

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>Approval of Minutes</u>	<u>5</u>
B. <u>Enrollment Report for March</u>	<u>14</u>
C. <u>Personnel Report for March</u>	<u>15</u>
D. <u>Resolution 2026-2027 #HR1</u>	<u>17</u>
E. <u>Recall Notification MOU</u>	<u>21</u>
F. <u>Insurance MOU</u>	<u>22</u>
G. <u>YMCA MOU</u>	<u>23</u>
H. <u>OSAA Cooperative Sponsorship Application for ASD/PTS</u>	<u>25</u>
<u>Combined Softball</u>	
I. <u>Policy Updates</u>	

1) Second Read/ Adoption	
a. Policy FFA Memorials	27
b. Policy KH Public Gifts to the School	30
c. Policy JECB Admission of Nonresident Students	32
d. Policy JECF Interdistrict Transfer of Resident Students	36
e. Policy GBN/JBA Sexual Harassment	41
5. School Presentation: Walker 15 min.	51
Presenter: Principal J'me Strowbridge	
6. Science & Health Curriculum Committee Update 10 min.	69
Presenter: Rebecca Gyarmathy	
7. Finance Report 10 min.	
A. <u>Finance Report for the period ending February 28, 2026</u>	<u>71</u>
Presenter: Director of Business Services Sherry Ely	
8. Recurring Reports 15 min.	
A. <u>OSEA Report</u>	
Presenter: OSEA President Steven Essig	
B. <u>AEA Report</u>	
Presenter: AEA Representative Alan Parowski	
C. <u>Student-Board Representative Report</u>	
Presenter: Student Board Representatives Alice Carnahan & Milo Leiserson	
9. Board Reports 10 min.	
Presenter: Board Chair Rebecca Dyson	
10. Superintendent Report 10 min.	

Presenter: Superintendent Joseph Hattrick

A. Out of State Travel Notifications

Presenter: Superintendent Joseph Hattrick

B. ASD Transformation Update

Presenter: Superintendent Joseph Hattrick

11. 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

12. Unfinished Business - None

Presenter: Board Chair Rebecca Dyson

13. New Business

Presenter: Board Chair Rebecca Dyson

A. ACTION ITEM: 2026-27 District Calendar 80

Presenter: Assistant Superintendent Michelle Cuddeback

B. ACTION ITEM: Establishing the number of student transfers for 2026-27 81

Presenter: Director of Student Services April Harrison

14. Announcements and Appointments

Presenter: Board Chair Rebecca Dyson

A. The School Board Work Session previously listed for March 19, 2026, will not be held. There is no work session scheduled for March.

B. The next Regular Session meeting will be held on Thursday, April 9, 2026, at 6:30 p.m. in the City Council Chamber, 1175 E. Main St., Ashland.

15. Executive Session

Executive Session is being called under ORS 192.660(2)(i) to review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.

Presenter: Board Chair Rebecca Dyson

16. Return to Open Session

Presenter: Board Chair Rebecca Dyson

17. Adjourn

Presenter: Board Chair Rebecca Dyson

Minutes

1. Call to Order and Roll Check

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

2. Land Acknowledgment

Student Board Representative, Alice Leiserson, read the Land Acknowledgement aloud.

3. Adoption of Agenda

❖ **Motion:** Director Ruby moved, and Director Rooklyn seconded adoption of the agenda as presented.

Aye: Dyson, Ferguson, Hatch, Rooklyn, Ruby

Nay: none

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

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

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

Aye: Dyson, Ferguson, Hatch, Rooklyn, Ruby

Nay: none

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

4.A. Approval of Minutes

4.B. Personnel Report for February

4.C. Enrollment Report for February

4.D. ASD Flexible Spending Plan

4.E. Policy Updates

4.E.1) **First Read Policy Review**

4.E.1)a. Policy FFA Memorials

4.E.1)b. Policy KH Public Gifts to the School

4.E.1)c. Policy JECB Admission of Nonresident Students

4.E.1)d. Policy JECF Interdistrict Transfer of Resident Students

4.E.1)e. Policy GBN/JBA Sexual Harassment

4.E.2) **Administrative Regulations (AR) Review- No Board Action**

4.E.2)a. JECB-AR(1) Admission of Nonresident Students

4.E.2)b. JECB-AR(2), (4), (5), (6)

4.E.2)c. JECF-AR Interdistrict Transfer of Resident Students

4.E.2)d. GBN/JBA-AR Sexual Harassment Complaint Procedures

4.E.3) **Second Read Policy Adoption**

4.E.3)a. Policy JHCA Immunization, School Sports Participation, Concussions and Other Brain Injuries

5. School Presentation: AMS

Principal Steve Retzlaff presented an overview of Ashland Middle School's School Improvement Plan, sharing key demographics (about 20% of students on an IEP or 504 Plan, 2% EL, and 8% TAG) and noting enrollment is down 56 students from last year, with projections showing stabilization at just over 400 students within two years. He reviewed this year's restructuring, including the removal of one 6th-grade homeroom, the reduction of one 7/8 grade team, the reduction of Encore offerings, and the reductions in EA and teaching staff, alongside increased reading and math intervention supports.

Principal Retzlaff shared Smarter Balanced ELA and math trends showing gradual recovery since the pandemic. ELA performance is improving and outpacing state growth, which he attributed in part to

greater teacher stability, while math outcomes may be impacted by turnover and new curriculum implementation, with adjustments planned next year. Attendance remains in line with statewide trends, and AMS continues targeted efforts to improve regular attendance from 68% to 72%.

He outlined plan goals to increase students performing at grade level in ELA and math, maintain 9th-grade on-track status at 95% or higher, and increase engagement among students, families, and staff through specialist support, professional development, data teams, attendance strategies, and student engagement activities. Celebrations included improved attendance, positive behavior trends, approximately 390 students participating in athletics and after-school activities (including TRAILS and Willow Wind), MathCounts advancing to state, and continued leadership opportunities through Student Council and support through the Mountain program.

6. Finance Report

6.A. Finance Report for the period ending January 31, 2026

Director of Business Services Sherry Ely reported that January property tax collections were significantly lower than projected, but that no adjustments to revenue projections are recommended at this time. She noted a potential positive adjustment of approximately \$250,000–\$300,000 that may occur in May as part of the 2024–25 reconciliation, but it has not been included in current projections. Director Ely also shared that the February state revenue forecast reflected a more favorable outlook, with the State General Fund shortfall reduced from \$750 million to below \$500 million, with the possibility of further improvement. Director Ely continues to carefully monitor potential over expenditures in the IDEA and Insurance Funds. As of the end of January, projections indicate an ending fund balance of approximately \$3.5 million, or 8%.

Director Ely stated the appropriation report is trending well overall and noted she is watching the Instruction (1000) line closely while remaining conservative in estimates. She advised that encumbrances in the IDEA Fund currently appear significantly negative but are expected to resolve as transactions are reconciled. She also reviewed the Outdoor School budget and noted that grant resources, ASF support, and potential donations may help address an estimated \$14,000 overage.

In response to questions, Director Ely clarified that insurance claims are coming in higher than estimated due to rising hospital and provider costs. She noted that the district is self-insured and does not receive the same pricing discounts as large insurance carriers. The fund's ending balance is currently trending close to \$400,000; however, a healthy ending balance should be at least \$1.5 million. She stated the district is working with its agents and reviewing options related to the long-term “tipping point” between remaining self-insured and joining a larger pool for greater bargaining power. She also clarified that the SLP cost discrepancy reflects the district purchasing services directly rather than through the ESD.

7. 2026-27 SOESD Local Services Plan

SOESD Superintendent Mark Angle-Hobson presented an overview of the 2026–27 Local Services Plan (LSP) and the Student Success Act Comprehensive Support Plan. He reported no significant changes to the Services Plan and reviewed the annual development cycle, including cabinet-to-cabinet planning each fall, collaboration among the regional Superintendents, review and approval by local boards each winter, and finalization of services across service areas each spring. Superintendent Angle-Hobson noted that the primary change this year is increased transparency and improving the format in which the plan is shared. Superintendent Angle-Hobson reviewed SOESD's guiding framework and service model, emphasizing a people-first, human-centered approach focused on supporting schools, empowering people, and strengthening communities. He summarized the plan's “functional format,” clarifying who SOESD is, what guides its work, and the services it offers. SOESD services were outlined in four primary areas: Administration, School Improvement, Student Services, and Technology.

In response to questions, Superintendent Angle-Hobson clarified homeschool registration requirements under Oregon law, noting that families register with the ESD once, after which SOESD provides districts with an annual list of registered homeschool students; online charter school students are not included in that requirement. He also shared that the “Grow Your Own” program, which provides funding support for EAs and others pursuing teaching licensure, may be eliminated due to budget reductions. Superintendent Hatrick noted that he will provide a future report on which SOESD services are utilized by the Ashland School District.

❖ **Motion:** Director Rooklyn moved, and Director Ruby seconded approval of the 2026-27 SOESD Local Services Plan as presented.

Aye: Dyson, Ferguson, Hatch, Rooklyn, Ruby

Nay: none

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

8. Recurring Reports

8.A. OSEA Report- None

8.B. AEA Report

AEA Representative Alan Parowski shared district updates and reiterated concerns about the school calendar and conference schedule, noting heavy February workloads due to testing and conference preparation. He also raised challenges with report cards in blended classrooms and interest in streamlining elementary grading and conferences. He highlighted Ashland Connect’s enrollment gains and recent school activities, including MLK-related events, a talent show, and a learning event with retired teachers.

8.C. Student-Board Representative Report

Student Board Representatives Alice Carnahan and Milo Leiserson shared student highlights, including leadership activities during lunch and finals, support for cell phone policy implementation, and school spirit efforts at athletic events. They noted accomplishments by the Thespian team, ski team, and swim team, with DECA state competition upcoming, and recognized Jen Marsden for supporting scholarship applications.

9. Board Report

Board members shared updates on recent district and community engagement. Members reported attending a work session focused on advanced math pathways and noted appreciation for the opportunity to take a deeper dive into the topic. Updates included ongoing legislative outreach during the short session, an upcoming legislative advocacy day in Salem, and participation in regional networking and community events. Members also reported attending school and community activities, including athletic events, PTO meetings, and a family engagement workshop hosted by the city. Additional updates included participation in discussions on attainable housing, policy workgroup activities, and attendance at a community event focused on the healthcare workforce. Members expressed appreciation for the messages of thanks received during School Board Appreciation Month.

10. Superintendent Report

Superintendent Hatrick recognized Ashland High School senior Heavyn Scherger as Ashland Rotary Student of the Month. He highlighted her 4.10 weighted GPA, leadership as captain of the AHS Robotics Team, and service to the community through weekly volunteering at the Ashland Public Library and employment at the Varsity Theatre. He also emphasized her reputation as a supportive, steady presence for peers and staff, and noted her plans to study marine and environmental sciences and potentially serve in the Peace Corps.

Superintendent Hattrick announced several personnel and district updates, including congratulating Dr. April Harrison on being named next year’s Rogue River Superintendent, confirming that Sherry Ely will continue as interim business manager for an additional year, and recognizing Dr. Francisco Atanes as Ashland High School principal. He reported that geotechnical testing at Lincoln Field was completed as part of an exclusive negotiating agreement to assess the feasibility of a potential housing development. He also noted upcoming out-of-state travel for the AHS National Art Society to San Francisco, a full overhaul of the District Equity Committee’s bias incident reporting process, and Legislative Advocacy Day in Salem next week. He shared that the district is still gathering input to inform the 2026–27 calendar, with the goal of bringing it to the Board for review and approval in March, and noted his recent participation in regional panels discussions.

10.A. ACTION ITEM: Resolution Recognizing March 2-6, 2026, as Classified Employee Appreciation Week

Superintendent Hattrick proclaimed March 2-6, 2026, as Classified Employee Appreciation Week. He encouraged the community to support our hard-working classified staff.

❖ **Motion:** Vice Chair Hatch moved, and Director Ruby seconded, adopting the Classified Employee Appreciation Week Proclamation as stated.

Aye: Dyson, Ferguson, Hatch, Rooklyn, Ruby

Nay: none

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

10.B. Transformation Update

Superintendent Hattrick provided an update on administrative data collection and research informing the consolidation engagement work, now reframed as “Ashland School District Transformation.” He outlined a preliminary timeline: district leadership is reviewing key data and best practices in January–February; staff engagement is planned for March; family engagement and feedback will occur April–June, followed by community engagement sessions at each school site. He noted that materials and updates will be posted online.

After reporting on the items above, Superintendent Hattrick paused to share the following statement:

Board members, staff, and community,

As we approach Valentine’s Day, I’ve been reflecting on something simple but powerful — love.

Not the greeting-card kind.
Not the romantic kind.

But the kind of love that shows up quietly every day in our schools.

The love of a teacher who stays late to help a student understand a concept.
The love of a bus driver who greets each child by name.
The love of a counselor who listens without judgment.
The love of parents and a community that cares deeply about what happens in its classrooms.

Public education has always reflected the broader world around us. We live in a time when conversations can feel intense, when perspectives can differ, and when people care deeply about what is being taught and how it is taught.

And I want to say something clearly tonight:

I believe our educators come to work each day with positive intent.

They come to educate — not to divide.
They come to support — not to persuade.
They come to serve children — not ideologies.

We may not always agree on every decision, every book, every lesson, or every perspective. That is part of living in a diverse and thoughtful community. But I truly believe that when we begin with the assumption of positive intent, we create space for productive dialogue rather than polarization.

Grace matters.

Grace for our teachers who are navigating complex classrooms.
Grace for our administrators who balance policy, practice, and people.
Grace for our board members who carry governance responsibilities with care.
And grace for our families who entrust us with what matters most to them.

In our schools, we are teaching more than math, reading, and science. We are modeling how to live in community — how to disagree respectfully, how to listen carefully, and how to remain anchored in dignity.

That work requires patience. It requires humility. And yes — it requires love.

Love for students.
Love for learning.
Love for the idea that education remains one of the few places where young people from different backgrounds sit side by side and grow together.

As superintendent, I am proud of the professionals in this district. They show up each day focused on students. They work hard to ensure classrooms remain places of curiosity, safety, and belonging for all learners.

This Valentine's season, my hope is simple:

That we extend one another the benefit of the doubt.
That we choose conversation over assumption.
That we remember we are on the same team — even when perspectives differ.

At the center of this work is something steady and enduring: care for children.

And that, above all, is what unites us.

Thank you.

11. 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.*)

Two AHS sophomore softball players spoke about safety and facility concerns at the North Mountain Park softball fields, citing lack of lights, loitering and drug paraphernalia, limited access to usable fields, and scheduling conflicts that restrict practice time and may deter participation. They also noted inadequate field amenities and support spaces compared to baseball, including makeshift outfield boundaries, limited privacy, and loss of their team room for concessions and team use.

12. Unfinished Business - None

13. New Business

13.A. ACTION ITEM: 2026-27 Budget Committee Member Appointment

The District received two applications for the Budget Committee. Because no DEC members were available to fill one of the two open seats, the Board agreed to appoint both applicants to the open positions.

- ❖ **Motion:** Director Ruby moved, and Director Ferguson seconded to appoint Dave Dotterer and Serena Robinson to the open seats on the district budget committee.

Aye: Dyson, Ferguson, Hatch, Rooklyn, Ruby

Nay: none

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

13.B. ACTION ITEM: Youth Activities and Academics Levy (YAAL) Request for Ballot Title

In preparation for renewing the Youth Activities and Academics Levy (YAAL), the board directed staff to prepare and submit Form SEL 805 to the Jackson County Elections Office.

- ❖ **Motion:** Director Rooklyn moved, and Vice Chair Hatch seconded to authorize Superintendent Hatrick to prepare and submit a Request for Ballot Title for the Youth Activities and Academic Levy for the May 19th, 2026 elections.

Aye: Dyson, Ferguson, Hatch, Rooklyn, Ruby

Nay: none

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

13.C. ACTION ITEM: Work Session Meeting Location

The board proposed holding our work session in person with Zoom as an option.

- ❖ **Motion:** Director Rooklyn moved, and Director Ferguson seconded that the board hold future work sessions in person at the District Office Conference room, with a Zoom option provided.

Aye: Dyson, Ferguson, Hatch, Rooklyn, Ruby

Nay: none

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

14. **Announcements and Appointments**

14.A. The board will hold a work session on Thursday, February 26, 2026, at 6:30 p.m. in the District Office, 885 Siskiyou Blvd., Ashland.

14.B. The next Regular Session meeting will be held on Thursday, March 12, 2026, at 6:30 p.m. in the City Council Chamber, 1175 E. Main St., Ashland.

15. **Executive Session**

Chair Dyson called for a motion to enter Executive Session under ORS 192.660(2)(i) to review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.

- ❖ **Motion:** Director Rooklyn moved, and Director Hatch seconded that we enter Executive Session under ORS 192.660(2)(i), to review and evaluate the performance of the chief executive officer.

Aye: Dyson, Ferguson, Hatch, Rooklyn, Ruby

Nay: none

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

Executive Session is closed to the public; no decisions will be made in executive session; any action will be taken in open session. The regular meeting recesses for executive session at 8:20 p.m.

16. **Return to Open Session**

Chair Dyson reconvened the meeting in open session at 8:50 p.m.

17. Adjourn

There being no further discussion, Chair Dyson adjourned the meeting at 8:51 p.m.

Submitted by:
Holly Rosser, Board Secretary

Date for Board Approval: March 12, 2026

DRAFT

Minutes

1. **Call to Order / Roll Check**

Vice Chair Hatch (acting Chair) called the meeting to order at 6:31 PM. Roll check confirmed that four out of five members were present and one absent. Present: Directors Rooklyn, Ferguson, Ruby, and Vice Chair Hatch. Absent: Chair Dyson. Vice Chair Hatch 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** *(At this time, Board members are provided the opportunity to amend the agenda)*

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

2. **ACTION: Resolution No. 2025-26 B-3 Calling an Election**

Board Secretary Holly Rosser presented a resolution calling for an election for the purposes of submitting a renewal of a local option levy. In reviewing the election submission requirements, we identified that a required step had been missed: formal Board adoption of a resolution authorizing the election and designating the Superintendent as the District's Authorized Representative to file the required forms with Jackson County Elections.

- ❖ **Motion:** Director Ferguson moved, and Director Ruby seconded to approve Resolution 2025-26 B-3 Calling an Election as presented.
Aye: Rooklyn, Ruby, Ferguson, Hatch
Nay: none
Result: The motion carried by unanimous vote.

4. **Lincoln Field Geotesting Report**

Executive Director of Operations Steve Mitzel provided an update on the February 11 preliminary site investigations at Lincoln Field by Outlier Construction and Applied Geotechnical Engineering, conducted under the exclusive negotiating agreement to evaluate the property's feasibility for potential affordable housing development. Decomposed granite was observed at all depths tested. Additional studies will be conducted if future work proceeds to specific building sites.

Director Mitzel also reported that an acoustical study has been completed to evaluate City noise standards, and a traffic study is underway. Official reports will be provided when available.

5. **Legislative Advocacy Report**

Director Ruby shared highlights from Education Advocacy Day in Salem on December 17. He reported that Ashland School District joined Three Rivers, Grants Pass, and the SOESD to advocate for using the state's education stability fund to backfill potential funding gaps. He noted that by the end of the day, legislators indicated that no cuts to educational funding were expected.

Director Ruby also provided an overview of several bills under consideration that could affect educational entities, including proposals on K-12 and higher education funding, student health and emergency response requirements, class size and bargaining, federal immigration-related policies, early learning instructional time, and barriers for students experiencing homelessness. He noted the short session timeline and that the following week was expected to be significant for legislative activity.

6. **Understanding Board Role in Collective Bargaining**

Superintendent Hattrick outlined the collective bargaining process between AEA and the Ashland School District, noting that bargaining is scheduled to begin March 6, 2026, with 13 contract articles to be reviewed and a goal of completion by June.

He reviewed the Board's role, referencing Policy BBA. The Board does not typically participate in bargaining sessions but sets direction through district/Board goals, budget priorities, and fiscal guardrails. Proposed agreements will be brought to the Board for review and ratification, and the Superintendent serves as the primary conduit for negotiation and communication.

He noted that Board members may observe bargaining meetings, but only purposefully and as needed, since Board presence can change the dynamic at the table. The Superintendent will keep the Board informed throughout the process.

7. Board Learning

7.A. Book Review: *Improving School Board Effectiveness*

The Board reviewed the self-evaluation chapter and identified the "10 elements" as a useful tool.

The Board also discussed measuring success beyond academic outcomes, including:

- Requesting feedback from Cabinet on how effectively the Board supports their work
- Using YouthTruth data to inform the Board's governance priorities, vision, and direction
- Ensuring Board policies are current and effective

The discussion reinforced that the Board's role is primarily indirect, providing checks and balances, serving as a sounding board, and using reflection tools rather than engaging directly in day-to-day operations.

7.B. Board Goals Review

The Board reviewed its goals and discussed using them to better guide the Board's work, including assigning individual Board members to specific duties or areas of need. Members noted it is appropriate to adjust strategies as needed to meet established goals.

The Board discussed additional community engagement options, including feedback from partner agencies and community listening sessions. Members noted that past budget listening sessions were effective and may be helpful for future difficult topics, and requested Superintendent Hattrick's help leading these sessions. The Board also discussed assigning Board members to attend community meetings and/or public presentations with the Superintendent.

7.C. Board Self-Assessment Plan

The Board discussed the timing and purpose of its self-evaluation, noting that it is intended to assess the Board as a governing body and its collective progress toward goals. The Board agreed to conduct the evaluation in June, review the results in July, and use the findings to help set Board goals for the next school year. Chair Dyson and Vice Chair Hatch will compile the results and share them at the Board retreat.

7.D. Statement of Economic Interest (SEI)

Board Secretary Holly Rosser reminded Board members to confirm that their OGEC accounts are active and to watch for an email from OGEC regarding the annual Statement of Economic Interest (SEI) around March 15. The SEI filing deadline is April 15.

8. Other items of interest

Superintendent Hattrick requested Board feedback on his draft State of the District Report, which summarizes key work since the start of his tenure and outlines plans related to the district transformation process.

Superintendent Hattrick also provided an update and expressed appreciation to the regional response team, local leaders and organizations, and the broader community for their support to families and the district following the recent tragic event involving five Ashland High School students. A community vigil was announced for Friday (2/27) at 6:00 p.m. at the AHS quad. Board members expressed appreciation to staff involved in the response efforts and for continuing to show up for students during an especially difficult time.

9. Adjourn

There being no further business, Vice Chair Hatch adjourned the meeting at 7:41 PM.

Submitted by:
Holly Rosser, Board Secretary

Date for Board Approval: March 12, 2026

ASHLAND PUBLIC SCHOOLS ENROLLMENT SUMMARY

March 2026 Full-Time Enrollment Counts by Site and Grade

SITE	K	1	2	3	4	5	6	7	8	9	10	11	12	
BELLVIEW	35	48	35	40	46	38								242
HELMAN	41	30	43	42	42	58								256
WALKER	26	33	38	44	34	44								219
TRAILS	9	13	12	9	15	15	14	17	13					117
*Ashland CONNECT	0	0	2	0	2	3	2	4	4					17
AMS							132	173	159					464
AHS										240	209	185	217	851
WILLOW WIND	19	22	23	23	25	25	24	24	24					209
Level 2 Program	0	0	0	0	0	0	1	1	1	2	1	0	0	6
ASD TOTALS	130	146	153	158	164	183	173	219	201	242	210	185	217	2381

	Full-Time Enrollment History (Fiscal Year)														
	2011	2012	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
BELLVIEW			315	322	325	315	318	263	256	246	258	254	247	242	BELLVIEW
HELMAN			303	314	351	345	345	286	286	281	315	302	265	256	HELMAN
WALKER			299	342	343	337	344	275	277	226	221	241	241	219	WALKER
TRAILS			100	120	122	123	122	105	107	180	135	139	139	117	TRAILS
AMS			579	562	565	564	517	485	480	461	527	529	510	464	AMS
AHS			971	996	971	950	940	942	914	934	888	822	815	851	AHS
WILLOW			195	192	179	178	180	159	150	150	163	179	194	209	WILLOW
Ashland Connect			0	0	0	0	0	0	0	0	24	24	27	17	CONNECT
Level 2 Program													5	6	L2P
ASD TOTALS			2762	2848	2856	2812	2766	2515	2470	2478	2531	2490	2443	2381	ASD TOTALS

	Monthly Enrollment									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
2025-2026	2446	2425	2405	2399	2396	2392	2381			
2024-2025	2512	2507	2479	2468	2470	2472	2469	2457	2451	2443
2023-2024	2571	2553	2539	2532	2529	2541	2518	2505	2495	2490
2022-2023	2560	2563	2546	2552	2543	2543	2530	2538	2535	2531
2021-2022	2478	2487	2441	2449	2465	2483	2471	2476	2472	2478
2020-2021			2530	2515	2509	2505	2490	2491	2486	2470
2019-2020		2835	2825	2820	2804	2797	2781	2774	2763	2515
2018-2019		2897	2894	2881	2860	2846	2830	2842	2824	2766
2017-2018	2935	2922	2913	2912	2905	2897	2892	2878	2869	2812
2016-2017	2898	2897	2901	2929	2879	2864	2847	2845	2826	2856
2015-2016	2856	2852	2845	2875	2815	2814	2796	2793	2779	2848

NOTES:

1. The Level 2 Program is the District K-12 site-based now located at AMS and AHS
2. Willow Wind has an additional 29 part-time homeschooled students we report semi-annually

Ashland School District
Board Personnel Report
March 1, 2026

SITE	NAME	POSITION	STATUS	STATUS CHANGE	SALARY PLACEMENT EXCEPTION
AHS	Isaac Fernandez	Track Asst Coach	Temporary Service	NO	NONE
AHS	Maura Roberts	Softball Asst Coach	Temporary Service	NO	NONE
AHS	Ryan Oakley	Baseball Asst Coach	Temporary Service	NO	NONE
AHS	Rosie Converse Soriano	Track Head Coach	Temporary Service	NO	NONE
AHS	Jeff Kubiak	Boys Volleyball Head Coach	Temporary Service	NO	NONE
AHS	Rob Lowe	Softball Head Coach	Temporary Service	NO	NONE
AHS	Jerrold Rountree	Baseball Head Coach	Temporary Service	NO	NONE
AHS	Ron Albano	Baseball Asst Coach	Temporary Service	NO	NONE
AHS	Dante Cimadamore	Technical Director	Temporary Service	NO	NONE
AHS	Ryan Reyes	Speech & Debate Asst Coach	Temporary Service	NO	NONE
AHS	Jim Hagemann	Track Asst Coach	Temporary Service	NO	NONE
AHS	Jared Meyer	Boys Tennis Head Coach	Temporary Service	NO	NONE
AHS	Alexis Edwards	Acting Coach	Temporary Service	NO	NONE
AHS	Ashley Wisseman	Girls Tennis Head Coach	Temporary Service	NO	NONE
AHS	Iveta Mulhall	EA-Site Based	0.875 FTE	NO	NONE
AHS	Matt Preston	Boys Golf Coach	Temporary Service	NO	NONE
AHS	Jennifer Shelton	Track Asst Coach	Temporary Service	NO	NONE
AHS	Tyvauntae Deloney	Youth Advocate	Resignation	NO	NONE
AHS	Tito Soriano	Extra-Curricular Academic Advisor- Winter	Temporary Service	NO	NONE
AMS	Mark Andrew Chavez	EA	Resignation	NO	NONE
AMS	Ashley Ambrosio	Track Asst Coach	Temporary Service	NO	NONE
AMS	Austin Wallace	Track Head Coach	Temporary Service	NO	NONE
AMS	Abdiaziz Guled	Track Asst Coach	Temporary Service	NO	NONE

Ashland School District
 Board Personnel Report
 March 1, 2026

AMS	Anirudh Sairam	Track Asst Coach	Temporary Service	NO	NONE
AMS	Tyvauntae Deloney	Track Asst Coach	Temporary Service	NO	NONE
AMS	Tyvauntae Deloney	Educational Assistant	0.6875 FTE	NO	NONE
AMS	Jennifer Hadden	Track Asst Coach (0.5)	Temporary Service	NO	NONE
AMS	Jarrett Davidson	Track Asst Coach	Temporary Service	NO	NONE
AMS	Christie Lawson	Track Asst Coach (0.5)	Temporary Service	NO	NONE
Transportation	Carol Robbins	Bus Driver	0.625 FTE	NO	NONE
Willow Wind	Rochelle Rector	EA SPED II	Resignation	NO	NONE
District Office	Antonio Martinez-Montavon	EA Bilingual	Resignation	NO	NONE

RESOLUTION 2026-2027 #1HR
Licensed Staff

Be it resolved that the Ashland School District Board authorizes the Superintendent to offer employment contracts to the following licensed staff, with the terms and conditions to be established by Board policy and the applicable collective bargaining agreement, if any:

Please note that the assignments listed are for the current school year, 2025-2026. If a resignation or retirement letter has been received by the Human Resources Department, they have been removed from the list.

1. Temporary Teachers, Non-Renewal for 2026-2027

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Anderson, Kelly Michelle	Teacher	0.17	Ashland High School
Bakke, Jessica Erin	PE	0.60	Bellview
Correia, Lisa Marie	Grade 1	1.00	Bellview
Galpin, Paige Dore	Special Ed, TOSA	0.50	Ashland High School
Maukonen, Amy Lynn	Special Ed	0.30	Student Services
Sairam, Anirudh	PE	0.55	Ashland Middle School, TRAILS
Shaw, Daren Wayne	Science	0.50	Ashland High School
Suter, Nathaniel Paul	PE	0.60	Helman
Tagg, Laura Blake	Counselor	1.00	Ashland High School

2. Second Year Probationary Teacher Contracts for 2026-2027 (One Year Probationary 2 Contract):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Brimmer, Kathryn Rose	CDS	1.00	Bellview
Daley, Christopher Thomas	PE/Health	0.50	Ashland Middle School
Evans Collay, Sara Jessica	Grades 2, 3	1.00	TRAILS
Fischer, Megan Elizabeth	Drama	0.71	Ashland Middle School
Galpin, Paige Dore	TOSA	0.50	Student Services
Green, Keri Lyn	Special Ed Site Based	1.00	Ashland High School
Hartt, Matthew Wesley	School Psychologist	1.00	Student Services
Lewis, Chloe Grace	CDS	1.00	Ashland Middle School
Martin, Kathleen Cynthia	ESL, Spanish	1.00	Ashland High School
Schmitt, Steve Christopher	Special Ed Site Based	1.00	Helman
Tary, Andrea Louise	Special Education Resource/Site Based Behavior	1.00	Ashland High School
Weighter, Jonathan Garrett	Humanities	1.00	Ashland High School
Wright, Toni Sherie	Humanities	1.00	Ashland High School

3. Third Year Probationary Teacher Contracts for 2026-2027 (One Year Probationary 3 Contract):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Delforge, Rebecca Jean	Licensed Nurse Practitioner	0.80	Student Services
Dyssegard, Luc Allen	Grade 6	1.00	Ashland Middle School
Grano, Gregory John	WAMS (Journalism)	0.60	Ashland Middle School
Harris, Adam Leonard	Band	0.83	Ashland High School
Hetland, James Baetge	Grade 2	0.75	Willow Wind
Hope, Erin Rene	District Nurse RN	1.00	Student Services
Jaramillo, Timothy Andrew	Special Ed Site Based	1.00	Student Services
McMillan, Samantha Marie	Grade 6	1.00	Ashland Middle School
Shaw, Daren Wayne	Science	0.50	Ashland High School
Wolffe, Azriel Lilith	7/8th Math	1.00	Ashland Middle School

4. First Year 'Contract' Teachers for the period of July 1, 2026 to June 30, 2028:

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Ambrosio, Ashley	PE	0.57	Ashland Middle School
Bowley, Audrey Renee	Special Ed	1.00	Ashland High School
Carmichael, Christina Clarene	Special Ed	1.00	Bellview
Cate, Rebecca Ann	Math	1.00	Ashland High School
Green, Laurie Brianna	Grade 4/5	1.00	TRAILS
Holt, Susan Rose	Health	0.57	Ashland Middle School
Jamison, Jaci Jean	Math	1.00	Ashland High School
Lacy, Amanda Kay	School Psychologist	0.80	Student Services
Lacy-Dunagan, Sarai	Humanities	1.00	Ashland High School
Maukonen, Amy Lynn	Math Intervention, Special Ed	0.70	TRAILS
McBaine, Derek Nathan	7/8th Math	1.00	Ashland Middle School
Murphy, Amara Rose	Math	1.00	Ashland High School
Ransweiler, James Alan II	Special Ed Site Based	1.00	Ashland Middle School
Shenandoah, Molly G	Grades K, 1	1.00	Walker

5. Recommendation for non-renewal of teacher contracts

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Garden, David Michael	CTE	1.00	Ashland High School

NONE

6. The following personnel will be on an approved leave of absence for 2026-27:

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
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7. The following personnel have requested a leave of absence for 2026-27:

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Street, Martha Oldfield	Teacher, Grade 6	1	Ashland Middle School

The Superintendent recommends that all remaining contract teachers not on this list (notwithstanding resignations and retirements already submitted/accepted) be given a new, 2 year employment contract effective July 1, 2025 through June 30, 2027.

Dated for Board adoption: March 12, 2026

Board Chair, Rebecca Dyson

Superintendent, Dr. Joseph Hattrick

RESOLUTION 2026-2027 #1HR
Licensed Staff - Administrators

Be it resolved that the Ashland School District Board authorizes the Superintendent to offer employment contracts to the following administrative staff, with the terms and conditions to be established by Board policy and the applicable collective bargaining agreement, if any:

Please note that the assignments listed reflect the current school year, 2025-2026. If a resignation or retirement letter has been received by the Human Resources Department, they have been removed from the list.

1. Temporary administrators, non-renewal for 2026-2027

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Cusenza, Hillary Jean	Assistant Principal	1	Ashland High School
Hollandsworth, Susan Joan	Principal	1	Helman

2. Second year probationary administrator contracts for 2026-2027 (one year probationary 2 admin. contracts):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
-------------	-------------------	------------	-----------------

3. Third year probationary administrator contracts for 2026-2027 (one year probationary 3 admin. contracts):

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Strowbridge, J'me Lynn	Principal	1	Walker

4. Administrator contracts will be in year one of a three year contract (2026-27 , 2027-28, and 2028-29).

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Beck-Brattin, Ericka Anne	Principal	1	TRAILS
Lopez Atanes, Francisco	Principal	1	Ashland High School
McCollom, Christine Y	Principal	1	Bellview
Pew, Debra Schaeffer	Principal	1	Willow Wind
Retzlaff, Stephen J	Principal	1	Ashland Middle School

5. Administrator contracts will be in year two of a three year contract (2025-26, 2026-27, and 2027-28).

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
Gyarmathy, Rebecca	Assistant Principal	1	Ashland Middle School
Laroi, Rebecca	Assistant Principal	1	Ashland High School

6. The following administrative contracts were approved last year by the board and will be in their third of a three year contract (2024-25, 2025-26, and 2026-27). This list is for your information only and needs no approval.

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
-------------	-------------------	------------	-----------------

7. The following personnel will be on approved leave of absence for 2026-27:

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
NONE			

8. The following personnel have requested a leave of absence for 2026-27:

<u>Name</u>	<u>Assignment</u>	<u>FTE</u>	<u>Job Site</u>
NONE			

Dated for Board adoption: March 12, 2026

Board Chair, Rebecca Dyson

Superintendent, Dr. Joseph Hattrick

MEMORANDUM OF UNDERSTANDING
BETWEEN
ASHLAND SCHOOL DISTRICT NO.5
AND THE
OREGON SCHOOL EMPLOYEES ASSOCIATION, ASHLAND CHAPTER 42

This memorandum is entered into on February 10, 2026, between the Ashland School District (“District”) and the Oregon School Employees Association (OSEA) Ashland Chapter 42 (“Association”).

Article 6, Section D5 of the collective bargaining agreement states, “Individuals on a Layoff Re-Employment list shall be notified in writing, sent by certified mail, return receipt requested, of an offer of re-employment and will have ten (10) working days to respond.”

The District and Association agree to amend this language as follows:
Individuals on a Layoff Re-Employment list shall be notified in writing via email of an offer of re-employment and will have seven (7) calendar days to respond.

This MOU shall become effective upon signature of the parties and shall expire on June 30, 2027.

For OSEA

For the District

OSEA Chapter President Date

Superintendent Date

OSEA Field Representative Date

Ashland School Board Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
ASHLAND SCHOOL DISTRICT NO.5
AND THE
OREGON SCHOOL EMPLOYEES ASSOCIATION, ASHLAND CHAPTER 42

This memorandum is entered into on February 10, 2026, between the Ashland School District (“District”) and the Oregon School Employees Association (OSEA) Ashland Chapter 42 (“Association”).

Article 12 of the collective bargaining agreement states, “A non-probationary bargaining unit employee hired to work thirty (30) hours per week or more, nine (9) months or more per year, shall have access to health insurance benefits as enumerated in Section A for the employee and dependents.”

The District and Association agree to amend this language as follows:

A bargaining unit employee hired to work thirty (30) hours per week or more, nine (9) months or more per year, shall have access to health insurance benefits as enumerated in Section A for the employee and dependents.

For OSEA

For the District

OSEA Chapter President Date

Superintendent Date

OSEA Field Representative Date

Ashland School Board Date

Memorandum of Understanding (MOU)

July 1, 2026-June 30, 2027

This Memorandum of Understanding is between the Ashland Family YMCA (YMCA) and the Ashland School District 5 (DISTRICT). This MOU is established as a formal partnership for the operations of preschool to be provided at Helman Elementary School and Walker Elementary School.

History: The YMCA and DISTRICT both exist to serve youth and families. The DISTRICT and YMCA have enjoyed a collaborative relationship for many years. Activities and services that have been and continue to be provided in partnership include preschool, afterschool care, youth sports, and other sports, trainings, and interventions based on the needs of the community.

The YMCA is responsible for:

- Providing all-day licensed pre-school programming at Walker and Helman Elementary Schools.
- The YMCA will provide a certificate of insurance to the DISTRICT covering all activities provided.
- The YMCA will provide a copy of licensure to the DISTRICT covering all activities provided.
- Repair all damage to DISTRICT building, contents, and/or grounds caused by the YMCA programs.
- Leave all DISTRICT facilities in a clean, tidy, and orderly manner.
- Checking-in all keys provided by the DISTRICT at the end of each school year for auditing purposes. If summer programs are being offered, those keys will be made available once they have been checked-in. The YMCA will reimburse the School District for any lost keys.
- YMCA staff will not leave YMCA registered children unattended on DISTRICT premises.
- Knowing and enforcing the DISTRICT rules, in addition to notifying the school Principal when there are YMCA program orientations for parents and children. School staff are welcome to attend these events at their discretion.
- Providing all materials and instruction if required in Spanish.
- Assisting families in accessing financial assistance opportunities.
- Providing YMCA program equipment. DISTRICT equipment may be used only with Principal's written permission.
- Working in good faith and partnership to best provide care and enrichment opportunities for the students and families in mutual service region.

The SCHOOL is responsible for:

- Recognizing the YMCA as a non-profit organization and classifying as a "non-profit group" on the priority order for community organizations using the DISTRICT sites.
- Providing keys and security codes to the YMCA when requested to ensure access for provision of services, licensing and preparation activities. In addition, the DISTRICT will provide the YMCA a copy of each schools' rules and handbook in which they operate.

- Consider the YMCA when planning after-school, sports or other enrichment activities during the school year, or during the summer.
- Allowing access to facilities identified to serve the YMCA pre-school for school's out days and summer programming to ensure consistent service for families with proper planning for security and coverage.
- Providing school custodians to perform normal maintenance. The DISTRICT "cleans" the school site while the YMCA keeps it "tidy" including sweeping and dust mopping, and any other repairs to the facility.
- Deep clean facilities in which YMCA uses. This will require two full days of uninterrupted access between the end of the school year and the end of July for cleaning.

The YMCA and DISTRICT agree to:

- Hold regular check-in meetings throughout the duration of this MOU.
- Check-in meetings should be held monthly with school staff and principal to:
 - Review program operations, facility use, and any challenges or successes.
 - Assess student and family needs and discuss any necessary program adjustments.
 - Address any maintenance, safety, or security concerns.
 - Provide an opportunity to align goals and strengthen collaboration between both organizations.
 - Be scheduled at mutually convenient times.
- Include School District Superintendent and YMCA CEO in a bi-annual check-in meeting.
- Additionally, the partnership and this MOU will be reviewed **six months prior to its expiration** to ensure continued alignment with both parties' goals.

FEES

The YMCA and DISTRICT have agreed that the best partnerships are mutually beneficial and therefore, the DISTRICT will provide the use of Walker and Helman classrooms for preschool at no charge. Additionally, a designated space at Bellview, Walker, and Helman for after-school care will be provided at no charge by the DISTRICT. The YMCA will allow the DISTRICT the use of Camp DeBoer for Fresh Start and Staff Inservice (1 day) at no cost to the DISTRICT.

In closing, the YMCA and the Ashland School District will work in partnership to provide for the early learning and care experience for pre-school ages and for afterschool care for children in grades k-5 and will seek other partnership areas as well including activities at Camp DeBoer when possible. It is understood that either party may terminate this MOU and the current agreement with a 6-month written notice, and this MOU will be revisited six months prior to its' expiration.

Joseph Hattrick
School District Superintendent

Heidi Hill
YMCA CEO



Cooperative Sponsorship Application Form

Form ID Number
1144

Coop Information

Ashland / Phoenix

Submitted 3/4/2026

Softball 1 Year 2025-26 Only

Practice Location: Phoenix SD - Colver Fields

Contest Location: Phoenix SD - Colver Fields

Reason to Coop: Both schools have dangerously low on numbers. Of the 8 Phoenix returning players, 2 are injured and out for this season, two transferred to another school.

Placement

Combined ADM	Division	League
1017	5A (608 - 1004)	5A-2 (2022-2025) Midwestern League

Host School (ID#: 222)

Ashland

ADM = 612, 5A (608 - 1004)
5A-2 Midwestern League
SBL AP ID: 64739

School 2 (ID#: 178)

Phoenix

ADM = 405, 4A (311 - 607)
4A-5 Skyline Conference
SBL AP ID: 64739

League Approval

League: Midwestern League

Representative: Peter Barsotti (Athletic Director - North Eugene), barsotti_p@4j.lane.edu

Approved Denied / Peter Barsotti / 3/4/2026

Comments:

Host School Information

Ashland

SOFTBALL ACTIVITY PARTICIPATION					
Participation	12th	11th	10th	9th	Tot.
Last Year	4	4	0	5	13
Current Year	3	0	5	5	13
Next Year (approx.)	0	5	6	0	11

SCHOOL ENROLLMENT					
Enrollment	12th	11th	10th	9th	Tot.
Last Year	193	210	198	226	827
Current Year	225	185	210	240	860
Next Year (approx.)	185	210	240	159	794

School 2 Information

Phoenix

SOFTBALL ACTIVITY PARTICIPATION					
Participation	12th	11th	10th	9th	Tot.
Last Year	3	4	3	2	12
Current Year	0	1	1	6	8
Next Year (approx.)	1	1	5	5	12

SCHOOL ENROLLMENT					
Enrollment	12th	11th	10th	9th	Tot.
Last Year	135	148	152	197	632
Current Year	148	152	197	169	666
Next Year (approx.)	152	197	169	164	682

School Board and Superintendent Approvals

Host School

Ashland

1. School Board Approval

Tentative - 3/12/2026

2. Superintendent Approval

Joseph Hatrick

joseph.hatrick@ashland.k12.or.us

Approved - 3/3/2026

/ Joseph Hatrick /

School 2

Phoenix

1. School Board Approval

Approved - 3/4/2026

2. Superintendent Approval

Brent Barry

brent.barry@phoenix.k12.or.us

Approved - 2/27/2026

/ Brent Barry /

Directions

Keep a copy of this Cooperative Sponsorship Application Form for your school's records. The OSAA has received your form electronically and will be reviewing your form in the near future. Please allow five business days for your request to be processed. Once a decision is made, your school will be notified by e-mail.

Note: You have indicated that the school board for Ashland will tentatively approve this coop on 3/12/2026. This coop, if approved by the OSAA, will be conditional pending school board approval.

Do not send a printed version of this form to the OSAA. An electronic copy has been received.

Final Approval

This section will be filled out by the OSAA.

Schools: **Ashland / Phoenix**

Activity: **Softball**

League: **5A-2 Midwestern League**

School Year: **2025-26 to 2025-26 (1 Year)**

Cooperative Sponsorship:

Approved

Denied

6A: 1005 - 10000
5A: 608 - 1004
4A: 311 - 607
3A: 146 - 310
2A: 75 - 145
1A: 10 - 74

Coop ADM: 1017

Online Form Complete, Submitted 3/4/2026 4:34pm

Both School Boards Approved

Both Superintendents Approved

AED Approved, _____ (Initial)

Executive Director Approved, _____ (Signature) _____ (Date)

Executive Board Approved, _____ (Date)

1 Year Only

Contingent Upon: _____

Denied (Reason): _____

Approve/Deny Online Form (Melissa)

Add Coop to Website (Melissa) _____ (Date)

Host School

Ashland

School ID#: 222

SBL AP ID#: 64739

Already Invoiced

Rules Book _____

School 2

Phoenix

School ID#: 178

SBL AP ID#: 64739

Already Invoiced

Rules Book _____

School Board:

Notes on Policy FFA Memorials and KH Public Gifts to the Schools

- ASD currently does not have Policy FFA Memorials. It was recommended that we adopt a policy regarding memorials.
- OSBA provided two samples of Policy FFA. The policy workgroup and leadership chose to go with OSBA's Version 2, with amendments
- Reviewing FFA, brought policy KH Major Gifts and Donations into the discussion. The policy workgroup compared several versions of KH and proposes amending our version to align with the version titled "Public Gifts to the Schools."
- The redline version of both policies has been reviewed by the policy workgroup, Cabinet, and OSBA.

Ashland School District 5 OSBA Model Sample Policy

Code: FFA
Adopted: date

Memorials (Version 2)

The Board recognizes that when a school community experiences the sudden death of a student or staff member, it is important to the school community and to those who are personally affected by the death to acknowledge the event. Additionally, certain traumatic events occurring on a local, state or national level may also give rise to the need for district acknowledgment through appropriate activities. Requests from students, staff, parents or others for remembering or memorializing a person or event may be approved by the superintendent or designee, subject to the provisions of this policy.

The Board recognizes that memorials of flowers, personal messages and mementoes are often created at lockers, parking spaces and other areas on district property upon such losses or events. Memorials may be permitted at the discretion of the [principal]. The [principal] will consult with the family of the deceased, as appropriate. The display of all remembrances will be temporary in nature, removed in a timely manner and offered to the family.

Requests may be made to memorialize an individual or event in school yearbooks, at graduation ceremonies and other district activities. Activities that will not detract from scheduled classroom or school activities, or the celebration of student accomplishments may, with prior [principal] approval, be authorized. Activities or events may be rescheduled or cancelled with prior superintendent approval only.

In considering memorial activity requests, the administration will balance memorializing or commemorating the individual or event on the one hand, while not creating an atmosphere that glamorizes a traumatic event or self-destructive behavior on the other.

~~[Contributions may be made to a general scholarship fund established by the district memorializing a member or members of the school community or in memory or recognition of certain events.] [Memorial scholarships may be accepted and awarded under criteria approved by the district in honor of persons who have special significance to the students, district or community. All such offers will be submitted to the superintendent with pertinent information concerning the purpose of the memorial scholarship. Funds will be administered by the district.]~~

Items may be accepted by the district in memory of an individual or event, in accordance with Policy KH, with superintendent approval only. ~~The superintendent will consider any maintenance costs to the district of such gifts. Items received become the property of the district and will be used for the purpose for which they were donated.~~

Schools may observe a moment of silence in memory of the individual or in recognition of certain traumatic events as deemed appropriate by the superintendent or designee. Additional district counseling services may be made available to provide support. Deaths will not be announced or memorialized on reader boards. School will not be dismissed early or cancelled on the day of a memorial or funeral service [without superintendent approval]. The district will not hang plaques commemorating the deceased or approve permanent living memorials, such as planting trees [without Superintendent Board approval].

Flags may be lowered only in accordance with state and federal law. District property (e.g., buildings, rooms, fields, gymnasiums, etc.) may be named or renamed to memorialize an individual with Board approval only.

~~[The Board recognizes the use of district property for memorial services is generally inappropriate. Any such request will be considered in accordance with Board policy KG—Use of District Property and accompanying administrative regulation.]~~

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.385](#)

Ashland School District 5

Code: KH
Adopted: 8/09/04
Readopted: 6/12/17; date
Orig. Code(s): KH

Major Gifts and Donations Public Gifts to the School

~~The district, as a publicly supported institution, may, by action of the Board, accept gifts, grants, donations, devices and title to property. Such gifts, grants, donations, devices and title to property accepted by the Board will be used for the purpose for which they were donated if specified in writing.~~

~~The Board recognizes that individuals, groups and organizations may want to focus on a specific program. This is acceptable when that donation or gift maintains fairness and equity among the students and schools.~~

~~Donations or gifts specifically focused on the reinstatement of personnel are subject to employee contracts and statute guidelines.~~

~~The Board shall, in all cases, formally accept major gifts and donations. A gift or donation shall be considered major if the value is \$5,000 or more. All gifts and donations, once accepted by the Board, will be considered district property.~~

~~District Gifts which may serve to enhance and extend the work of the schools may be accepted by the district. It will be the district's general policy to direct those who desire to make contributions to consider equipment or services that are not likely to be acquired from public fund expenditures.~~

- ~~1. Tangible property contributed to the schools becomes the property of the district and is subject to the same controls and regulations that govern the use of other district-owned property.~~
- ~~2. Contributions of property or services that may involve major costs for installation or maintenance, or initial or continuing financial commitments from district funds, will be presented by the superintendent for Board consideration and approval.~~
- ~~3. Any groups planning to raise money for a gift to a school or the educational system will first consult with the principal and superintendent regarding what kind of gift should be made. The superintendent will develop guidelines for accepting gifts. Such guidelines will include a concern for fairness and equity among schools.~~
- ~~4. All gifts will be subject to the provisions of Board policy.~~

~~Gifts accepted shall be used for the purpose for which they were donated.~~

~~In accepting gifts, the Board will be aware of the requirement that there should not be significant differences among the various school facilities~~

END OF POLICY

Legal Reference(s):

[ORS 294.338](#)
[ORS 332.075](#)

[ORS 332.107](#)
[ORS 332.385](#)

Cross Reference(s):

GBI - Gifts and Solicitations

IIA - Instructional Resources/Instructional Materials

School Board:

Notes on policy JECB Admission of Nonresident Students and JECB-AR (1), (2), (4,) (5), (6)

Policy JECB Admission of Nonresident Students

- ASD Policy JECB Admission of Nonresident Students is outdated, as it still includes open enrollment, which the state no longer allows
- This set of policies and ARs has been thoroughly reviewed by the policy workgroup and the Student Services Dept.
- The recommended edits align with OSBA's current language and our current practices
- There were 5 ARs associated with this policy, of which the district no longer uses 4. It is recommended that we delete ARs (2), (4), (5), and (6) and replace ARs 4-6 with our one Interdistrict Transfer Form.
 - Note: AR (3) does not exist

JECB-AR (1) Admission of Nonresident Students

- Redline version includes the recommended edits to our current AR (1)

JECB-AR (2) Mutual Agreement – “Resident Pupil” – Not using- Delete

JECB-AR (4) Request for Nonresident Student Admission -Interdistrict Transfer – Not using-Delete

JECB-AR (5) Application for Nonresident Student Admission – Tuition Students - Not using-Delete

JECB-AR (6) Request for Interdistrict Transfer Out of Resident District p- Not using- Delete

ASD uses its own **Interdistrict Transfer (IDT) Form** that replaces AR (4), (5), and (6)

- Recommend to name the revised IDT Form to: **JECB- AR (4), (5), (6)**

Ashland School District 5

Code: **JECB**
Adopted: 7/14/14
Readopted: 6/12/17; date
Orig. Code(s): JECB

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards. The student becomes a “resident pupil” of the attending district thereby allowing the attending district to receive State School Fund moneys;
- ~~2. **Open Enrollment.** By written consent from the school board with which the student has made application for admission. The student becomes a “resident pupil” of the attending district thereby allowing the attending district to receive State School Fund moneys;~~
- ~~3.2.~~ **Tuition Placement.** By admitting nonresident student with tuition, whereby neither district is eligible for State School Fund moneys;
- ~~4.3.~~ **Court Placement.** If a juvenile court determines it is in the student’s best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may, based on district criteria, deny regular school admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

~~Annually, by March 15, the Board shall~~ ~~The Board will annually~~ establish the number of student transfer requests into the district and out of the district to which consent will be given n for the upcoming school year.

The Board reserves the right to accept/reject nonresident students based upon the availability of space, resources. The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, ethnicity, national origins, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may ask for the student’s name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (e.g., sibling in the district; change in legal residence; completion of public charter school in the district), information about which schools the student prefers to attend and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; to students who previously received consent for admission, but have a change in legal residence; or to students who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent was given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

~~Consent by the Nonresident District Board for which the Student has applied for Admission (Open Enrollment)~~

~~Annually, by March 1, the Board shall establish the number of students to whom consent will be given for the upcoming school year. The Board may choose to limit consent based on school, grade or the combination of both. The Board may decide not to give consent to any person under this process.~~

~~Applications for consent shall be submitted to the district no later than April 1, for the following school year.~~

~~The Board may not deny consent, give priority nor request student information related to race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an IEP or the terms of that IEP, income level, residence, proficiency in the English language, athletic ability, academic records or eligibility or participation in talented and gifted programs~~

~~If the number of students seeking consent exceeds the number of students the Board has determined will be given consent, consent will be based on an equitable lottery selection process.~~

~~The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.~~

~~By May 1, the district shall provide written notification of attendance to the district of the student's legal residence.~~

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)

[ORS 327.006](#)

[ORS 329.485](#)

[ORS 335.090](#)

[ORS 339.115 to -339.133](#)

[ORS 339.141](#)

[ORS 339.250](#)

[ORS 343.221](#)

[ORS 433.267](#)

Letter Opinions, Office of the OR Attorney General (March 15, April 18, June 30 1988).
OR. DEP'T OF EDUC., ODE EXECUTIVE MEMORANDA 23-1988-89, 42-1994-95.

School Board:

Notes on Policy JECF Interdistrict Transfer of Resident Students and JECF-AR

Policy JECF Interdistrict Transfer of Resident Students

- ASD Policy is out of date
- This policy and AR have been thoroughly reviewed by the policy workgroup and the Student Services Dept.
- The language is what is recommended by OSBA.
- We've added clauses to align with our current practices.

JECF-AR Interdistrict Transfer of Resident Students

- JECF-AR Interdistrict Transfer of Resident Students is new to ASD
- This AR is OSBA sample AR with recommended selections by the policy workgroup and Student Services
- The AR outlines the process for requesting an interdistrict transfer and steps for appealing a denial

Ashland School District 5

Code: JECF
Adopted: 7/12/04
Readopted: 6/12/17; date
Orig. Code(s): JECF

Interdistrict Transfer of Resident Students**

Interdistrict Transfer

The district offers a variety of programs and services designed to meet the individual needs of its students. The Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The district will consider, approve, or deny interdistrict transfer requests in accordance with Oregon Department of Education guidelines, applicable statutes, and administrative rules.

The agreement will be by written consent of the affected school boards or designees whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State school Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student ~~under~~ to another school district, the student or his/her parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP), is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, the interdistrict transfer of resident students will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act (ESSA). ~~No-Child-Left Behind Act of 2001 (NCLBA).~~

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year, to complete the school year in the district if the student chooses to do so.

Annually, by March 15, the Board shall establish the number of student transfer requests into the district and out of the district to which consent will be given for the upcoming school year.

~~Open Enrollment~~

~~A student who resides within district boundaries may make a request to attend school in another district that agrees to accept the student. The agreement will be by written consent of the attending district only.~~

whereby the student becomes a “resident student” of the attending district, allowing the attending district to receive State School Funding. When the attending district approves the admission of the student, the attending district shall notify the district in which the student resides no later than May 1. The student or his/her parent(s) will be solely responsible for transportation to the attending/receiving district unless federal or state law requires transportation to be provided by the attending/receiving district. Students

~~under the Individuals with Disabilities Act (IDEA) will become the primary responsibility of the attending district.~~

Safe Public School Choice Transfer Requests

An interdistrict transfer¹ may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends or the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Student Experiencing Homelessness Homeless Student

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend his/her school of origin², located out-of-district. The request will be considered based on the best interest of the student. The student may continue in his/her school of origin for the duration of the student's homelessness when the student's family becomes homeless during or between an academic year, or for the remainder of the academic year if the student becomes permanently housed during the school year. Transportation will³ be provided in accordance with the law. ~~to an out-of-district school will be provided through an interdistrict agreement.~~

The superintendent is directed to establish procedures for the review of any student requests to attend school in another district.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 329.485](#)
[ORS 332.107](#)
[ORS 335.090](#)

[ORS 339.115 to -339.133](#)
[ORS 339.141](#)
[ORS 339.250](#)
[ORS 343.221](#)

[ORS 433.267](#)
[OAR 581-021-0019](#)
[OAR 581-022-0705](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367.
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2015).
Every Student Succeeds Act of 2015, 20 U.S.C. § 7912.

¹ Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students if there is not another school in the district in which the student legally resides for the transferring student.

² “School of origin” means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term “school of origin” shall include the designated receiving school at the next grade level for all feeder schools.

³ McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

¹Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students, if there is not another school in the district in which the student legally resides for the transferring student.

²“School of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled.

School Board:

Notes on Policy GBN/JBA Sexual Harassment and GBN/JBA-AR Sexual Harassment Complaint Procedure

- This policy and AR have been updated after review by the Student Services Dept. and policy workgroup.
- OSBA made updates to these policies in 2024, which were later redacted following the invalidation of the 2024 Title IX regulations.
- The redline version is the language OSBA is now proposing.
- Additional updates were made to reflect our current Title IX Coordinator
- GBN/JBA-AR provides context and is included for information only
 - AR updates include detailed steps for filing complaints and appeals (closely aligned to Policy KL), and include forms that can be printed and filled out

Ashland School District 5

Code: GBN/JBA
Adopted: 4/12/04
Revised/Readopted: 5/08/17; 11/14/18; 12/14/20; date
Orig. Code: GBN/JBA

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.

3. Assault when sexual contact occurs without consent².

¹ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

² "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

~~3.—Assault when sexual contact occurs without the student’s, staff member’s or third party’s consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.~~

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s actions, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the site administrator or to the district Title IX coordinator . The district Title IX coordinator is :

Name	Position	Phone	Email
April Harrison <u>Erika Bare</u>	Director, Student Services	541-482-2438	April.Harrison@ashland.k12.or.us <u>Erika.Bare@ashland.k12.or.us</u>

This individual is responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. This person is also designated as the Title IX Coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall report in a timely manner to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party. Actions taken must not be retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment is encouraged to report their concerns to district officials, such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of written communications, including electronic communications;
4. Review of any physical evidence; and
5. Possible use of third-party investigator.

The district will use the preponderance of evidence standard when determining whether a hostile environment exists.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person³ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁴:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint or, in the case of a student, their parent or legal guardian who filed the complaint, may pursue, including the person designated for the school or district for receiving complaints and any timelines. Care must be taken to observe confidentiality laws when providing information.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or

³ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁴ Remember confidentiality laws when providing any information.

- b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students’ parents, staff members and members of the public at each office, at the district office and on the website of the school or district.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity⁵;
3. “Sexual assault”: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. “Dating violence”: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. “Domestic Violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the complainant, by a person with whom the complainant shares a child in common, by a person who is cohabitating with or has cohabitated with the complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person

⁵ “Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs.” (Title 34 C.F.R. § 106.44(a))

against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The Director of Student Services is designated as the Title IX Coordinator and can be contacted at 541-482-2438. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁶ The district shall treat complainants and respondents equitably by providing supportive measures⁷ to the complainant and by following a grievance procedure⁸ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant

⁶ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁷ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.⁷ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁸ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁰ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator

No Retaliation

Neither the district or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in all Ashland School District student handbooks and on the Ashland school and district websites. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

⁹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁰ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 332.107](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Cross Reference(s):

AC - Nondiscrimination

ACB - Every Student Belongs

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

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

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

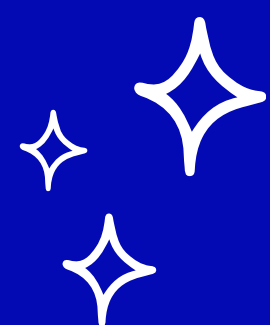
JBA/GBN - Sexual Harassment

JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements



WALKER



ELEMENTARY SCHOOL

2025 - 2026

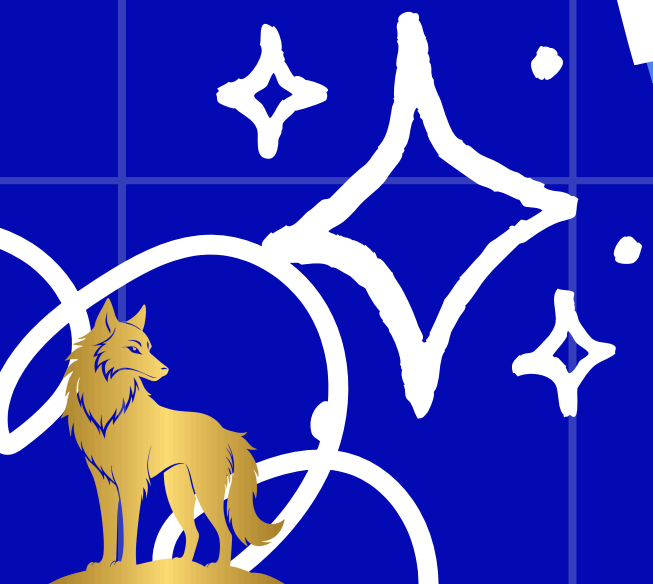


HELLO!



**J'ME STROWBRIDGE
PRINCIPAL**

**BROOKE JOHNSON THYGESON
SCHOOL COUNSELOR**

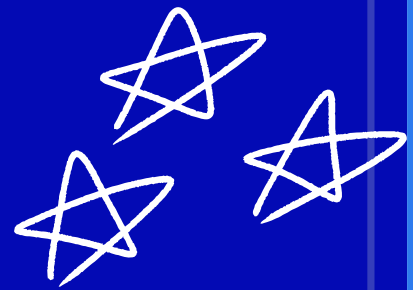


WALKER ELEMENTARY SCHOOL

CELEBRATING OUR ACHIEVEMENTS

Mission Statement:

The Walker Community values diversity, empathy, and perseverance. We honor the entire learning process from mistakes to academic mastery. We teach our students to advocate for themselves and others. We nurture kindness, creativity, and wonder.



ABOUT WALKER

- Walker currently serves 219 students in K-5
- Walker utilizing blends across grade level bands
 - 3 - Kinder/1st grade classes
 - 3 - 2nd / 3rd grade classes
 - 3- 4th and 5th grade classes
- Walker partners with the YMCA to provide a preschool housed in Walker.

LANGUAGE ARTS

DATA

2024- 2025 Language Arts State Testing Results.

Exceeds- 29%

Meets- 50%

Nearly meets- 12%

Did not meet- 7%

79% of Students are Proficient

Fall 2025 IXL Scores

ABOVE grade level- 16%

ON grade level- 28%

BELOW grade level- 32%

FAR below grade level- 17%

Not pinpointed- 7%

Winter 2026 IXL Data

ABOVE grade level- 25%

ON grade level- 30%

BELOW grade level- 32%

FAR below grade level- 12%

Not pinpointed- 0%

MATH DATA

2024- 2025 Math State Testing Results.

Exceeds- 28%

Meets- 22%

Nearly meets- 31%

Did not meet- 17%

50 % of Students Proficient

Fall 2025 IXL Scores

ABOVE grade level- 5%

ON grade level- 47%

BELOW grade level- 26%

FAR below grade level- 16%

Not pinpointed- 6%

Winter 2026 IXL Data

ABOVE grade level- 7%

ON grade level- 47%

BELOW grade level- 34%

FAR below grade level- 11%

Not pinpointed- 1%

ATTENDANCE DATA

2024-2025 Overall Attendance

79.28 % of students
were at 90% and above
attendance

Current Overall Attendance

76.28 % of students
were at 90% and above
attendance

YOUTH TRUTH

2025 DATA

Student Survey - Grades 3-5

- Highest Rated Core Themes- Engagement and Culture
- Lowest Rated Core Themes- Academic Challenge and Relationships

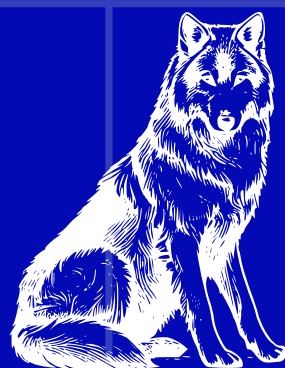
Family Survey

- Highest Rated Core Themes- Relationships and Culture
- Lowest Rated Core Themes- Resources and Communication/feedback

Staff Survey

- Highest Rated Core Themes- Engagement and Relationships
- Lowest Rated Core Themes- Professional development and Support

SCHOOL IMPROVMENT PLAN



Language Arts Goal:

By June 2026, Walker Elementary will increase 3rd grade reading proficiency from 60% to at least 63%, based on state assessment results, with continued focus on improving outcomes for focal student groups.

Environment Goal:

By June 2026, Walker Elementary will increase the percentage of students attending school regularly (90% or more of enrolled days) from 79% to at least 82%, and improve the percentage of students reporting a sense of belonging at school from 29% to at least 50%, as measured by state attendance data and the district's student climate survey.

Learning Strategy

Literacy

- Implement EL Learning curriculum in grades K-5
- Implement 95% core curriculum in grades K-5
- Use IXL as a tool for regular practice of skills
- Engage in monthly PLC work focused on literacy instruction and student growth
- Daily Differentiation time to practice skills at individual needs levels

Learning Strategy

Math

- **Implement All Teachers will continue to use Math Studio strategies and integrate math habits of mind and math practices across the grades**
- **Refine Implementation of illustrative Math Curriculum K-5**
- **Use IXL as a tool for regular practice of skills**
- **Daily Differentiation time to practice skills at individual needs levels**

Learning Strategy

Social Emotional

- Create common scope and sequence for K-5 instruction including Wayfinder, MindUP, Sources of Strength and Ripple Effects.
- Increase small group support for Tier 2 students in specifically identified skills
- Use Child Support Team to work with families of students that are struggling to implement school and community based interventions. eg. Options
- Counseling Intern - Increasing number of students served (Art Therapy)

SCHOOL-WIDE REWARDS WHITE CARPET DAY



Achievement

Students collectively raised 3,000 Blue Tickets to earn the **WHITE CARPET DAY** for ALL students

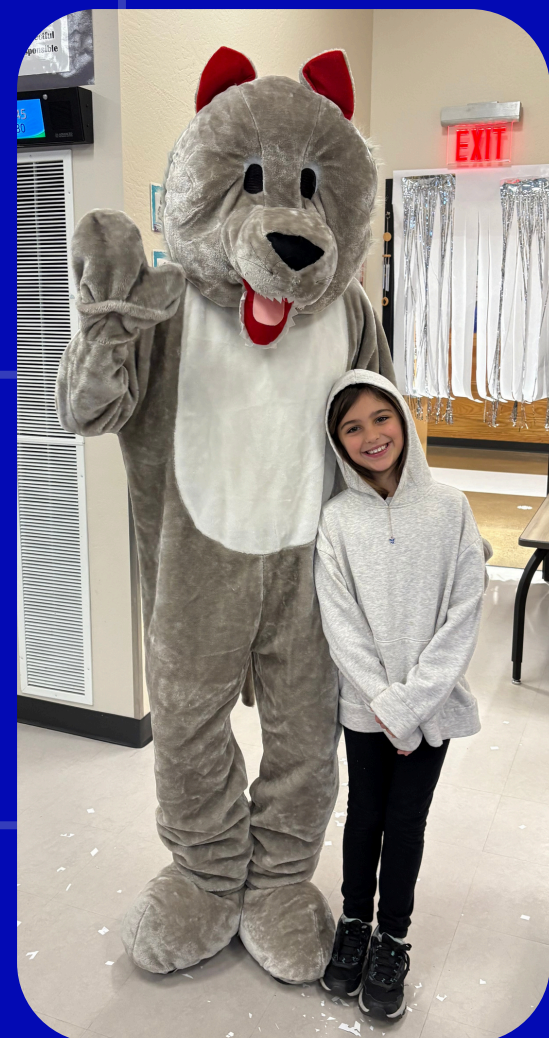
Grand Entrance

On the BIG day, students and staff all dressed in their white and walked into a winter wonderland that was created by our wonderful staff, and "paparazzi" were there to capture their white carpet reactions while they made their grand entrances.

Activities

Students enjoyed a trip to SOU for a basketball game and then returned to school for classroom activities while snacking on popcorn, fruit snacks, and juice boxes!

Reward Days Always brings HIGH attendance!



STUDENT AFFINITY UNIONS



- Black Student Union
- Asian Pacific Islander Union
- Latino Student Union
- Native American Student Union



Monthly meeting to enrich and share lived cultural experiences.



Each union created a school-wide assembly to share and honor their cultural heritage while expanding the learning for all students.



STUDENT OF THE MONTH



Selection

Every class selects two new students each month



Recognition

Students are recognized for being Safe, Respectful and Responsible.



Rewards

- Jump to the front of the line for lunch and recess for the whole month
- Pizza and ice cream party
- Certificate

Outcome

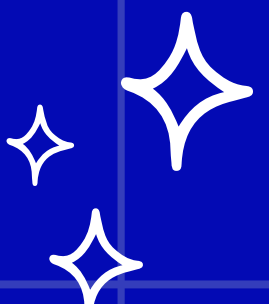
Decreased behavior incidences and increased positive school culture



OBOB

WINNERS

2026



Monkey Read, Monkey Do!

Sebastian Culver

Maddy French

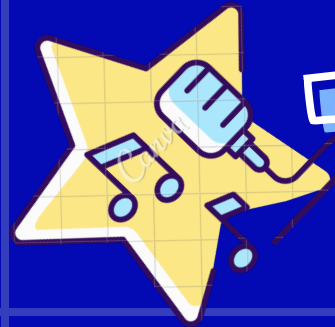
Torin Layton

Opal Malbec

Josephine Sickman



LOOKING AHEAD



TALENT SHOW

DAVINCI NIGHT

SPRING SING

FUN DAY!



STRONG COMMUNITY CONNECTIONS

ARE THE  OF OUR THRIVING SCHOOL CULTURE

THANK YOU



K-8 Science Adoption Update:

K-8

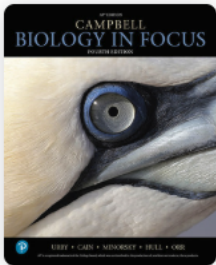
Leaning towards a recommendation of renewing our Amplify subscription for 2 years, with purchasing refill kits where needed.

In 2028, upgrading to the Amplify 2E edition. Some changes and adjustments the committee is excited about:

- Condensed “fast track” option
- Still includes hard copies of text for K-5
- Scope and sequence is more condensed
 - Less units and time to complete units
- NGSS aligned and phenomena-based learning
- Updated Units

9-12

Reviewing these AP textbooks:



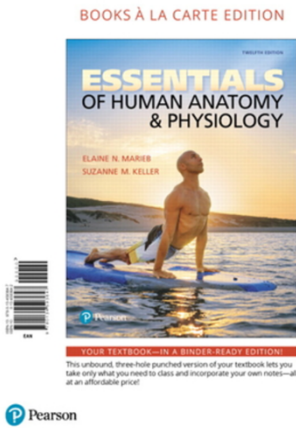
**Campbell Biology In
Focus AP® Edition (HS...**

4th Edition

Lisa A. Urry, Michael L. Cain,...

Essentials of Human Anatomy

By Elaine Marie
\$166.65



Environmental Science for the AP® Course

Fourth Edition | ©2023

Andrew Friedland; Rick Relyea

Environmental Science for the AP® Course was built from the ground up specifically to suit the needs of the AP® Environmental Science course. Friedland and Relyea integrate AP® content, exam prep, and science practices throughout this comprehensive college-level textbook to provide you with...

[Read more](#)

Materials will be available to view and review the week of 3/30 at the district office.

MONTHLY SCHOOL BOARD FINANCIAL REPORT

Ashland School District No. 5
Financial Data through the Month Ending February 28, 2026



March 12, 2026
Board Meeting

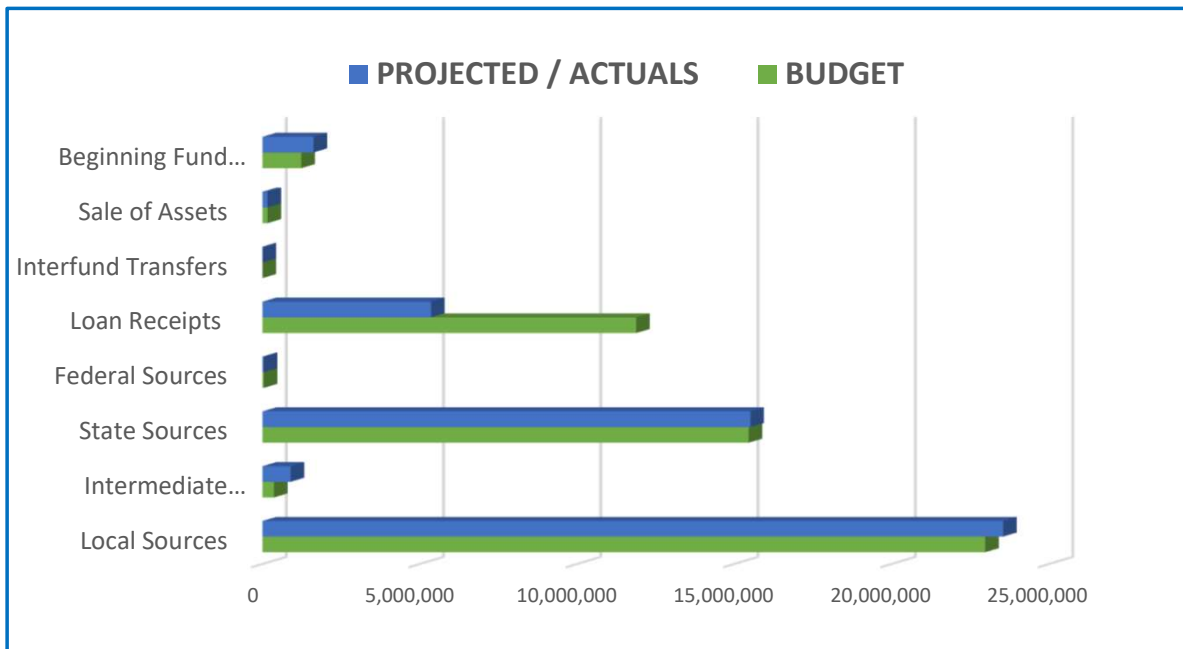
Presented By: Sherry Ely, Director of Business Services

2025.2026 GENERAL FUND (100)

REVENUE

Financial Data Ending February 28, 2025

REVENUE SOURCES BY FUNCTION		BUDGET	PROJECTED / ACTUALS	(Over)/Under Budget
Local Sources	1000	22,974,370.00	23,541,680.76	(567,310.76)
Intermediate Sources	2000	365,000.00	895,538.36	(530,538.36)
State Sources	3000	15,459,445.00	15,513,931.65	(54,486.65)
Federal Sources	4000	40,000.00	40,000.00	0.00
Loan Receipts	5150	11,880,000.00	5,358,564.00	6,521,436.00
Interfund Transfers	5200	0.00	0.00	0.00
Sale of Assets	5300	160,000.00	160,000.00	0.00
Beginning Fund Balance	5400	1,235,405.00	1,623,616.00	(388,211.00)
		52,114,220.00	47,133,330.77	4,980,889.23



NOTES

REVENUE: We saw a decrease of nearly \$250K in our State School Fund revenue as a result of the January to June ADMw trend down as well as errors made by other Districts in reporting their Property Taxes and Transportation Expenses. Reports from COSA are that there are not going to be any reductions to our funding for 2025.2026 or 2026.2027 - and the legislature is not seeing the need to use the Ed Stability Fund. One disappointing communication from ODE is that due to a recalculation in Poverty Rates - the District will be seeing an 8% reduction in our Title I funding for the 2026.2027 school year which equates to about a \$54,000 loss in funding. No impacts to other funds at this point.

Local Sources Include: Property Taxes, Reimbursements, Fees, and other Misc. Revenue.

Intermediate Sources Include: Flowthrough from ESD.

Federal Sources include: Federal Forest Fees

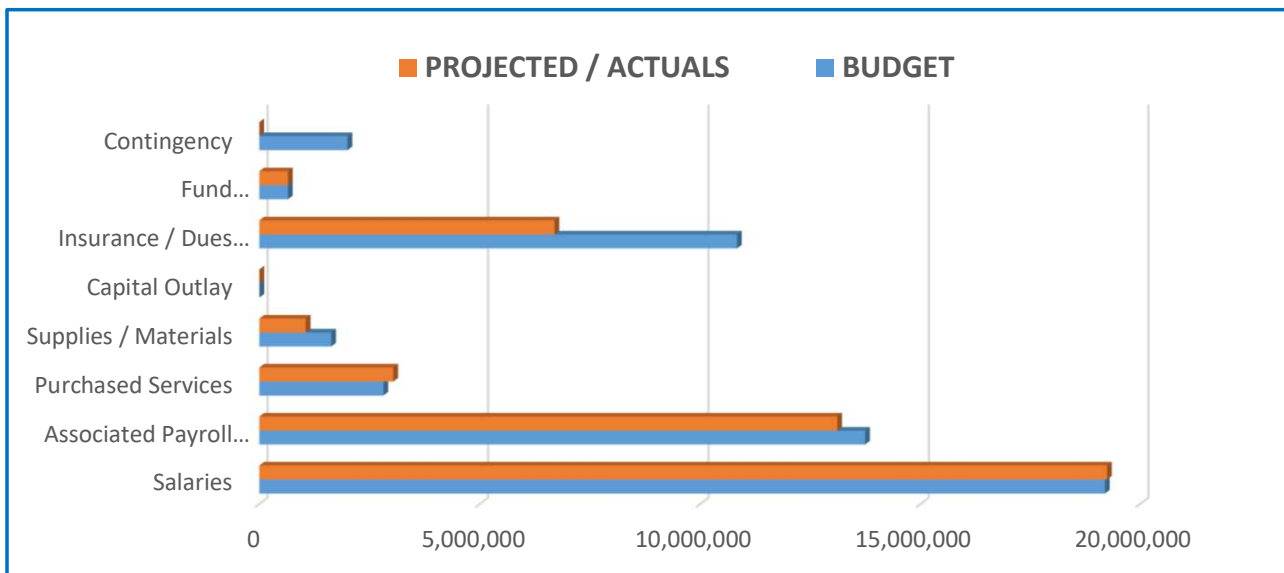
Sale of Assets include: Payment for the Sale of Briscoe

2025.2026 GENERAL FUND (100)

EXPENSES

Financial Data Ending February 28, 2025

EXPENSES BY OBJECT		BUDGET	PROJECTED / ACTUALS	(Over)/Under Budget
Salaries	100	19,201,356.00	19,248,623.99	(47,267.99)
Associated Payroll Costs	200	13,739,894.00	13,106,451.36	633,442.64
Purchased Services	300	2,815,114.00	3,039,024.61	(223,910.61)
Supplies / Materials	400	1,631,221.00	1,052,917.23	578,303.77
Capital Outlay	500	6,000.00	6,000.00	0.00
Insurance / Dues / Fees/Loan Pmnt	600	10,835,182.00	6,694,936.31	4,140,245.69
Fund Transfers/Flow Thru	700	650,000.00	650,000.00	0.00
Contingency	800	2,000,000.00	0.00	2,000,000.00
		50,878,767.00	43,797,953.50	7,080,813.50



NOTES

EXPENSE: No significant expenditure issues to report since the last meeting. At the end of February, our projections are indicating a 7.62% - \$3.3 million ending fund balance.

	2025.2026	Actual YTD EXP	Projected through	Total Estimated		%		2024.2025 YTD	(Over)/Under
	Budget	02.28.2026	06.30.2026	2025.2026	(Over)/ Under Budget	Committed	2024.2025 Budget	Expense	Budget
Instruction									
1111 Elementary, K-5 or K-6	6,128,132.00	3,019,460.24	3,035,226.19	6,054,686.43	73,445.57	0.99	6,538,879.78	6,372,853.06	166,026.72
1113 Elementary Extracurricular	9,058.00	455.06	0.00	455.06	8,602.94		5,486.80	10,164.13	-4,677.33
1121 Middle/Junior High Programs	3,505,613.00	\$ 1,910,702.75	1,749,311.50	3,660,014.25	-154,401.25	1.04	4,073,027.82	3,883,237.01	189,790.81
1122 Middle/Junior High School Extracurricular	261,926.00	\$ 157,171.63	45,758.25	202,929.88	58,996.12	0.77	250,512.57	237,170.30	13,342.27
1131 High School Programs	5,568,609.00	\$ 2,712,895.37	2,759,856.99	5,472,752.36	95,856.64	0.98	5,378,092.35	5,017,450.91	360,641.44
1132 High School Extracurricular	945,412.00	\$ 496,802.93	396,400.03	893,202.96	52,209.04	0.94	1,001,075.58	789,165.23	211,910.35
1210 Programs for the Talented and Gifted	3,570.00	\$ 3,018.46	5,368.20	8,386.66	-4,816.66	2.35	11,871.50	8,933.85	2,937.65
1220 Restrictive Pgms for Students w/Disabilities	84,405.00	\$ 15,753.90	10,630.47	26,384.37	58,020.63	0.31	77,941.05	65,487.33	12,453.72
1227 Extended School Year	480.00	0.00	0.00	0.00	480.00		5,000.00	2,961.46	2,038.54
1250 Programs for Students w/Severe Disabilities	3,769,521.00	\$ 1,993,369.67	1,768,764.77	3,762,134.44	7,386.56	1.00	4,250,889.56	3,741,598.91	509,290.65
1280 Alternative Education	1,718,133.00	\$ 970,801.15	911,214.00	1,882,015.15	-163,882.15	1.10	1,695,037.18	1,630,659.77	64,377.41
1291 English Second Language Programs	300,404.00	\$ 54,022.10	214,715.97	268,738.07	31,665.93	0.89	144,493.32	124,504.85	19,988.47
1400 Summer School	0.00	\$ 30,028.47	0.00	30,028.47	-30,028.47			2,477.39	
Total Instruction	22,295,263.00	11,364,481.73	10,897,246.37	22,261,728.10	33,534.90		23,432,307.51	21,886,664.20	1,545,643.31
	22,295,263.00	11,364,481.73	10,897,246.37	22,231,699.63					
Support Services									
2110 Attendance and Social Work Services	68,188.00	\$ 40,423.65	24,101.86	64,525.51	3,662.49	0.95	60,641.00	60,306.77	334.23
2115 Student Safety	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
2120 Guidance Services	843,276.00	\$ 384,017.84	384,663.78	768,681.62	74,594.38	0.91	815,859.32	744,028.35	71,830.97
2130 Health Services	474,530.00	\$ 128,858.35	309,320.65	438,179.00	36,351.00	0.92	307,844.00	157,413.67	150,430.33
2140 Psychological Services	117,612.00	\$ 82,115.45	94,311.09	176,426.54	-58,814.54	1.50	251,481.64	154.00	251,327.64
2150 Speech Pathology and Audiology Services	276,911.00	\$ 302,366.51	158,204.47	460,570.98	-183,659.98	1.66	443,149.54	552,920.96	-109,771.42
2190 Service Directions, Student Support Svcs	520,690.00	\$ 302,378.83	177,459.35	479,838.18	40,851.82	0.92	421,685.00	492,578.18	-70,893.18
2210 Improvement of Instruction Services	116,089.00	76,591.81	37,104.65	113,696.46	2,392.54	0.98	109,473.27	167,697.88	-58,224.61
2220 Library/Media Center	269,676.00	143,698.76	78,299.96	221,998.72	47,677.28	0.82	295,932.60	262,994.95	32,937.65
2230 Assessment and Testing	86,850.00	1,094.06	45,000.00	46,094.06	40,755.94	0.53	8,150.00	202,446.74	-194,296.74
2240 Staff Development	22,773.00	15,997.89	0.00	15,997.89	6,775.11	0.70	59,565.00	18,109.54	41,455.46
2310 Board of Education	221,555.00	280,853.48	2,250.00	283,103.48	-61,548.48	1.28	200,218.00	280,040.98	-79,822.98
2320 Office of the Superintendent Services	469,851.00	306,660.49	143,691.42	450,351.91	19,499.09	0.96	460,535.82	469,399.80	-8,863.98
2410 Office of the Principal Services	3,089,689.00	2,002,819.90	1,031,860.19	3,034,680.09	55,008.91	0.98	3,249,747.11	3,008,375.55	241,371.56
2490 Other Support Services—School Administration	143,729.00	0.00	0.00	0.00	143,729.00		900.00	129,227.87	-128,327.87
2520 Fiscal Services	690,003.00	451,276.20	195,249.63	646,525.83	43,477.17	0.94	698,011.86	847,082.37	-149,070.51
2540 Maintenance	4,217,104.00	2,940,587.54	993,683.74	3,965,094.80	252,009.20		4,285,988.28	4,209,493.92	76,494.36
2543 Care and Upkeep of Grounds Services	22,000.00	30,406.68	0.00	30,406.68	-8,406.68	1.38	39,000.00	35,880.03	3,119.97
2550 Student Transportation Services	1,190,376.00	740,684.15	313,892.32	1,054,576.47	135,799.53	0.89	1,212,285.73	1,437,419.46	-225,133.73
2640 Staff Services	493,855.00	294,236.59	164,254.85	458,491.44	35,363.56	0.93	406,257.66	324,169.99	82,087.67
2660 Technology Services	2,061,443.00	1,336,575.80	593,611.22	1,930,187.02	131,255.98	0.94	2,130,579.93	2,111,429.84	19,150.09
2700 Supplemental Retirement	317,304.00	223,693.24	117,018.44	340,711.68	-23,407.68		283,386.41	326,766.16	-43,379.75
Total Support Services	15,713,504.00	10,085,337.22	4,863,977.62	14,980,138.36	733,365.64		15,740,692.17	15,837,937.01	-97,244.84
	15,713,504.00	10,085,337.22	4,863,977.62	14,980,138.36	733,365.64	14,949,314.84			
Community Services									
3300 Welfare Activities Services	0.00	0.00	0.00	0.00			5,000.00	0.00	5,000.00
Total Community Services	0.00	0.00	0.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
Other Requirements									
5120 Short Term Debt Service	10,220,000.00	5,358,563.56	547,523.48	5,906,087.04	4,313,912.96				
5200 Transfers of Funds	650,000.00	0.00	650,000.00	650,000.00	0.00	1.00	500,000.00	500,000.00	0.00
		0.00	0.00	0.00	0.00		15,000.00		15,000.00
6000 Contingency	2,000,000.00	0.00	0.00	0.00	2,000,000.00	1.00	1,000,000.00	0.00	1,000,000.00
7000 Unappropriated Ending Fund Balance	1,235,453.00	0.00	0.00	0.00	1,235,453.00	1.00	0.00	0.00	0.00
Total Other Requirements	14,105,453.00	5,358,563.56	1,197,523.48	6,556,087.04	3,235,453.00		1,515,000.00	500,000.00	1,015,000.00
		0.00		75					
Total Requirements	52,114,220.00	26,808,382.51	16,958,747.47	43,797,953.50	8,316,266.50		40,692,999.68	38,224,601.21	2,468,398.47

Ashland School District_Appropriations

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 22,295,263.00	\$ 11,364,481.73	\$ 10,897,246.37	\$ 22,261,728.10	\$ -	\$ 33,534.90
2000 Support Services	\$ 15,713,504.00	\$ 10,085,337.22	\$ 4,894,801.14	\$ 14,980,138.36	\$ -	\$ 733,365.64
3000 Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5120 Short Term Debt Service	\$ 10,220,000.00	\$ 5,358,563.56	\$ 547,523.48	\$ 5,906,087.04	\$ -	\$ 4,313,912.96
5200 Transfers	\$ 650,000.00	\$ -	\$ 650,000.00	\$ 650,000.00	\$ -	\$ -
6000 Contingency	\$ 2,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,000,000.00
Sub Total	\$ 50,878,767.00	\$ 26,808,382.51	\$ 16,989,570.99	\$ 43,797,953.50	\$ -	\$ 7,080,813.50
7000 Unappropriated EFB	\$ 1,235,453.00	\$ -	\$ -	\$ -	\$ -	\$ 1,235,453.00
Donations Fund Raising (105)						
1000 Instruction	\$ 412,948.00	\$ 172,407.12	\$ 10,848.65	\$ 183,255.77	\$ -	\$ 229,692.23
2000 Support Services	\$ 11,990.00	\$ 6,639.94	\$ 980.00	\$ 7,619.94	\$ -	\$ 4,370.06
3000 Community Services	\$ 4,900.00	\$ 3,278.55	\$ -	\$ 3,278.55	\$ -	\$ 1,621.45
	\$ 429,838.00	\$ 182,325.61	\$ 11,828.65	\$ 194,154.26	\$ -	\$ 235,683.74
Class Fees (110)						
1000 Instruction	\$ 260,046.00	\$ 54,752.31	\$ 121.37	\$ 54,873.68	\$ -	\$ 205,172.32
2000 Support Services	\$ 28,324.00	\$ 1,688.58	\$ -	\$ 1,688.58	\$ -	\$ 26,635.42
3000 Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 288,370.00	\$ 56,440.89	\$ 121.37	\$ 56,562.26	\$ -	\$ 231,807.74
Special Revenue Funds						
1000 Instruction	\$ 3,709,448.00	\$ 1,582,006.78	\$ 1,274,348.36	\$ 2,856,355.14	\$ -	\$ 853,092.86
2000 Support Services	\$ 2,388,745.00	\$ 1,091,340.00	\$ 709,938.93	\$ 1,801,278.93	\$ -	\$ 587,466.07
3000 Community Services	\$ 1,283,100.00	\$ 832,918.37	\$ 420,392.64	\$ 1,253,311.01	\$ -	\$ 29,788.99
4000 Facility Acquisition	\$ 40,000.00	\$ -	\$ -	\$ -	\$ -	\$ 40,000.00
5200 Transfers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5300 Apportionment of funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Total	\$ 7,421,293.00	\$ 3,506,265.15	\$ 2,404,679.93	\$ 5,910,945.08	\$ -	\$ 1,510,347.92
Debt Service (301)						
5100 Debt Service	\$ 8,480,400.00	\$ 2,252,440.58	\$ 6,077,450.00	\$ 8,329,890.58	\$ -	\$ 150,509.42
Sub Total	\$ 8,480,400.00	\$ 2,252,440.58	\$ 6,077,450.00	\$ 8,329,890.58	\$ -	\$ 150,509.42
Facilities (400)						
2000 Support Services	\$ 396,515.00	\$ 63,309.44	\$ 13,847.06	\$ 77,156.50	\$ -	\$ 319,358.50
4000 Facilities Acquisition	\$ 7,065,009.00	\$ 1,809,916.02	\$ 940,023.98	\$ 2,749,940.00	\$ -	\$ 4,315,069.00
6000 Contingencies	\$ 3,000,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000.00
Sub Total	\$ 10,461,524.00	\$ 1,873,225.46	\$ 953,871.04	\$ 2,827,096.50	\$ -	\$ 7,634,427.50

Ashland School District_Appropriations

Internal Service Funds (600)

2000 Support Services	\$ 10,342,014.00	\$ 5,576,815.25	\$ 1,968,952.93	\$ 7,545,768.18	\$ -	\$ 2,796,245.82
5200 Transfers	\$ 25,000.00	\$ -	\$ 25,000.00	\$ 25,000.00	\$ -	\$ -
6000 Contingencies	\$ 859,650.00	\$ -	\$ -	\$ -	\$ -	\$ 859,650.00
Sub Total	<u>\$ 11,226,664.00</u>	<u>\$ 5,576,815.25</u>	<u>\$ 1,993,952.93</u>	<u>\$ 7,570,768.18</u>	<u>\$ -</u>	<u>\$ 3,655,895.82</u>

Trust & Agency Funds (700)

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

Total Appropriations	<u>\$ 89,471,856.00</u>	<u>\$ 40,421,645.45</u>	<u>\$ 28,431,474.91</u>	<u>\$ 68,853,120.36</u>	<u>\$ -</u>	<u>\$ 20,618,735.64</u>
Total Unappropriated	<u>\$ 1,249,203.00</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,249,203.00</u>
TOTAL	<u><u>\$ 90,721,059.00</u></u>	<u><u>\$ 40,421,645.45</u></u>	<u><u>\$ 28,431,474.91</u></u>	<u><u>\$ 68,853,120.36</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 21,867,938.64</u></u>

Fund	Description	7/1/2025 Actual Beginning Fund Balance	Accounts Receivable	Budget Rev	Total Revenue	Budg Exp	Actual Grant Award	YTD Revenue	YTD Expenditures	Encumbrances	Balance as of 6/30/26
200	Special Revenue Funds	-		800,000	800,000	800,000		-	-	-	-
201	Southern Promise Grant	953		-	953			-	-	-	953
203	Staff Health Center	1,315		14,527	15,842	14,527		-	604	-	711
205	SOU (NSF Prime) Grant	5,767		-	5,767	-		-	-	-	5,767
206	ODE CTE Program Grants	(3,467)	7,199	-	3,732			-	3,732	-	(0)
207	SOESD - SOREN	(3,857)	3,857	-	-			-	-	-	-
208	TAP Grants (ODE)	(2,901)	2,901	-	1			-	-	-	1
209	Ashland Community Health Intern Grant	17,992	-	-	17,992			35,000	28,018	6,358	18,616
210	SPED Miscellaneous Grants	-	1,407	-	1,407			-	1,407	-	(0)
211	Title III via SOESD	(1,643)	2,988	5,000	6,345	5,000		-	1,345	-	(0)
213	Helman Soroptimist Grant	155		-	155			-	-	-	155
214	Title IV-A	-	34	62,149	62,183	62,149	52,407	-	346	-	52,095
215	ESSER	(62)	1,516		1,454			-	1,454		0
220	EIIS Grant	-		7,600	7,600	7,600		-	-	-	-
221	Title I-A	-	97,602	711,483	809,085	711,483	683,533	184,653	282,255	251,566	149,711
222	Title II A	-		98,641	98,641	98,641	89,349	93,150	63,967	6,250	19,132
229	IDEA	2,844	134,112	470,026	606,982	470,026	442,815	133,583	323,598	252,689	(130,628)
251	Student Investment Account	-	260,500	2,507,495	2,767,995	2,507,495	2,507,495	1,077,127	1,337,627	1,142,695	27,173
252	Measure 98	-		756,062	756,062	756,062	730,879	365,440	362,442	285,817	82,620
256	Farm to Education	(2,911)	590	25,000	22,679	25,000	25,000	-	590	-	21,499
262	BAASS	(3,797)	3,797	3,055	3,055	3,055		-	-	-	-
266	AMS Student Body	(74)	74	-	-	-		-	-	-	-
267	AHS Student Body Account	89,677		-	89,677	-		17,960	17,883	980	88,775
270	Early Literacy Success	-	-	-	-		157,438	113,942	29,381	5,507	122,551
274	E-rate Funds	13,851		-	13,851			-	-	-	13,851
276	Equipment Replacement Fund	26,001		-	26,001			-	2,899	-	23,103
277	Transportation Fund	-	185,000	185,000	370,000	185,000		185,000	65,222	-	304,778
280	Senate Bill 1149	17,845		6,000	23,845	21,000		4,880	-	-	22,725
281	Oregon Community Foundation	-	-	-	-	-		4,025	-	-	4,025
282	ASPIRE Partnership Grant	10,441		-	10,441	14,441		1,992	-	-	12,433
283	AHS Dual Credit - ASF Support	5,000		-	5,000			-	-	-	5,000
285	Fast Forward Fund	6,860		-	6,860	6,900		-	2,149	95	4,617
286	ASF - Strings, Band, Orchestra	(14,463)	14,463	-	(0)			-	-	-	(0)
287	Fee Fund	7,632		-	7,632	-		-	-	-	7,632
288	Technology Fund	24,682		-	24,682	-		945	-	-	25,627
289	Class of 1958 (Fee Fund-OCF)	7,564		-	7,564			-	-	-	7,564
290	OSU Outdoor School Program	(3,309)	14,405	125,000	136,096	125,000	83,362	-	94,458	-	(0)
291	Ashland Schools Foundation	44,120		150,000	194,120	198,083		134,020	53,978	4,250	119,912
292	Affinity Group Funding	5,661	15,754	-	21,415	-		1,000	9,746	12,668	1
294	Technology Infusion/Ashland Rotary-Walker School	341		-	341	-		-	-	-	341
295	Contributions/Donations	38,669		-	38,669	34,592		-	600	-	38,069
296	AHAA Grants	1,168		-	1,168	-		-	-	-	1,168
297	OEA Choice Trust Wellness Program	294	25,000	25,000	50,294	50,000		-	370	-	24,924
298	LGBTQ2SIA Consortium	19,858		15,000	34,858	37,033		-	772	15,754	3,332
299	Nutrition Services	265,667	385,867	1,270,000	1,921,534	1,270,000		590,405	821,887	420,052	(0)
		-		-	-	-					-
		-		-	-	-					-
	Grand Total	\$ 577,876	\$ 1,157,065	7,237,038	8,971,979	7,403,087	\$ 4,772,278	\$ 2,943,121	\$ 3,506,732	\$ 2,404,680	1,078,229

FY 2025.2026	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Projected	Adopted
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actual	Actual	Projected	Projected	Projected	Projected	Total	Budget
REVENUE														
General Funds														
Cash at July 1, 2025	12,149,624													
Local Sources	170,156	129,494	93,256	79,934	20,242,644	375,448	247,248	302,199	574,389	218,777	248,710	859,426	23,541,681	22,974,370
Intermediate Sources							447,769	-	-	-	-	447,769	895,538	365,000
State Sources	2,604,653	1,301,545	1,301,545	1,300,274	1,300,274	1,298,881	1,113,881	1,476,730	1,297,252	1,297,252	1,298,252	179,148	15,769,687	15,459,445
Federal Sources	-	-	-	-	-	-	-	-	-	-	-	-	40,000	40,000
Sale of Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	40,000	40,000
Loan Proceeds							5,358,564				160,000		160,000	13,275,405
Beginnig Cash Balance(all other Funds)													5,358,564	
Special Revenue Funds	36,713	93,456	47,141	425,603	832,948	235,717	862,843	408,700	332,977	682,288	105,852	2,269,979	6,334,217	7,421,293
Student Body Funds	8,834	25,641	71,887	57,006	59,523	49,170	67,217	27,525	62,158	64,677	62,459	40,718	596,814	718,208
Debt Service	37,500	30,841	20,866	15,277	7,649,534	104,357	25,000	54,134	15,000	75,363	15,000	50,000	8,092,870	8,480,400
Capital Projects - 401, 402, 403	1,193,137	14,828	839,423	1,215,536	4,847	479,581	8,068	22,057	5,000	5,000	5,000	5,000	3,797,476	10,461,524
600-Insurance Fund	195,740	153,213	577,416	622,815	581,265	669,731	715,988	667,438	670,000	670,000	670,000	1,250,000	7,443,606	
6xx-Other Internal Service funds	4,469	1,333	12,272	12,334	4,283	12,122	12,071	12,184	5,500	5,500	5,500	161,000	248,569	
700 - Trust & Agency	0	0	46,375		12,600		1,000	12,767					72,742	
TOTAL REVENUE	12,149,624	4,251,203	1,750,350	3,010,180	3,728,777	30,687,918	8,583,571	3,501,085	2,983,734	2,962,276	3,178,856	2,410,774	5,303,040	79,195,645
EXPENDITURES														
100-Salaries	426,461	558,220	1,610,731	1,704,116	1,614,031	1,615,453	1,634,749	1,617,884	1,633,745	1,623,585	1,631,315	3,578,336	19,248,624	19,201,356
200-Payroll Costs	268,089	344,081	1,097,128	1,099,804	1,078,703	1,149,438	1,181,245	1,137,358	1,194,278	1,198,973	1,198,236	2,159,120	13,106,651	13,739,894
300-Contracted Services	102,184	99,766	241,380	286,894	242,139	420,804	316,136	206,788	232,931	209,819	301,515	353,684	3,014,040	2,815,114
400-Supplies & Materials	154,969	143,252	44,622	65,425	51,034	77,137	69,688	42,707	142,081	117,449	57,888	86,665	1,052,917	1,631,221
500- Equipment	-	-	-	-	-	-	-	-	-	-	-	-	6,000	6,000
600-Dues/Fees	678,279	16,177	104,692	5,375	4,889	5,266,691	57,560	3,955	1,960	1,623	4,571	549,164	6,694,936	10,835,182
700 - Transfers	-	-	-	-	-	-	-	-	7,800	-	-	-	650,000	650,000
800- Contingency (planned reserve)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Revenue Funds	65,651	108,622	503,035	567,358	585,069	555,452	513,714	607,831	542,818	550,000	513,261	1,145,550	6,258,361	7,421,293
Student Body Funds	18,847	33,328	5,507	40,222	44,768	27,042	25,743	43,310	86,185	65,818	58,590	172,966	622,325	718,208
Debt Service	-	-	-	-	-	2,337,200	-	-	-	-	-	-	5,727,200	8,064,400
Capital Projects	178,294	68,276	245,712	747,024	47,628	437,341	51,916	97,035	150,000	150,000	150,000	150,000	2,473,225	10,461,524
600-Insurance Fund	415,320	821,245	579,155	582,763	563,696	814,203	922,486	678,547	730,353	655,735	843,201	989,144	8,595,846	
6xx-Other Internal Service funds	115,745	-	-	-	74,114	-	-	8,549	-	-	-	-	15,000	213,408
700 - Trust & Agency	-	164,750	-	-	-	1,000	-	-	-	-	-	-	165,750	11,525,414
TOTAL EXPENDITURES	2,423,838	2,357,717	4,431,963	5,098,979	4,307,071	12,700,761	4,773,236	4,451,763	4,719,045	4,568,307	4,758,577	15,582,828	70,174,084	87,485,606
Projected Ending Fund Balance	1,827,366	1,219,999	(201,785)	(1,571,986)	24,808,861	20,691,671	19,419,520	17,951,490	16,194,721	14,805,271	12,457,468	2,177,680	14,327,303	
CASH REPORT														
Monthly Beginning Balance	July	August	September	October	November	December	January	February	March	April	May	June		
Main account_9101	3,575,600	861,793	612,977	1,280,351	2,043,364	2,878,028	1,626,242	1,836,702	1,020,560	-	-	-	-	-
Health Insurance Fund_9140	336,891	386,509	102,554	290,616	146,000	359,127	565,923	201,140	354,844	-	-	-	-	-
Bond Cash account_9105	926,380	769,195	769,209	769,221	639,873	639,883	309,872	309,877	309,882	-	-	-	-	-
Bond Investment Account_9106	274,159	275,230	276,305	1,114,489	1,328,982	1,333,818	1,791,529	1,791,529	1,803,433	-	-	-	-	-
Retainage - 9109	689,381	689,381	676,822	653,178	653,181	653,184	657,414	657,414	679,424	-	-	-	-	-
Main Investment Account_9104	6,347,213	7,291,899	6,231,227	3,734,830	2,105,158	25,083,837	24,146,750	22,991,119	22,235,760	-	-	-	-	-
Total	12,149,624	10,274,008	8,669,094	7,842,685	6,916,559	30,947,877	29,097,730	27,787,783	26,403,903	-	-	-	-	-
Monthly Ending Balance														
Main account_9101	861,793	612,977	1,280,351	2,043,364	2,878,028	1,626,242	1,836,702	1,020,560	-	-	-	-	-	-
ACH Account_9140	386,509	102,554	290,616	146,000	359,127	565,923	201,140	354,844	-	-	-	-	-	-
Bond Cash account_9105	769,195	769,209	769,221	639,873	639,883	309,872	309,877	309,882	-	-	-	-	-	-
Bond Investment Account_9106	275,230	276,305	1,114,489	1,328,982	1,333,818	1,791,529	1,791,529	1,803,433	-	-	-	-	-	-
Retainage - 9109	689,381	796,041	653,178	653,181	653,184	657,414	657,414	679,424	-	-	-	-	-	-
Main Investment Account_9104	7,291,899	6,231,227	3,734,830	2,105,158	25,083,837	24,146,750	22,991,119	22,235,760	-	-	-	-	-	-
Total	10,274,008	8,788,313	7,842,685	6,916,559	30,947,877	29,097,730	27,787,783	26,403,903	-	-	-	-	-	-
Cash: Net Monthly Change	(1,875,616)	(1,485,695)	(826,409)	(926,127)	24,031,318	(1,850,147)	(1,309,948)	(1,383,879)	(26,403,903)	-	-	-	-	-

2026-2027

K-12 School Calendar

July '26

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '26

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aug 24-28 Inservice Days - No School
 Aug 31 First Day for Students - Half day

September '26

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sept 7 Labor Day - District Closed

October '26

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Oct 9 Inservice Day - No School

Oct 12 Indigenous Peoples' Day - District Closed

Oct 29-30 Parent-Teacher Conferences - No School

November '26

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Nov 11 Veterans Day observed - District Closed

Nov 25-27 Thanksgiving Break - Schools Closed

December '26

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec 21-Jan 1 Winter Break - Schools Closed

January '27

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan 1 New Year's Day - District Closed

Jan 18 Martin Luther King Jr. Day - District Closed

Jan 25 Inservice Day - No School

February '27

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Feb 11-12 Parent-Teacher Conferences - No School

Feb 15 Presidents' Day - District Closed

Feb 26 Inservice Day - No School

March '27

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Mar 22-26 Spring Break - Schools Closed

March 29 Inservice Day - No School

April '27

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Apr 26 Closure Day Make-up

May '27

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 31 Memorial Day - District Closed

June '27

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jun 11 Last Day Of School/Half Day

Jun 14 Inservice Day - No School

Jun 15-18 - Closure Day Make-up

Legend:	
Staff In-service/Planning Days - No Students	
School Holidays - District Closed	
Recess - Schools Closed	
Conference - Non-School Days	
1/2 Day	
Closure Day Make-Up (If Needed)	

No School
Closure Day Make-Up (If Needed)
1/2 Day of School

ASHLAND PUBLIC SCHOOLS

JACKSON COUNTY SCHOOL DISTRICT #5

Dr. Joseph Hattrick
Superintendent



Inspire Learning for Life

BOARD OF DIRECTORS
REBECCA DYSON
RUSSELL HATCH
DANIEL RUBY
DELTRA FERGUSON
JORDAN ROOKLYN

MICHELLE CUDEBACK
Assistant Superintendent

STEVE MITZEL
Executive Director, Operations

SHERRY ELY
Director, Business Services

APRIL HARRISON
Director, Student Services

Thursday, March 12, 2026

Interdistrict Transfer Proposed Slots for 2026-27
(Per Policy JECEB)

Projected enrollment includes all schools and programs

Grade	Projected enrollment	Proposed Transfers in	Proposed Transfers out
K	136	10	0
1	136	10	0
2	149	10	0
3	160	10	0
4	164	10	0
5	173	10	0
6	193	10	0
7	177	10	0
8	223	10	0
9	201	10	0
10	242	10	0
11	212	10	0
12	184	0	0
Total	2350	120	0

Proposed transfer slots may shift due to grade-level availability at the time of the request.

Clarifying items:

- Transfer slots are assigned based on current enrollment in that grade level.
 - o Ex: 2nd grade student transfers in, Student Services looks at current enrollment and assigns the school based on lowest enrollment for 2nd grade.
- Ashland School District does not allow any transfers out unless a hardship is identified as defined by the Oregon Department of Education.