

Ashland School Board
School Board Retreat 1
Tuesday, August 18, 2026 8:30 AM

District Office
885 Siskiyou Blvd
Ashland, Oregon 97520

Agenda

1. Call to Order / Roll Check 9:00 am

Presenter: Board Chair Russell Hatch

2. Review and Approve Agenda

Presenter: Board Chair Russell Hatch

3. ASD Academic Review and Goals 3

Presenter: Assistant Superintendent Michelle Cuddeback

4. Board Self-Evaluation Summary of Results 35

Presenter: Board Chair Russell Hatch

5. Lunch Break (Recess)

Presenter: All

6. Board Operations 37

Presenter: Board Chair Russell Hatch

7. District Goals - Tabled

Presenter: Superintendent Joseph Hattrick

8. Other 43

Presenter: Superintendent Joseph Hattrick

9. Adjourn

Presenter: Board Chair Russell Hatch

Oregon's New Accountability System

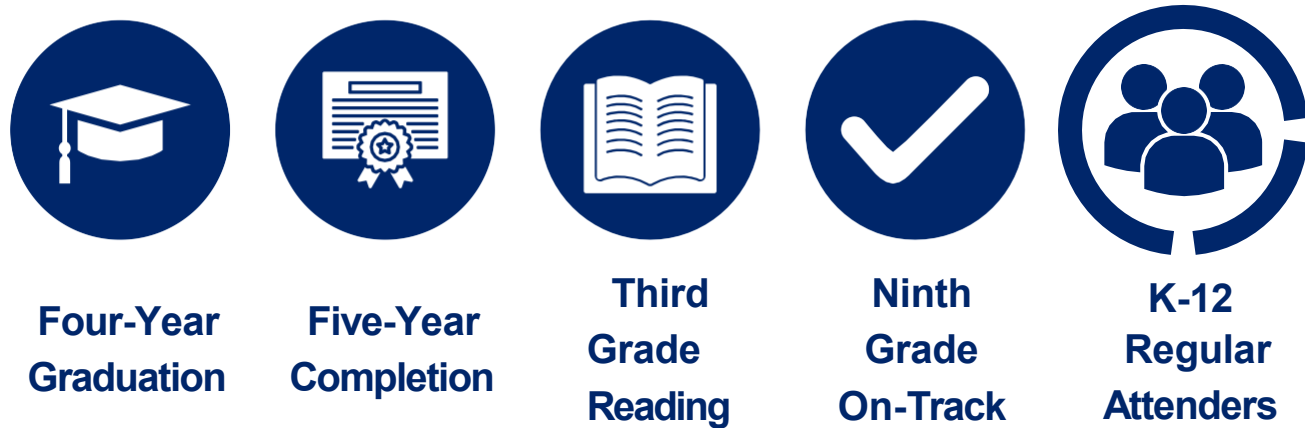
Understanding SB 141 & Performance Growth Targets

Borrowed and adapted from Dr. Aisha McBride - Superintendent Vale School District

From LPGTs to PGTs: What Changed?

Previous SIA Accountability Model

Longitudinal Performance Growth Targets (LPGTs) included:

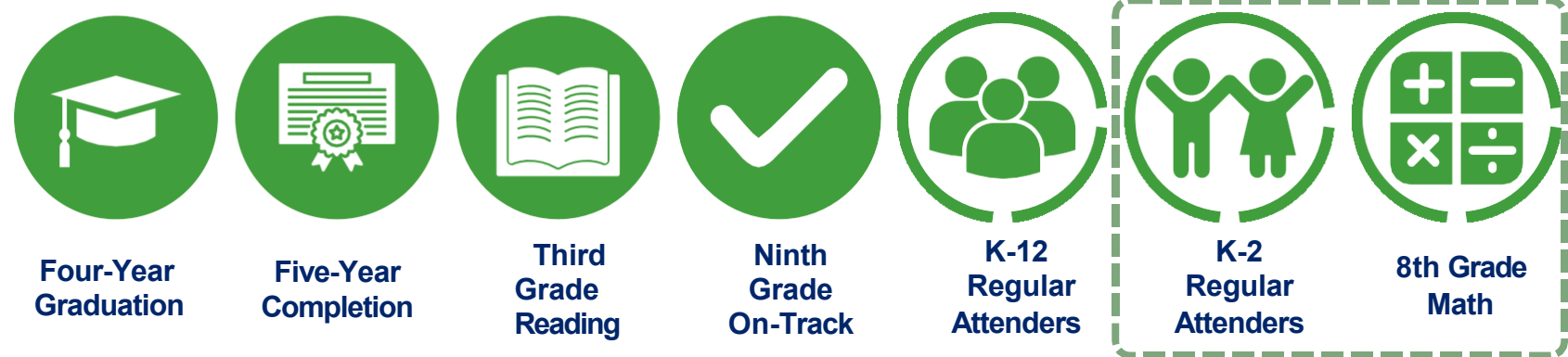


Districts could also select a Local Optional Metric (LOM).

After 2025-2026, previously established LPGTs will no longer apply as the state transitions to the new accountability model in 2026-2027.

New SB 141 Accountability Model

Senate Bill 141 —the Education Accountability Act —maintained the original SIA metrics, added K-2 Regular Attenders and 8th Grade Math, and rebranded the metrics as **Performance Growth Targets (PGTs)**.



Districts must also select one Local Performance Growth Target from:



Sources:

- ♦ [Integrated Guidance Appendix P: Detailed Guidance on Longitudinal Performance Growth Targets \(LPGT\)](#)
- ♦ [Statewide Performance Growth Targets Under the Education Accountability Act](#)

Defining SB 141 Common Metrics

COMMON METRICS

K-2 REGULAR ATTENDANCE	1	The percentage of students in grades K-2 attending more than 90% of their enrolled school days.
K-12 REGULAR ATTENDANCE	2	The percentage of students in grades K-12 attending more than 90% of their enrolled school days.
3RD GRADE ELA PROFICIENCY	3	The percentage of students proficient on statewide English Language Arts (ELA) assessments in third grade.
8TH GRADE MATH PROFICIENCY	4	The percentage of students proficient on statewide mathematics assessments in eighth grade.
9TH GRADE ON-TRACK	5	The percentage of students earning at least one quarter of their graduation credits by the end of the summer following their ninth-grade year.
4-YEAR GRADUATION RATE	6	The percentage of students earning a regular or modified diploma within four years of entering high school.
5-YEAR COMPLETION RATE	7	The percentage of students earning a regular, modified, extended, or adult high school diploma, or a GED within five years of entering high school.

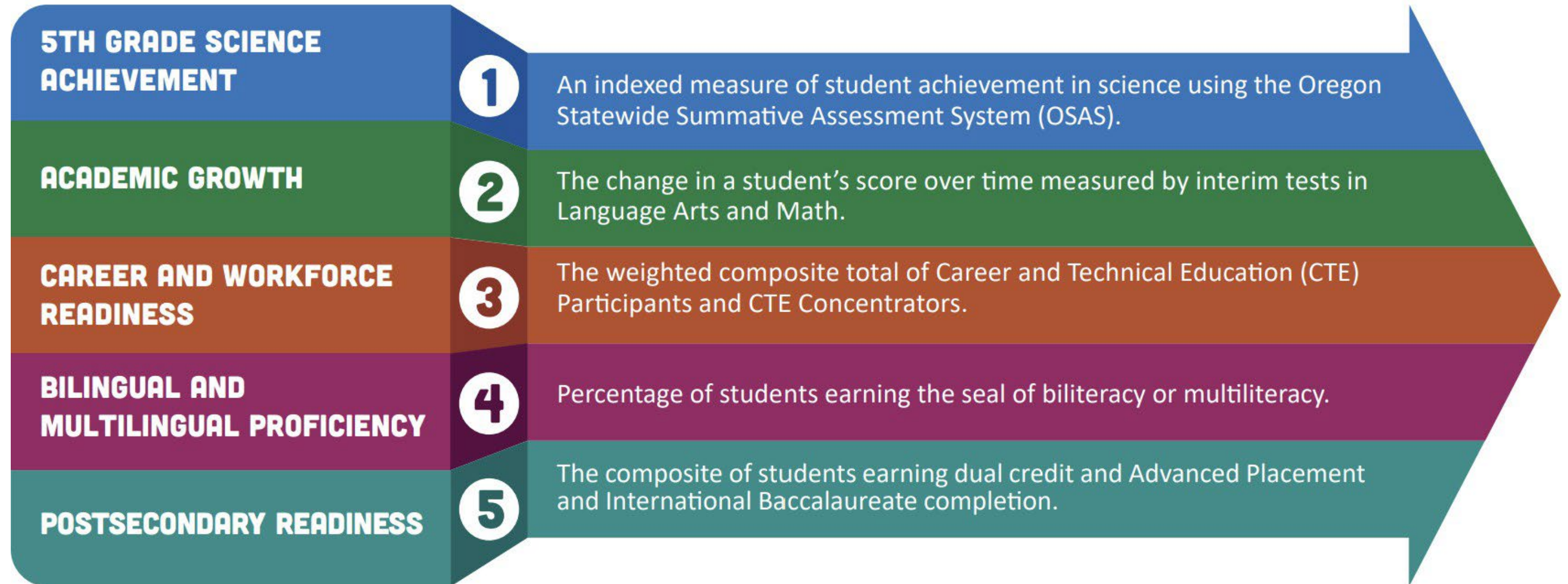


Source:

- [The Education Accountability Act's Performance Growth Targets 2026](#)

Defining SB 141 Local Metrics

LOCAL METRICS



Source:

- [The Education Accountability Act's Performance Growth Targets 2026](#)

Types of Performance Growth Targets (PGTs)

Statewide Performance Growth Targets

“Ambitious and attainable goals to improve student outcomes across Oregon. These are developed by ODE and adopted by the State Board of Education.”



Similar District Performance Growth Targets

“Used as an input to help school districts and charter schools set their local targets, these are a set of targets provided by the state that show what progress looks like among districts with similar characteristics.”



Local Performance Growth Targets

“School districts and charter schools co-develop with ODE in order to ensure each district or charter school will contribute to statewide progress.”



Source:

- [Statewide Performance Growth Targets Under the Education Accountability Act](#)

Statewide Targets

The State Board of Education adopted statewide targets for the common metrics on April 28, 2026:

Metric	2024-25 Statewide Actual Rate	2029-30 Statewide PGT
K-2 Attendance	70.7%	82.0%
K-12 Attendance	66.5%	78.3%
3rd Grade English Language Arts	40.3%	52.6%
8th Grade Math	28.9%	52.0%
9th Grade On-Track	86.6%	94.9%
4-year Graduation	83.0%	92.3%
5-year Completion	87.4%	95.4%

ODE developed the following following statewide targets for local metrics to support development of PGTs:

Metric	2024-25 Statewide Actual Rate	2029-30 Statewide PGT
5th Grade Science Achievement (Index 0-150) ¹	50.2	68.1
Academic Growth	N/A	TBD*
Career and Workforce Readiness (Index 0-400) ²	120.7	167.2
Multilingual Proficiency	7.4%	14.4%
Postsecondary Readiness	45.6%	58.1%



Source:

- ♦ [Statewide Performance Growth Targets Under the Education Accountability Act](#)

Similar District Performance Growth Targets

“The 2025 Education Accountability Act (Senate Bill 141) requires the Oregon Department of Education (ODE) to set metric targets for ‘similar school districts’ and requires school districts to use these metric targets when setting performance growth targets for:

- K-2 Regular Attenders
- K-12 Regular Attenders
- 3rd Grade ELA
- 8th Grade Math
- 9th Grade On Track
- Four-year Graduation
- Five-year Completion
- Local Metrics”



Source:

- [Determining Similar Districts \(SB 141\)](#)

Similar District Performance Growth Targets

Assigning Similar District Groups and Clusters

- ODE engaged district leaders in the development of similar districts.
- Preliminary groupings were released in December of 2025 and districts had an opportunity to appeal their group assignment. Cluster assignment was not appealable.
- Methodology has been published for the processes that were utilized to assign districts to groups and clusters.

Setting Similar District Performance Growth Targets

- ODE announced the release of the Similar District Performance Growth Targets on May 27, 2026.
- Performance growth targets and growth expectations vary greatly between groups and clusters.
- Methodology used to establish targets for groups and clusters has been requested from ODE.



Sources:

- Determining Similar Districts (SB 141)
- Education Accountability Act (SB 141) Similar Districts Technical Manual

District Name	InstID	Institution Name	Group and Cluster	Total Students (2024-25)
Ashland SD 5	2041	Ashland SD 5	Group 2, Cluster 1	2,458
Corvallis SD 509J	1901	Corvallis SD 509J	Group 2, Cluster 1	5,813
Grants Pass SD 7	2054	Grants Pass SD 7	Group 2, Cluster 1	5,519
Lake Oswego SD 7J	1923	Lake Oswego SD 7J	Group 2, Cluster 1	6,860
Philomath SD 17J	1900	Philomath SD 17J	Group 2, Cluster 1	1,424
Riverdale SD 51J	2188	Riverdale SD 51J	Group 2, Cluster 1	561
Sherwood SD 88J	2244	Sherwood SD 88J	Group 2, Cluster 1	4,551

Group and Clusters	Metric	2024-25 All Students Rate	2029-30 PGT All Students (Target Performance)	2024-25 Gap Size between All Students and Combined Focal Group Students	2029-30 Gap-closing PGT (Target Gap Size)
Group 2, Cluster 1	K-2 Attendance	79.6	89.9	6.7	5.0
Group 2, Cluster 1	K-12 Attendance	74.2	83.6	5.6	4.2
Group 2, Cluster 1	3rd Grade ELA	57.5	74.6	11.8	8.9
Group 2, Cluster 1	8th Grade Math	45.9	84.0	10.7	8.0
Group 2, Cluster 1	9th Grade On-Track	92.7	>95	5.4	4.1
Group 2, Cluster 1	4-year Graduation	91.2	>95	5.3	4.0
Group 2, Cluster 1	5-year Completion	95.1	>95	4.1	3.1
Group 2, Cluster 1	5th Grade Science Achievement (Index)	69.0	89.7	13.0	9.8
Group 2, Cluster 1	Career and Workforce Readiness (Index)	103.8	129.2	9.1	6.8
Group 2, Cluster 1	Multilingual Proficiency	7.8	15.5	-2.1	0.0
Group 2, Cluster 1	Postsecondary Readiness	60.0	70.7	12.7	9.5



Source:

- Similar District Performance Growth Targets

Setting Local Performance Growth Targets

Guidance regarding the role that Similar District Performance Growth Targets play in the Local Performance Growth Target development process and drastically different outcome expectations for groups/clusters has led to confusion.

“The 2025 Education Accountability Act (Senate Bill 141) requires the Oregon Department of Education (ODE) to set metric targets for “similar school districts” and **requires school districts to use these metric targets when setting performance growth targets...**” -

Determining Similar Districts (SB 141, ODE)

“Districts and charter schools will set their targets based on local context and historical data, **informed by Similar District Targets set by ODE.**” - Education Accountability Act: State and Local Performance Growth Targets

“Do baseline targets have to reach their similar district target?

No. School districts and charter schools must show progress toward the Similar District Performance Growth Targets for their Similar District Cluster.” -

Performance Growth Targets (PGTs) FAQs

“Districts and charter schools, especially those with rates below their Similar District Performance Growth Targets, should **strive towards matching or exceeding the progress of their Similar District Cluster.**” -

The Education Accountability Act's Performance Growth Targets 2026

“...ODE will check that the submitted targets demonstrate the following:...Progress toward Similar District Performance Growth Targets, such that **by 2029-30 the targets meet or are near meeting the Similar District Performance Growth Targets**, taking into account how far below the starting point is relative to those targets.” -

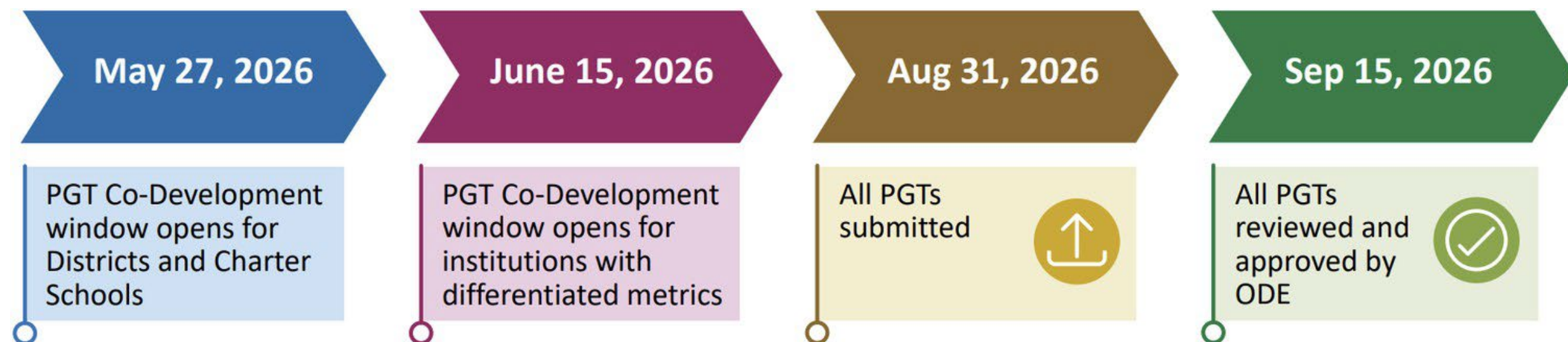
The Education Accountability Act's Performance Growth Targets 2026

Setting Local Performance Growth Targets

“As part of this review, ODE will check that the submitted targets demonstrate the following:

- Growth for both the "All Student" group and the "Combined Focal Student Group" in each of the four years of the target period;
- A reduction in the gap between the "All Students" group and the "Combined Focal Student Group" each year ; and
- Progress toward Similar District Performance Growth Targets, such that by 2029-30 the targets meet or are near meeting the Similar District Performance Growth targets, taking into account how far below the starting point is relative to those targets.

If submitted targets do not meet one or more of these criteria, ODE staff will follow up to discuss specific metrics and resolve questions or concerns.”

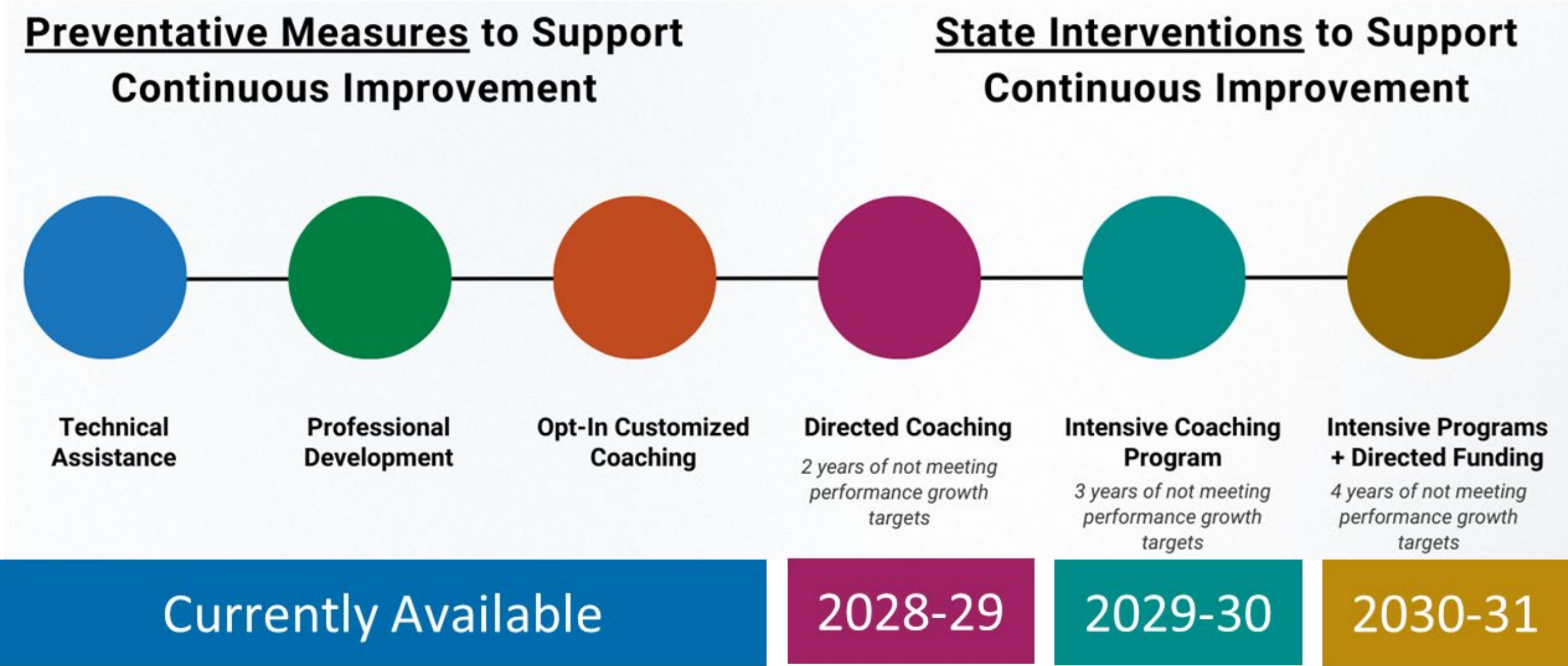


Sources:

- [The Education Accountability Act's Performance Growth Targets 2026](#)

Why Local Performance Growth Targets Matter

“ODE will conduct annual performance reviews of each school district’s outcome data, based on seven Performance Growth Targets and locally defined metrics.”



Sources:
• [District Performance & Continuum of Supports](#)

When is a Local Performance Growth Target Considered Met?

A district will be considered to have met a single metric when any **ONE** of the following is true:

Pathway 1



Baseline target is met **AND**
gap-closing target is met.

Pathway 2



Baseline target is met **AND**
progress toward the gap-
closing target has been made.

Pathway 3



Gap-closing target is met **AND**
progress toward the baseline
target has been made.



If none of these conditions are met, the metric is considered **NOT MET**.



Source:

- [OAR 581-003-0040](#)

Directed Coaching

Metric	2026-2027	2027-2028
K-2 Regular Attenders	Met	Met
K-12 Regular Attenders	Met	Met
3 rd Grade Reading	Met	Met
8 th Grade Math	Met	Met
9 th Grade On-Track	Met	Met
4-Year Graduation	Not Met	Not Met
5-Year Completion	Met	Met
Local Metric	Met	Met

Directed Coaching

“Districts must accept directed coaching when the department has determined that the school district has not met performance growth targets for the same metric for two consecutive years.”

“Districts must accept directed coaching for a minimum of two years.”



Source:

♦ [OAR 581-003-0045](#)

Intensive Coaching

School districts will be required to participate in the Intensive Coaching Program when:

Pathway 1

The district has not met performance growth targets for two or more metrics for three or more consecutive years.

Pathway 2

The school district has participated in Directed Coaching and did not meet performance growth targets.

If EITHER of the above are true, the district will be required to participate in Intensive Coaching.

Districts must participate in the Intensive Coaching Program for a minimum of two years.



Source:
• [OAR 581-003-0050](#)

Direct State School Fund and SLA Funds



After four or more years of a school district not meeting the performance growth targets, the department shall require the school district to authorize the department to prescribe the uses of up to 25% of the district's State School Funds and Student Investment Account Funds.



Source:
♦ [OAR 581-003-0055](#)

Ashland Goal Setting

1. Small team participated in co-development meeting hosted by SOESD
2. Lead Team considered historical growth, statewide targets, similar district targets, and Ashland context/capacity in drafting PGTs.
3. Joseph and Michelle to review and finalize PGTs
4. Refinement meeting with ODE
5. Submit by August 31

PGT Planning Tool



Reporting Requirements

- ❖ Administer Interim Assessments 3x/year during designated “windows”
 - ❖ Ashland windows:
 - ❖ Fall Benchmarking = September
 - ❖ Winter Benchmarking = January
 - ❖ Spring Benchmarking = May
- ❖ Report K-8 Results in Math and Reading to the Board during an open meeting shortly after the testing window.
- ❖ Publicly track and report progress on mandated student performance metrics (such as third-grade reading, eighth-grade math, graduation rates, and attendance) disaggregated by student groups.



Reminder



- School Districts are still required to complete an annual report on the Integrated Guidance LPGTs.
 - The annual report must be posted to the grantee's webpage.
 - The annual report must be presented to the governing board at an open meeting with the opportunity for public comment.
 - Cannot be a consent agenda item.
 - Does not require Board action.
 - The annual report must be submitted to ODE by September 30, 2026



Source:

- ♦ [Aligning for Student Success: Integrated Guidance Update 2025-27](#)
- ♦ [Informational Update: August 2026 Aligned Message](#)

EXECUTIVE BRIEFING

Artificial Intelligence in K-12 Education



National Landscape, Oregon Framework, and Future Outlook for District
Leadership

School Board Presentation & Review

PART I

Executive Summary & High-Level Context

From reactive bans to proactive, human-centered integration: Navigating the shift toward responsible, equity-driven AI adoption in public K-12 education.

The National Landscape: Reactive to Proactive

Over 35 state departments of education across the United States have published formal AI guidance, shifting the national narrative from prohibition to human-centered empowerment.

- ✓ **Human-in-the-Loop Pedagogy:** U.S. Dept. of Education guidelines emphasize AI as a tool to augment educator judgment, not replace it.
- ✓ **Responsible Use Policies (RUPs):** Transitioning from blanket bans to clear, graded assessment frameworks and ethical guidelines.
- ✓ **Teacher Efficiency:** Leveraging AI for lesson design, text leveling, automated rubrics, and administrative streamlining.
- ✓ **Data Governance Focus:** Stringent compliance enforcement under FERPA, COPPA, and CIPA for enterprise vendor safety.



Navigating the Three Digital Divides in AI



1. Digital Access Divide

Inequitable distribution of high-speed connectivity, modern devices, and district-funded enterprise AI tools across diverse socioeconomic student groups.



2. Digital Use Divide

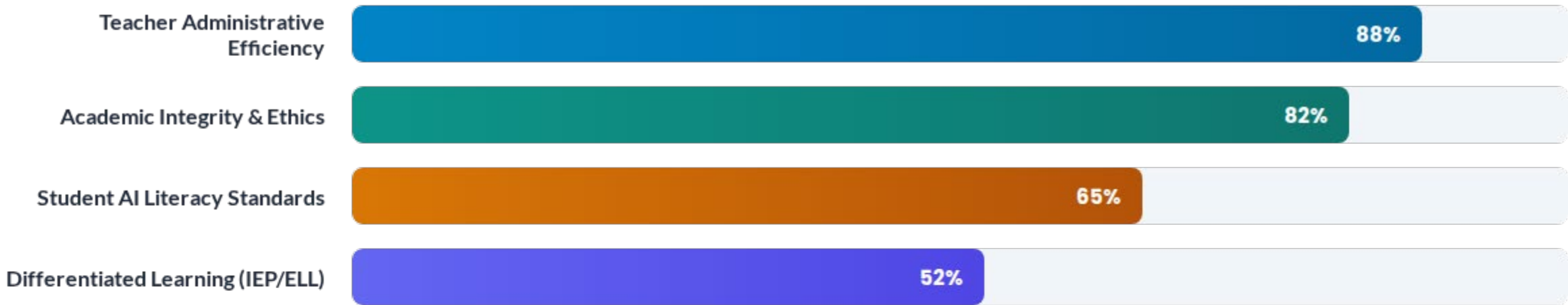
The gap between students using AI to critique, build, and innovate versus those restricted to automated drill-and-practice or basic search tasks.



3. Digital Design Divide

Disparities in dedicated professional development time for educators to build capacity in designing meaningful AI-assisted learning experiences.

Primary Focus Areas in District AI Adoption



Data indicates that administrative workload reduction and ethical guidelines remain top implementation priorities before full instructional integration.

PART II

Oregon Focus: Guidance & Local Practices

Examining the Oregon Department of Education (ODE) framework, student privacy laws, and district implementation models across the state.

Oregon Policy Framework

ODE Generative AI Guidelines

The Oregon Department of Education published comprehensive guidance titled *Generative Artificial Intelligence (AI) in K-12 Classrooms* to ground district policies in human-centered values.

Key Pillars for Oregon Schools:

- **Human-Centered Relationships:** AI must support, never supplant, genuine student-teacher interaction.
- **Protection of Student Data:** Strict adherence to the Oregon Student Information Protection Act (OSIPA).
- **Informed Civic Preparation:** Developing critical evaluation skills for Oregon's future workforce.

ODE Core Guiding Principles



Human-Centered

Focuses on authentic human connection, critical thinking, and student voice rather than automated reliance.



Equity & Access

Ensures AI tools serve multilingual learners, students with disabilities, and historically underserved groups.



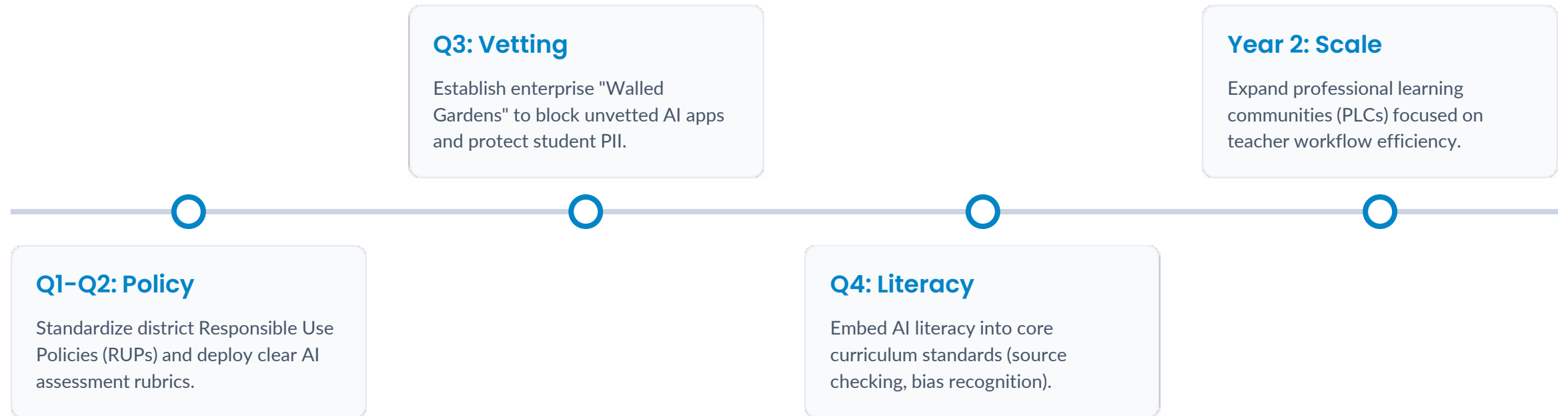
Ethical Practice

Teaches students to identify algorithmic bias, verify hallucinated data, and maintain academic integrity.

Oregon Compliance & Data Privacy

Regulation	Scope & Core Requirement	District Responsibility	Status
OSIPA (Oregon State Law)	Restricts operators from selling, targeted advertising, or building student profiles.	Mandate signed vendor privacy agreements for all software.	MANDATORY
FERPA (Federal Law)	Protects student Personally Identifiable Information (PII) from non-consensual disclosure.	Ensure AI tools do not retain student data to train public models.	MANDATORY
COPPA & CIPA (Federal Law)	Regulates parental consent for under-13 tool usage and web content filtering.	Verify COPPA compliance for classroom web applications.	REQUIRED
Local RUP (District Level)	Outlines transparent assignment expectations and acceptable AI citation.	Deploy 5-level AI usage scale across school rubrics.	IN PROGRESS

Near-Term Outlook (1–2 Years)



Mid-Term Outlook (3–5 Years)

Transforming Assessment & Learning

As generative AI capabilities mature, educational structures will undergo systemic evolution:

- **Process-Oriented Evaluation:** Shifting from final written products to live oral defenses, reflection logs, and live problem-solving.
- **Multimodal Learning Assistants:** AI tutors customized to individual IEP/504 goals providing real-time audio and visual scaffolding.
- **Prioritizing Durable Human Skills:** Heightened curriculum emphasis on critical thinking, ethical reasoning, empathy, and collaboration.



Questions & Strategic Discussion

Recommended Next Steps for Board Action:

- ✓ Form a Cross-Functional District AI Steering Committee
- ✓ Review & Approve Updated Student Privacy & Software Vetting Protocols
- ✓ Allocate Budget for Staff Professional Development & Safe Enterprise Tools



Image Sources



<https://wpvip.edutopia.org/wp-content/uploads/2022/10/stock-photo-male-teacher-helping-boys-programming-at-laptops-in-classroom-232908071.jpg>

Source: www.edutopia.org



https://lookaside.fbsbx.com/lookaside/crawler/media/?media_id=1343011727858975

Source: www.facebook.com



<https://inmaculadajaco.com/wp-content/uploads/2025/03/pupils-doing-task-laptops-focused-teacher-monitoring-them-1024x683.jpg>

Source: inmaculadajaco.com

2026 School Board Self-Evaluation Summary Report

Ashland School District

Summary of anonymous, aggregated responses

Overall Themes

Areas of Strength

- Strong ethical conduct, mutual trust, and a productive relationship between the Board and Superintendent.
- Improved financial knowledge, diligent oversight, and appreciation for clear financial reporting from staff.
- A respectful, collaborative, and student-centered Board culture.
- Commitment to Board learning and to applying recognized governance practices.
- Openness to public input, community involvement, advocacy, and partnership.
- Willingness to support organizational change and the district's Transformation process.

Opportunities for Continued Growth

- Articulate a clearer long-term vision grounded in shared values and measurable academic goals.
- Connect the Board's vision more explicitly to budgeting, resource allocation, programs, policy, and advocacy.
- Develop a more coordinated and intentional Board approach to community engagement and outreach.
- Use concise, disaggregated, and longitudinal data to monitor student outcomes and organizational progress.
- Strengthen culturally responsive governance through continued learning, listening, representation analysis, and use of the equity lens.
- Create appropriate opportunities for innovation while maintaining clear boundaries between governance and operations.
- Continue clarifying Board and Superintendent roles and maintaining purposeful use of meeting and staff time.

Closing Thoughts

The 2026 School Board Self-Evaluation reflects a Board that is thoughtful about its responsibilities and committed to continuous improvement. Respondents recognize meaningful strengths in Board culture, ethics, financial oversight, accountability, and collaboration. They also identify a timely need to sharpen the district's long-term vision and use that vision to guide future priorities and decisions.

The feedback provides a useful foundation for Board discussion and goal-setting, particularly as the district continues its Transformation work. Revisiting these themes throughout the coming year may help the Board translate the evaluation into focused actions and measurable progress.

School Presentations at Board Meetings

Presentation Outline

(15-20 minutes)

I. Introductions (1 min)

- Introduce yourself and any colleagues or students accompanying you.
 - Provide the list of presenters to the board secretary in advance to ensure accurate meeting minutes.
-

II. School Overview (2 min)

- Describe your school community:
 - Grade levels served
 - Student population and demographics
 - Unique characteristics or programs
-

III. School Improvement Plan (SIP) (10 min)

- Development: Explain when and how your SIP was developed, and who was involved in the process.
 - Progress Monitoring: Describe how you track progress toward your goals.
 - Achievements: Highlight key accomplishments or “wins.”
 - Challenges: Share current focus areas or obstacles.
 - Goals and Next Steps:
 - List clear and measurable goals.
 - Present baseline data, key data points, and sources that illustrate growth or need.
 - Longitudinal growth targets (Integrated Guidance alignment)
 - Celebrate student achievements.
 - Share stories or examples that bring your work to life.
 - Include visuals or photos where appropriate.
 - How will you know when your students are succeeding?
-

IV. District Support (2 min)

- Suggest ways the district can further support your school’s efforts and initiatives.
-

V. Student Presentation (if applicable) (5 min)

- Introduce the students involved and briefly describe what they will be presenting or performing.
-

VI. Sharing Your Presentation

- Submit your downloadable presentation, photos, or videos to the board secretary by 1:00 PM the day of the board meeting.
- Your documents will be pre-loaded onto the presenter’s laptop, ready for your presentation.
- Board meetings begin at 6:30 PM in the Ashland City Council Chamber.



Ashland School District #5

Board – Superintendent Operating Agreement

Purpose:

The Board of Directors is the educational policy making body for the Ashland School District. To effectively meet the system's challenges the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

Collaborative Governance:

1. Members of the Board and the Superintendent shall work together as a team; modeling lifelong learning and collaboration.
2. Members of the Board and the Superintendent shall mutually respect the others' role in policy/governance and in managing the school district and to direct employees in district and school matters, respectively.
3. Board members shall give careful consideration, listening to all perspectives, to all issues brought to the board by individuals and district leadership.
4. The Board shall make decisions only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and school administrative matters, unless so authorized by board vote.

Communication Agreements:

1. Board members shall follow the chain-of-command and communicate directly with the Superintendent when a question arises, or a concern or complaint is voiced by a staff member, student, parent or community member.
2. Board Members shall communicate directly with the Superintendent or Board Chair prior to meetings of the board to address questions and concerns about agenda items.
3. When a Board member and/or the Superintendent has an individual concern, they shall communicate one-on-one with any member of the board-superintendent team as appropriate starting at the lowest possible level at the earliest opportunity. Concerns should be escalated to the board chair and/or OSBA for support if not resolved.
4. Support decisions of the majority. Once a decision is made, members will support the decision of the majority.
5. Be mindful that you represent the board in public and that communication should remain positive about the district/board and that no individual board member has the authority to speak for the board without specific approval by the board.

Agreed Upon Communication Protocol:

1. Communication between board members and superintendent will be respectful, timely, honest, direct, and appropriate.
2. Superintendent will communicate to board members regularly through weekly emailed reports when one has not been presented in-person during the same week and through in-person monthly meetings (1:1 or 2:1).
3. Board members should contact superintendent with questions or when topics come up through email, text, or phone. If urgent, text before a cold call to ensure availability. When possible, limit calls/texts to M-F 7AM-8PM.
4. In an emergency the superintendent will limit communication to the Board Chair who will communicate with the board. Detailed communication will follow the incident.
5. The board will use text communication for logistical and informational purposes only and should exercise caution.

Collective Commitments to:

1. Respectful interactions.
2. Learning together.
3. The understanding that we are all human, we WILL make mistakes, should welcome feedback when we do, and use feedback to grow.
4. Filter decisions through the lens of vision, mission, and what is in the best interests of our students.
5. Avoid surprises at board meetings and in board business.
6. Having fun.

2026-2027 Board Expectations of the Superintendent:

1. Provide data to the board members so that data-informed decisions can be made.
2. Distribute appropriate information to all board members.
3. Communicate with board members promptly and effectively.
4. Represent the school district by being visible in the community.
5. Provide follow-up information to board members on concerns and issues they have referred to the Superintendent - close the communication loop.

2026-2027 Superintendent's Expectations of the Board:

1. Integrity of the highest order.
2. Recognition of the superintendent as the educational leader of the school district.
3. An effort to foster unity, harmony and open communications within the board.
4. Arrive at board meeting fully prepared to conduct district business.
5. Willingness to abide by its own rules, policies and code of ethical conduct.
6. Make difficult decisions and commit to share information when appropriate.

Approved by the board on September 10, 2026.

OSBA Model Sample Policy **Ashland School District**

Code: BBAA
Adopted: date

Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in a meeting which is being held in accordance with Oregon's Public Meetings Law. A Board member has the authority to act in the name of the Board only when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business.

When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

Board members may speak on behalf of the Board or district only when specifically authorized to do so. Any other statements do not represent the position of the Board or district. When expressing personal opinions in public, Board members are encouraged to clearly identify the opinions as their own.

All Board members shall maintain awareness of relevant district information and participate in Board functions and professional Board development activities.

All members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Records

Any individual Board member who desires a copy of an existing record may make such a request to the superintendent. Requests involving confidential records or significant staff time will be referred to the Board for approval. A copy of such request shall be sent to each member of the Board. Upon completion of such report or survey, the superintendent may submit copies to each member of the Board.

2. Requests for Legal Opinions^{+}

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to a Board Member

⁺ {Consider how board members obtain legal advice and whether a cost is associated with that. Does the Board want individual board members to be able to contact attorneys at PACE or OSBA (no bill accrued) on their own, or does the Board want them to get Board approval first? Do you want individual Board members to be able to contact attorneys that will bill the district on their own, or do you want them to get board approval first?}

When a Board member receives complaints or requests for action from staff, students or members of the public, the Board member will direct the staff, students, members of the public to the public complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent. An individual Board member is not authorized to independently act on complaints.

4. Board Member’s Communication with Administration

No individual Board member may direct the superintendent or other staff to action without Board authorization. No Board member will intervene in the administration of the district or its schools.

5. Contracts or Agreements

All district contracts must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

6. Visits to Schools

A Board members may visit schools in accordance with Board policy BG – Board–Staff Communications.

7. Public Meetings Law

All Board members will comply with Public Meetings Law², including participating in an approved² training at least once during each term of office^{3}}.

8. Mandatory Reporting

A Board member having reasonable cause to believe that any child with whom the Board member comes in contact has suffered abuse or that any person with whom the Board member comes in contact has abused a child shall immediately make an oral report or cause an oral report be made to Department of Human Services⁴ or local law enforcement.

9. Oregon Ethics Laws

All Board members will adhere to Oregon Government Ethics laws, including filing the statement of economic interest as required by Oregon Revised Statute (ORS) 244.

10. Confidential Information

All Board members will not disclose confidential information received as part of Board service.

11. Other Laws, Policies, Agreements and Procedures

² Approved by the Oregon Government Ethics Commission.

³ ~~{Training is only required for districts with annual fiscal expenditures of \$1M or more. See ORS 192.700.}~~

⁴ (855) 503-SAFE (7233)

All Board members will follow all laws, Board policies, working agreements, and any other procedures established by the district.

END OF POLICY

Legal Reference(s):

[ORS 192.311 – 192.478](#)
[ORS 192.610 – 192.705](#)
[ORS Chapter 244](#)

[ORS 332.045](#)
[ORS 332.055](#)
[ORS 332.057](#)

[ORS 332.075](#)
[ORS 332.107](#)
[ORS 419B.010](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

Decision-Making Principles

Synthesized Principle

1. **Students First: Belonging, Wellness & Success**
2. **Excellence & Opportunity for Every Student**
3. **Equity, Inclusion & Access**
4. **Financial Sustainability & Responsible Stewardship**
5. **Future-Ready & Sustainable**
6. **Community, Relationships & Pride**

Committee Ideas Captured

students first; student/family centered; health and wellness; belonging; positive educational outcomes; best solution for the majority of kids

academic excellence; rigor for all; multiple ways to demonstrate excellence; redefine academic success; flexible quality learning; enrichment; arts/music/sports

equity lens always; inclusive/equitable; equal opportunities across schools; inclusive learning and representation; UDL

financial stability; financially viable; fiscally responsible; financially sustainable yet innovative; balance wants and needs

students first and future forward; seven generations out; future proofing; innovation; flexibility; staff retention and satisfaction

community engagement; family relationships; what we love about Ashland; something to be proud of; sense of pride; explainable to the community

Draft Committee Principles

Any recommended scenario must...

1. **Put students first** by supporting their learning, belonging, health, wellness, and long-term success.
2. **Provide excellence and meaningful opportunity for every student**, recognizing multiple pathways and definitions of success while maintaining academic rigor, enrichment, arts, music, athletics, and other valued learning experiences.
3. **Advance equity, inclusion, and access**, ensuring students have high-quality opportunities regardless of school, background, identity, ability, or learning needs.
4. **Be financially responsible and sustainable**, balancing wants and needs while protecting the district's long-term financial stability.
5. **Be future-ready**, considering not only what works today but what will remain adaptable, innovative, sustainable, and supportive of a strong workforce for generations to come.
6. **Strengthen community, relationships, and pride**, fostering trust with students, families, staff, and the broader Ashland community and resulting in a solution people can understand and take pride in.

Decision-making matrix:

Principle	Guiding Question
Students First	How well does this scenario support student learning, belonging, wellness, and success?
Excellence & Opportunity	Does this provide rigorous, high-quality and varied opportunities for all students to succeed?
Equity, Inclusion & Access	Who benefits, who may be disadvantaged, and does this provide equitable access across students and schools?
Financial Sustainability	Is this financially viable now and sustainable over time?
Seven Generations: Future-Ready & Sustainable	Will this solution remain effective, adaptable, and sustainable as needs change?
Community & Pride	Does this strengthen relationships, reflect community values, and create something we can clearly explain and collectively be proud of?