

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. The Chair stated that the meeting was being recorded and that the recording would be maintained as part of the public record.

2. Adoption or Adjustment of Agenda

- ❖ **Motion:** Director Rooklyn moved, and Director Ruby 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. ACTION: AHS Principal Recommendation

Superintendent Hattrick recommended the appointment of Dr. Francisco Lopez-Atanes as Principal of Ashland High School. He noted that Dr. Lopez-Atanes has served as Interim Principal during the 2025–26 school year and brings extensive administrative and instructional experience. The superintendent summarized the inclusive hiring process, which included a diverse committee, stakeholder input, and multiple interview rounds. Following review of feedback and references, Dr. Lopez-Atanes was identified as the finalist. He will continue serving as Interim Principal and begin a transition period in preparation for the 2026–27 school year. Superintendent Hattrick thanked the students, staff, families, and committee members who participated in the process.

- ❖ **Motion:** Director Ferguson moved, and Director Ruby seconded to accept the Superintendent's recommendation to appoint Dr. Francisco Atanes as the permanent AHS principal beginning 2026-27.

Aye: Rooklyn, Ruby, Ferguson, Hatch, Dyson

Nay: none

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

4. Budget Committee Applicants

The board received two applications for the budget committee. The board will appoint new budget committee members in open session during the Feb. 12 regular meeting.

5. YAAL Discussion

The Board reviewed the process and timeline for placing the Youth Activities and Academics Levy (YAAL) on the May 19, 2026 ballot. It was noted that the levy expires in June 2026 and provides more than 10% of the District's operating revenue. The Board was advised that approval is required to authorize the Superintendent to submit the measure to the Jackson County Elections Office. Staff also reviewed state-imposed revenue limits on operating levies and explained that this is why the proposed levy language states a rate of "up to" \$1.29 per \$1,000 of assessed value. To stay on schedule, the Board will take action on the YAAL initiative at the February meeting.

6. Superintendent Evaluation Update

Chair Dyson reported on progress toward the Superintendent targeted feedback evaluation survey being developed in partnership with COSA. She noted that draft questions have been reviewed and revised, and that COSA will compile and distribute the survey to identified stakeholder groups in February. Results will be reviewed by the Board in March, along with the Board's own evaluation. The compiled evaluation data will be presented to Superintendent Hatrick in April, with a final report scheduled for open session in May. The Board requested to review the survey questions in advance, and staff will provide them once finalized by COSA.

6.A. Board Learning

Chair Dyson reviewed sections of the book *Improving School Board Effectiveness* related to Superintendent evaluation and Board self-evaluation. She noted that the forthcoming report on math course offerings and curriculum aligns with the Board's responsibility to review instructional data. Chair Dyson provided background on her request for the review, explaining that changes to math pathways following COVID prompted interest in understanding how the current tracks are affecting student participation in advanced math courses at the high school level. She emphasized that reviewing data is a core responsibility of the Board.

7. **Math Course Offerings & Curriculum Report**

Assistant Principal Michelle Cuddeback, Interim AHS Principal Francisco Atanes, Interim AHS Assistant Principal Hillary Cusenza, and AMS Principal Steve Retzlaff presented an in-depth review of advanced math pathways, participation trends, and student access at Ashland High School and Ashland Middle School.

Each presenting staff member extended special thanks to Jennifer Grisham for her extensive work compiling complex data into a clear, usable format and to Hillary Cusenza for her contributions to the analysis and presentation.

Staff explained the current math course pathways at the high school, noting that while course names and structures have shifted to an integrated math model over the past several years, the overall access to advanced and honors pathways has remained consistent. The transition to integrated math occurred in phases over several years and aligned with state guidance, while maintaining separate honors pathways and advanced course options.

The presentation reviewed longitudinal data showing that approximately 26.7% of AHS students are currently enrolled in at least one advanced math course, with a generally stable and slightly increasing trend over time. It was noted that this analysis focused on access and participation, not grades or performance.

Data on 8th-grade students accessing advanced math at the high school showed consistently low but stable participation (between approximately 1% and 3.6%) over many years, with no significant long-term increase or decrease. Ninth-grade participation in advanced math has also remained generally stable over time, with some year-to-year cohort variation.

Staff reviewed subgroup participation data, including students with 504 plans, students receiving special education services, English learners, TAG students, gender groups, and racial/ethnic groups. TAG students continue to be highly represented in advanced math courses. Some subgroups showed underrepresentation and year-to-year fluctuations, which staff noted are often influenced by very small cohort sizes.

The Board and staff discussed the contrast between stable or increasing participation in advanced math and declining overall math assessment scores since the pandemic. Staff noted that this reflects statewide trends, pandemic-related learning loss, and the typical implementation dip associated with new

curriculum adoption. It was emphasized that SBAC scores provide only a partial picture and that staff are now using detailed standards-level data to target instruction and interventions through secondary PLC work.

Board members discussed the need for continued analysis, including possible comparisons between state assessment performance, classroom performance, and AP outcomes, as well as interest in understanding whether similar patterns are occurring in other districts.

The Board thanked staff again for the thorough, transparent, and data-rich presentation and noted several key takeaways: stable access to advanced coursework, concerns about overall math proficiency trends, and the need for continued focus on equity, targeted interventions, and long-term improvement in math outcomes districtwide.

8. Board Roles Refresher

Vice Chair Hatch led a discussion on board roles and responsibilities, emphasizing the importance of shared understanding, alignment, and open communication. He reviewed the Board's core functions of governance, policy, budget, and oversight, using a "ship" analogy to explain that the Board sets the direction, while the Superintendent and staff are responsible for reaching the destination.

Roles at different levels of the organization were also reviewed: teachers and support staff work directly with students; building administrators manage school sites; district-level administrators support smooth site operations; and the Board's role is to monitor how the system is functioning overall and how effectively the Superintendent is leading the organization.

Examples were shared to illustrate boundaries, including the Board's role in principal hiring as oversight of the process rather than participation in selection, and its role in areas such as the YAAL, focusing on governance and advocacy. The Board also discussed its responsibility for curriculum oversight and data-informed review, while not directing instructional practice.

It was reiterated that Board work is not emergency-based and that requests should be routed through the Superintendent to maintain clear communication and effective operations.

9. Adjourn

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

Submitted by:
Holly Rosser, Board Secretary

Date of Board Approval: February 12, 2026