michelle Choate  
Contracting Officer

11/04/2025  
Date

### Ashland SD 5

By:   
Authorized Signature

11/17/2025  
Date

Joseph Hattrock  
Printed Name

Superintendent  
Title

93-6000507  
Federal Tax ID Number

### Approved for Legal Sufficiency in accordance with ORS 291.047

By: AAG Devon Thorson  
Assistant Attorney General

11/04/2025  
Date

## **EXHIBIT A THE PROJECT**

### **SECTION I – BACKGROUND AND GOALS**

Signed into law in May of 2019, the Student Success Act (SSA) is a historic opportunity for Oregon schools. The law is rooted in equity, authentic community engagement and shared accountability for student success.

SSA established the Student Investment Account (SIA) to provide Oregon school districts, eligible charter schools, YCEP, and JDEP with access to non-competitive grant funds. Each SIA applicant is required to collaborate with educators, students, families, and their community to develop a plan that outlines priorities and activities aligned to the allowable uses defined in law.

The SIA grants are designed to achieve two primary purposes:

- 1) Meeting students’ mental and behavioral health needs, and
- 2) Increasing academic achievement and reducing academic disparities for students from racial or ethnic groups that have historically experienced academic disparities; students with disabilities; English language learners; economically disadvantaged students; students who are homeless; and students who are foster children.

Achievement of these purposes will be measured through Progress Markers and, for larger districts, Longitudinal Performance Growth Targets (LPGTs), forming the basis for the activities, outcomes and reporting requirements described in the following sections of this Exhibit.

### **SECTION II – PROJECT DEFINITIONS**

The following capitalized terms have the meanings assigned below for purposes of Exhibits A and B. Definitions are derived from the Act, applicable administrative rules, and the Guidance for Eligible Applicants issued by the Agency.

**“Act”** means the “Student Success Act” codified in 2019 Oregon Laws Chapter 122, as amended from time to time, inclusive.

**“Allowable Project Costs”** means Grantee’s actual costs that are reasonable, necessary, and directly related to the implementation of the Integrated Plan and are allowable uses of the Grant Funds under the Act.

**“Baseline Targets”** means the minimum expectations for improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further defined in the December 2019 “Guidance for Eligible Applicants”.

**“Common Metrics”** means the Five-Year Completion Rate, Third-Grade Reading Proficiency Rate, Ninth-Grade On-Track Rate, Regular Attendance Rate, and Four-Year On-Time Graduation rate used by the Agency to measure the success of activities funded by the SIA.

**“Disaggregated”** has the meaning given in section 12(a) of the Act.

**“Five-Year Completion Rate”** has the meaning given in section 12(b) of the Act.

**“Focal Student Groups”** means students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, English language learners, students who are economically disadvantaged, students who are homeless and students who are foster children.

**“Four-Year on-Time Graduation Rate”** means the percentage of students who received a high school diploma or a modified diploma within four years of the student beginning the ninth grade.

**“Gap Closing Targets” or “Closing Gap Targets”** means the reduction of academic disparities between groups of students especially for Focal Student Groups set forth in the Integrated Plan based on the February 2022 “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”.

**“Integrated Programs”** means the integration of the following nine programs: High School Success (HSS), Student Investment Account (SIA), Continuous Improvement Planning (CIP), Career and Technical Education-Perkins V (CTE), Every Day Matters (EDM), Early Indicators Intervention Systems (EiIS), Early Literacy School District Success Grants, Federal School Improvement (FSI) and Career Connected Learning. Together operationally, integrating these programs creates opportunities to improve outcomes and learning conditions for students and educators. Working within existing state statutes and administrative rules, Agency developed an Integrated Programs framework for success that meets the core purpose of each program while trying to create a stronger framework from which progress, long-term impact, and learning approach to monitoring and evaluation is a hallmark of high-performing educational systems. This work is informed through Integrated Guidance.

**“Integrated Plan”** means the Grantee’s approved biennial plan developed following the Integrated Guidance, which includes the SIA, which has a focus on increasing academic achievement by all students, reducing academic disparities for identified student groups, and meeting students’ mental and behavioral health needs in addition to other needs deemed important at each school, stated outcomes, strategies, and activities The Integrated Plan may only be adjusted with approval from ODE staff in order to align with the anticipated outcomes and approved by Agency.

**“Local Optional Metrics”** are optional metrics established in addition to the 5 common metrics that are designed to allow grantees to monitor progress connected to their outcomes.

**“Longitudinal Performance Growth Targets (LPGTs)”** means the required common metrics and optional locally defined metrics, including targets related to student mental and behavioral health needs, included in Grantee’s Integrated Plan.

**“Ninth-grade On-Track Rate”** has the meaning given in section 12(d) of the Act.

**“Progress Markers”** means sets of indicators set forth as a part of the Integrated Programs and Guidance that identify the kinds of changes the Agency expects to see in policies, practices and approaches that lead to Grantees reaching established LPGTs.

**“Regular Attendance Rate”** has the meaning given in section 12(f) of the Act.

“**SIA Account**” means the Student Investment Account established, pursuant to ORS 327.175, within the Fund for Student Success for the purpose of distributing grants under ORS 327.195.

“**Stretch Targets**” means significant improvement set forth in the Integrated Plan by the district in either: (i) raising academic achievement or (ii) reducing academic disparities and closing gaps, as further described in the December 2019 “Guidance for Eligible Applicants”.

“**Third-Grade Reading Proficiency Rate**” has the meaning given in section 12(g) of the Act.

## SECTION III – PROJECT ACTIVITIES

### Integrated Plan Implementation

Agency will disburse Grant Funds for Allowable Project Costs that implement Grantee’s approved Integrated Plan during the Performance Period, in accordance with the allowable uses and activities described in the Act and as further detailed in the “Allowable Use of Grant Funds” section below.

### Allowable Use of Grant Funds

Grantee must use the Grant Funds only for:

1. Increasing instructional time, which may include:
  - More hours or days of instructional time;
  - Summer programs;
  - Before-school or after-school programs; or
  - Technological investments that minimize class time used for student assessments.
2. Addressing students’ health or safety needs, which may include:
  - Social-emotional learning and development;
  - Student mental and behavioral health;
  - Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;
  - Student health and wellness;
  - Trauma-informed practices;
  - School health professionals and assistants;
  - Facility improvements directly related to improving student health or safety.
3. Reducing class sizes, which may include:
  - increasing the use of instructional assistants, by using evidence-based criteria to ensure appropriate student-teacher ratios or staff caseloads.
4. Expanding availability of and student participation in well-rounded learning experiences, which may include:
  - Developmentally appropriate and culturally responsive early literacy practices and programs in prekindergarten through third grade;
  - Culturally responsive practices and programs in grades six through eight, including learning, counseling and student support that is connected to colleges and careers;
  - Broadened curricular options at all grade levels, including access to:
    - Art, music, and physical education classes;
    - Science, technology, engineering, and mathematics (STEM) education;
    - Career and technical education, including career and technical student organization programs;

- Electives that are engaging to students;
- Accelerated college credit programs, including dual credit programs, International Baccalaureate programs and advanced placement programs;
- Dropout prevention programs and transition supports;
- Life skills classes;
- Talented and gifted programs;
- Access to licensed educators with a library media endorsement

Administrative costs shall not exceed 5% or \$500,000 annually, whichever is less, of Grantee’s total expenditures. Administrative costs may include ongoing community engagement and costs associated with the administration of the grant.

**SECTION IV – REPORTING REQUIREMENTS**

Grantee must submit financial and performance progress reports for each fiscal year of the biennium, using templates provided by the Agency, according to the schedule below.

<b>Reporting Period</b>	<b>Due Date</b>	<b>Deliverable</b>
July 1 – September 30	<b>November 15</b>	Submit financial and performance progress report.
October 1 – December 31	<b>February 15</b>	Submit financial and performance progress report. Include board minutes showing the Financial Audit was presented at an open meeting with opportunity for public comment (not consent agenda) (ORS 327.201(1)(b)(B)).
January 1 – June 30	<b>August 15</b>	Submit financial report of expenditures AND Annual Report (narrative responses). The Annual Report must be presented to the governing board at an open meeting, with an opportunity for public comment (not on a consent agenda). Board minutes documenting the presentation must be submitted alongside the Annual Report. Grantee must post the Annual Report on its website and make it available at the main office, in accordance with ORS 327.201(1)(b)(A)-(B).

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be submitted to the Agency within 30 days of the Executed Date, if not already provided to Agency. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Grantee shall supply any related or additional reports and information as Agency may require.

The Agency will monitor and evaluate Grantee’s progress toward Progress Markers and LPGTs described in Exhibit B, in accordance with ODE guidance and the monitoring provisions of this Grant.

**SIA Grant Monitoring**

The Agency will monitor Grantee’s performance under this Grant in person, video conferencing or by phone. Agency will provide written notice to Grantee, as provided in Section 19.4 of the Grant, at least 15 days in advance of Agency’s monitoring activities and will schedule in person visits, video conferencing and phone calls.

A Grant monitoring visit or call may cover a variety of topics at Agency’s discretion including but not limited to: Grantee’s compliance with the SIA Account purposes; challenges faced by the Grantee in implementing its Plan; Integrated Plan outcomes; its budget and expenditure of moneys received from the SIA Account, Grantee’s progress toward achieving its Progress Markers; financial reporting, any expenditure changes, and reconciliation of Grant Funds; or Grantee’s training and technical assistance needs.

Before an on-site visit, the Agency will advise Grantee on how to prepare for the monitoring visit and financial reconciliation, the format for the visit, and which Grantee organizational leaders, staff or others should be involved in the visit. Once a date and time are confirmed, the Grantee should send a notification to its organizational leaders, staff, students and community partners who are expected to participate; identify a meeting location and prepare all necessary monitoring documents and data.

The department may establish a procedure for conducting performance audits on a random basis or based on just cause as allowed under rules adopted by the board. If Grantee does not use the Grant Funds for Allowable Project Costs, the Agency may exercise the remedies provided in Section 16 or 17 of this Grant, including, without limitation, deducting amounts from future disbursements of Grant Funds.

Each grant recipient must conduct a performance review at least once every four years in accordance with standards adopted in board rule (OAR 581-014-0013) to ensure accountability and continuous improvement of SIA-funded activities.

**SECTION V – DISBURSEMENT**  
**Disbursement of Grant Funds**

Agency will disburse the Grant Funds using its Electronic Grants Management System (“EGMS”), on a quarterly basis as outlined below:

<b>Quarter</b>	<b>Disbursement Date</b>	<b>Quarterly Disbursement Amount/%</b>
<b>Q1</b>	<b>July 1, 2025</b>	<b>Variable projection (made available under prior agreement; may differ from the projected 12.5%)</b>
<b>Q2</b>	<b>October 1, 2025</b>	<b>True-Up / Adjustment to reconcile Q1 difference (ensures Q1 + Q2 equals 25% of TBA)</b>
<b>Q3</b>	<b>January 1, 2026</b>	<b>12.5%</b>
<b>Q4</b>	<b>April 1, 2026</b>	<b>12.5%</b>
<b>Q5</b>	<b>July 1, 2026</b>	<b>12.5%</b>
<b>Q6</b>	<b>October 1, 2026</b>	<b>12.5%</b>
<b>Q7</b>	<b>January 1, 2027</b>	<b>12.5%</b>
<b>Q8</b>	<b>April 1, 2027</b>	<b>12.5%</b>
<b>2027-29 Q1</b>	<b>July 1, 2027</b>	<b>12.5% (Projected) of 2027–29 Biennium</b>

**Disbursements outlined in the table above are subject to the following:**

1. If this Grant is not fully executed by October 1, the Agency will disburse the Grant Funds due for disbursement within 30 days of the Execution Date.
2. Disbursements will be made as advance payments, not reimbursements.
3. Q3 – Q8 disbursements are 12.5% of the TBA, plus any unclaimed amounts from the prior quarter disbursements.
4. Grantees are encouraged to draw down funds according to the schedule. **All funds for 2025-27 Q1 – Q8 must be drawn down and expended by June 30<sup>th</sup>, 2027.**
5. Any 2025-27 Grant Funds that are not expended by the Grantee by June 30, 2027 must be returned to Agency for deposit in the Student Investment Account.
6. Any 2027-29 Q1 Grant Funds that are not expended by the Grantee by June 30, 2029, must be returned to the Agency for deposit in the Student Investment Account.

**Allocation and Projections**

1. By April 30, 2027, Grantee shall submit to the Agency an Integrated Plan and Budget for subsequent biennium (2027-29). This Integrated Plan and Budget must describe how Grantee will utilize the Grant Funds allocated for 2027-29 Q1.
2. The amount of Grant Funds allocated for 2027-29 Q1 is based on projections for the continued implementation and sustainability of the approved Integrated Plan, anticipating ongoing efforts to achieve the established Progress Markers. These funds are intended to support continued activities and initiatives, ensuring continuity in programmatic efforts aimed at achieving the specified objectives.
3. The amount of Grant Funds allocated above for 2027-29 Q1 will be considered in determining the subsequent Q1 allocation in the next biennium (July 1, 2027 – June 30, 2029). Any differences between projected and actual Q1 disbursements will be reconciled in the Q2 disbursement to balance total funding across the biennium.
4. The utilization of 2027-29 Q1 funds allocated under this Agreement will be documented in the subsequent grant agreement, if executed, covering the 2027 – 2029 biennium.

## EXHIBIT B COMMON AND CUSTOMIZED PERFORMANCE FRAMEWORK ASHLAND SD 5

### SECTION I – PROGRESS MARKERS FOR 2025-2027 BIENNIUM

The Progress Markers outlined in this Exhibit B provide a framework for measuring the outcomes and activities described in Exhibit A. They support a developmental approach to evaluation, focusing on the types of changes that result from distinct investments. Grantees will provide updates toward these Progress Markers through the quarterly and annual reports. The fifteen Progress Markers below are organized into three categories: A ‘Start to See,’ B ‘Gaining Traction,’ and C ‘Profound Progress,’ representing advancement from early signs of progress to substantial and transformational changes.

- A. **“Start to See: Early Signs of Progress”** Based on your investments and activities, what changes or contributions are you noticing? What practices are improving?
- B. **“Gaining Traction: Intermediate Changes”** Based on your investments and activities, are you seeing any of these impacts?
- C. **“Profound Progress: Substantial and Significant Changes”** Based on your investments and activities, are any of these more transformational changes noticeable?

#### A. Start to See: Early Signs of Progress

1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.
2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.
3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.
4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are research-aligned, formative, diagnostic, and culturally responsive.

#### B. Gaining Traction: Intermediate Changes

5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what “9th grade on-track” means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.
6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.

7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.
8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally appropriate), and families. Literacy plans and instruction are evaluated and adjusted to deepen students' learning. Digital resources are being used with fidelity to advance learners' engagement with instruction.
9	A review of 9th grade course scheduling, as it relates to on-track status for focal student groups, accounts for core and support core class placement . School staff ensure emerging bilingual students are enrolled in appropriate credit-bearing courses that meet graduation requirements.
10	Foundational learning practices that create a culturally sustaining and welcoming climate are visible. This includes practices that ensure safe, brave, and welcoming classrooms, schools and co/extracurricular environments. Strengths-based, equity-centered, trauma and SEL-informed practices are present and noticeable. Policies and practices prioritize health, well-being, care, connection, engagement, and relationship building. Multiple ways of being are supported through culturally affirming and sustaining practices for students, staff, and administrators.

**C. Profound Progress: Substantial and Significant Changes**

11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.
12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.
13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.
14	Policies, practices, and learning communities address systemic barriers. Schools and districts have a process to identify, analyze, and address barriers that disconnect students from their educational goals, impact student engagement or attendance, and/or impede students from graduating on-time or transitioning to their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

**SECTION II – FINALIZED CO-DEVELOPED LPGTS**

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets, in alignment with ODE guidance on target-setting and reporting practices.

Target Type	2025-26	2026-27	2027-28
<b>Four Year Cohort Graduation</b>			
<b>Baseline Target: All Students</b>	92.4%	93.2%	94.0%
<b>Stretch Target: All Students</b>	94.0%	94.5%	95.0%
<b>Gap-Closing Target: All Focal Group Students</b>	88.6%	90.0%	91.3%
<b>Five Year Cohort Completion</b>			
<b>Baseline Target: All Students</b>	93.9%	94.2%	94.5%
<b>Stretch Target: All Students</b>	94.8%	95.0%	>95%
<b>Gap-Closing Target: All Focal Group Students</b>	91.1%	92.0%	93.0%
<b>9th Grade on-Track</b>			
<b>Baseline Target: All Students</b>	91.9%	92.9%	93.9%
<b>Stretch Target: All Students</b>	93.2%	94.6%	>95%
<b>Gap-Closing Target: All Focal Group Students</b>	91.3%	92.6%	93.9%
<b>3rd Grade ELA Proficiency</b>			
<b>Baseline Target: All Students</b>	64.9%	66.4%	67.9%
<b>Stretch Target: All Students</b>	67.9%	70.4%	72.9%
<b>Gap-Closing Target: All Focal Group Students</b>	53.0%	56.2%	59.4%
<b>Regular Attenders</b>			
<b>Baseline Target: All Students</b>	73.2%	73.9%	74.6%
<b>Stretch Target: All Students</b>	74.4%	75.5%	76.6%
<b>Gap-Closing Target: All Focal Group Students</b>	60.8%	62.4%	64.0%

**SECTION III – APPROVED LOCAL OPTIONAL METRICS (IF APPLICABLE)**

Local optional metrics are designed to allow grantees to set and monitor metrics connected to outcomes they have described in their Integrated Plan.

	2025-26	2026-27	2027-28
<b>Local Optional Metrics</b>			
<b>Baseline Target: All Students</b>			
<b>Stretch Target: All Students</b>			
<b>Gap-Closing Target: All Focal Group Students</b>			

## **EXHIBIT C INSURANCE**

### **INSURANCE REQUIREMENTS**

Grantee/Recipient shall obtain at Grantee/Recipient's expense the insurance specified in this Exhibit C prior to performing under this Contract. Grantee/Recipient shall maintain such insurance in full force and at its own expense throughout the duration of this Contract, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee/Recipient shall obtain the following insurance from insurance companies or entities that are authorized to transact the business of insurance and issue coverage in the State of Oregon and that are acceptable to Agency. All coverage shall be primary and non-contributory with any other insurance and self-insurance, with the exception of Professional Liability and Workers' Compensation. Grantee/Recipient shall pay for all deductibles, self-insured retention, and self-insurance, if any.

If Grantee/Recipient maintains broader coverage and/or higher limits than the minimums shown in this insurance requirement exhibit, Agency requires and shall be entitled to the broader coverage and/or higher limits maintained by Grantee/Recipient.

### **WORKERS' COMPENSATION & EMPLOYERS' LIABILITY**

All employers, including Grantee/Recipient, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017, and provide workers' compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee/Recipient shall require and ensure that each of its subcontractors complies with these requirements. If Grantee/Recipient is a subject employer, as defined in ORS 656.023, Grantee/Recipient shall also obtain employers' liability insurance coverage with limits not less than \$500,000 each accident.

If Grantee/Recipient is an employer subject to any other state's workers' compensation law, Contactor shall provide workers' compensation insurance coverage for its employees as required by applicable workers' compensation laws including employers' liability insurance coverage with limits not less than \$500,000 and shall require and ensure that each of its out-of-state subcontractors complies with these requirements.

As applicable, Grantee/Recipient/Recipient shall obtain coverage to discharge all responsibilities and liabilities that arise out of or relate to the Jones Act with limits of no less than \$5,000,000 and/or the Longshoremen's and Harbor Workers' Compensation Act.

### **COMMERCIAL GENERAL LIABILITY**

Grantee/Recipient shall provide Commercial General Liability Insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to the State. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this contract, and have no limitation of coverage to designated premises, project, or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$2,000,000 annual aggregate limit.

### **AUTOMOBILE LIABILITY INSURANCE**

**Required**  **Not required**

Grantee/Recipient shall provide Automobile Liability Insurance covering Grantee/Recipient's business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the Commercial General Liability Insurance (with separate limits for Commercial General Liability and

Automobile Liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

**PROFESSIONAL LIABILITY**

**Required**  **Not required**

Grantee/Recipient shall provide Professional Liability covering any damages caused by an error, omission or any negligent acts related to the services to be provided under this Contract by the Grantee/Recipient and Grantee/Recipient’s subcontractors, agents, officers or employees in an amount not less than \$1,000,000 per claim and not less than \$2,000,000 annual aggregate limit.

If coverage is provided on a claims made basis, then either an extended reporting period of not less than 24 months shall be included in the Professional Liability insurance coverage, or the Grantee/Recipient shall provide Continuous Claims Made coverage as stated below.

**EXCESS/UMBRELLA INSURANCE**

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance. When used, all of the primary and umbrella or excess policies shall provide all of the insurance coverages herein required, including, but not limited to, primary and non-contributory, additional insured, Self-Insured Retentions (SIRs), indemnity, and defense requirements. The umbrella or excess policies shall be provided on a true “following form” or broader coverage basis, with coverage at least as broad as provided on the underlying insurance. No insurance policies maintained by the Additional Insureds, whether primary or excess, and which also apply to a loss covered hereunder, shall be called upon to contribute to a loss until the Contractor’s primary and excess liability policies are exhausted.

If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance.

**ADDITIONAL INSURED**

All liability insurance, except for Workers’ Compensation, Professional Liability, Pollution Liability and Network Security and Privacy Liability (if applicable), required under this Contract must include an additional insured endorsement specifying the State of Oregon, its officers, employees, and agents as Additional Insureds, but only with respect to Grantee/Recipient’s activities to be performed under this contract. Coverage shall be primary and non-contributory with any other activities to be performed under this Grant.

Regarding Additional Insured status under the General Liability policy, we require additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee/Recipient’s activities to be performed under this Contract. The Additional Insured endorsement with respect to liability arising out of your ongoing operations must be on or at least as broad as ISO Form CG 20 10 and the Additional Insured endorsement with respect to completed operations must be on or at least as broad as ISO form CG 20 37.

**WAIVER OF SUBROGATION**

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

**CONTINUOUS CLAIMS MADE COVERAGE**

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee/Recipient shall maintain continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant Agreement, for a minimum of 24 months following the later of:

1. Grantee/Recipient’s completion and Agency’s acceptance of all Services required under the Contract, or
2. Agency or Grantee/Recipient termination of this Contract, or
3. The expiration of all warranty periods provided under this Contract.

**CERTIFICATE(S) AND PROOF OF INSURANCE**

Grantee/Recipient shall provide to Agency Certificate(s) of Insurance for all required insurance before delivering any Goods and performing any Services required under this Contract. The Certificate(s) shall list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) shall also include all required endorsements or copies of the applicable policy language effecting coverage required by this Contract. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Contract.

**NOTICE OF CHANGE OR CANCELLATION**

The Grantee/Recipient or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

**INSURANCE REQUIREMENT REVIEW**

Grantee/Recipient agrees to periodic review of insurance requirements by Agency under this Contract and to provide updated requirements as mutually agreed upon by Grantee/Recipient and Agency.

**STATE ACCEPTANCE**

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee/Recipient shall provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this Exhibit C.

**Additional Coverages That May Apply:**

**DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:**

**Required**    **Not required**

Grantee/Recipient shall provide **Directors, Officers and Organization** insurance covering the Grantee/Recipient’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of not less than \$1,000,000 per claim.

**PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:**

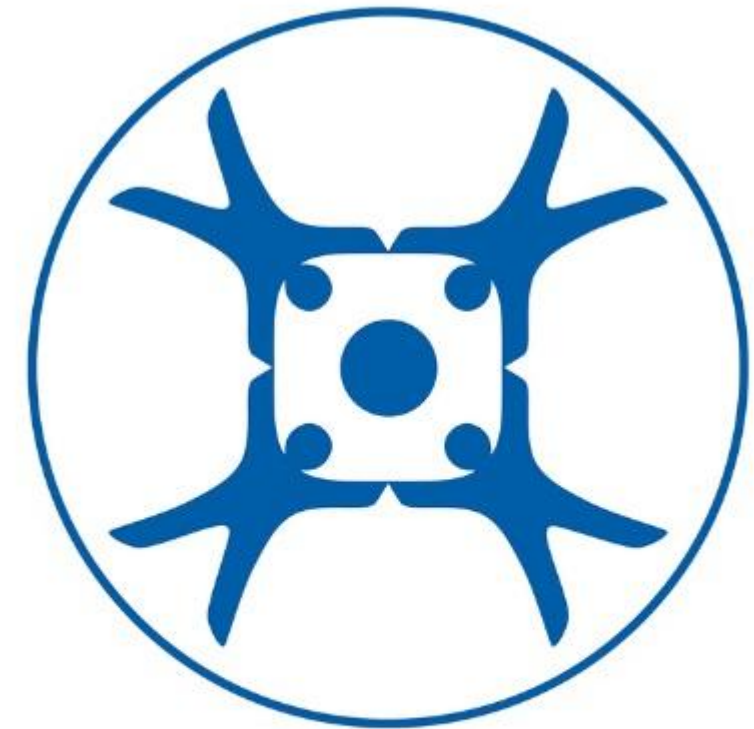
**Required**    **Not required**

Grantee/Recipient shall provide Abuse and Molestation Insurance in a form and with coverage that are satisfactory to the State covering damages arising out of actual, perceived, or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, training, investigation, reporting to proper authorities, and retention of any person for whom the Grantee/Recipient is responsible including but not limited to Grantee/Recipient and Grantee/Recipient's employees and volunteers. Policy endorsement's definition of an insured shall include the Grantee/Recipient, and the Grantee/Recipient's employees and volunteers. Coverage shall be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence and not less than \$3,000,000 annual aggregate. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits shall be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, shall be treated as a separate occurrence for each victim. Coverage shall include the cost of defense and the cost of defense shall be provided outside the coverage limit.

# Leadership Team Presentation: Consolidation Engagement Timeline

Prepared for Ashland School District Board by Dr. Joseph Hattrick, Superintendent

December 11, 2025



**Ashland School District**

*Inspiring learning for life*

# Why Consolidation? Addressing Core Challenges



## Declining Enrollment

A multi-year trend in student enrollment necessitates a review of our current operational scale and resource allocation.



## Facilities Mismatch

Our existing infrastructure may not optimally serve current or future student distribution needs, impacting learning environments.



## Optimizing for Quality Learning

Exploring new configurations to ensure the most effective and efficient models deliver high-quality education for all students.



## Rising Operational Costs

Increasing expenses put pressure on district resources, requiring more efficient financial management strategies to maintain services.



## Ensuring Long-Term Viability

We must safeguard essential programs, dedicated staffing, and overall district sustainability for future generations of students.



# Comprehensive Stakeholder Engagement

This recommendation is built on extensive community input gathered through multiple channels to ensure all voices are heard in this critical decision-making process.

**515**

## Family & Community

Survey responses from families and community members

**171**

## Staff Input

Survey responses from district staff members

**360**

## Narrative Comments

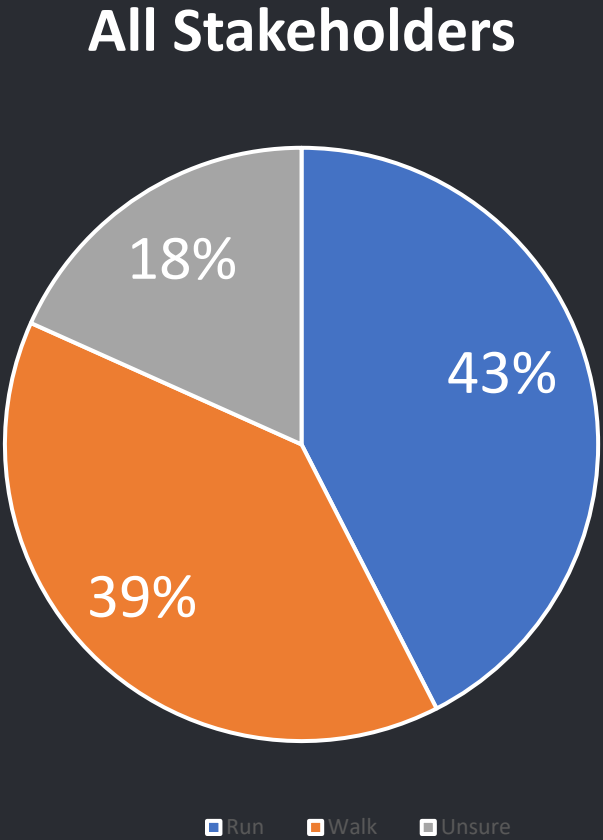
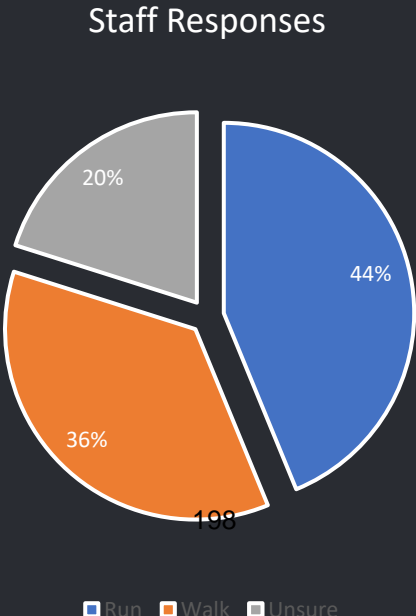
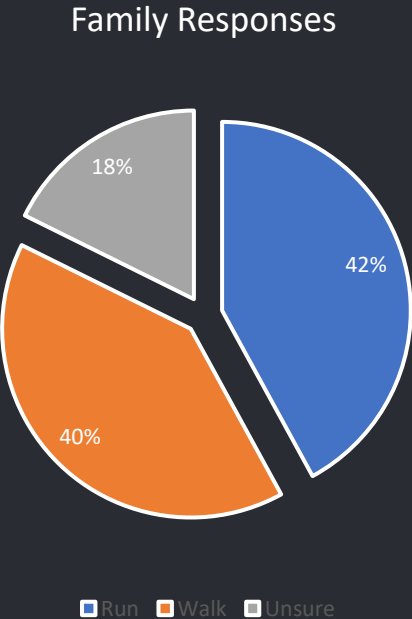
Open-ended feedback providing detailed perspectives

The analysis incorporates detailed analysis to understand emotional tone and readiness for change, providing a foundation for the district's next steps.

# Survey Insights: Community Readiness

Our comprehensive engagement process revealed a nuanced perspective on the pacing for consolidation. No single option garnered a strong majority, highlighting the need for a balanced approach.

The data indicates a near-even split between those favoring a faster "Run" approach and those preferring a slower "Walk." A significant portion also remained "Unsure," further emphasizing the lack of a definitive consensus.



# Six Core Priorities Emerged



## Stability for All

Stakeholders fear abrupt or poorly implemented change that disrupts learning environments, relationships, and routines.



## Protect Programs

Academic, arts, music, CTE, and electives are core to Ashland's identity and critical for enrollment attraction.



## Transparency & Data

Community wants to understand why decisions are being considered and how they fit within a sustainable long-term plan.

# Additional Key Priorities

## Staffing & Support

Staff emphasized the need for sustainable class sizes, caseloads, and student supports. Families share concerns about how staffing changes impact students. Continued clarity is needed as consolidation will actually decrease some workloads.

## Emotional Impact

Both groups expressed apprehension about school closure and long-term effects on neighborhood cohesion, student belonging, and district identity. Important to explain potential benefits of innovative K-12 strategic planning as more opportunities can be provided to all students/community in a long-term plan.

## Moderate Pace Preferred

Neither group wants decisions rushed, nor prolonged uncertainty. Stakeholders favor a timeline that ensures thoughtful planning, honors community input, allows successful implementation, and minimizes repeated disruption.

# Three Pacing Options Considered



## Walk

Begin fall 2026, implement fall 2027. Extended timeline with prolonged uncertainty.



## Jog

Begin January 2026 with data review, implement no earlier than 2027-28. Balanced approach.



## Run

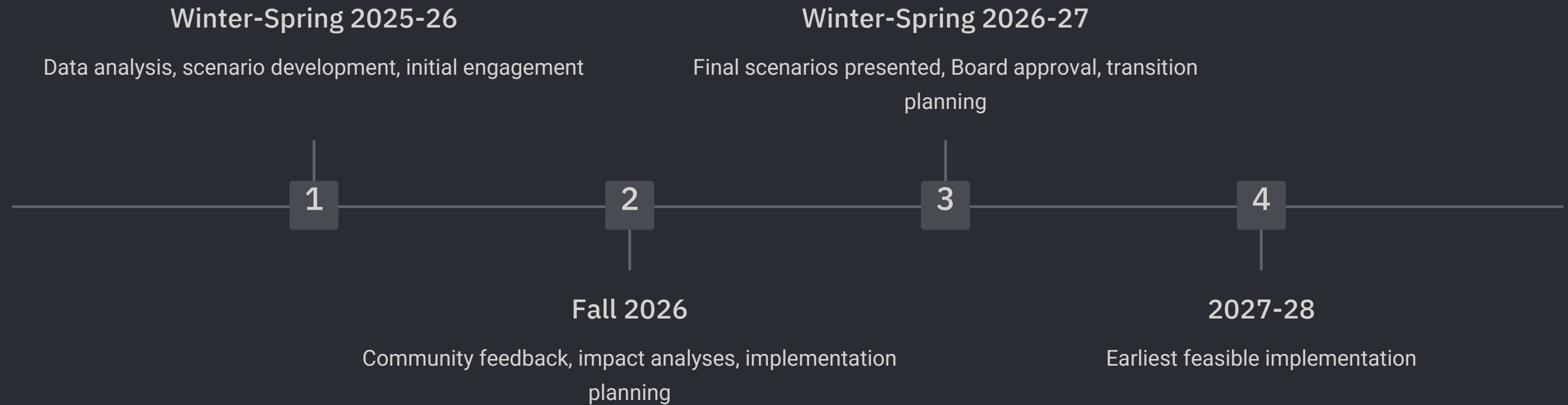
Begin immediately, implement fall 2026. Rushed timeline with implementation risks.



# The Jog Approach

## Recommended Timeline

A moderate-pace option that begins with robust data review and engagement in January 2026, moving methodically towards structured exploration of consolidation or reconfiguration for implementation no earlier than 2027-28 school year.



This approach allows the district to reinvest any ending fund balance from 2025-26 in excess of budgeted EFB into schools for staffing support during the planning year (26-27).

# Why the Jog Approach Aligns Best

## What Stakeholders Discouraged

- Rushing a decision for next year (implementation and emotional risks)
- Extending uncertainty over multiple years (anxiety, trust erosion, decision fatigue)

## What the Jog Model Allows

- Adequate time for data-driven exploration
- Engagement to explore revenue options and innovative programs
- Robust engagement with families and staff
- Thorough implementation planning
- A stable timeline that reduces uncertainty



# Five Key Benefits of This Approach

01

## Protects Students & Programs

Ensures program continuity, staff involvement in solutions, and preservation of ASD's identity as a district with rich offerings.

02

## Addresses Facilities & Staffing Needs

Allows time to finalize enrollment projections, detailed facilities analyses, identify staffing implications, explore facility reuse, and develop transition supports.

03

## Supports Fiscal Stabilization

Positions district to make long-term decisions, avoid reactionary changes, communicate unified direction, and strengthen trust through transparency.

04

## Enables Emotional Processing

Acknowledges human impact, avoids abrupt decisions, and offers genuine opportunities to shape outcomes through community partnership.

05

## Creates Innovation Opportunity

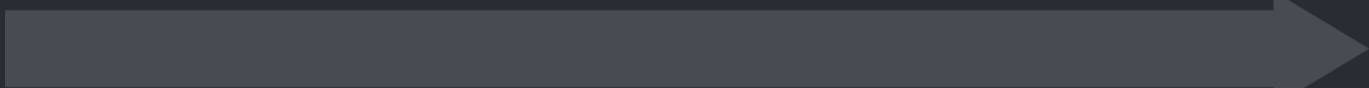
**All levels** K-12 will explore best practices and innovative solutions, ensuring cutting-edge, developmentally appropriate educational opportunities to ensure excellence in education and become a model district for Oregon.

# Detailed Action Steps



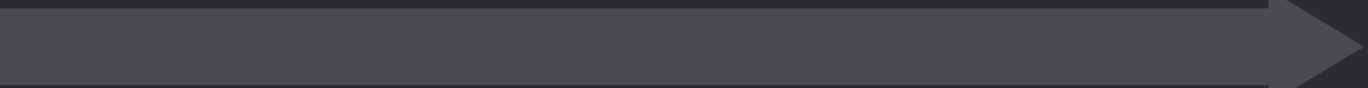
## Winter–Spring 2025 (Now–June)

- Finalize refined enrollment, staffing, and facility analyses
- Develop initial configuration scenarios
- Conduct targeted staff and family engagement through surveys and town halls
- Present preliminary scenarios to Board for discussion (not decision) - June



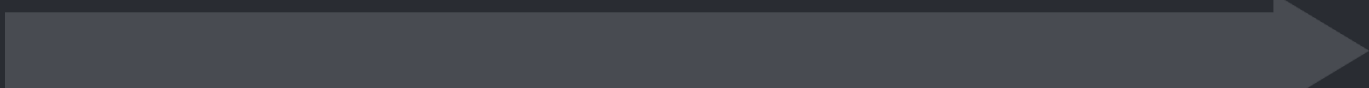
## Fall 2026

- Gather community feedback on refined scenarios
- Conduct impact analyses (programmatic, financial, enrollment, staffing)
- Draft full implementation plan options



## Winter–Spring 2026-27

- Present final scenario(s) to the Board
- Board approval
- Begin transition planning with staff and families



## 2027–28 School Year

Earliest feasible implementation, assuming Board direction

# Moving Forward Together

Based on comprehensive feedback from families, community members, and staff, it is the superintendent's recommendation that the Board support the "Jog" timeline. While there was not one strong consensus amongst stakeholder groups, this approach provides the best path forward.

*"While we could see this process as a challenge, it is my belief that this is a huge opportunity for the Ashland School District where we can realize our full potential through thoughtful engagement and responsible stewardship."*

This approach honors the care our community is asking for, ensures operational feasibility, and positions Ashland School District to move forward with clarity, strength, and sustainability.

 **Important Note:** While this does not require board action, I do want the board's support in this decision.



## 2025 OSBA Election Information - Southern Region

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

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

### Southern Region Official Ballot

1. Legislative Policy Committee Position 05

- Richie Owens
- Daniel Ruby
- Nathan Seable

### Board Action Verification

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

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

\* 4. Type your name and title.

Send me a copy of my responses via email

# OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Jay A Chick \_\_\_\_\_

Date: Sep. 7, 2025 \_\_\_\_\_

Address: 805 Broadway St \_\_\_\_\_

City/Zip: Rogue River, OR 97537 \_\_\_\_\_

Business phone: \_\_\_\_\_

Residence phone: \_\_\_\_\_

Cell phone: 541-392-9932 \_\_\_\_\_

E-mail: jay.chick@roguevalley.k12.or.us \_\_\_\_\_

District/ESD/CC: Rogue River \_\_\_\_\_

Term expires: June 30, 2027 \_\_\_\_\_ Years on board: 3yrs 7mths \_\_\_\_\_

Region: Southern Oregon \_\_\_\_\_



Position #: 1 \_\_\_\_\_

*I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.*

*Jay A Chick*

9/7/2025

Name

Date

***Be brief; please limit your responses to 50 words per question.***

1. Describe in your own words the mission and goals of OSBA.

To lead and guide OSBA in policy making, leadership and support for OSBA member school districts, act as a liaison between member school districts and the political faction of our state. To lobby for the best possible resources for our school districts and students.

2. What do you want to accomplish by serving on the OSBA board of directors?

I want to learn! I want to be a positive and impactful servant for OSBA member school district and all the students that OSBA represents. I want to be part of a team that influences legislation for the best possible education for our students.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

To be completely honest, I feel I am under qualified for this position. I will however list those leadership skills I will bring to the table and how I use them.

Humility, servant leadership, public meeting leadership, passion for the success of kids, public and private organizational policy and procedure guidance.

I am currently serving on the Rogue River School board and serve our community and our students by being an active participant and leader there.

# OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

Budgetary constraints and sound positive legislative leadership that influences our district and students.

5. What do you see as the two most challenging issues faced by your region?

Fatherless involvement in students educational and personal development.

Community involvement

Negative of harmful agendas by community members, teachers, staff, parents, or outsiders.

6. What is your plan for communicating with boards in your region?

Honestly I haven't developed a plan to communicate with boards in my region. Mainly because I don't know what needs to be communicated, or how often, etc. I plan on developing a plan for that as soon as I am able and know these constraints.

**Please continue to the next section.**

# OSBA Board of Directors

## CANDIDATE PERSONAL/PROFESSIONAL RESUME

**Work or service performed for OSBA or local district** (include committee name and if you were chair):

**Other education board positions held/dates:**

Rogue River School Board

**Occupation** (Include at least the past five years):

Employers:

I am self employed at the moment. I own and operate;  
Tailholt Coffee Co. in Rogue River as well as,  
Woodville Construction based in Rogue River as a general contractor.

Dates:

2018-present  
2020-present

**Schools attended** (Include official name of school, where and when):

High school: Rudyard High School

College: Central Michigan University

Degrees earned: B.S. degree in Outdoor and Environmental Recreation with Minors in Earth Science and Art

**Education honors and/or awards:**

Graduated Central Michigan University 2001

**Other applicable training or education:**

**Activities, other state and local community services:**

Chair of the Rogue River Planning Commission  
Board of Directors Rogue River Chamber of Commerce  
Elder Hope Presbyterian Church

**Hobbies/special interests:**

Surfing, hunting, camping, rafting, guitar playing, cooking / BBQ, woodworking

**Business/professional/civic group memberships; offices held and dates:**

Network in Action 2021-2025  
Rogue River Little League coach 2021-Present  
Rogue River Jr/Sr high: Jr/Sr High Football coach 2018-2020, Sr High Baseball coach, 2018-2020, Sr High Basketball coach 2019-2020

**Additional comments:**

I would be honored to serve on the OSBA Board of Directors and serve Southern Oregon and the rest of the Oregon. I would only ask that if there be a better candidate that you think would serve our schools and kids more effectively and more passionately, that you would please choose them for this role. I want the very best for our kids and their education!

**Email to [elections@osba.org](mailto:elections@osba.org), or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301**

*Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.*

## **BUDGET COMMITTEE MEMBERS**

### **2026-27 Budget**

#### **COMMUNITY MEMBERS**

Kristin Milligan Term Began: December 2024  
Term Expires: June 30, 2027

Vacant Term Began: December 2025  
Term Expires: June 30, 2028

Vacant Term Began: December 2025  
Term Expires: June 30, 2028

Jeff Pelger Term Began: December 2023  
Term Expires: June 30, 2026

Ann Gaffney Term Began: December 2023  
Term Expires: June 30, 2026

#### **SCHOOL BOARD MEMBERS**

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

Rebecca Dyson Term Began: July 2025  
Term Expires: June 2029

Jordan Rooklyn Term Began: July 2025  
Term Expires: June 2029

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

Deltra Ferguson Term Began: July 2025  
Term Expires: June 2029