

Agenda

1. Call to Order and Roll Check

Presenter: Board Chair Rebecca Dyson

2. Land Acknowledgment

Presenter: Board Chair Rebecca Dyson

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

Presenter: Board Chair Rebecca Dyson

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

Presenter: Board Chair Rebecca Dyson

- | | |
|--------------------------------------------------------------|------------------|
| A. <u>Personnel Report for October 2024</u> | <u>4</u> |
| B. <u>Enrollment Report for October 1, 2024</u> | <u>11</u> |
| C. <u>Board Policy Updates</u> | |
| 1) IKF Graduation Requirements | 13 |
| 2) GBCBA Alcohol and Controlled Substance Use | 20 |
| 3) JFCEB Personal Electronic Devices and Social Media | 21 |

5. School Report - Bellview Elementary

Presenter: Bellview Principal Christine McCollom

6. Recurring Reports

- A. AHS Student Report 5 minutes**

Presenter: AHS Co-President Owen Taylor and Treasurer-Secretary Azaleah Davis-Powell

B. AEA Report 5 minutes

Presenter: AEA Board Representative Alan Parowski

C. OSEA Report 5 minutes

Presenter: OSEA Board Member James Johnson

7. Board Reports 30 minutes

Presenter: Board Chair Rebecca Dyson

8. 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

9. District Staff Updates

A. Superintendent Report 15 minutes

Presenter: Superintendent Joseph Hattrick

B. Capital Bond 20 minutes

Presenter: Executive Director of Operations Steve Mitzel & HMK Program

Director Mike Freeman

1) Monthly Bond Report - September 2024

C. Finance Report 15 minutes

24

Presenter: Director of Business Services Scott Whitman

10. Unfinished Business

11. New Business

A. Student Representatives to the Board for 2024-2025 25

Presenter: Superintendent Joseph Hattrick

B. Student Assessment Update 31

Presenter: Assistant Superintendent Michelle Cuddeback

C. ACTION ITEM: Request for Board Action to Correct Curriculum 61

Compliance Issues

Presenter: Superintendent Joseph Hattrick

D. Division 22 Report on Compliance with Public School Standards: 67

2023-2024

Presenter: Superintendent Joseph Hattrick

12. Announcements and Appointments

Presenter: Board Chair Rebecca Dyson

A. The Board will hold a work session on Thursday, October 24, 2024, on Zoom.

B. The Board will hold its next Regular Session on Thursday, November 14, at 7:00

PM in the City Council Chamber, 1175 E. Main Street, Ashland.

13. Adjourn

Presenter: Board Chair Rebecca Dyson

Ashland School District
Board Personnel Report
October 1, 2024

SITE	NAME	POSITION	STATUS	STATUS CHANGE	SALARY PLACEMENT EXCEPTION
AHS	Marie Caballero Uhtoff	Head Coach, Girls Soccer	Temporary Services	NO	NONE
AHS	Jeff Kubiak	Assistant Coach, Volleyball	Temporary Services	NO	NONE
AHS	Karl Pryor	Head Coach, Cross Country	Temporary Services	NO	NONE
AHS	Clare Taylor	Assistant Coach, Cross Country	Temporary Services	NO	NONE
AHS	Andrew Pyle	Assistant Coach, Boys Soccer	Temporary Services	NO	NONE
AHS	Connor Kaegi	Assistant Coach, Football	Temporary Services	NO	NONE
AHS	Tim Hernandez	Assistant Coach, Football	Temporary Services	NO	NONE
AHS	Nehemiah Dedmon	Assistant Coach, Football	Temporary Services	NO	NONE
AHS	Jose Soriano	Assistant Coach, Football	Temporary Services	NO	NONE
AHS	Gilberto Roman	Assistant Coach, Football	Temporary Services	NO	NONE
AHS	Beau Lehnerz	Head Coach, Football	Temporary Services	NO	NONE
AHS	Abdiaziz Guled	Head Coach, Boys Soccer	Temporary Services	NO	NONE
AHS	Nolan Hartt	Student Tutor	Temporary Services	NO	NONE
AHS	Claire Kiekhaefer	Student Tutor	Temporary Services	NO	NONE

Ashland School District
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AHS	Amelie Requejo	Student Tutor	Temporary Services	NO	NONE
AHS	Kelly Bolton	Game Help	Temporary Services	NO	NONE
AHS	Darren Levenberg	Game Help	Temporary Services	NO	NONE
AHS	Allison Gida	Game Help	Temporary Services	NO	NONE
AHS	Olive Christopherson	Student Tutor	Temporary Services	NO	NONE
AHS	Kai Hendrix	Student Tutor	Temporary Services	NO	NONE
AHS	Hazel Hering	Student Tutor	Temporary Services	NO	NONE
AHS	Cameron Kukuk	Student Tutor	Temporary Services	NO	NONE
AHS	Kit Metlen	Student Tutor	Temporary Services	NO	NONE
AHS	Shekina McCullough	Student Tutor	Temporary Services	NO	NONE
AHS	Zohara Rothenberg	Student Tutor	Temporary Services	NO	NONE
AHS	Bodhi Sol	Student Tutor	Temporary Services	NO	NONE
AHS	Nathan Yockey	Student Tutor	Temporary Services	NO	NONE
AHS	Teyah (Gida) Bair	Game Help	Temporary Services	NO	NONE
AHS	Matthew Self Jones	Game Help	Temporary Services	NO	NONE
AHS	Rebecca McGregor	Game Help	Temporary Services	NO	NONE
AHS	Sarah Weston	Leadership	Temporary Services	NO	NONE
AHS	Paul Huard	Peer to Peer Mentor	Temporary Services	NO	NONE
AHS	Cayley Busenkell	Robotics Coach 0.50	Temporary Services	NO	NONE
AHS	Matthew Norris	Robotics Coach 0.50	Temporary Services	NO	NONE
AHS	Brian Todd Hobein	Department Head- Science 0.50	Temporary Services	NO	NONE
AHS	Rebecca DeSalvo	Department Head- Science 0.50	Temporary Services	NO	NONE
AHS	Katrina Caudill	Department Head- SPED	Temporary Services	NO	NONE
AHS	Jennifer Losinski	Department Head- Math 0.50	Temporary Services	NO	NONE

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AHS	Jennifer Bein	Department Head- Math 0.50	Temporary Services	NO	NONE
AHS	Jamie Hirsh	Department Head- Humanities 0.50	Temporary Services	NO	NONE
AHS	Catherine Barber	Department Head- Humanities 0.50	Temporary Services	NO	NONE
AHS	Mark Miller	Department Head- CTE	Temporary Services	NO	NONE
AHS	Abdiaziz Guled	Fresh Start	Temporary Services	NO	NONE
AHS	Tamara Anderson	SOU Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Rebecca DeSalvo	SOU Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Ronan Dunphy	SOU Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Erin Federline	SOU Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Quin Haldane	SOU Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Brian Todd Hobein	SOU Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Paul Huard	Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Kristopher Prusko	RCC Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Marie Davol	Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Richard Britt	RCC Dual Credit Teacher	Temporary Services	NO	NONE
AHS	Amanda Grimes	Orchestra Coach	Temporary Services	NO	NONE
AHS	Adam Harris	Pep Band	Temporary Services	NO	NONE
AHS	Adam Harris	Band	Temporary Services	NO	NONE
AHS	Adam Harris	Choir	Temporary Services	NO	NONE
AHS	Brice McCoy	Teacher, Humanities	0.17 fte	NO	NONE
AHS	Rebecca Cate	Teacher, Math	1.0 fte	NO	NONE
AHS	Hillary Fogerty	Teacher, Humanities	1.0 fte	NO	NONE
AHS	Tara Jacobi	EA	0.75 fte	NO	NONE
AHS	Jamie Hirsh	Journalism Advisor	Temporary Services	NO	NONE
AHS	Lauren Trolley	Orchestra	Temporary Services	NO	NONE

Ashland School District
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AHS	Quin Haldane	Speech and Debate Head Coach	Temporary Services	NO	NONE
AHS	Mark Miller	CTE Coordinator	Temporary Services	NO	NONE
AHS	James Lebo	Lab Aide for Science Department	Temporary Services	NO	NONE
AMS	Kathryn Dunlap	5th Grade Strings Assistant	Temporary Services	NO	NONE
AMS	Bruce Dresser	Music Coach	Temporary Services	NO	NONE
AMS	Amanda Grimes	Orchestra Coach	Temporary Services	NO	NONE
AMS	Andrea Royse	LGBTQQIA+ Affinity Group Advisor	Temporary Services	NO	NONE
AMS	Brittany Hardy	NASU Affinity Group Advisor	Temporary Services	NO	NONE
AMS	Jennifer Gonzalez	LSU Affinity Group Advisor	Temporary Services	NO	NONE
AMS	Sessceal Reynolds	BSU Affinity Group Advisor	Temporary Services	NO	NONE
AMS	Erika Williford	Peer to Peer Mentor	Temporary Services	NO	NONE
AMS	Allen Lambert	TAG Coordinator	Temporary Services	NO	NONE
AMS	Amy Merwin	Newsies JR Musical Director	Temporary Services	NO	NONE
AMS	Jacob Holderman	Team Leader	Temporary Services	NO	NONE
AMS	Gregory Hanzel	Team Leader	Temporary Services	NO	NONE
AMS	Ashley Ambrosio	Team Leader.50	Temporary Services	NO	NONE
AMS	Jenifer Carstensen	Team Leader.50	Temporary Services	NO	NONE
AMS	Samantha McMillan	Team Leader .25	Temporary Services	NO	NONE
AMS	Austin Wallace	Team Leader .75	Temporary Services	NO	NONE
AMS	Amy VanKuiken	Team Leader	Temporary Services	NO	NONE

Ashland School District
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AMS	Wendy Werthaiser	Team Leader.50	Temporary Services	NO	NONE
AMS	Allen Lambert	Team Leader.50	Temporary Services	NO	NONE
AMS	Martha Street	Team Leader.50	Temporary Services	NO	NONE
AMS	Brittany Hardy	Team Leader.50	Temporary Services	NO	NONE
AMS	Wendy Werthaiser	ROS Stipend	Temporary Services	NO	NONE
AMS	Madison Huson	ROS Stipend	Temporary Services	NO	NONE
AMS	Jeffrey Multanen	ROS Stipend	Temporary Services	NO	NONE
AMS	Allen Lambert	ROS Stipend	Temporary Services	NO	NONE
AMS	Abdi Guled	ROS Stipend	Temporary Services	NO	NONE
AMS	Jenny Guerin	ROS Stipend	Temporary Services	NO	NONE
AMS	Luc Dyssegard	ROS Stipend	Temporary Services	NO	NONE
AMS	Brittany Hardy	ROS Stipend	Temporary Services	NO	NONE
AMS	Martha Street	ROS Stipend	Temporary Services	NO	NONE
AMS	Cole McAninch	Boys Basketball Coach	Temporary Services	NO	NONE
AMS	Susan Holt	Teacher, PE/Health	returned to 0.50 fte	NO	NONE
AMS	Amy Merwin	Newsies JR Musical Director	Temporary Services	NO	NONE
AMS	Nicole Villa	Choreographer for Newsies Jr. Musical	Temporary Services	NO	NONE
AMS	Tara Elder-Hammond	Boys Basketball Coach	Temporary Services	NO	NONE
Maintenance	Douglas Ingram	Assistant Head Custodian- AHS	Resignation	NO	NONE
Nutrition SVC	Katherine Bryant	Food Service Worker	0.50 fte	NO	NONE
Willow Wind	Robin Hawley	Teacher, Grade 2	LOA 11/4-11/8 Professional Development	NO	NONE
Willow Wind	Christinia Hoffman	EA SPED II	increased to 0.75 fte	NO	NONE
Willow Wind	Emily Bland	Outdoor School	Temporary Service	NO	NONE

Ashland School District
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Willow Wind	Stacy Bloodworth	Outdoor School	Temporary Service	NO	NONE
Student Services	Heidi Good	EA Site Based	.875 fte	NO	NONE
Student Services	Gregory Hanzel	Peer to Peer Mentor	Temporary Service	NO	NONE
Student Services	Erika Williford	Peer to Peer Mentor	Temporary Service	NO	NONE
Student Services	Rachel Murphy Herrington	EA Site Based	Increased to 0.875 fte	NO	NONE
Student Services	Kerri Mallory	SPED Paperwork	Temporary Service	NO	NONE
Student Services	Erin Finney	Peer to Peer Mentor	Temporary Service	NO	NONE
TRAILS	Gregory Hanzel	Peer to Peer Mentor	Temporary Service	NO	NONE
TRAILS	Laurie Green	TAG Coordinator	Temporary Service	NO	NONE
TRAILS	Gidon Weisberg	EA SPED I	0.6875 fte	NO	NONE
Helman	Brian Doak	TAG Coordinator	Temporary Service	NO	NONE
Walker	Rocio Marie Ramos Rojas	Affinity Group Facilitator	Temporary Service	NO	NONE
Walker	Simone Florendo	NASU Affinity Group Facilitator	Temporary Service	NO	NONE
Walker	Chalise Kadin	BSU Affinity Group Facilitator	Temporary Service	NO	NONE
Walker	Julie Selena Oda Grantham	Affinity Groups Advisor	Temporary Service	NO	NONE
Walker	Janet Ell	EA SPED I	increased to 0.875 fte	NO	NONE
Bellview	Lindsay Gates	TAG Coordinator	Temporary Service	NO	NONE

Ashland School District
Board Personnel Report
October 1, 2024

Transportation	Andrew Stewart	Bus Driver	0.75 FTE	NO	NONE
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ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

September 2024 Full Time Enrollment

SITE	K	1	2	3	4	5	6	7	8	9	10	11	12		
BELLVIEW	50	35	39	45	38	42								249	BELLVIEW
HELMAN	34	41	44	43	56	42								260	HELMAN
WALKER	35	40	38	38	43	48								242	WALKER
TRAILS	13	13	15	16	16	17	17	15	18					140	TRAILS
*Ashland CONNECT	0	1	0	3	3	3	1	1	5					17	CONNECT
AMS							171	162	196					529	AMS
AHS										233	213	222	201	869	AHS
WILLOW	18	21	22	21	23	20	25	25	19					194	WILLOW
Level 2 Program	0	0	0	0	0	2	1	1	1	1	1	0	0	7	
ASD TOTALS	150	151	158	166	179	174	215	204	239	234	214	222	201	2507	TOTAL

	September Enrollment History														
	2010	2011	2012	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	
BELLVIEW				315	322	325	315	318	263	256	246	258	254	249	BELLVIEW
HELMAN				303	314	351	345	345	286	286	281	315	302	260	HELMAN
WALKER				299	342	343	337	344	275	277	226	221	241	242	WALKER
JOHN MUIR				100	120	122	123	122	105	107	180	135	139	140	TRAILS
AMS				579	562	565	564	517	485	480	461	527	529	529	AMS
AHS				971	996	971	950	940	942	914	934	888	822	869	AHS
WILLOW				195	192	179	178	180	159	150	150	163	179	194	WILLOW
Ashland Connect											0	24	24	17	CONNECT
Level 2 Program														7	
ASD TOTALS				2762	2848	2856	2812	2766	2515	2470	2478	2531	2490	2507	ASD TOTALS

	Monthly Enrollment									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2024-2025	2512	2507								
2023-2024	2571	2553	2539	2532	2529	2541	2518	2505	2495	2490
2022-2023	2560	2563	2546	2552	2543	2543	2530	2538	2535	2531
2021-2022	2478	2487	2441	2449	2465	2483	2471	2476	2472	2443
2020-2021			2530	2515	2509	2505	2490	2491	2486	2470
2019-2020		2835	2825	2820	2804	2797	2781	2774	2763	2766
2018-2019		2897	2894	2881	2860	2846	2830	2842	2824	2812
2017-2018	2935	2922	2913	2912	2905	2897	2892	2878	2869	2856
2016-2017	2898	2897	2901	2929	2879	2861	2847	2845	2826	2848

ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

2015-2016	2856	2852	2845	2875	2815	2814	2796	2793	2779	2812
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NOTES:

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

Ashland School District 5

Code: IKF
Adopted: 5/14/12
Revised/Readopted: 6/12/17; 6/10/19; 3/14/24
Reviewed: 10.03.24
Orig. Code: IKF

Graduation Requirements**

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is received by the student's parent or guardian, by the student if the student is 18 years of age or older or emancipated.

Ashland High School credits correspond to one half of a standard Carnegie Unit, or 60 hours of instructional time.

The district shall grant a waiver for Ashland High School diploma requirements beyond any required for an Oregon Standard Diploma to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an educational program² in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that²educational program in this state.

¹ As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

Ashland High School Diploma

An Ashland High School diploma will be awarded to students in grades 9 through 12 who complete a minimum of 50 credits which include all the requirements of the Oregon Standard Diploma and:

1. Of the six credits required of science, two credits must be life science and two credits must be physical science.
2. One credit of career education;
3. One credit in community service.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

Oregon Standard School Diploma

An Oregon Standard high school diploma will be awarded with administrative approval to students in grades 9 through 12 who complete a minimum of 48 credits which include at least:

1. Eight credits of Language Arts (shall include the equivalent of one unit in written composition);
2. Six credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Six credits of science;
4. Six credits of social sciences (including history, civics,³ geography and economics (including personal finance));
5. Two credits in health education;
6. Two credits in physical education; and
7. Six credits in career and technical education, the arts or world languages⁴ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

³ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

⁴ "World language" includes sign language, heritage language and languages other than a student's primary language.

To receive an Ashland High School diploma, Oregon Standard diploma, in addition to credit requirements, as outlined in OAR 581-022-2000 a student must:⁵

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence;
3. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards established by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 48 credits which shall include:

1. Six credits in Language Arts;
2. Four credits in mathematics;
3. Four credits in science;
4. Four credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. Two credits in health education;
6. Two credits in physical education; and
7. Two credits in career technical education, the arts or a world language (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. Develop an education plan and build an education profile; and

⁵ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

2. Demonstrate extended application through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an Individualized Education Program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
2. For a student not on an IEP, an or 504 plan modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified Smarter Balanced Assessment.

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade 6 and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, written notice about the availability and requirements of a modified diploma.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 24 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Four credits of mathematics;
 - b. Four credits of language arts;
 - c. Four credits of science;
 - d. Six credits of history, geography, economics or civics;
 - e. Two credits of health;
 - f. Two credits of physical education; and
2. Two credits of the arts or a world language.
- 3.

4. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievements; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, written notice about the availability and requirements of an extended diploma.

Certificate of Attendance (Formerly Alternate Certificate)

Certificates of Attendance will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum requirements established by the district. **Certificates of Attendance** will be awarded based on individual student needs and achievement.

Beginning in grade five or beginning after a documented history to qualify for a **Certificate of Attendance** the district shall annually provide to the parents or guardians of the student, written notice about the availability and requirements for a **Certificate of Attendance**.

A General Equivalency Diploma is not a Certificate of Attendance or diploma for the purpose of this policy.

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or a **Certificate of Attendance** at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements. The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or an extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or a Certificate of Attendance in either 4 years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or a **Certificate of Attendance** in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a **Certificate of Attendance** in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student the

student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who receives a modified diploma, an extended diploma or a **Certificate of Attendance** will have the option of participating in a high school graduation ceremony with the student's class.

A student who receives an extended diploma or a **Certificate of Attendance** shall have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced by the IEP team.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a Certificate of Attendance, or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or a Certificate of Attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)

[ORS 339.115](#)
[ORS 339.505](#)

[OAR 581-022-2010](#)
[OAR 581-022-2015](#)

[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 336.585](#)
[ORS 336.590](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-0102](#)
[OAR 581-022-2000](#)
[OAR 581-022-2005](#)

[OAR 581-022-2020](#)
[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).

Cross Reference(s):

IKFB - Graduation Exercises
IL - Assessment Program

ASHLAND SCHOOL DISTRICT 5

Code: GBCBA
Adopted:
Revised/Readopted:
Orig. Code(s): GBCBA

Alcohol and Controlled Substance Use

The following conduct is strictly prohibited and will subject an employee to immediate discipline, up to and including termination:

1. The buying, selling, transportation, possession, providing or use of intoxicants, including alcohol or any controlled substances as defined by law, while on district property, during work hours, including meal periods, and while assigned to extra duty or special projects, including those held after or in addition to regular school hours and while driving between worksites during the workday in either a district-supplied vehicle or a vehicle supplied by the employee;
2. Reporting for work, attending any district-sponsored activity, or being present on district property for any reason while under the influence of alcohol, intoxicants or any controlled substance (but excluding any substance lawfully prescribed for the employee's use.) An individual is considered to be "under the influence of alcohol, intoxicants and/or a controlled substance" when, in the district's determination, the controlled substance, alcohol or intoxicant is at a level that may impair the individual's ability to safely and/or efficiently perform assigned work, prevent the employee from presenting a positive role model to students, or cause discredit to the district.

The district reserves the right, with prior notice and reasonable suspicion, to conduct searches of district property, vehicles or equipment at any time. A refusal to submit to a search may result in disciplinary action, up to and including dismissal.

The administration is directed to develop appropriate procedures as needed for the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS Chapter 475](#)
[ORS 657.176](#)
[ORS 659.840](#)
[ORS 659A.300](#)

[OAR 581-053-0220\(3\)\(h\)](#)
[OAR 581-053-0230\(9\)\(t\)](#)
[OAR 581-053-0330\(1\)\(n\),\(o\)](#)
[OAR 581-053-0420\(3\)\(c\)](#)
[OAR 581-053-0430\(13\),\(14\)](#)

[OAR 581-053-0531\(12\),\(13\)](#)
[OAR 581-053-0615\(2\)\(c\)\(D\)\(ii\)](#)
[OAR 581-053-0620\(1\)\(s\)](#)
[OAR 584-020-0040](#)
[OAR 839-006-0200 to -0265](#)

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2016).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

GBEC - Drug-Free Workplace

ASHLAND SCHOOL DISTRICT

Code: JFCEB
Adopted: First read: August 2024
Second Read: 2024.10.03
Third Read: 2024.10.10

Personal Electronic Devices and Social Media**

Student possession or use of personal electronic devices on district property, in district facilities during the school day and while the student is 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 principal and approved by the superintendent. **This is a new policy for the District and all teachers are expected to implement the new policy with fidelity.**

A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

Personal electronic devices shall be turned off and stored while on school campuses. 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 student is engaged in district-sponsored activities, unless as expressly authorized in advance by the principal or designee. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities and subject to additional school rules established by the principal and approved by the superintendent. **Students may be allowed to use their own personal electronic devices to access the curriculum with prior written permission from school officials**

~~If the district implements a curriculum that uses technology, Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices, for curriculum.~~

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

Students may not use district equipment to access social media websites, while on district property or at district-sponsored activities unless the access is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student’s individualized education program (IEP).

Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of this policy¹. A referral

¹ 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 R4/17/17 | PH

to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student's parent/**guardian** or property owner, as appropriate.

The superintendent shall ensure that the Board's policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents through building handbooks and other means.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

DRAFT

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.

DRAFT

Ashland School District General Fund Financial Report
10/10/2024

	Early Projection 2024-25	<i>Pre-audit 2023-24</i>	<i>2022-23</i>
Revenues			
Property Taxes	17,475,000	16,648,000	16,294,912
State School Fund	14,284,000	13,718,000	12,675,653
Common School Fund	355,000	339,000	322,236
YAAL Taxes	5,010,000	4,839,000	4,542,838
Other GF Revenues	2,512,000	2,423,000	2,880,199
	39,636,000	37,967,000	36,715,838
Expenses			
Salaries	19,650,000	20,609,000	19,102,245
Benefits	13,536,000	13,540,000	12,711,026
Purchased Services	3,728,000	3,725,000	3,674,515
Supplies & Materials	1,656,000	1,567,000	1,444,361
Other GF Expenses	795,000	1,174,000	611,585
	39,365,000	40,615,000	37,543,732
Gain/(Loss)	271,000	<i>(2,648,000)</i>	<i>(827,894)</i>
Beginning Fund Balance	(558,549)	2,089,451	2,917,345
Ending Fund Balance	(287,549)	<i>(558,549)</i>	2,089,451
% of Revs	-0.73%	-1.47%	5.69%
% of Exp	-0.73%	-1.38%	5.57%

Revenue Assumptions

- Stable enrollment at current levels
- Property tax collections at budget/part of formula
- State School Fund includes approx \$300,000 prior year corrective add
- YAAL taxes roughly 3.5% over prior year
- Interest income impacted by lower cash balances and expected rate decreases

Expenditure Notes and Assumptions

- Staffing reduced approximately 21 FTE in 2024-25
- Certified COLA at 3%
- Maintain current staff level as maximum/leverage attrition as it occurs
- Maintain strict spending controls and attention
 - Extra hours at Sept 24 \$77k (\$124k FY24)
 - Supply expense down \$55k from this time a year ago
 - Necessary repairs and maintenance only
 - Necessary travel only
 - Substitutes when necessary
- District health insurance contribution increase at 5%
- No interfund transfer included to cover negative special revenue fund balances

School Board Application Questionnaire

- a. Why would you like to serve on the School Board?

In my experience, being able to advocate for my peers as well as others has been something that I really enjoy. Being part of the school's representative board gives me the opportunity to represent my fellow students, and I want to be someone who allows for everyone's opinions to be passed through, and recognized, as well as my own. I also believe that serving on the School Board would mean a lot to me, as I have been an active member in student government for my past two years of highschool, as well as a member of student leadership since my freshman year. With that experience in leadership I have first hand experience with many different changes in my advisors, as well as in my peers, all being the people whom I work with. Regardless of change, I adapt well to new situations, and am able to continue to work hard.

I want to work hard for my school also because I believe that we deserve it. There are amazing people who are part of the community of Ashland High School, and I believe that we need People on the Ashland School Board who are passionate about doing a good job in representing and working for the community built around the school. I want to serve on the school board because it is a job that fits me well. I also have ambitions of studying Public Resources once I get to university in the coming fall. I believe that continuing to pursue this line of work, which I find enticing, will be a big help to me and my future ambitions.

- b. How would you provide value to the School Board if you were selected?

If I were selected to be a member of the School Board, I would be a wonderful asset to the team. I'm an ambitious, hardworking, and collaborative member of student government, and I hope to be a voice for others, as well as myself. If I were to be selected, I would put in effort to make sure that I have a positive impact on the team and on my peers. I would be someone who is easy to work with, who is flexible with time, and who wants to do a good job for my peers. I wish to be someone who they can look to for help and advice. With this I also want to advocate for the school itself, as well as the district. I believe a lot can be done with positive, hard work, and that there can be positive differences made to the school to bring it up in spirit, productivity, and overall engagement. I have an ambition to meet goals and to help others, with this I feel like one of the most important things to do is to make sure that what you are doing is set up to benefit the whole, rather than the individual. I believe I can benefit the board by being a team player, and taking action to accomplish the goals we set up.

- c. Describe an aspect of school culture or policy that has impacted you.

Ashland High School has some of the most amazing staff members I have ever met. Three teachers specifically have made huge impacts to the school's culture, and my personal life as well. I believe that they are an aspect of school worth mentioning. Many teachers at Ashland High School make the learning environment there easy going, as well as mentally challenging, but the most important thing is that they have made my learning experience engaging. With the methods they use for teaching, they are able to make the lessons they teach into stories, making it compelling for students to learn more. They make it so much more engaging and fun to learn, and their teaching gives me motivation to continue to pursue the lessons I'm learning, even if I'm not a fan of the subject.

- d. What impact would you seek to have on the Ashland School Board?

On the Ashland School Board I would seek to bring the school to be an even more complete version of itself. I want to bring student output to the minds of the adults running the school, so that we can have collaborative decisions going towards the changing of the school itself. I would seek to bring in a positive impact towards all the members on the board, as well as the output of decisions the board makes. I want to bring the best version of the school out of its shell, and be able to bring together the school's participation in many things. I want to bring the students together in support of our school, bringing out our school's competitiveness against rival schools, but along with that, support for each other as a community, like Ashland High School is.

Student Representative to the School Board Application

Owen Taylor

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

I would like to serve on the Ashland School Board for one reason, and one reason alone. As the successfully elected ASB Co-President for the 2024-2025 school year, the platform I ran on was simple: reignite the lost flame of passion and pride for AHS through internal efforts, and larger community-involved efforts. The only way to effectively lead this movement is to humbly represent my fellow students -and by association- the school to the Ashland School Board. I view serving on the School Board as a necessary stepping block for someone in my position as ASB CO-President to take in order to proactively facilitate dialogue and community cohesion with the endgame of working together as a community to solve problems, and more importantly, create solutions. Under that umbrella, but more acutely, I would like to serve on the School Board because It gives me an opportunity to really have an impact on decisions and policy related to my community, and my school, such as inclusion and revitalization. I owe it to the students I represent to hold their best interests at heart, and fight for their best interests. That is why I would like to serve on the Ashland School Board.

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

If selected to the Ashland School Board, I would provide value in many conventional, but also many unconventional ways. To check conventional boxes, I provide value in that I would be punctual and will take my position (if selected) very seriously and respect it and those around me. Secondly, I am more than willing and definitely able to make the time commitment to prepare and attend meetings both scheduled and impromptu. On the unconventional side, which arguably adds the most value, I pride myself on my diversity of thought and connections. It has been a goal of mine to extend myself into as many seemingly disparate parts of School, such as clubs, sports, social groups, and community aspects such as fundraisers, initiatives and gatherings. With that in mind, I would add a perspective that looks through a lens of representation and wholeness, rather than primarily school oriented. This, I believe, will be of value considering initiatives on the school-front and community-front (i.e. Rotary) are heading into this year focusing on community cohesion and pride. That is where my passion lies. Lastly, on the inter-personal side, I hope to bring forth my previously stated ideas and goals with kindness, respect, and integrity. Not to mention a little humor now and again. In summation: I will do my homework, show up, be consistent, respectful, and effective at our shared goals.

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

Numerous aspects of school culture and/or policy have impacted me, but two prominent one's spring to mind. On the policy side, the school day schedule, where there are no consecutive days in the school week where the schedule is the same (in terms of time) has impacted me in overcomplicating matters of personal scheduling and logistics. I understand the policy, it just strikes me as inefficient, and I consciously deal with it every day. On the culture side, I have noticed a growing coalition of advocates for a reinvigorated sense of school and community culture, which has impacted me positively because it gives me hope, but also traction. It gives me the sense that I can hop on the train as it is moving, so to speak, and be a part of that systematic coalescence.

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

On the Ashland School Board, I would seek to have a universally accepted positive impact. In that same regard, I would also like to have a unique impact. Those two notions may seem to conflict, but they actually work in tandem. The only star that will drive my efforts if I am selected for this position is one of the greater good, which means 'what is the very best for my school, its students, and my community'. With that, I would strive to impact the board with unique and diverse insights, unified by the previous goal. One specific impact I would like to have on the Ashland School Board in an expedient way is to break down barriers in terms of stature; I would like to destigmatize and welcome roundtable-style communication between other students, Board Members, community members etc., because we all exist in the same community, with shared goals.

Ashland School District 5

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

Application for Student School Board Representatives

Tobias Pew

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

I would like to serve on the school board because I am a strong speaker and truly feel that AHS students deserve to have a strong representative. I also want to ensure AHS is heard by the ASB.

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

I can provide value to the school board by being a collaborative and intelligent individual that can listen and consider outside voices and ideas. I will also eagerly brainstorm ideas and solutions to help benefit the learning environment for all students.

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

School policies/culture that have impacted me include the abundance of kind welcoming students I have encountered as a high schooler. Having kind students at school has motivated me to be the best version of myself, social and academically. AS a representative I will strive to promote a welcoming and uplifting community like this.

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

As a Student School board representative I hope to accurately advocate for Ashland High School and its students. I want to demonstrate my ability as a leader, and representative in which I will put the needs of others before my own as I clearly will explain the yays and nays of AHS.

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

Yes No

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

- 1) Sarah Weston
- 2) Steve Mitzel
- 3) Mark Miller

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

Date: 9/23/24

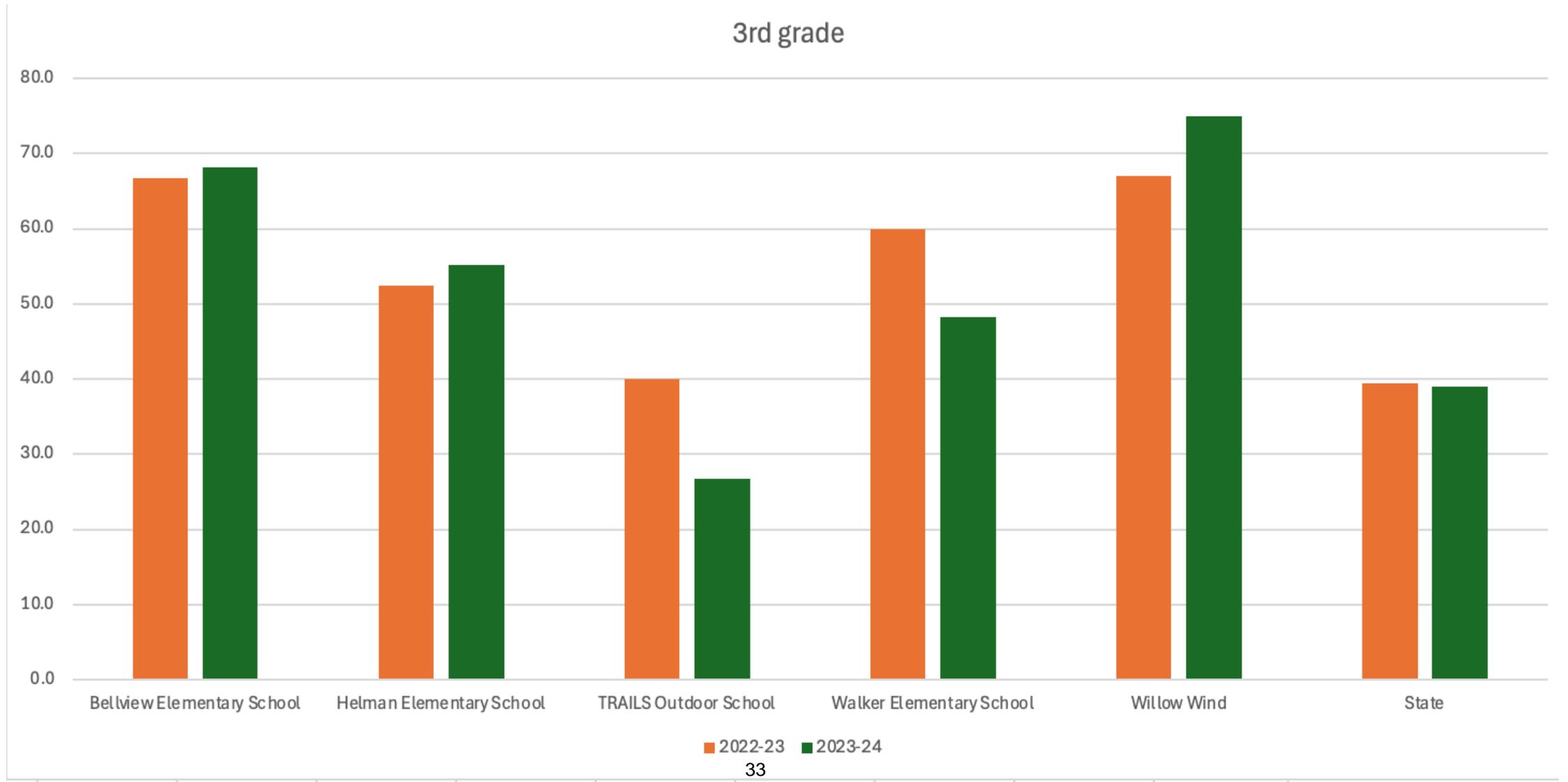


Oregon Statewide Assessment Results

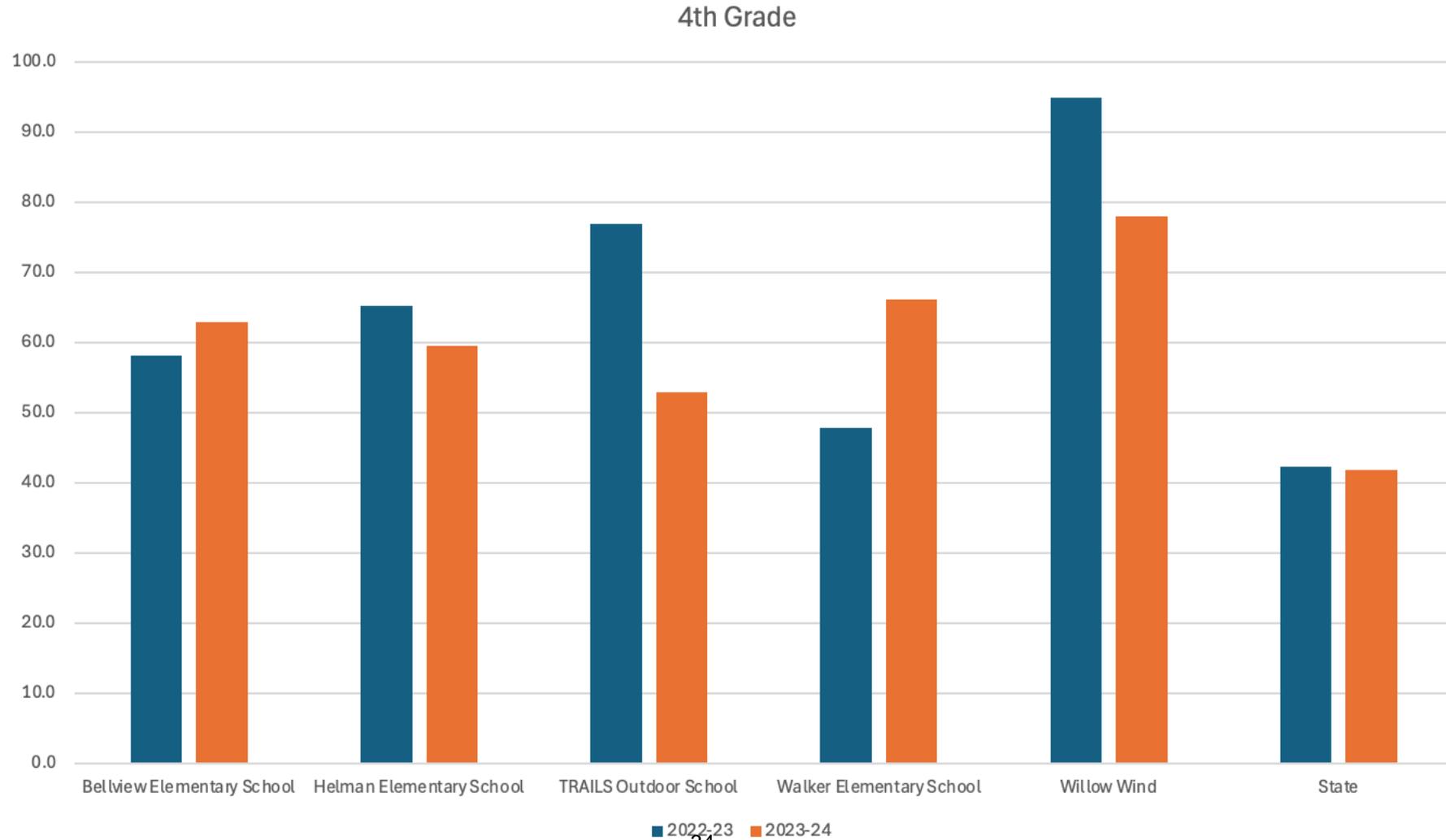
2023-24

School Results

Ashland Schools – English Language Arts

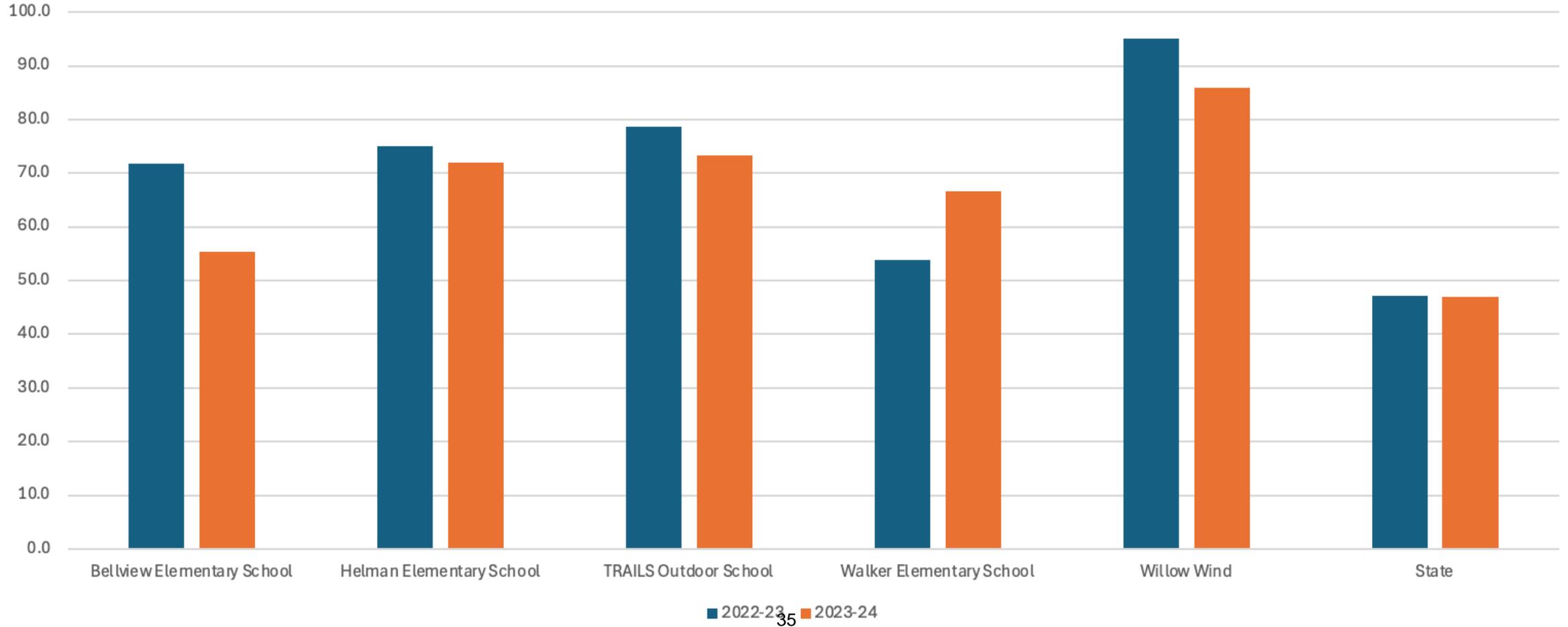


Ashland Schools – English Language Arts

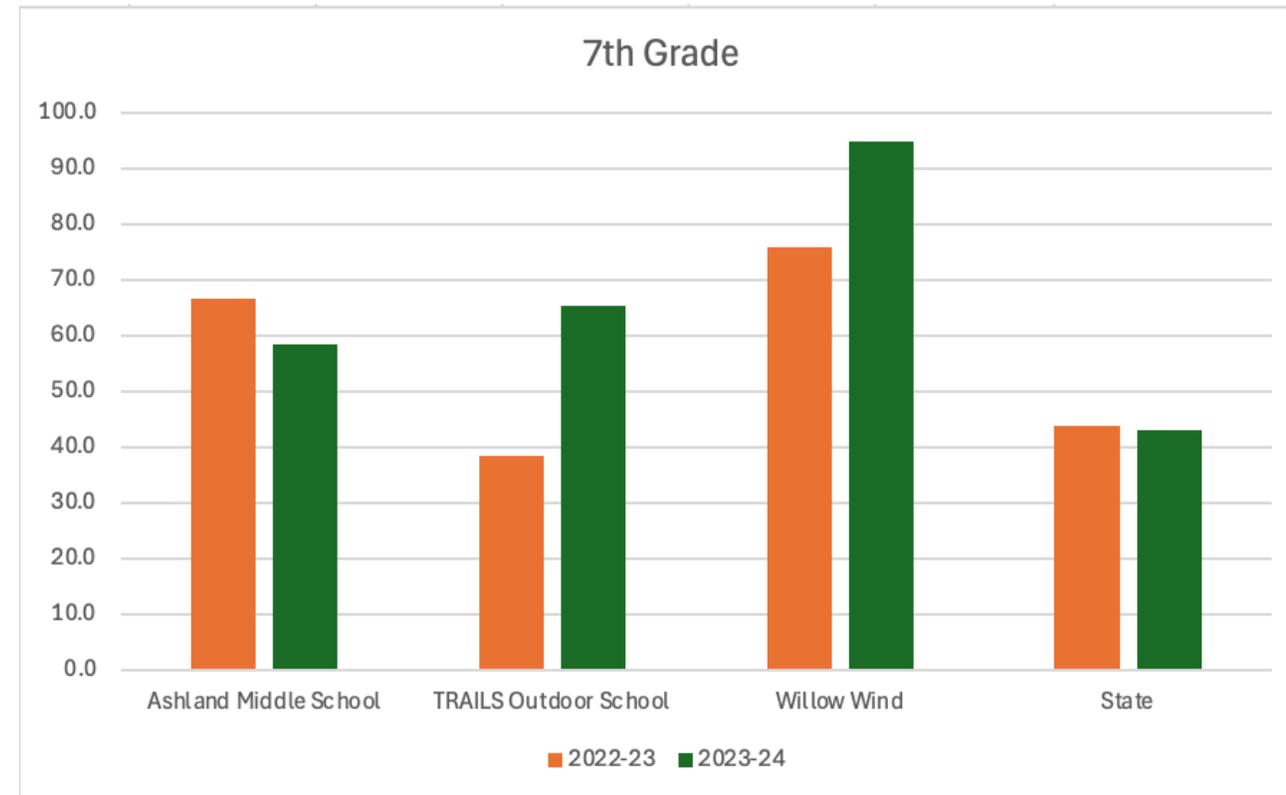
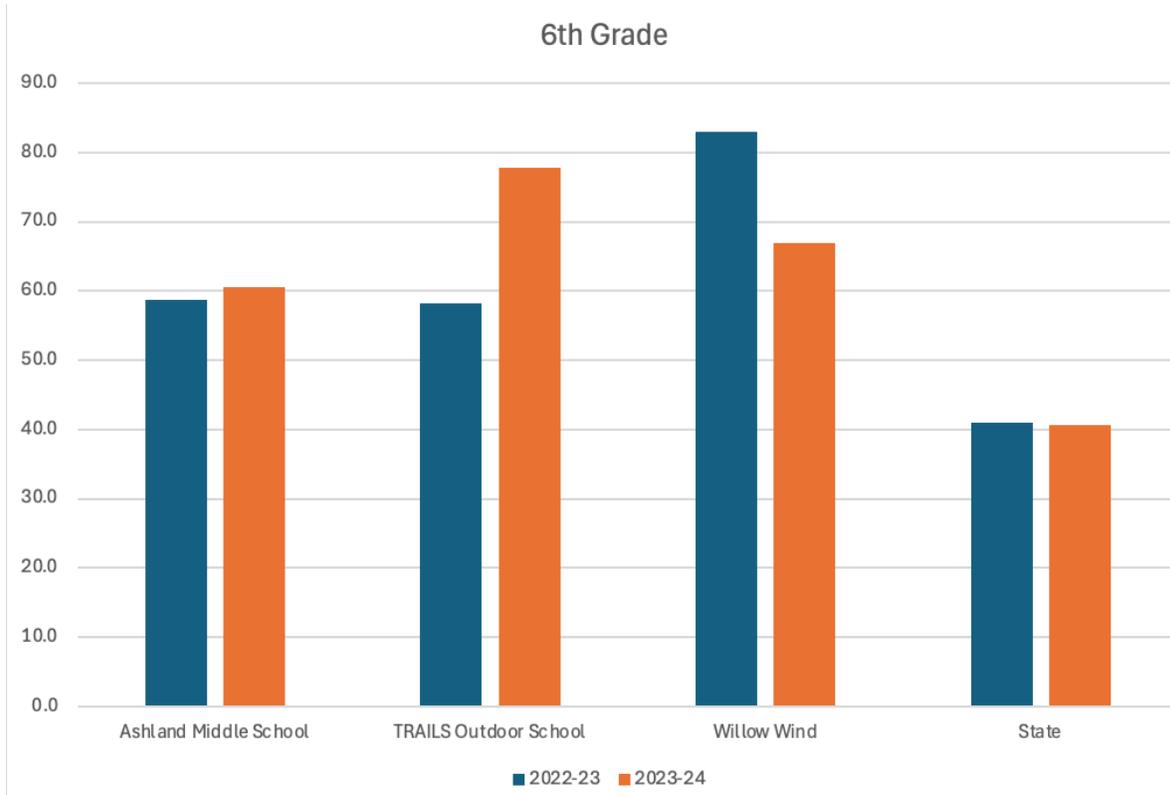


Ashland Schools – English Language Arts

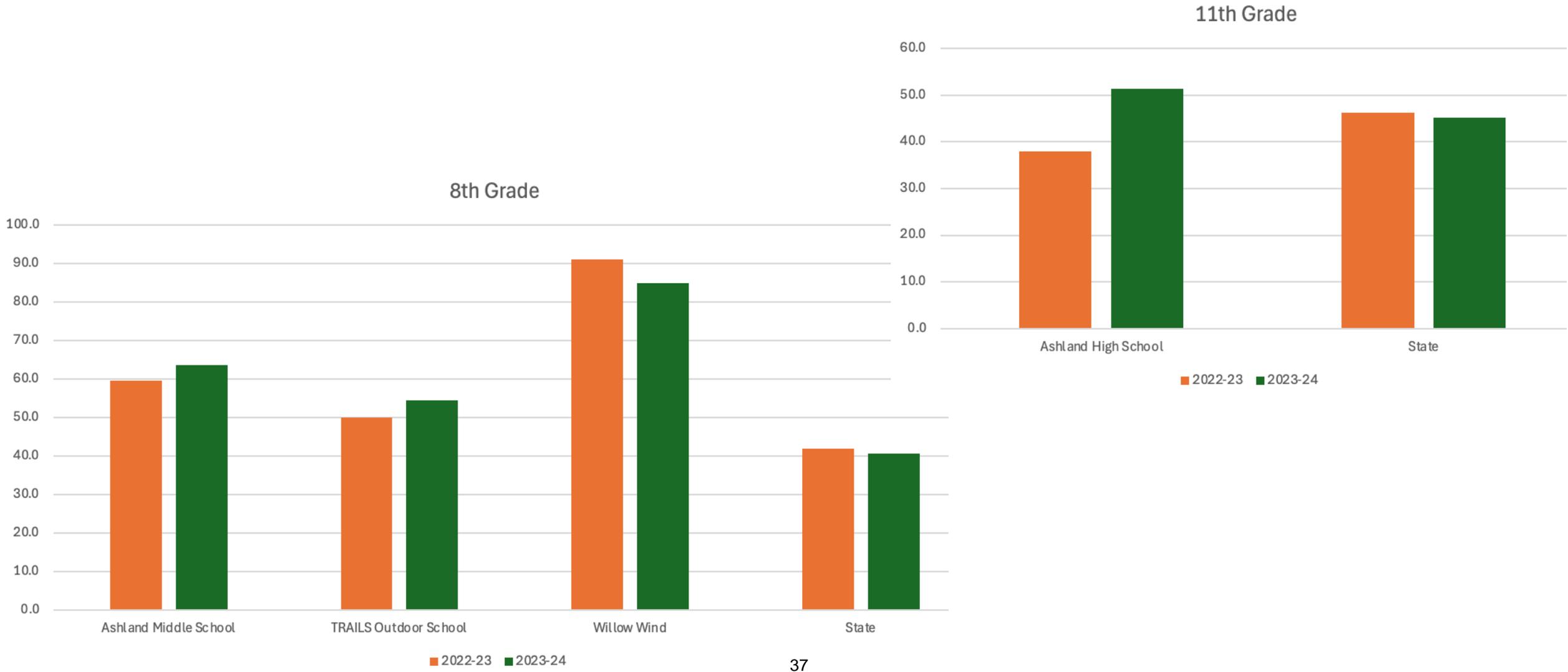
5th Grade



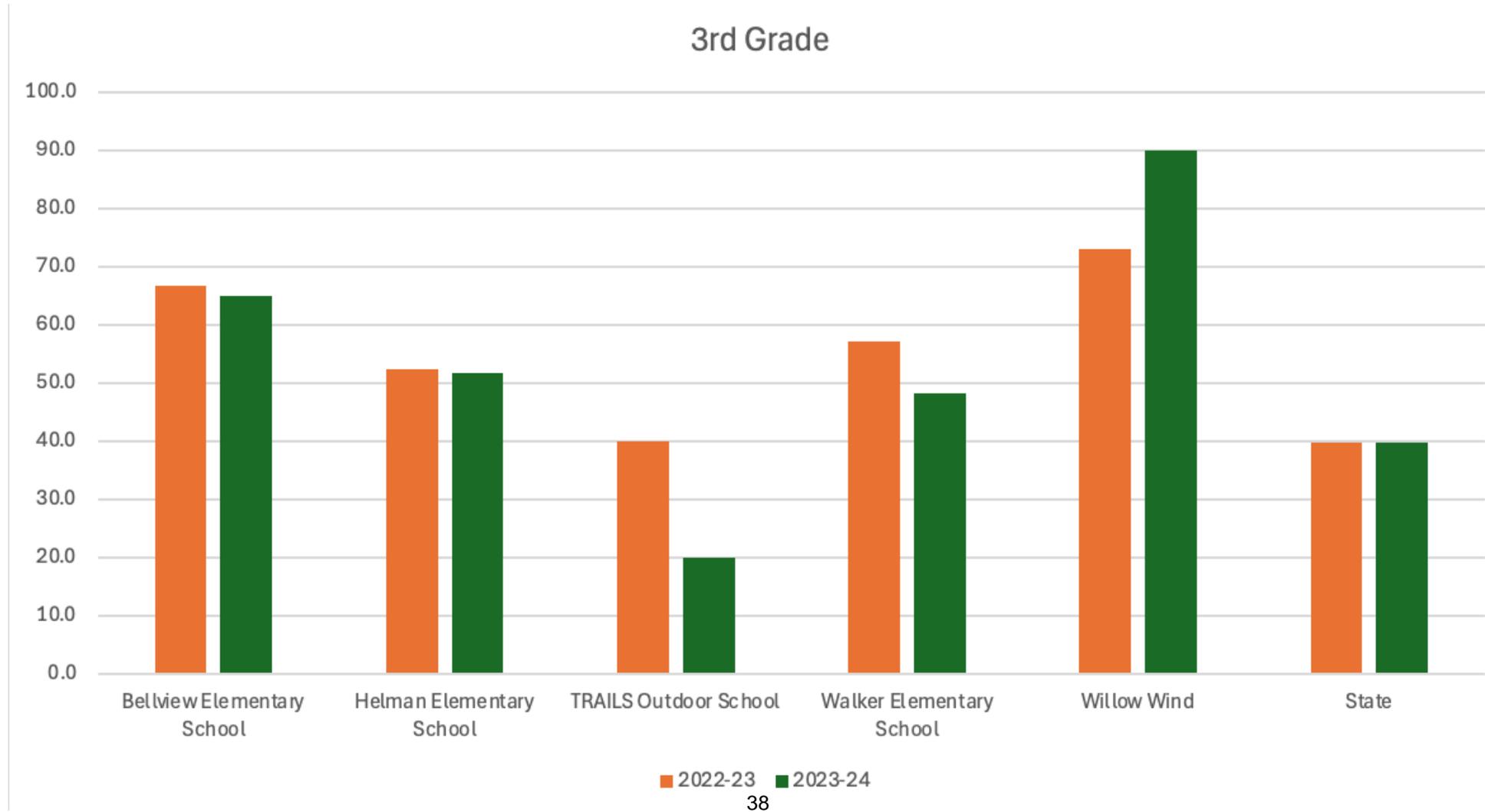
Ashland Schools – English Language Arts



Ashland Schools – English Language Arts

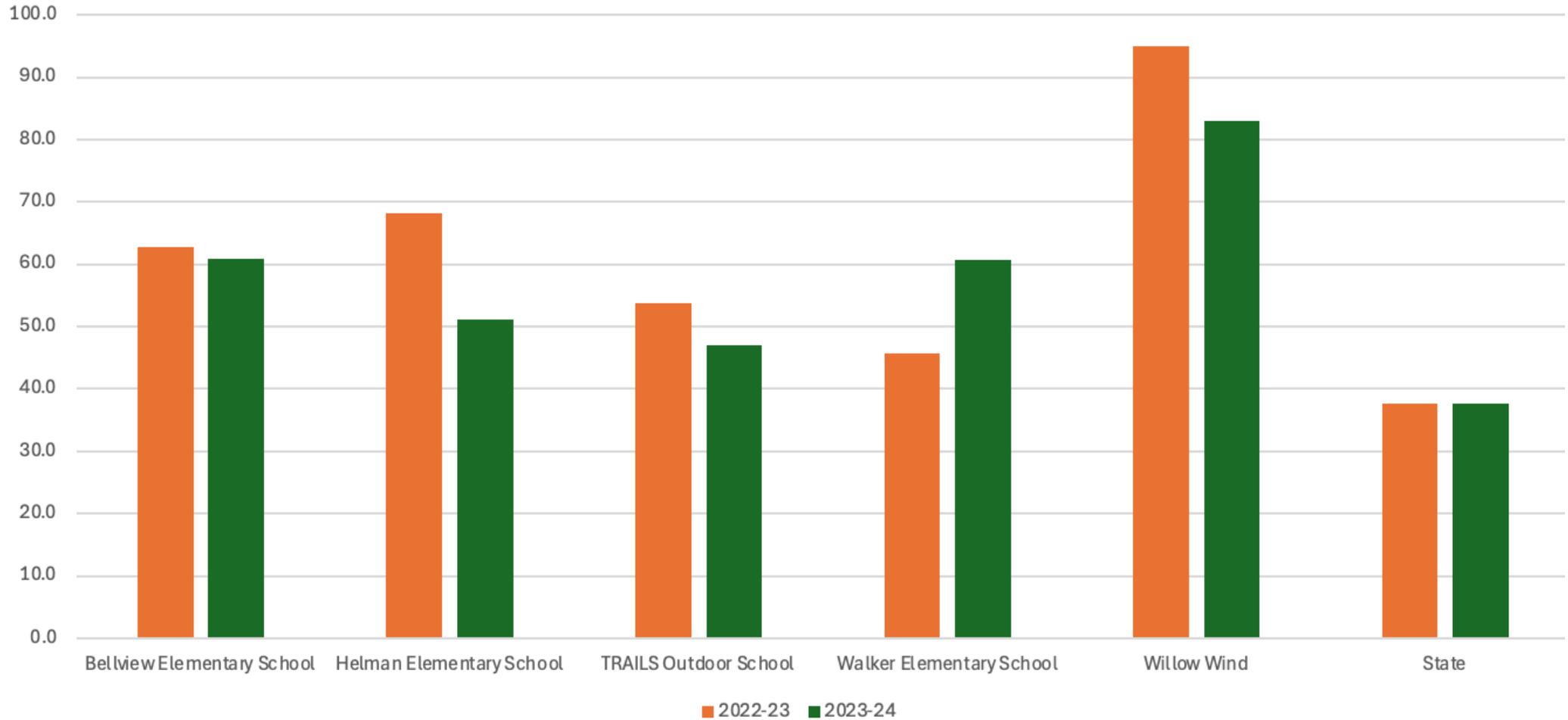


Ashland Schools – Math

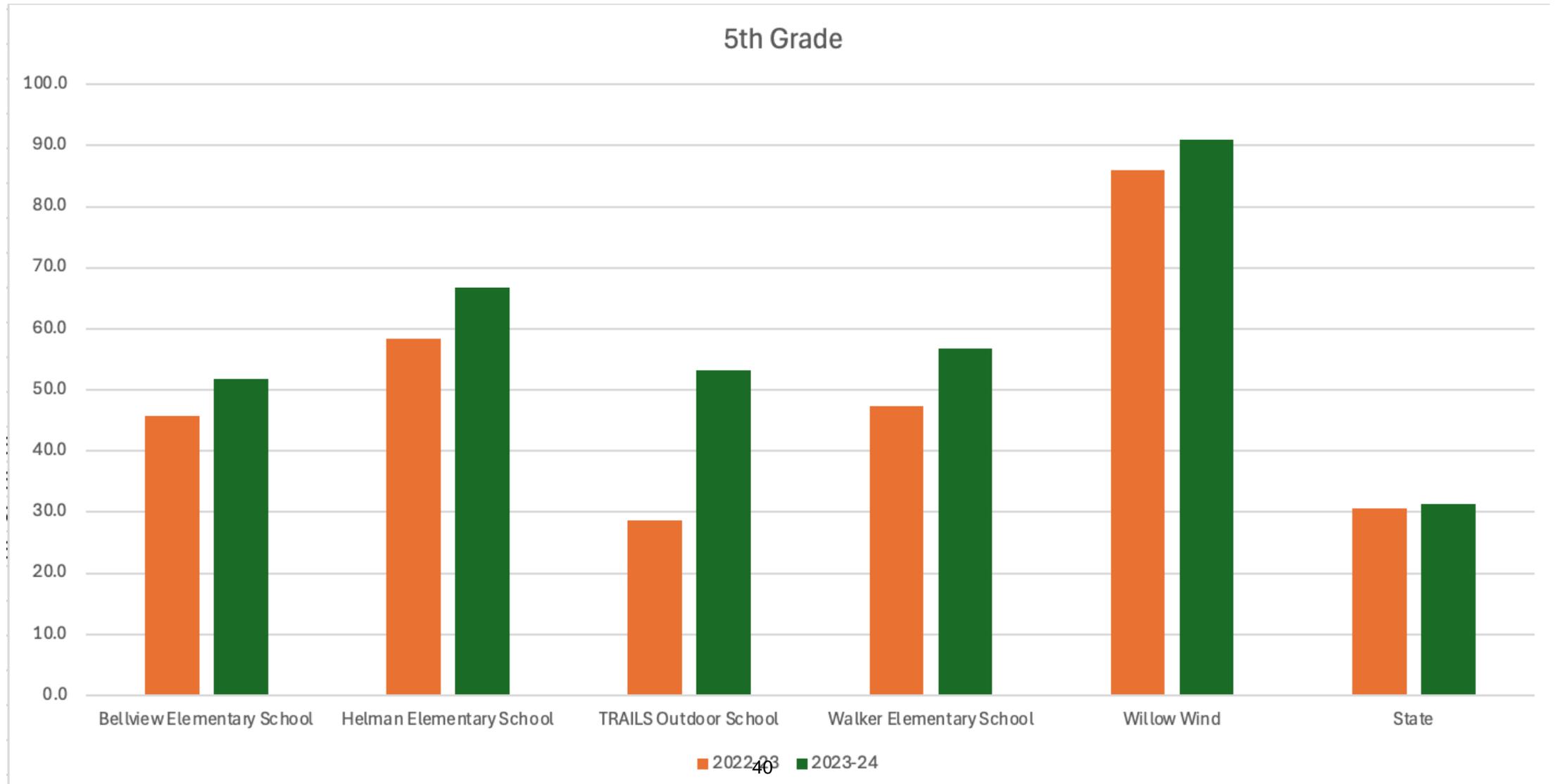


Ashland Schools – Math

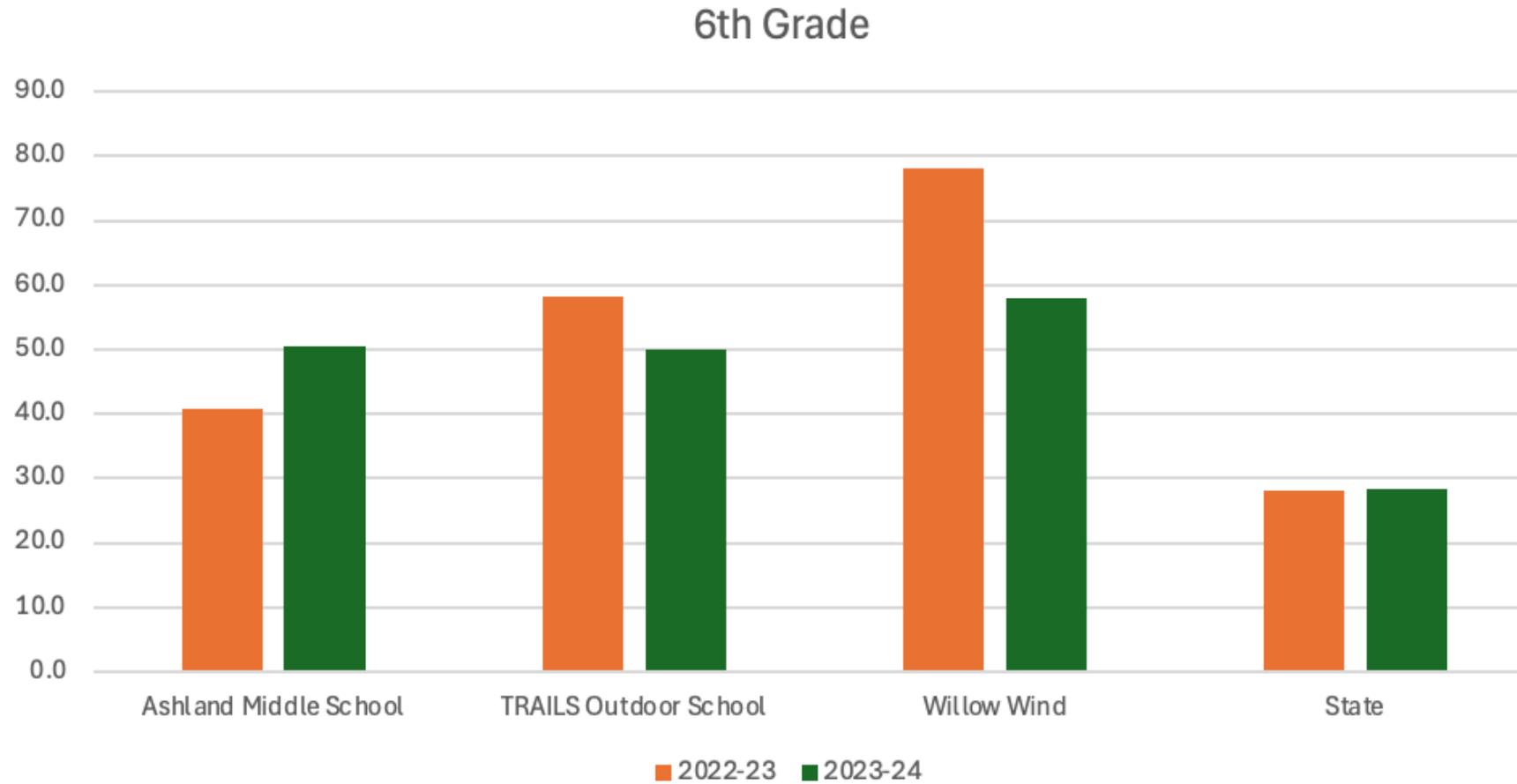
4th Grade



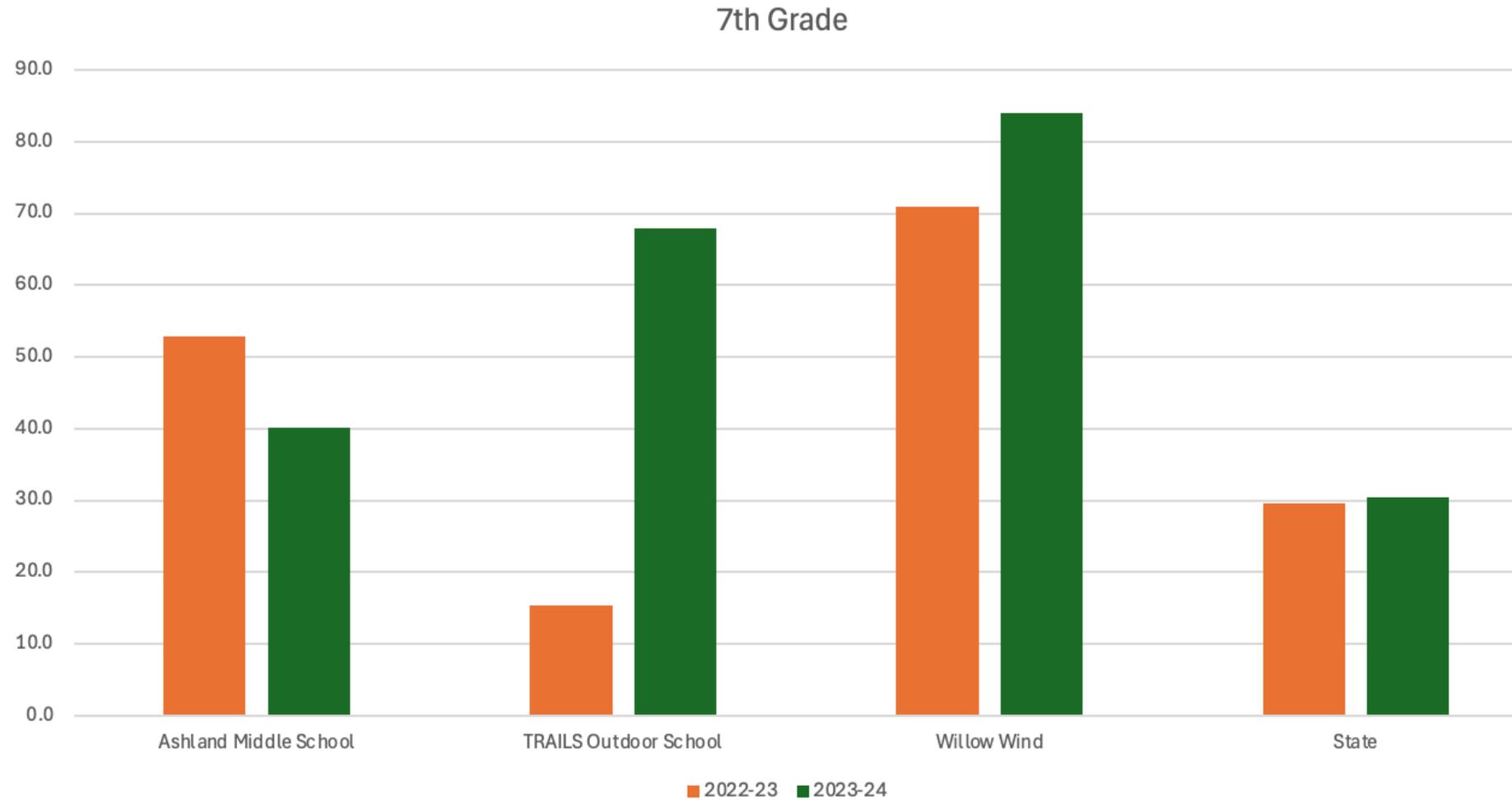
Ashland Schools – Math



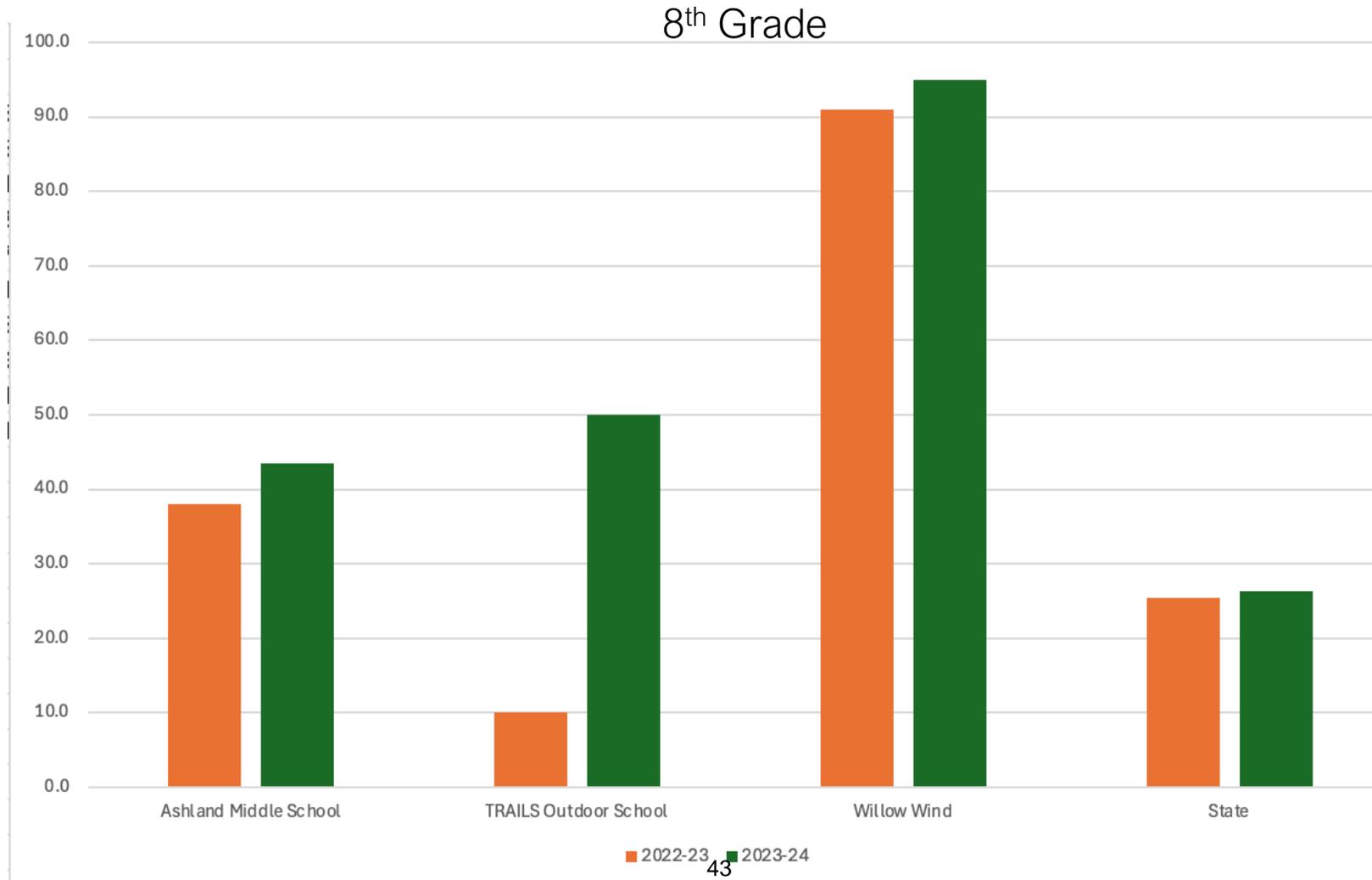
Ashland Schools – Math



Ashland Schools – Math

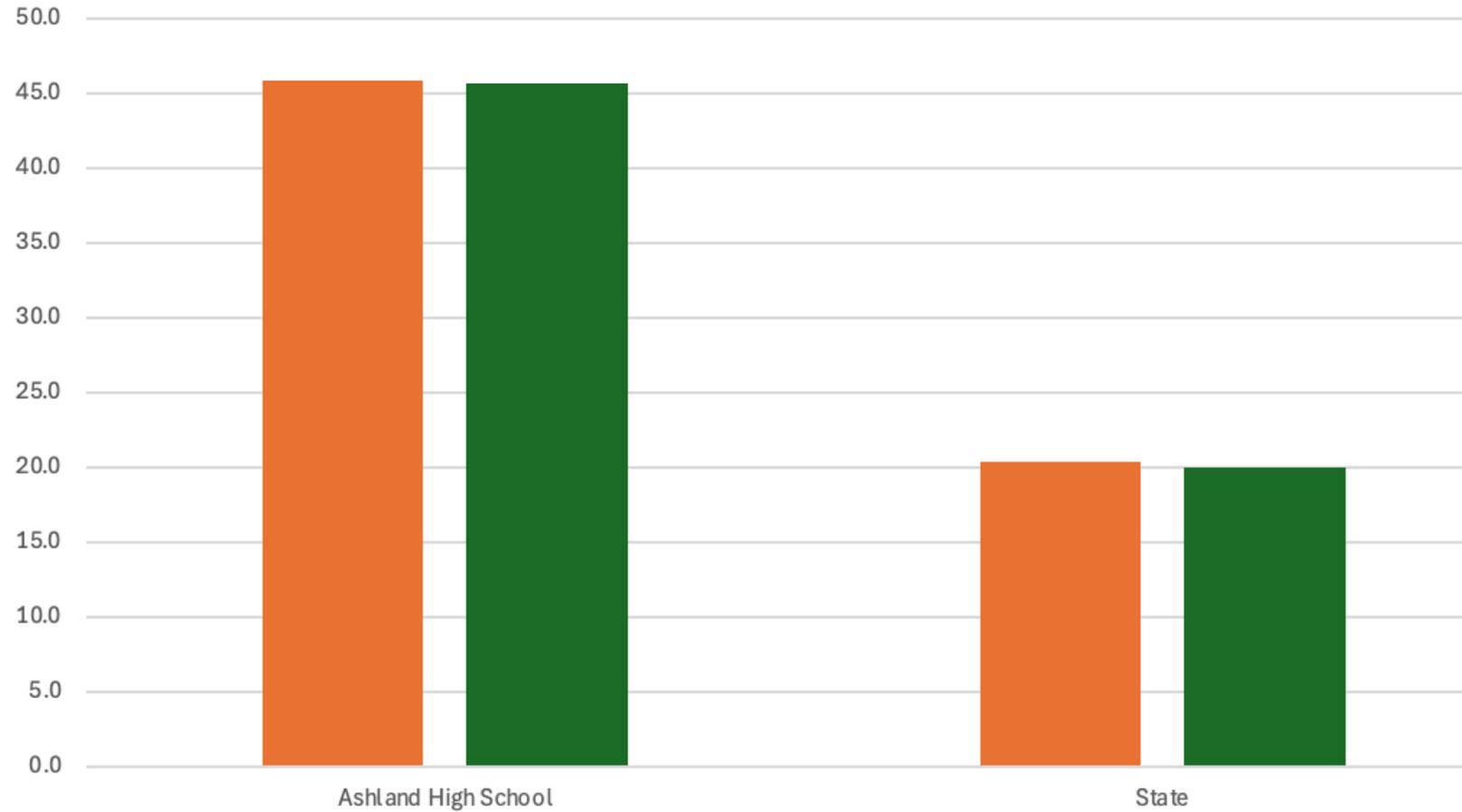


Ashland Schools – Math

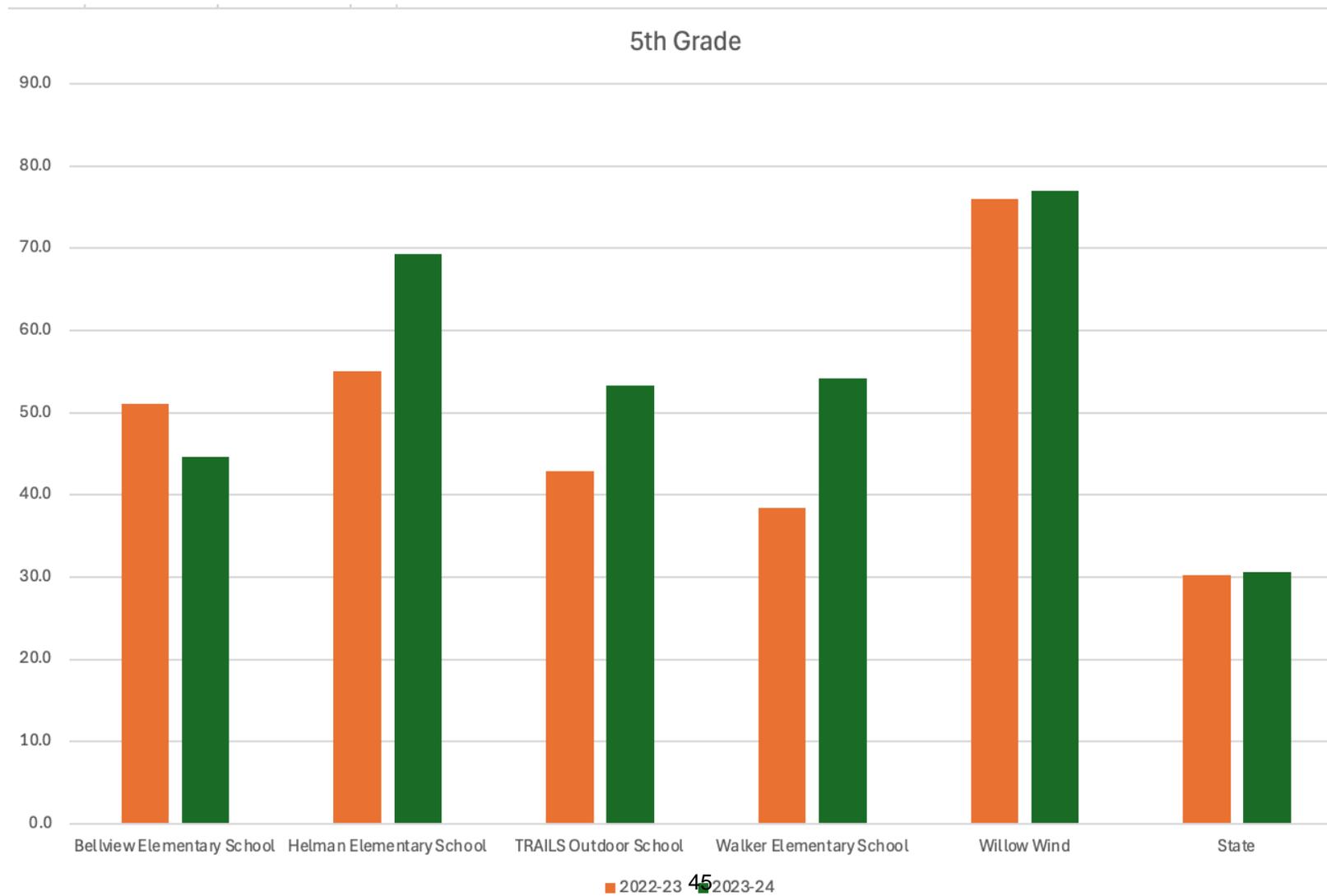


Ashland Schools – Math

11th Grade

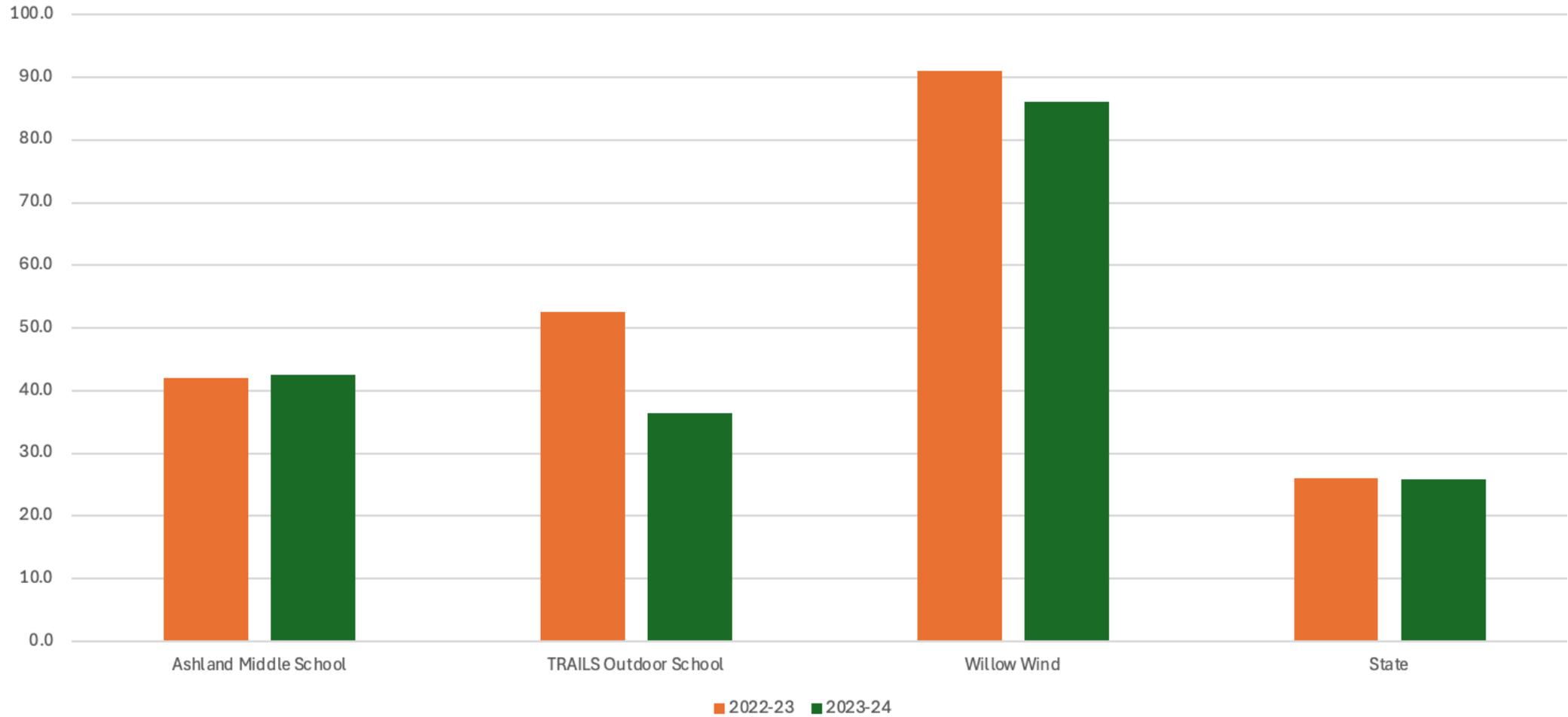


Ashland Schools – Science

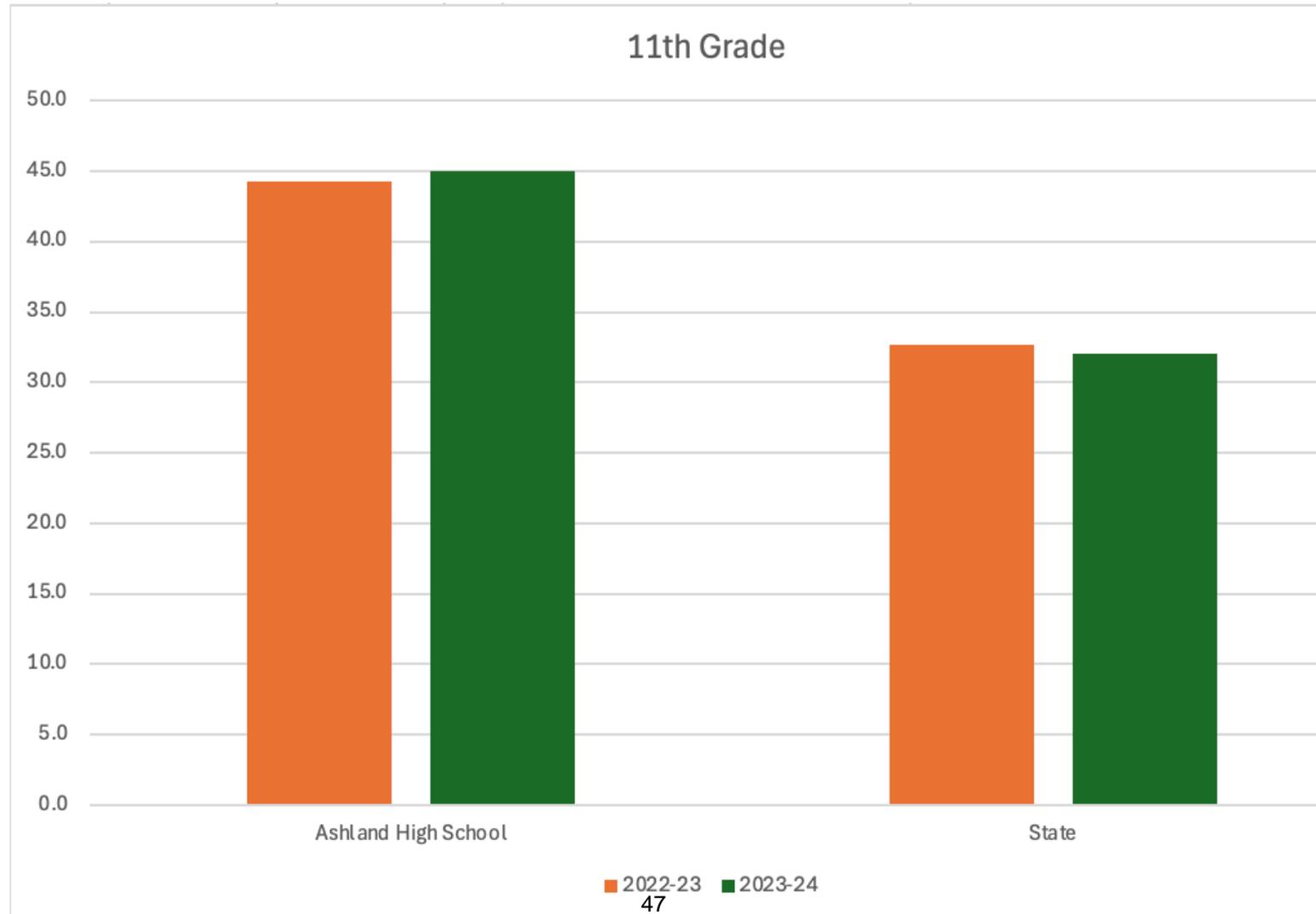


Ashland Schools – Science

8th Grade



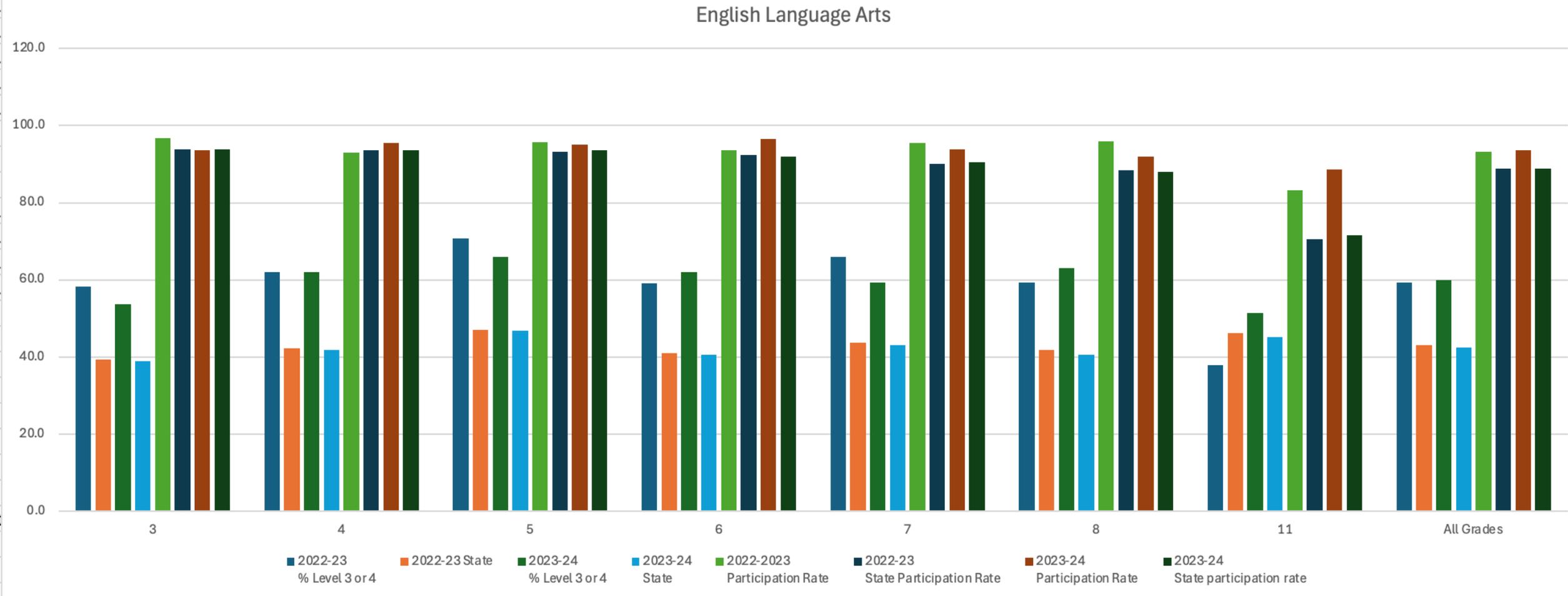
Ashland Schools – Science



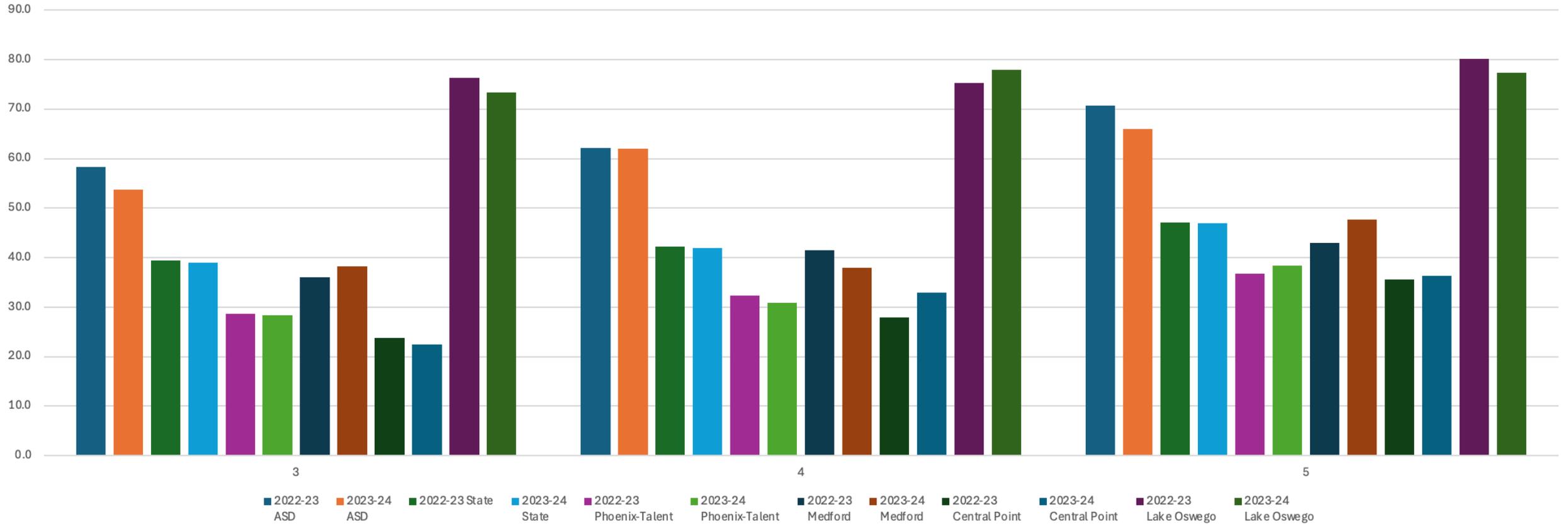
District Comparisons

Districtwide Results – English Language Arts

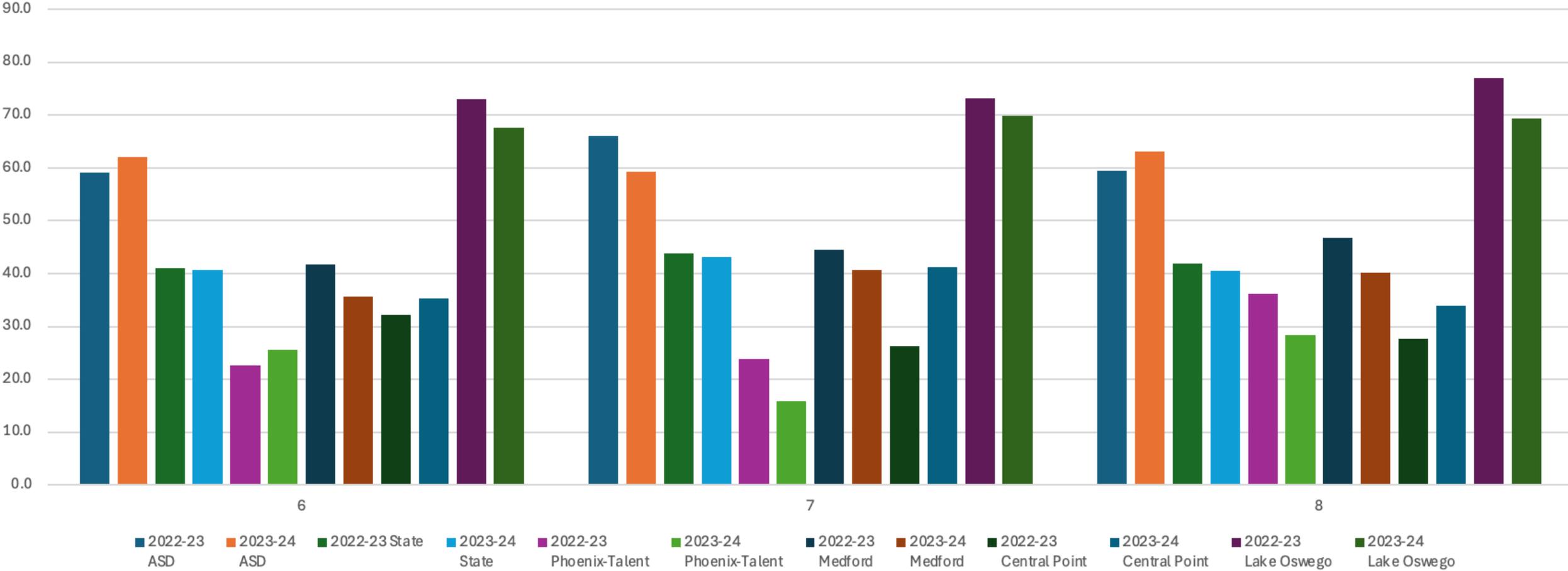
English Language Arts



District Comparisons – English Language Arts Elementary

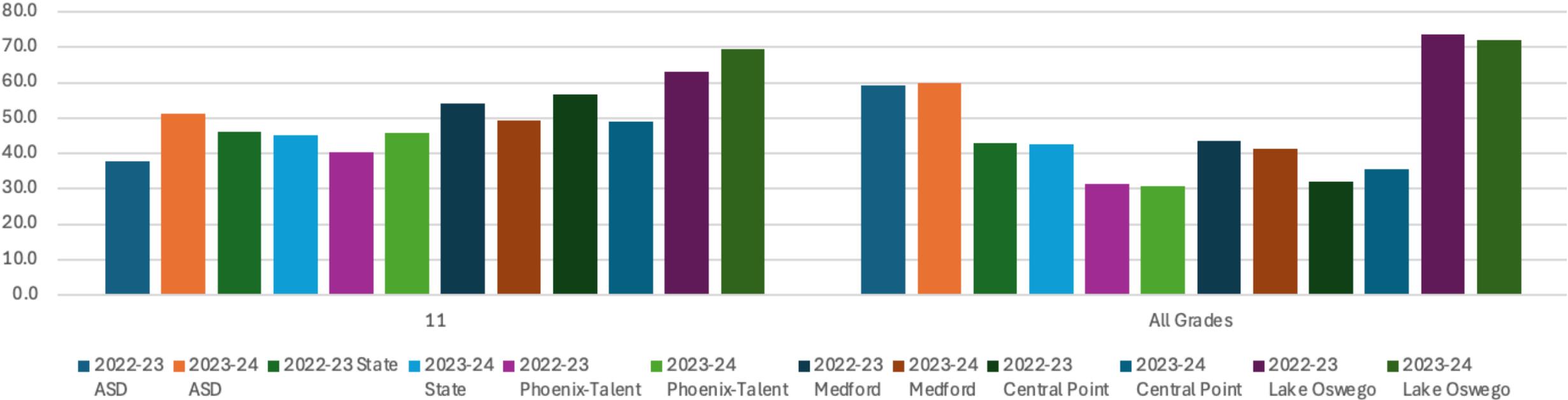


District Comparisons – English Language Arts Middle School



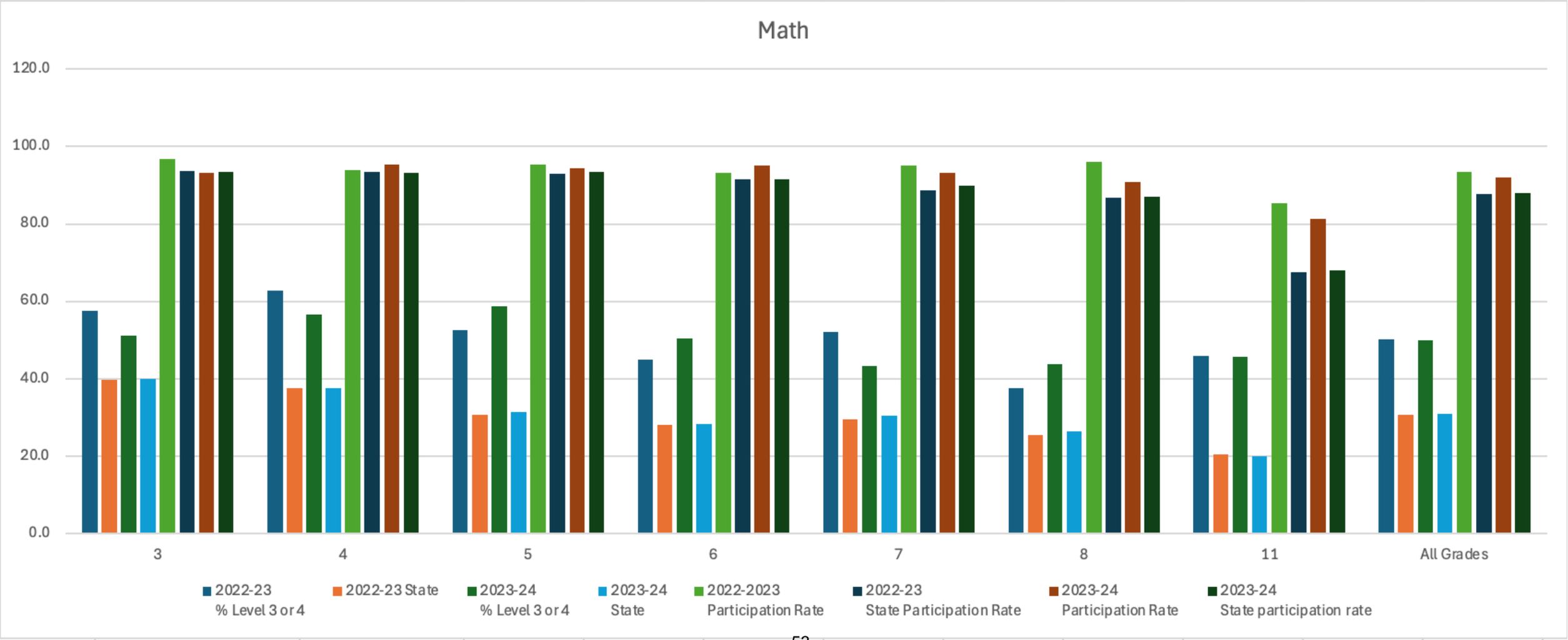
District Comparisons – English Language Arts

11th Grade and Total Students

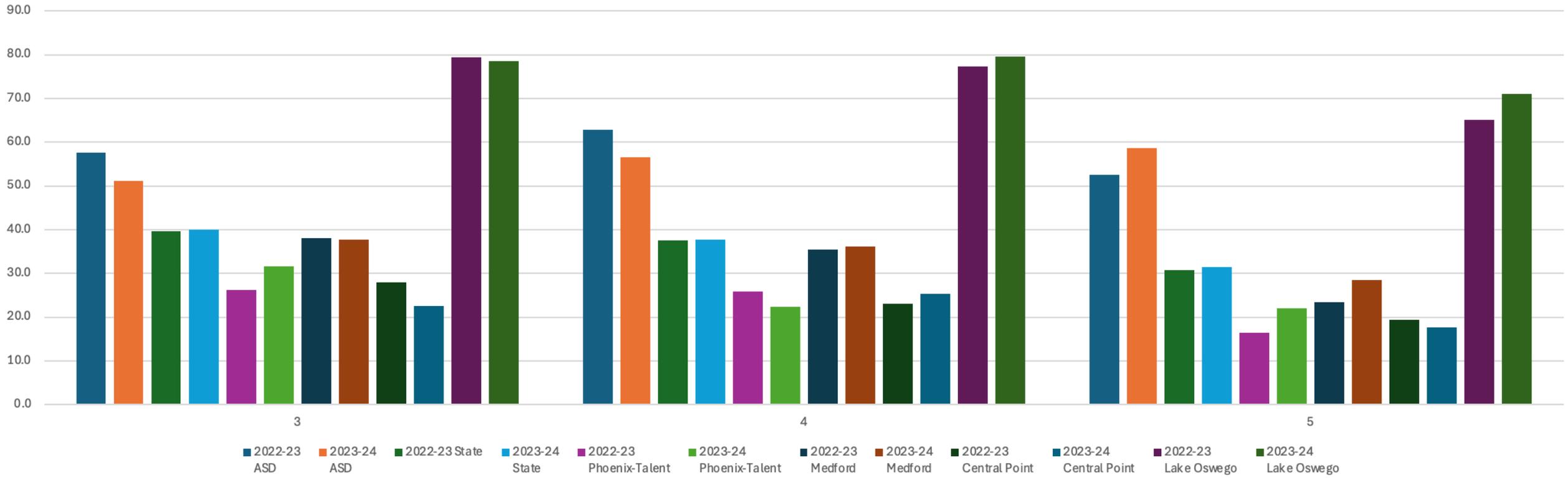


Districtwide Results - Math

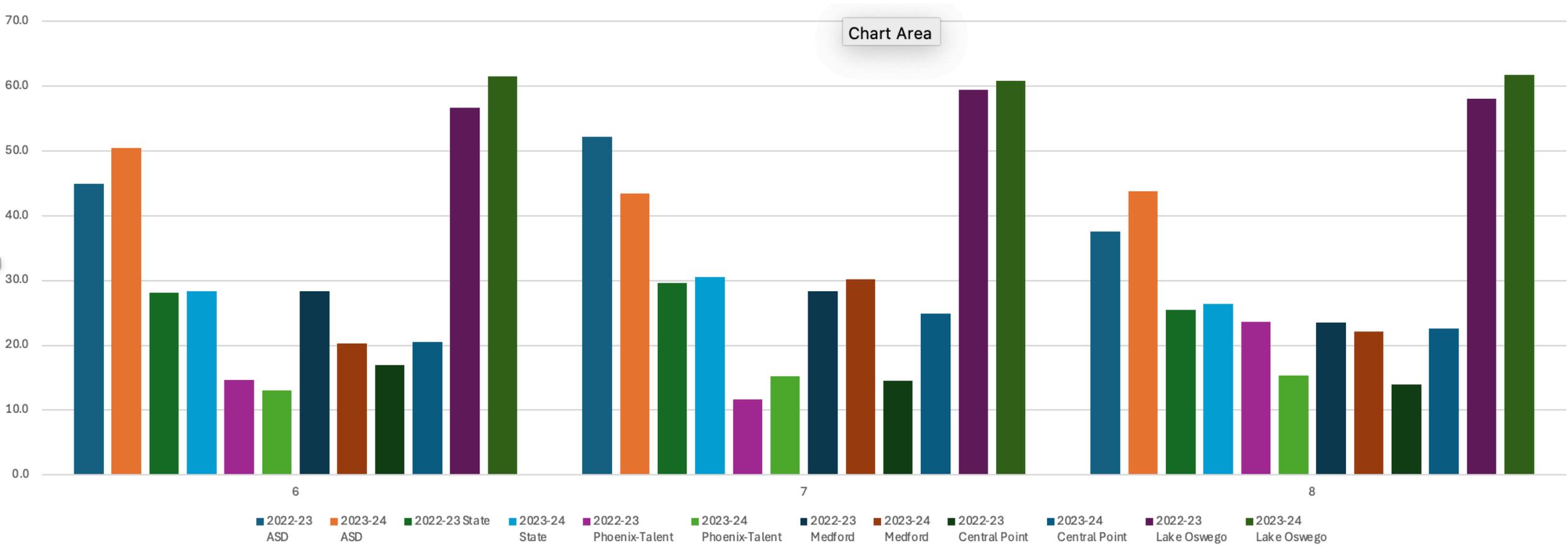
Math



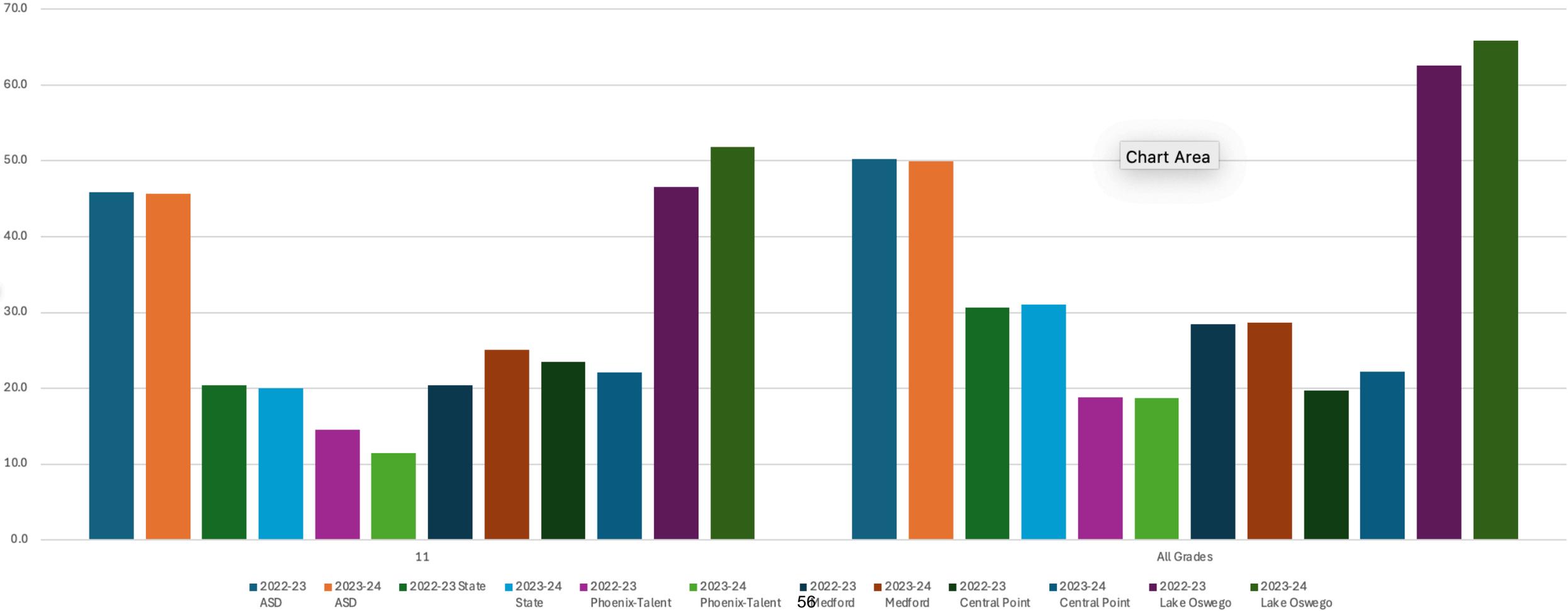
District Comparisons- Math Elementary



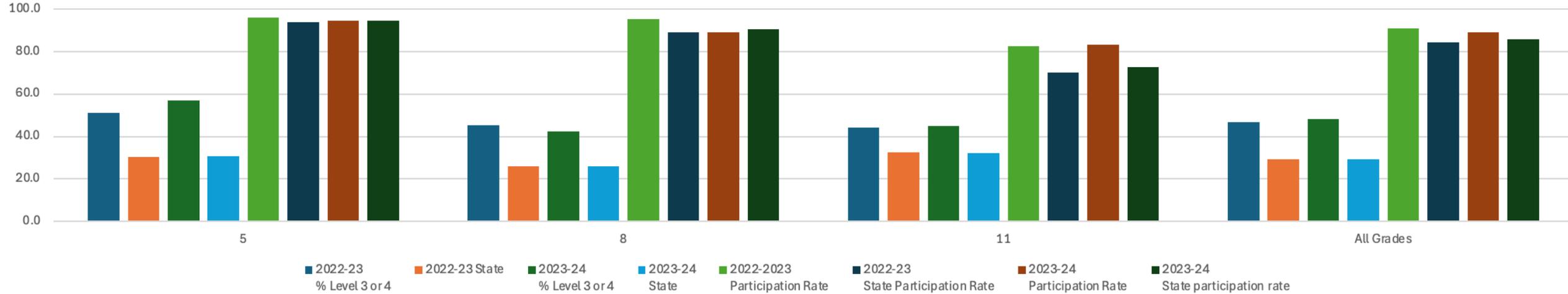
District Comparisons- Math Middle School



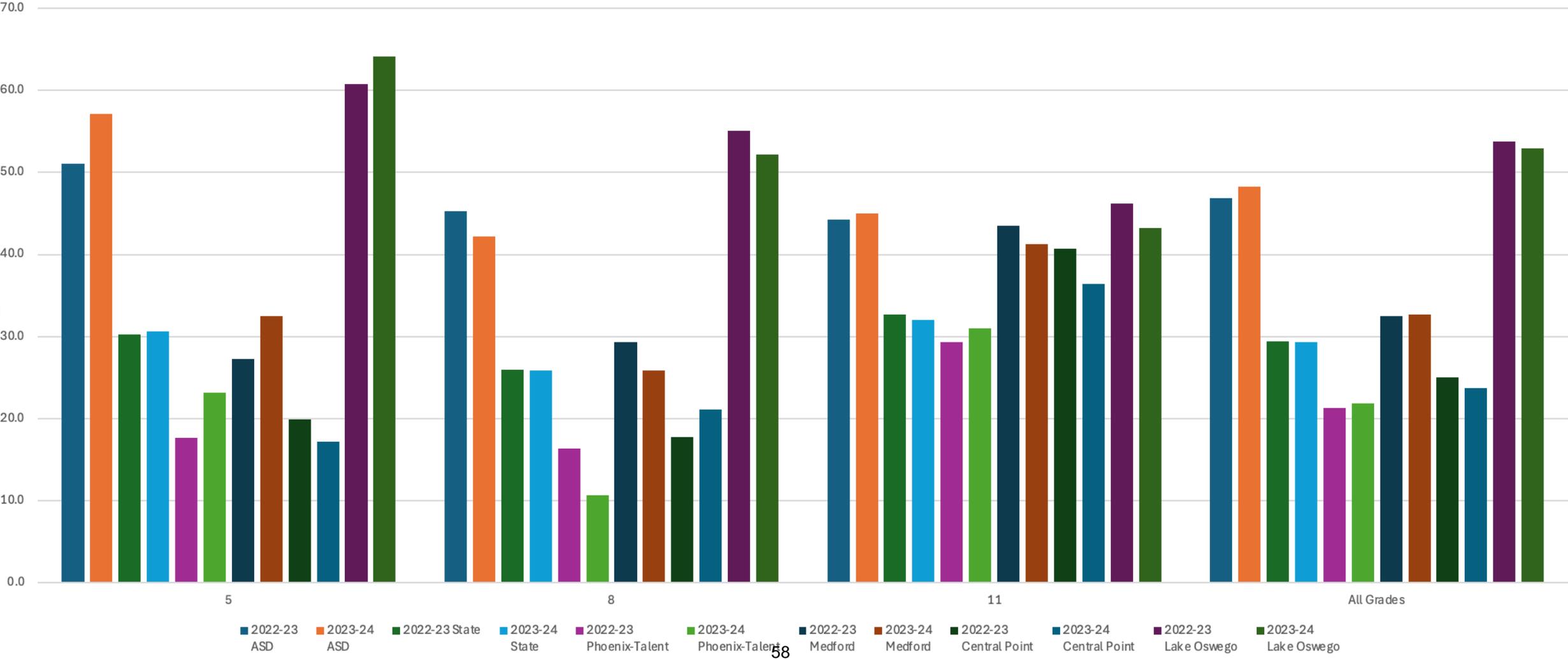
District Comparisons- Math 11th Grade & Total Students



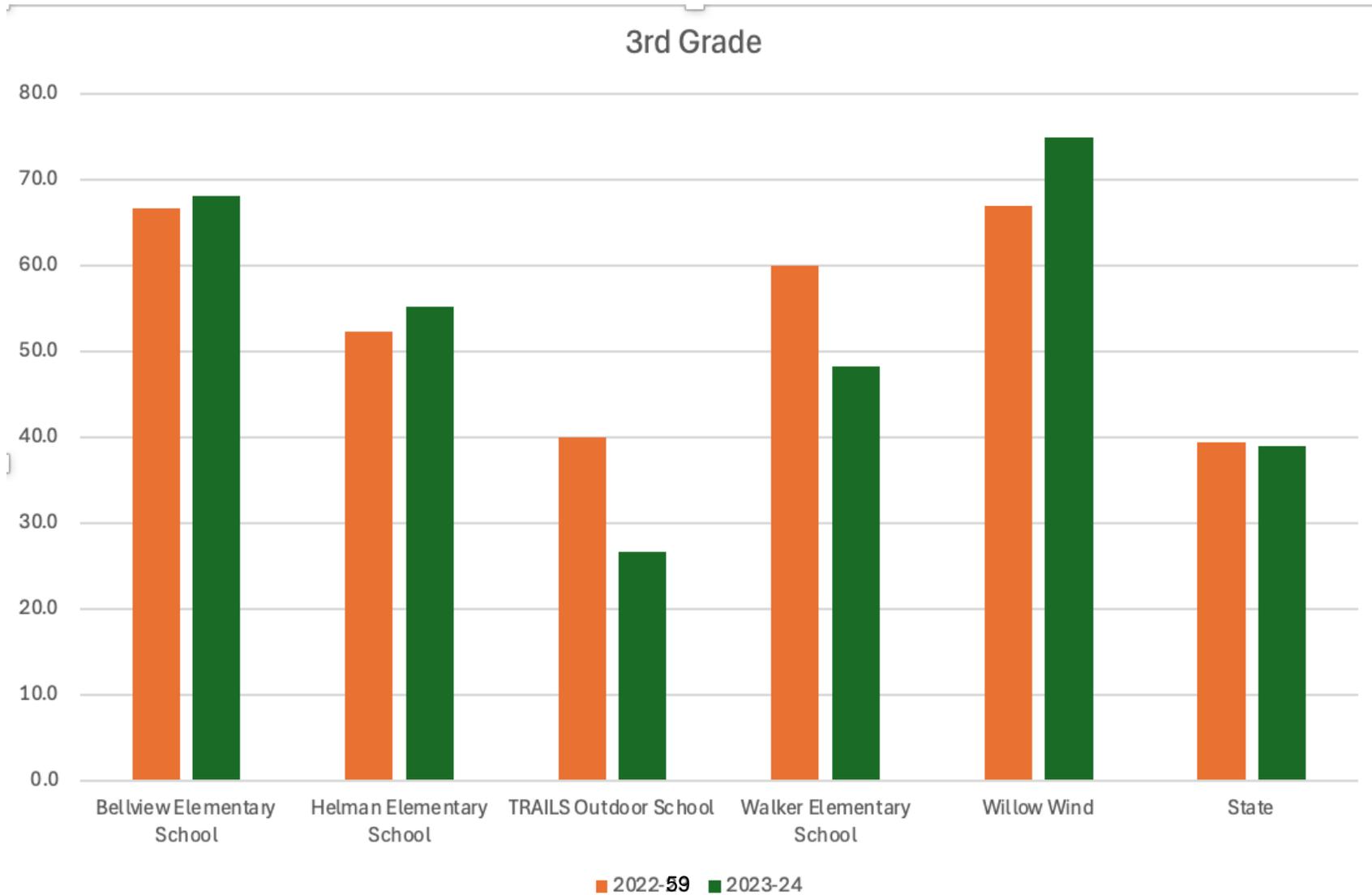
Districtwide Results - Science

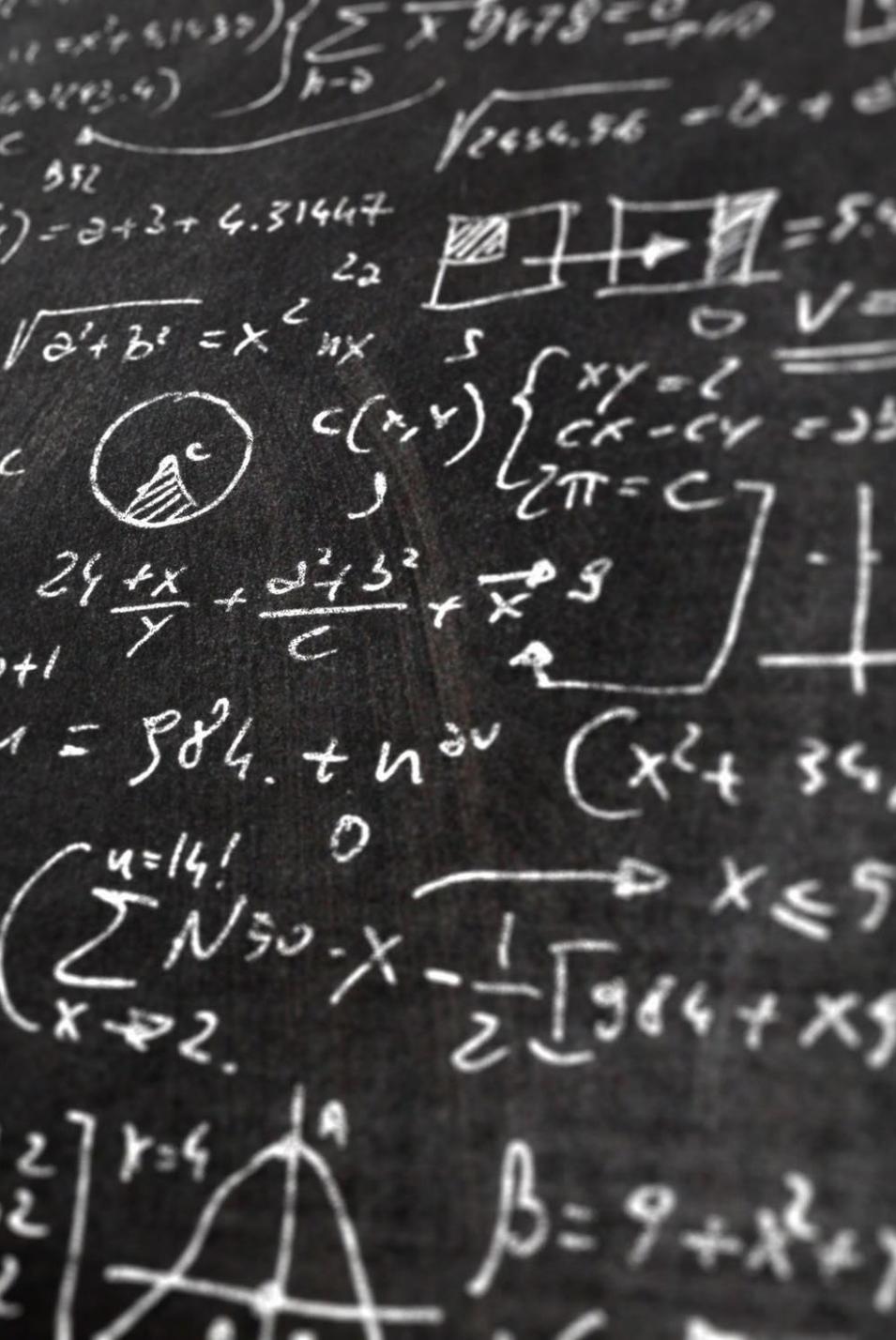


District Comparisons- Science



Ashland Schools – English Language Arts





Next Presentation:

Cohort Data
Disaggregated by Group

Instructional Materials Division 22 Action Plan

Ashland School District

October 10, 2024



District Information

Include names, titles, and contact information (email and phone).

Superintendent: Dr. Joseph Hattrick | joseph.hattrick@ashland.k12.or.us | (541) 482-2811

Assistant Superintendent: Michelle Cuddeback | michelle.cuddeback@ashland.k12.or.us | (541) 482-2811

Historical Data for Instructional Materials Adoptions (FULL REVIEW IN PROGRESS)

Complete the gray columns in the table below.

Content Area	State Adoption Year	For use in classrooms by fall:	Most recent district adoption year	Independent adoption or from state list?	Notes (e.g. district applied for postponement, etc.)
Mathematics	2022	2023	2023	K-8 State 9-12 Independent	Elementary is adopting Illustrative Mathematics published by Imagine Learning. Middle school is adopting MidSchool Math's core curriculum And the high school has Mathia with Carnegie Learning.
Science	2016	2017			
Health and Physical Education	2017	2018			
Social Sciences	2018	2019			
World Languages	2020	2021			
English Language Arts	2021	2022			
English Language Proficiency	2021	2022			

Planned Adoption Schedule

Outline the district’s plan for adopting materials over the next several years with a timeline that is both realistic and reflects a sense of urgency. Modify the table as needed by adding or deleting rows. This plan should result in the district coming into alignment with the state adoption schedule, within one or two years, which is the timeframe allowed for postponement. Consider prioritizing content areas that have gone the longest without a new adoption and doing multiple adoptions in the same year when possible.

The state adoption schedule through the year 2026 is included below for your reference.

Oregon State Review Cycle	For use in classrooms by fall:
2022: Mathematics	2023
2023: Science	2024
2024: Health	2025
2025: Social Sciences	2026
2026: PE, World Languages & the Arts	2027

Instructional Materials Division 22 Action Plan

Ashland School District

October 10, 2024



ASHLAND SCHOOL DISTRICT CORRECTIVE ACTION PLAN

School Year	Content Area(s) to be adopted	Adoption Plan (State List or Independent Adoption)	IMPLEMENTED
2022-23 (Fall 2023 implementation)	Math	State List K-8 Independent Adoption 9-12	FALL '23
2023-24 (Fall 2024 implementation)	Digital Materials	Independent Adoption	FALL '24
2024-25 (Fall 2025 implementation)	ELA	K-5 – budgeted through grant 6-12 – Open Source Adoption <i>3-years outside of implementation window 581-022-2355 out-of-compliance 2024 only</i>	
2025-2026 (Fall 2026 implementation)	Science Health	2-year postponement approved 10/10/2024 1-year postponement approved 10/10/2024	
2026-2027 (Fall 2027 implementation)	Social Sciences	1-year postponement to be approved 9/2025	
2027-2028 (Fall 2028 implementation)	Independent adoption of ELA (review) PE, World Languages, The Arts	Review 1-year postponement to be approved 9/2026	

This action plan addresses Division 22 Rule/Titles:

[581-022-2355 Instructional Materials Adoption](#)

[581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials](#)



Request for Approval to Postpone Selection and Use of Adopted Instructional Materials

Form 581-4548-P (Revised 8/22)
OAR 581-022-1650, ORS 337.120

Instructional Materials Division 22 Action Plan

Ashland School District

October 10, 2024

District Name *

Contact Person Name *

Email *

Phone *

Date postponement request was approved by local school board *

Content Area *

Grade Level *

Instructional Materials Division 22 Action Plan

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Reason for seeking postponement: *

Installation date *

This date shall not be later than two years from the beginning of the school year following the state adoption. On this date new materials must be installed or an independent adoption notification sent to the Department of Education indicating what materials are being used.

Identify materials to be used during the postponement *

Please list program title, name of publisher, and copyright date.

By checking this box, the district is providing assurance that this postponement, causing an out-of cycle purchase, will not delay future purchases in other subject area. *

Send me a copy of my responses

Submit

ASHLAND SCHOOL DISTRICT 5

Report on Compliance with Public School Standards

2023-24 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Ashland** School District's compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2023-24 school year. For each rule reported as out of compliance, **Ashland** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2025-26 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level [Rules at a Glance summary](#). For specific, comprehensive requirements, use the links below for each individual rule.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045 Substance Use Prevention and Intervention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	Out of compliance	The district is outside of the two year implementation window for	The district will be following a corrective action plan including

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
		ELA and did not submit a postponement request.	adoption of ELA in 24-25. (implementation in Fall of 2025). Science/Health Adoption in 25-26 (implementation in Fall 2026). Social Science adoption in 26-27 (implementation in Fall 2027). This would then be in compliance in 25-26.
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	Implementing corrective action	District requesting a 2-year postponement for Science and 1-year postponement for Health, a 1-year postponement for Social Science.	The Ashland School District Corrective Action Plan extends through the Fall of 2028 implementation. ODE Adoption schedule only goes through 2027 implementation.

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2120 Essential Skill Assessments for English Language Learners	Waived through the end of 2027-28 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2515 Menstrual Dignity for Students	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2020 Certificate of Attendance	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2308 Agreements Entered Into with Voluntary Organizations	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable



Division 22 Standards Assurances for the 2023-24 School Year

October 10, 2024

Dr. Joseph Hattrick

Overview

What are the Division 22 Standards?



- All Oregon administrative rules (OARs) set out in Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools.

Example: 581 - 022 - 0102 Definitions
Chp. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

Division 22 standards include over 50 rules.

Teaching & Learning
Curriculum & Instruction
Assessment & Reporting
Program & Service Requirements
HS Diploma
Health & Safety
Policies & Practices
Plans & Reports
Athletics & Interscholastic Activities
District Performance & Accountability
Human Resources/Staffing

Snapshot: Division 22 Rules



What are the requirements for each of the rules?

Consult the following resources for information:

Resource	Description
<u>ODE's Rules at a Glance Summary</u>	Provides a high level summary of each rule
<u>Secretary of State's Oregon Administrative Rules Database</u>	Consult the text of the OAR for all of the specific details
<u>ODE's Division 22 Standards Newsletter</u>	Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance



Division 22 Standards & Assurances of Compliance

“Our Why”

- Signals our commitment to providing a high-quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



What happens if the district is out of compliance?



- ODE reviews the district's proposed corrective action plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support.
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed.
- The corrective action must be complete by the beginning of the next school year.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies.

Report for the 2023-24 School Year

Division 22 Waivers for 2023-24

- [581-022-2115\(3\) Assessment of Essential Skills:](#)
 - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
 - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- [OAR 581-022-2120 Essential Skill Assessments for English Language Learners](#)
 - This related policy requirement has also been waived through the end of the 2027-28 SY.

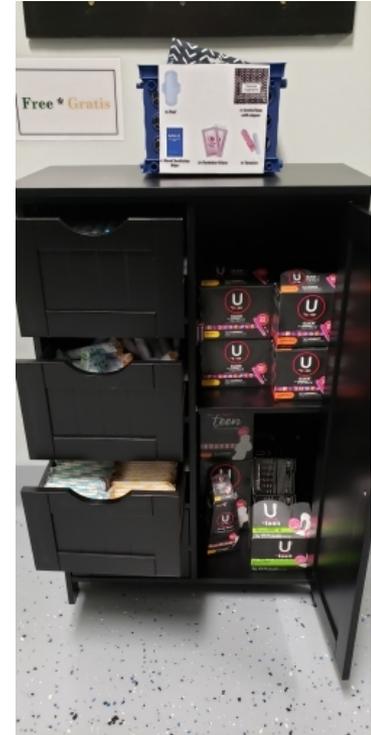


New Rule in Effect for the 2023-24 SY

[OAR 581-022-2515 Menstrual Dignity for Students](#)

- Adopted by State Board of Education in October 2023
- This is the first time districts are reporting on compliance with this rule
- Requires free and accessible menstrual products (tampons and pads) in every school bathroom K-12, instructions on use of menstrual products within bathrooms, and Menstrual Health education in the classroom as part of the health and sexuality education program.

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Corrective Action Implemented and Resolved

- [581-022-2263 Physical Education Requirements – Middle Grades](#)
 - All students at AMS take PE (which we call Wellness) for the full school year with a licensed PE teacher. These classes occur every other day for 50 minutes (except Wednesdays when the classes are shorter, 45 mins) for a total of 245 minutes over two weeks. Additionally, 7th and 8th grade student also have PE (with a licensed PE teacher) during their long Homeroom, once every two weeks (a 55-minute class) providing students with a total of 300 PE minutes over two weeks, an average of 150 minutes per week. Additionally, 6th grade students have PE (with a licensed PE teacher) during their Homeroom, once every week (30 minutes each time) giving them 305 PE minutes over two weeks, an average of 152.5 minutes per week.
- [581-022-2308 Agreements Entered Into with Voluntary Organizations](#)
 - Ashland School District approved [policy IGDJ](#) on 12/14/23
- [581-022-2350: Independent Adoptions of Instructional Materials](#)
 - Board approved adoption of online curriculum at [June 13, 2024 board meeting](#).

“Implementing Corrective Action”

- [581-022-2360: Postponement of Purchase of State-Adopted Instructional Materials](#)
 - The district filed a two-year postponement of our ELA instructional materials adoption in order to focus on the adoption and robust implementation of our new math instructional materials. That postponement was approved by the Ashland School Board on 5/8/2023. We will complete the ELA instructional materials process in the 2024-25 academic year. We are also submitting requests for a two-year Science postponement and a 1 year health postponement.

OAR 581-022-2355 – OUT OF COMPLIANCE

Corrective Action Plan and Timeline

581-022-2355 Instructional Materials Adoption

The district is outside of the two year implementation window for ELA and did not submit a postponement request.

Board Approved postponement on May 8, 2023 but was not submitted to ODE according to their records.

The district will be following a corrective action plan including adoption of ELA in 24-25 (implementation in Fall of 25), Science/Health Adoption in 25-26 (implementation in Fall 26) Social Science adoption in 26-27 (implementation in Fall 27). This would then be in compliance in 25-26.

Looking Ahead: Compliance for the 2024-25 SY

New/Revised Rules & Requirements



OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have:

- ✓ a planned K-12 instructional program for Social and Emotional Learning; and
- ✓ a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.

OAR 581-022-2000 Diploma Requirements

- ✓ Credit requirements for students who were first enrolled in grade 9 during the 2023-24 school year or first enrolled in grade 9 in any subsequent school year include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills (SB 3 – 2023).

New/Revised Rules & Requirements



Modified Diploma, Extended Diploma, and Certificate of Attendance

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

OAR 581-022-2045 Substance Use Prevention and Intervention Plan

Requires a comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School (SB 238 – 2023).**