

Ashland School District

TRAILS Outdoor School

Family/Student Handbook



2021-2022

We get kids outside, educate through experience, and nurture through nature.

Dear Families,

Welcome to TRAILS Outdoor School! We are excited to have you as part of our community and look forward to a great year together.

Endorsed by the Ashland School Board to further diversify public school offerings for families in Ashland, TRAILS Outdoor School was established in 2006 as public school with a focus on the Arts and Outdoor Education. TRAILS was developed according to current research in educational philosophy and child psychology. It is a small community school serving 150 students in multi-age classes, kindergarten through eighth grade with a focus on Outdoor Education and the Arts.

Students are taught the wonder and beauty of nature, the intricacies of biologic and ecologic systems and the love of the outdoors. Learning occurs through direct experience, collaboration, discussion, reflection and inference as students hike, draw, explore and immerse themselves in the natural world. Art and music provide forms of expression and avenues of learning.

TRAILS staff support high academic achievement and individual student success. Reading, writing, math, science, social studies, physical education, music and art are addressed according to state and Common Core standards.

Additionally, we have a very involved parent/family community and together we make an excellent partnership in providing outstanding educational opportunities for our children. Our PTC is very active and provides invaluable support.

This handbook should provide answers to many of your questions. Should you have more, feel free to reach out to our office.

Sincerely,

Jennifer Parks
Principal
TRAILS Outdoor School

SCHOOL SCHEDULE

7:45-8:00 Breakfast Offered
8:00-8:10 Students Arrive (earlier for breakfast)
8:10 Students Escorted to Classrooms
8:20 Instruction Begins
2:50 Dismissal (on Wednesday, Dismissal is at 1:30)

ABOUT TRAILS OUTDOOR SCHOOL

The teaching team at TRAILS plan and base integrated units on the Common Core and Next Generation Science Standards. Our team collaborates in aligning school-wide units and formative assessments to guide teaching and student learning. At any given time, all students at TRAILS will be learning about the same general theme at varying developmentally appropriate levels. Teachers plan K-8 articulated curriculum and assessments, cross-age work, content reading buddies, cross-aged field trips, and older/younger research projects.

Examples of School-Wide Units include: Ecosystems, Water, Geology, Physics, Social Justice, and Life/Earth Cycles.

TRAILS Outdoor School Values and Celebrates:

- Small communities
- Outdoor education
- Experience-based learning
- Contextual curriculum
- Collaborative learning
- Music and art
- Hiking and exploring
- Qualitative assessment

CONSTRUCTIVIST PHILOSOPHY

- Students learn new concepts in relationship to previous knowledge and experience.
- The construction of knowledge by the student leads to comprehensive, authentic learning.
- Continuous inquiry and application of equity and inclusion in teaching and learning.

FIELD STUDY VENUES AND OUTDOOR EDUCATION

Outdoor studies connect us to our local community, while strengthening our students' self-confidence, adding depth to our academic studies, and providing students with the opportunity to establish a sense of place and deep connection with nature.

Students are outside the classroom almost every Friday in support of our units of study and local stewardship projects. Through this experience, students are gaining hands-on application of classroom concepts and valuable life-long outdoor skills such as preparedness, safety, and group awareness. Our middle school aged students trek nearly 150 miles per year!

Our partnership with local organizations and extended outdoor education opportunities include: EarthTeach Forest Park, North Mountain Park, Rogue River Keepers, TouVelle State Park, SOU Outdoor Adventure Leadership Program, Lomakatsi Restoration Project, Mt. Ashland, Deer Creek Outdoor School, Cascade-Siskiyou National Monument, KS Wild, Oregon Department of Forestry, United States Fish and Wildlife, and many others.

LOCATION

Our permanent home is currently under construction with a new building slated to be completed June of 2022. During that construction, we are located on the Lincoln campus at 320 Beach Street.

ARRIVING AT AND DEPARTING FROM SCHOOL

Safety is a top priority for us at TRAILS. If you have suggestions or see potential problem areas, please let us know. Students should arrive no earlier than 8:00 AM (unless they are having breakfast at school, then they would arrive at 7:45). All students will be escorted into the building at 8:10 am. Students arriving after 8:10 must use the main entrance.

TRAILS Outdoor School has a drop-off and pick-up loop for our K-2 students. You enter the loop through

the alley on Beach Street and exit onto Siskiyou Boulevard. Drop off and pick-up for older students is along Beach and Henry Streets. **Each class has an assigned area for pick-up and drop-off. There is signage indicating each assigned area. If you have questions, please contact the Office.**

WALK, BIKE, SCOOTER TO SCHOOL

We encourage students to walk, bike, and scooter to school. Families, please remind your children of the precautions and safety rules to follow should they walk, ride a bike, rollerblade, scooter or skateboard to school. **Helmets are required for all bikes, scooters, and skateboards.** Children are not allowed to ride bikes, scooters, or skateboards to TRAILS without a proper helmet. We strongly urge appropriate **safety equipment** such as knee and elbow pads and a bike lock. **Scooters, skateboards, rollerblades, bikes, and unicycles are not to be ridden on school grounds. Shoes with rollers are not allowed under any circumstances.** Scooter and skateboard racks are provided outside each main entrance to the building. All scooters and skateboards must be locked up during the day.

AFTER SCHOOL

There is no supervision provided after 3:00 pm. Students are not allowed to stay after school and play on school grounds. The field is available to the community after 3:30 pm. Students not picked up by 3:00 pm **must** report to the office and wait for parents to pick them up. On Wednesday early release, students need to be picked up at 1:30.

TITLE I HIGHLY QUALIFIED STAFF REQUIREMENTS

TRAILS Outdoor School qualifies for Title I funding under the federal *ESEA Act*. This Act requires that certain teachers and paraprofessionals meet specific requirements that qualify them as "highly qualified." All TRAILS teachers meet the standards to be Highly Qualified.

If you would like to request this information, please contact Laurie Rooper at the district office. Thank you for your interest and involvement in your child's education.

John Muir Outdoor School Certified Staff 2021-2022

Principal	Jennifer Parks	Office	ext. 1202	jennifer.parks@ashland.k12.or.us
Office Manager	Lindsay Wiegel	Office	ext. 1214	lindsay.wiegel@ashland.k12.or.us

Classroom Teachers

Kindergarten	JoEllen Meyeroff	Primary: Rm. 5	ext. 1255	joellen.meyeroff@ashland.k12.or.us
Grades 1/2	Randi Nash	Primary: Rm. 7	ext. 1254	randi.nash@ashland.k12.or.us
Grades 3/4	Nasser Rihan	Upper: Rm. 14	ext. 1256	nasser.rihan@ashland.k12.or.us
Grade 5	Jim Bowers	Upper: Rm. 10	ext. 1252	james.bowers@ashland.k12.or.us
Grades 6/7	Ryan Ritchie	Upper: Rm. 11	ext. 1215	ryan.ritchie@ashland.k12.or.us
Grades 7/8	Marcia Ososke	Upper: Rm. 15	ext. 1251	marcia.ososke@ashland.k12.or.us

Specialists

Music	Sage Meadows	Music	ext. 1258	sage.meadows@ashland.k12.or.us
P.E.	Kelly Anderson	Gym	ext. 2222.	kelly.anderson@ashland.k12.or.us
Reading	Terry Burns	Upper: Rm. 12	ext. 1253	theresa.burns@ashland.k12.or.us
Math	David Wasserman	Main: Rm. 3	ext. 1259	david.wasserman@ashland.k12.or.us
Special Education	Brian Ruby	Upper: Rm. 12	ext. 1253	brian.ruby@ashland.k12.or.us
CDS	Amber Langer	Office	ext. 1216	amber.langer@ashland.k12.or.us
School Psychologist	Nora Knox	Office	ext.	nora.knox@ashland.k12.or.us
Speech & Language	Brittany Whitfield	Office	ext.	brittany.whitfield@ashland.k12.or.us
School Nurse	Belinda Brown	Office	ext. 3105	belinda.brown@ashland.k12.or.us

ASHLAND SCHOOL DISTRICT

Inspiring Learning for Life

BELLVIEW ELEMENTARY SCHOOL
1070 Tolman Creek Rd. Ashland, OR 97520
Lindsay Gates, Principal
Phone 482-1310 FAX: 482-2591
EMAIL: lindsay.gates@ashland.k12.or.us
WEB SITE: www.ashland.k12.or.us/bellview

HELMAN ELEMENTARY SCHOOL
705 Helman Street
Ashland, OR 97520
Michelle Cuddeback, Principal
Phone: 482-5620 FAX: 482-2560
EMAIL: michelle.cuddeback@ashland.k12.or.us
WEB SITE: www.ashland.k12.or.us/helman

WALKER ELEMENTARY SCHOOL
364 Walker Avenue
Ashland, OR 97520
Tiffany Burns, Principal
Phone: 482-1516 FAX: 482-2671
EMAIL: tiffany.burns@ashland.k12.or.us
WEB SITE: www.ashland.k12.or.us/walker

WILLOW WIND ALTERNATIVE PROGRAM K8
1497 East Main St
Ashland, OR 97520 Debra Schaeffer-Pew, Principal
Phone: (541) 488-2684 Fax: (541) 488-2687
EMAIL:
Debra.SchaefferPew@ashland.k12.or.us
WEB SITE: www.ashland.k12.or.us/willowwind

TRAILS OUTDOOR SCHOOL K8
320 Beach Street
Ashland, OR 97520
Jennifer Parks, Principal
Phone: (541) 482-8577 Fax: (541) 482-8328
EMAIL: Jennifer.parks@ashland.k12.or.us
WEB SITE: www.ashland.k12.or.us/johnmuir

ASHLAND SCHOOL DISTRICT #5
885 Siskiyou Boulevard
Ashland, OR 97520
Samuel Bogdanove, Superintendent
Phone: 482-2811 FAX: 482-2185
EMAIL: Samuel.Bogdanove@ashland.k12.or.us
WEB SITE: www.ashland.k12.or.us

SCHOOL BOARD MEMBERS
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Ashland School District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual’s perceived or actual race, religion, color, national or ethnic origin, mental or physical disability, marital status, sex, sexual orientation, age, pregnancy, familial status, economic status, veterans’ status, or genetic information in providing education or access to benefits of education services, activities, and programs in accordance with Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act, as amended; the Americans with Disabilities Act of 1990; the Americans with Disabilities Act Amendments Act of 2008; and Title II of the Genetic Information Nondiscrimination act of 2008.

Verification of Residency

Under Oregon law, students may attend the school district where their parents/guardians reside. To comply with state law regarding school attendance boundaries and to assure better emergency contact information for students, all students new to a school are asked to provide appropriate documentation of parental residency or, in the case of an emancipated minor, their own residency.

This includes:

- Students new to Ashland Schools
- Students in grades K, 6 and 9
- Students transferring from one school to another

Appropriate Documentation:

Two original documents from separate categories are required as proof of residency for registration. These documents must be dated within the last 30 days and reflect the home address of the parent/guardian and student:

1. Real Estate Documents [Current mortgage statement, escrow papers that show close of sale, grant deed, property tax bill, or rental agreement signed by both parties, with your name and address listed along with two consecutive rental payment receipts (within 60 days for new rentals)]
2. Other Official Documents:
 - Financial Documents (bank statement, credit card bill, pay stub)
 - Government Documents (Social Security, Unemployment Insurance, WIC, Oregon Health Plan)
 - Insurance (home, rental, health or car)
 - Current Utility: electric, gas, cable or water bill with your name and address listed

Please Note: Telephone bills and driver licenses are not accepted for proof of residency.

What If I Don't Have Needed Documents?

In some cases, you may not have the documentation you need to register. Our office manager will work with you to help you. You

may be referred to the District Student Services Department for support in addressing your child's school needs.

If you are an unaccompanied youth, reside in a substandard residence or do not have a permanent residence, you can register for school and may be eligible for additional supports to enroll in and attend. Additional information is available through the school.

Assignment of Students to Classes, Retention & Acceleration

The decision to place students is a task we take very seriously. It is the result of extensive discussion among teachers at your child's current grade (last grade completed), the principal and specialists. It is a professional responsibility that is important, time consuming, and requires much thought and planning by the school team.

Placement decisions are made in the best interests of all children and ultimately in the best interest of each individual child. The highest priority in making decisions is creating balanced classes, while meeting the needs of your child. Many factors influence these decisions including aptitude, achievement levels, behavior, social/emotional needs, health, interaction with peers and adults, leadership, learning style and motivation. All of these factors are taken into consideration when determining classroom configuration.

While we do not take specific teacher requests, we do recognize that as parents/guardians, you have valuable information about your child that will aid us in making placement decisions. You are invited to share that information each spring on the intent to return forms that are distributed around the time of spring conferences. Thank you for your continued help, support and cooperation.

Process for Promotion/Retention Of Students
Principals will generally rely on prior school history and chronological age to determine

appropriate grade level. Students will be placed at the grade for which they are academically, socially and emotionally prepared. Parents/guardians may request consideration for retention or promotion of continuing students at any time during the school year.

The Principal may convene a Child Study Team (CST) or Student Study Team (SST) to help inform the decision. Final determination is made by the principal. Team members may include the child's teacher(s), a school psychologist, a child development specialist, the Parents/Guardians, other specialists and an administrator. The team may review the following: social readiness, emotional readiness, academic readiness, classroom records, confidential information, and other relevant material including rating scales.

Students Moving in From Other Districts

Grade placement is determined based on school record. A parent/guardian may request retention or promotion by the sending district who knows the student best. The process for consideration varies from the process for continuing students because the district has little or no direct data on the student. After the student has enrolled and local data is gathered, a parent/guardian may request consideration for retention or promotion.

Kindergarten And First Grade Entry Age

In Oregon, a child must be five years old on or before September 1 of the school year they wish to enter kindergarten. A child must be six years old on or before September 1 of the school year they want to enter first grade.

Kindergarten or First Grade Early Entry

Early entry into school will be allowed for a student whose fifth (Kindergarten) or sixth (first grade) birthday occurs after September 1, but not later than November 15 and who is sufficiently advanced to succeed in the educational program based on an analysis by

qualified professional staff of his/her cognitive, social and physical development.

First graders transferring from a public school do not need to apply for early entrance.

First graders transferring from a private school will be assessed for readiness in the same manner as other early entrance students.

Applying for Early Entrance

Visit your child's neighborhood school and ask for an 'Early Entrance Request' packet. Complete the packet and the parent questionnaire, and submit them to your school's office anytime between April 15 and May 1 for the following school year. You will be contacted by a specialist to set up an appointment for an assessment and details on criteria. There is a fee to offset assessment costs. If your child meets assessment criteria, the specialist will discuss additional steps including an observation of your child in their current school setting and formal interviews with his/her teachers. A team from the school will meet with you to review the findings. If your child meets criteria and there is consensus that early entrance is appropriate for your child, then you may register for school. If you disagree with the findings of the assessment, you may elect to have your child assessed by a local clinical psychologist at your expense and ask that the school team consider the findings. Any such assessment would need to include appropriate measures to assess cognitive, social and physical development. Every effort is made to ensure that the screening process is fair and equitable. Decisions on kindergarten/ first grade readiness are made by the principal based on your input and the input of a team of professionals. The decision of the building principal is final and cannot be appealed.

Late Entry/Retention of Kindergarten Students

The Ashland School district enrolls students by age, as required in ORS 339.115(9).

Late-age students (turning 6 years of age before September 1) seeking to enroll in a K-12 program for the first time may request a

retention by submitting a request to the principal of their neighborhood school.

Late-Age Kindergarten Request Steps: Step 1: Complete the online enrollment & registration process for 1st grade at:
Ashland.k12.or.us/registration

Step 2: Complete and provide the following supporting documents to the child's neighborhood school:

- Child Behavior Rating Scale, completed by parent/guardian
- Any combination of two of the following:
 - o Kindergarten Readiness Questionnaire, completed by a Health Care Provider
 - o Child Behavior Rating Scale, completed by pre-school teacher
 - o Child Behavior Rating Scale, completed by a professional familiar with your child

Step 3: Arrange a time with the principal for EasyCBM K-1 Reading & EasyCBM K-1 Math assessments at the school.

Step 4: Submit paperwork to your child's neighborhood school on or before April 15.

Once the school has received all of the necessary documents and had an opportunity to assess your child, the Principal may convene a Child Study Team (CST) or meet with Kindergarten and first grade teachers to review the request. After all of these steps are completed, the school will notify you of the final determination on grade placement.

Depending on the timing of your application, you may be invited to participate in a Child Study Team Meeting to discuss late-age placement. The CST generally consists of the appropriate teachers, school specialists, parent/guardian and the Principal.

For children turning 6 before June 1, a CST meeting is required to help inform the Principal's determination. If your child has a spring birthday, please submit your request and required documents in early spring to assure that there is time to convene a CST meeting before the end of the school year prior to the year of enrollment.

Attendance and Tardies

Consistent attendance is essential to your child's educational progress. Frequent absences and habitual tardiness disrupt not only your child's daily program but it can interrupt the learning of others. In accordance with ORS 339.925, all school-aged children are required to attend school unless exempted by law. Please plan vacations or family trips during school breaks. Additionally, regular good attendance positively affects the school's standing on state and federal education report cards. If your child is absent for more than three days within a 30-day period, or accrues five or more absences, you will receive a letter reminding you of the importance of regular attendance. The district's Attendance and Access Specialist may contact families who are having difficulty with regular attendance and/or tardiness (ten or more absences).

The beginning of the school day is an important part of your child's day and sets the educational stage for the rest of the day. Being on time to school develops an important habit and builds responsibility. Should your child be absent due to illness or family appointments, please call the office as early as you can. If your child is subject to a prolonged period of illness, please contact the principal.

Excused Absences

Ashland School District has established the following parameters under which an absence from school will be considered an EXCUSED absence:

- Personal or Family Illness
- Mental or Behavioral Health Absence
- Military Dependent Absence

- Medical or Health Care Appointment
- Death of a Loved One or Family Emergency
- Religious Holidays and Instruction
- School-Sponsored Absence
- Court Appearance

Parents/Guardians will have 2 school days after an absence occurs to excuse the absence(s). The Parent/Guardian must notify the school regarding each day the student is absent. This can be done by a phone call to the school office, by sending a signed note, or by emailing the Office Manager. Students leaving due to an appointment/illness during class-time must first be checked out at the school office. Students arriving late in the morning or after lunch, or who are returning from an appointment, must also be checked in at the school office prior to returning to class, otherwise the absence will be unexcused.

Absences of more than three consecutive days that are due to illness may require follow up with the school nurse and/or verification from a health care provider and to discuss options for providing continuance of your child's education while away from school.

Students Unable to Attend Because of Religious Beliefs:

Any student who because of his or her religious beliefs is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of such absence. The absence is excused and will not result in exclusion, failure, or reduction of grade based upon a certain number of days. Please notify the school in advance. OAR 581-021-0045

Absences Due to Religious Instruction:

Through prior arrangement with the front office, a child attending the public school may be excused from school for periods not exceeding two hours in any week for elementary pupils and five hours in any week

for secondary pupils to attend weekday schools giving instruction in religion. ORS 339.420

Unexcused Pre-arranged Absences

Sometimes families choose to be absent for a personal reason other than those listed above. The absence will appear on the attendance record as UPA – unexcused pre-arranged.

Examples of unexcused absences even if pre-arranged include:

- Truancies
- Shopping
- Birthdays
- Absences related to student's personal appearance
- Vacation or family trips

Students and parents should be aware that points missed during the course of an unexcused absence cannot be made up. Unexcused absences have a serious effect on the student grade.

Absences Longer Than 10 Consecutive Days

Please be aware that Oregon law requires us to drop students after 10 consecutive days of non-attendance, regardless of whether or not it was pre-arranged or due to illness. Parents of students absent for more than 10 consecutive days must re-enroll at the school office. Depending on the nature and length of a pre-arranged absence greater than 10 days, we may not be able to maintain your child's current class schedule.

Tardies and Early Pick-up

Students who are tardy or leave early often miss the most critical portion of a school day or classroom lesson. Frequent tardies/early pick-ups have serious impacts on learning and school success. We understand that life happens and sometimes students are late or need to leave early for valid reasons. Student tardies/early pick-ups fall under the same guidelines and restrictions as student absences.

Daily Notifications

Families will be notified of daily, unexcused absences via the SchoolReach notification system. By default, the System will call the primary phone number listed on each child's fall registration paperwork. To select another number, such as a cell phone number, parents/guardians may log into PowerSchool, click on Account Preferences > SchoolReach, and then select from the list of phone numbers provided at registration. To add a new phone number to the list, contact the school's school office. In PowerSchool, it is also possible to select a secondary phone for attendance calls. By default, no secondary phone is selected. The service will deliver messages to both live answers and answering machines. No answers (phones ringing over 40 seconds) and busy signals will be automatically retried twice in fifteen-minute intervals after the initial call.

Attendance Codes

Listed below is a list of the attendance codes that appear in PowerSchool at your school.

Title	Abbreviation
Excused Absence	EXC
Mental Health	MHX
Military Dependent	MDX
Excused Tardy	ETD
In School Suspension	ISS
Left Early	LFT
Suspended	SUS
Unexcused Absence	UNX
Unexcused Pre-Arranged	UPA
Unexcused Tardy	TRD

School Closure, Severe Weather/Emergencies and Emergency Drills

If the schools are unable to open due to inclement weather or for any special condition, the local radio and T.V. stations will be notified by 6:00 a.m. Also check the district website at www.ashland.k12.or.us for updates. An emergency may result in a 2 -hour delay or full day closure depending on the situation. In the

event of a two-hour delay, we cannot guarantee supervision prior to the start of school (2-hours later than normal). Please refer to the Ashland School District website for Emergency Notifications. Bus schedules will also operate on a 2-hour delay.

If weather should develop during the day that threatens the safety of travel for students, parents/guardians will be notified as soon as possible. Parents/guardians are urged to establish an alternate place for their children in case of an emergency.

If snow days occur, please refer to the Ashland School District school calendar for possible make-up days. If you register your contact information on PowerSchool, you can receive automatic notifications on school closures through SchoolReach by e-mail, phone and text. Parents/guardians are strongly encouraged to update their current contact information.

Emergency drills are conducted monthly to familiarize our students with procedures.

Volunteers/Visitors

ALL VOLUNTEERS AND VISITORS MUST CHECK IN AT THE OFFICE!

We welcome volunteers. **All volunteers and visitors must complete a Volunteer Registration Form each school year.** This includes a background check that may take up to two weeks to complete and may include fingerprinting. Please sign the monthly volunteer roster in the office every time you volunteer. All volunteers must abide by the student dress code and drug and alcohol policy.

Telephones and Cell Phone Use

In order to avoid undue classroom disruptions, all phone calls go directly to teachers' voice mail. If it is an emergency, the office will take appropriate steps. Cell phones must be turned off and stored in backpacks at all times. Student use of a cell phone on campus will result in confiscation. Confiscated cell phones will be

released to parents/guardians. If students need to call home during the school day, they must have permission from their classroom teacher and/or the office and call from a school phone.

Electronic Devices/Toys/Social Media

Electronic devices and toys from home are not allowed unless the teacher requests these as part of a classroom project. The school provides playground balls, equipment, and technology. Please leave personal play equipment and technology at home.

The district will not be responsible for the loss of, or damage to, personal property.

The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using school equipment.

Parents/Guardians Visiting School

Parents/guardians are invited and encouraged to participate in their child's classroom activities. Please check with your child's teacher before you plan to visit the classroom, as it is helpful if the teacher has time to plan for your assistance. Children do better in school when they can see a connection between home and school, so even having lunch with your child on occasion has significant value.

For the security of our children and staff, if you wish to visit your child's school campus or classroom, please remember to sign-in in the office so we can be aware of who is in the building and the nature of your business. Prospective families will not be allowed to sit in on a current class.

School Aged Children Visiting School

Please do not send visiting children with your child to school. Children who come to school as visitors will be asked to wait in the office until they can be picked up.

Animals on Campus

According to school board policy, permission is to be obtained from the Superintendent before bringing animals into the school. For the safety of our children **no dogs are allowed on campus at any time.** Trained service dogs would be an exception to the policy. (ASD School Board Policy – ING) Companion or comfort animals are not considered service animals.

Classroom Parties and Snacks

School Board Policy EFA-AR encourages the health and welfare of our students by eliminating sweets and unhealthy snacks in all classrooms. Classroom parties are limited to schoolwide events (i.e. Halloween and Valentines). **Please do not bring cupcakes or other sugary sweets to school for your child's birthday. Any snacks provided for distribution to students during the school day must be store bought and/or prepared in a commercial kitchen under applicable Public Health standards.** *Invitations to private parties must be distributed outside of school to ensure that some children are not excluded.* Feel free to contact the office for a copy of the school board policy or if you have questions.

School Insurance

Information is available at registration and in the school office explaining insurance coverage available through a private carrier. Your child is not automatically covered by school insurance. Coverage can be arranged for school time or through a 24-hour plan. For overnight field trips, all children must purchase insurance through the school for the duration of the trip regardless of whether or not families have individual coverage.

Field Trips and Chaperone Guidelines

Field trips are viewed as an integral part of the instructional program and represent a valuable learning dimension to experiences in school.

Information regarding a planned field trip will be made available to parents/guardians prior to the trip. District transportation or mass transit is provided for trips farther than walking distance. Unless the signed permission slip is returned to school, your child will be unable to participate in the field trip and will remain at school. Students are supervised at all times on field trips, and parents/guardians are encouraged to accompany your child's class and help supervise students. Field trip chaperones and participants must be on the district approved volunteer list and are expected to actively supervise students. Siblings are not permitted as they distract from that goal.

Student Dress Code

Students should wear appropriate clothing and footwear to school.

- Any clothing or personal item with symbols, words, or pictures that promote the use of drugs or alcohol, are violent in nature or are sexually explicit, or cause a disruption to the learning environment are not allowed for school wear.
- Clothing and personal items may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Bare backs, midriffs, bottoms and low-slung attire that reveal underwear are also inappropriate clothing at our school.
- Clothing or footwear that is unsafe for learning activities or active classrooms is not allowed.
- **Athletic shoes are required for PE and all outdoor activities.**
- **Shoes with rollers are not allowed.**
- **School staff may require students to remove hats or hoods at any time.**

Please contact the principal if these requirements present a financial burden.

Student Fees, Fines, and Charges

The board recognizes the need for student fees to fund certain school activities. The school requests \$20.00 at the time of registration. No student will be denied an education because of his/her inability to pay supplementary fees. Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits, including:

1. Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student;
2. Voluntary purchases of pictures and yearbooks;
3. Student accident insurance and insurance on school-owned instruments.

School Discipline

Students are expected to behave in such a manner that all may function in a **Safe, Respectful, and Responsible** environment. All of Ashland's elementary schools are PBIS (Positive Behavior Interventions and Supports) schools. Please check our district website at www.ashland.k12.or.us for more information about PBIS. Inappropriate actions are dealt with individually using strategies congruent with the child's age, their ability to understand the consequences of their behavior and the situation. The ultimate goal of all school discipline is for the student to learn, grow and make appropriate choices in the future. Parent involvement is expected if behavior persists or is harmful to the child or others. Ashland Public Schools believe that clear and consistent boundaries are important to assure the safety and welfare of students and staff. Expected behaviors for specific areas in the school such as cafeteria, library, hallways, courtyards, bus area and playground are taught and reviewed several times a year.

Consequences for failure to make positive choices may include, but not be limited to, any

of the following: participation in restorative justice practices, time out in the office, time in an alternate educational setting, conference with parents/guardians, in school suspension, out of school suspension, loss of privilege, exclusion from a field trip or bus, and/or individualized behavioral contracts/support plans.

Anti-bullying curriculum is taught to elementary children and discussed in classrooms on a regular basis. At no time is bullying acceptable or tolerated, this includes cyber-bullying. It is our intent to create safe inclusive environments on all school campuses.

Board policy states that the unlawful possession, use, sale, or supply of any alcohol, narcotics including marijuana or any illegal drug, or any substance purported to be a drug, on or about the school premises or at any school-sponsored activity is prohibited. The policies are also interpreted to include drug paraphernalia. This rule applies K-12; however, elementary principals may use discretion with students based on each child's unique circumstances.

Sexual harassment of students or staff is prohibited in the Ashland School District. Any student who is subject to or knows of sexual harassment or menacing shall notify his or her teacher or the principal. Serious or repeated infractions of this policy may result in suspension or expulsion.

Weapons, weapon related objects, used or unused ammunition, replicas of weapons, and antique weapons are strictly prohibited from school grounds: this includes pocketknives.

Cyber bullying or other incidents that occur off campus may be disciplined if they cause substantial and material disruption to the learning environment or pose a credible threat.

Bus Information

If your child rides a bus to school, information will be available at registration and in the school office. Bus safety rules are listed below. Contact the Transportation Coordinator at 482-3174 if you have questions or concerns.

Our buses will arrive in the morning between 7:40 and 7:55. After school, buses will leave between 2:50 and 2:55 pm, except on Wednesday when buses will leave at approximately 1:35 – 1:40 pm. Please make sure your child knows **before** he/she leaves that morning what the bus or pick up plan is for the afternoon. This will cut down on last minute phone calls and/or your child's worry about the plan. If your plans change during the day, please notify the office as early as possible. If your child is riding the bus home with a friend, they need to bring a written note signed by the parent to the office before 1:00 pm that day. The office will issue a bus pass. **A note is not a bus pass. Drivers will not accept a note.**

Bus Safety Rules

1. Pupils being transported are under authority of the bus driver.
2. Fighting, wrestling, or boisterous activity is prohibited on the bus.
3. Pupils will use the emergency door only in case of emergency.
4. Pupils will be at assigned stop five minutes prior to scheduled pick up time.
5. Pupils shall not bring firearms, weapons, or other potentially hazardous material on the bus.
6. Pupils shall not bring animals, except approved assistance guide animals on the bus.
7. Pupils will remain seated while the bus in motion.
8. Pupils may be assigned seats by the bus driver or Principal.
9. When necessary to cross the road, pupils shall cross in front of the bus or as instructed by the driver.
10. Pupils will not extend their hands, arms, or heads through bus window.
11. Pupils will have written permission to leave the bus other than at home or school.

12. Pupils will converse in normal tones; loud or vulgar language is prohibited.
13. Pupils will not open or close windows without the permission of the bus driver.
14. Pupils will keep the bus clean and must refrain from damaging it.
15. Pupils will be courteous to the driver, to fellow pupils, and passers-by.
16. Pupils who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.
17. Eating and drinking are prohibited.
18. Large items (which cannot be safely transported while held in a student's lap) are prohibited.
19. Glass is not allowed on the bus unless confined in another container.
20. Possession/and or use of illegal drugs, alcohol or tobacco is prohibited.

Disciplinary Procedures for Bus Violations

The bus driver will notify the school principal when there is a violation of bus safety rules. Parents/guardians will then be contacted in a timely manner. School buses are equipped with video camera monitoring systems that help insure student safety by recording student behavior.

- First Misconduct Report: This is a warning.
- Second Misconduct Report (of the school year): Suspension of bus riding privileges for 5 school days
- Third Misconduct Report (of the school year): Suspension of bus riding privileges for 10 school days.
- Fourth Misconduct Report (or more): Will be considered a severe violation.

Severe Violations: Any severe violation will result in the immediate suspension of the student for a minimum of 10 school days and possible expulsion from the bus for up to one school year.

First Aid

If a child is injured, every effort is made to contact parents/guardians. Cuts and skin abrasions are washed and a sterile bandage applied, if necessary. School staff cannot administer medications (external or internal) without prior written consent following the requirements below.

Medications Administered at School

Medication means "...any prescription or over-the-counter medication." This includes, but is not limited to: vitamins and food supplements; eye, ear and nose drops, inhalants, medicated ointments or lotions, aspirins, cough drops, and antacids."

All medications, prescription or over the counter, must be brought to the office by the parent/guardian, in their original container and clearly labeled. If the student is taking the medication at home, a druggist can issue medication in two separate bottles.

The following is required:

- Written instructions from the physician providing the name of the student, name of the medication, dosage, and time to be given, method of administration.
- The authorization form, which includes written instructions for administering medications, must be completed and signed by the parent/guardian in the school office.
- Unused medications must be picked up by parent/guardian when treatment is complete or at the end of the school year. Medication left at school after the end of the school year will be destroyed.

Self-Medication

Students in grades K-12 are permitted to self-medicate prescription and nonprescription medication upon written request of the parent/guardian and building principal permission and consultation with the school

nurse. In the case of prescription medication, permission from the physician or other licensed health care provider is also required. Such permission may be indicated on the prescription label. Contact the district nurse (Belinda Brown RN at: 541-482-1611 ext. 3105) if your child needs immediate access to their medication and it requires self-administration.

All medication must be kept in its appropriately labeled, original container. The student's name is to be affixed to nonprescription medication. Students may have in their possession only the amount of medication needed for that school day. Except for manufacturer's packaging that contains multiple dosages, the student may carry one package. Sharing or borrowing medication is strictly prohibited. For students who have been prescribed bronchodilators or epinephrine, parents/guardians need to provide back up medication for emergency use by that student. Back up medication will be kept at the student's school in a location to which the student has immediate access.

Permission to self-medicate may be revoked if the student is found to be in violation of these requirements. Students may also be subject to disciplinary action.

Contact the school office for additional information and forms.

When is my child sick enough to stay home?

A child who is sick will not be able to perform well in school and is likely to spread the illness to other children and staff. We suggest making a plan for childcare ahead of time so you will not be caught without a comforting place for your child to stay if he/she is ill. Some of the following are guidelines from the Oregon Department of Education:

You should not send your child to school if he/she has:

- Fever in the past 24 hours, >100.4 - Your child must be fever free for 24 hours without the use of fever reducing medication prior to returning to school.
- Vomiting in the past 48 hours-Your child should be symptom free for 48 hours without the use of medication prior to returning to school.
- Diarrhea in the past 48 hours, (with or without fever)-Your child should be symptom free for 48 hours without the use of medication prior to returning to school.
- Any undiagnosed rash with or without fever
- Stiff neck or headache with fever
- Unusual behavior change, such as irritability, lethargy, or somnolence
- Jaundice (yellow color of the skin or eyes)
- Skin lesions that are “weepy” (fluid or pus filled)
- Colored drainage from eyes
- Brown/green drainage from nose with fever >100.4.
- Difficulty breathing or shortness of breath; new onset cough -MAY RETURN AFTER symptom-free for 24 hours (no cough or cough is well-controlled) AND per guidance for primary COVID-19 symptoms.
- Loss of taste or smell
- Strep Throat (must have been taking an antibiotic for at least 24 hours before returning to school)
- Head lice –If your child has live lice, they should be treated with an appropriate “lice killing” shampoo/product prior to returning to school. Your child may return when all live lice are eliminated. Please notify the school office if you have found/treated your child for lice. All information is kept confidential and the school has a process in place to follow.
- Symptoms or complaints that prevent the student from participating in his/her usual school activities, such as a persistent cough, with or without

presence of fever or the student requires more care than the school can safely provide.

- Please note that as new information is gained regarding Covid-19, the Guidelines are updated by the Oregon Health Authority and the Oregon Department of Education. Covid-19 Guidelines will over-ride the general illness guidelines if they are not in alignment at any time.
- Do Not send your child to school if they have a known or suspected exposure to a person with Covid-19.- Notify your school office immediately.

Communicable Diseases

Parents/guardians of a student with a communicable or contagious disease are asked to telephone the principal and/or school nurse so that other students who have been exposed to the disease can be alerted. A student with certain school restrictable diseases is not allowed to come to school while the disease is contagious. This restriction is removed by the written statement of the local health officer or a licensed physician (with the concurrence of the local health officer) when the disease is no longer communicable to others in the school setting. The restriction may be removed by a school nurse for those diseases indicated by an asterisk (*). These diseases include Chicken pox*, diphtheria, measles, meningitis, mumps*, lice infestations*, whooping cough, plague, rubella, scabies*, staph infections*, strep infections*, and tuberculosis.

Immunization

Schools are required by Oregon law to monitor immunizations among students. The decision to immunize is a parent/guardian's choice. Your decision affects not only the health of your child, but also the rest of your family, the health of your child's friends, & their families, classmates, neighbors, & community. Immunizations serve to protect children against significant and debilitating

diseases that can result in permanent disabilities and in some cases, death. Due to the potential gravity of consequences in the event of an outbreak, we want you to make the most informed choices you can for your child. While state laws provide for non-medical exemptions, concerned parents/guardians should still consider the consequences of not immunizing their children.

Medical Exemption

A medical exemption requires that the parent or guardian provide a written statement by a physician or authorized representative of the local health department indicating that there is a medical condition that prohibits the student from obtaining a vaccine or vaccines. In addition the parent/guardian must update the school CIS form.

Nonmedical Exemption

A nonmedical exemption can be claimed in one of two ways:

1. Talk to a health care practitioner.

The practitioner can sign a Vaccine Education Certificate that you must submit to your child's school if choosing a nonmedical exemption.

OR

2. View the online vaccine education module. It can be accessed at:

www.healthoregon.org/vaccineexemption.

After viewing, print a Vaccine Education Certificate at the end of the module and turn it in to the office at your child's school.

While parents/guardians have the right to vaccinate or not vaccinate their child we strongly encourage you to consider the risk for your child as well as other members of the community should you choose not to vaccinate. The following resources have evidence-based information and may help you in making your decision. [American Academy of Family Physicians](#), [Centers for Disease Control and Prevention \(CDC\)](#), [American Academy of Pediatrics](#), and [Ashlandchild.org](#).

If you have any questions regarding immunization requirements in the school

setting please talk with your school building office manager or call the district nurse, Belinda Brown RN at: 541-482-1611 ext. 3105

Without immunizations your child is at greater risk of catching one of the vaccine-preventable diseases, many of which still have a presence locally as well as worldwide.

- Pertussis or “whooping cough” is an extremely dangerous disease for infants. It is not easily treated & can result in permanent brain damage or death.
- Measles is dangerous and very contagious. During the 1989-1991 U.S. measles epidemic, approximately 55,000 cases & 132 deaths (mostly children) were reported.
- Diphtheria is an infectious disease of the nose & throat that can lead to serious breathing problems, heart failure, paralysis, & for 5-10% of those that contract it, death.
- Hepatitis B infects about 80,000 people, primarily young adults, each year.
- Tetanus kills 21% of those that contract it.

Without immunizations your child can infect others.

Children who are not immunized can transmit vaccine-preventable diseases throughout the community.

- Unvaccinated people can pass diseases on to babies who are too young to be fully immunized.
- Unvaccinated people pose a threat to children & adults who can't be immunized for medical reasons. This includes people with leukemia or other cancers, HIV/AIDS & other immune system problems, and persons receiving chemotherapy, radiation therapy, or large doses of corticosteroids.
- Unvaccinated people can infect the small percentage of children whose immunizations did not “take”.

Without immunizations your child may have to be excluded at times from school.

- During disease outbreaks, non-immunized children may be excluded from school until the outbreak is over, both for their own protection & for the protection of others.
- School exclusion during an outbreak is determined by the county health officer & not the school district or parent/guardian. School exclusion during an outbreak can potentially be for an extended period of weeks or months.
- In addition to the dangers of disease itself, school exclusions can cause hardships for many families who rely on the supervision of a school program to allow employment for parents/guardians during the school day.
- If you are considering not immunizing your child, we encourage you to consult with your health care provider to learn about immunizations, the diseases they may prevent, any risks they may present for your child and your child's best options for well-being.

For additional information, check out the Oregon Department of Health and Human Services on the web at

<http://public.health.oregon.gov/PreventionWells/VaccinesImmunization/Pages/index.aspx>

Additional Resources:

www.Ashlandchild.org

Children's Hospital of Philadelphia & CDC website

<http://www.vaccine.chop.edu/>

Center for Disease Control (CDC) vaccine safety web site

www.cdc.gov/od/science/iso/about_iso.htm

Information adapted from Jackson County Health Dept., California Dept of Health Services and IAC.

Returning to School After a Significant Injury or Illness or Major Health Event

If your child experiences a significant illness or injury, please call the school office and ask to speak with the district nurse **prior** to having them return to school. This will help to ensure the necessary documentation and arrangements for care are in place. Examples of when to speak with the district nurse are **anytime** your child:

- ✓ Is hospitalized, receives emergency room treatment, OR receives a new diagnosis of a **significant health condition** □

- ✓ Has an **extended illness and will be missing a number of school days.**

The district nurse will need a note from your Health Care Provider when there is a question about: (1) the implication of a diagnosis for the others in school (for example, is the child contagious?) and/or (2) a care plan for a child who may require special accommodations.

- ✓ Has an **Orthopedic Injury and/or requires an Orthopedic Device** (including, but not limited to, casts, braces, splints, crutches)

The district nurse will need a note from your Health Care Provider clearing your child to return to school. The Health Care Provider's note will advise the district nurse as to the progression of activity allowed after an orthopedic injury and any restrictions or accommodations needed in the school setting.

- ✓ Has **surgical procedure and/or stitches**

The district nurse will need a note from your Health Care Provider clearing your child to return to school as well as any activity restrictions or accommodations needed in the school setting.

Services for Students with Extended Health Issues

Students experiencing a health issue that prevents them from attending school for more than 10 days may be eligible for services outside of school. Appropriate verification from a qualified and licensed health care provider must be provided. Please contact the school nurse or your child's principal. If you are unsure if you need to notify the school, please call the main office or the district nurse directly at 541-482-1611 extension 3105.

Food Allergies

Some children's systems may be unable to tolerate certain types of foods. In order for us to be responsible in our caring for students in the cafeteria, state guidelines require a doctor's written statement in regard to those allergens to be avoided. This statement must be kept on file and cafeteria staff alerted to this situation.

Ashland Elementary Schools **do not serve peanut butter or tree nut products in our cafeteria.** When needed, we can offer a peanut free table during lunch and classrooms where children with severe allergies reside are peanut/tree nut free environments. Parents/guardians are encouraged to help with this most serious situation by not sending peanut butter or tree nut products for snacks and lunch.

Due to the unpredictability of food allergies and their onset, sharing food at school is not allowed.

Cafeteria Lunch and Breakfast Program

Our school provides a daily hot breakfast and lunch program. The meals are planned according to the state lunch program standards and provide a well-balanced meal that includes milk, whole grains, proteins, and a variety of fruits and vegetables.

Insert breakfast and lunch prices here.

Prices are subject to change upon Board approval.

Lunchtime is supervised and the children are encouraged to eat all their lunch to avoid waste and gain the most nutritional value possible.

Free and Reduced Cost meals are available.

To apply, please pick up an application in the office any time during the school year or go to <https://family.titank12.com/?identifier=HV4XN5>. If your eligibility or circumstance changes at anytime during the year, please contact the office for assistance. Title I schools receive funding according to the number of families that qualify for the Federal Meals Program, even if you choose not to participate. It is critical to our academic support program that all families who do qualify sign up for the Federal Meals Program. Please the office manager for more information.

You will be notified when your lunch balance is below \$5.00. Children that prefer to bring a sack lunch from home can purchase milk or other available beverages at school. In keeping with our district’s health and wellness policy, please **do not pack soda or candy in student lunches.**

If your child has any food allergies, please contact the school nurse so we may better understand your child’s needs and how we can accommodate them.

Procedure for Paying for Lunch

Students may purchase breakfast and lunch on a daily basis but prepayment is the best option. Every child has a computerized lunch account. You may place money on your student's account in the office or online. Each day that your child eats lunch, that amount is deducted from his/her account. Any money left at the end of the month is carried over to the next month. At the end of the school year, any money left in your child’s account will carry over to the next school year. If you have a 5th grader, the remainder will be transferred to the

Ashland Middle School. If you will be eating with your child, please let the office know by 9:00 am. We cannot take money out of your child’s account to pay for your lunch. Feel free to bring your own lunch and sit and visit with your child.

Site Council

The Site Council is mandated by the *Oregon Education Act for the 21st Century*. Duties of the council include coordinating the “School Improvement Plan” which promotes professional development for school staff, improves the school's instructional program, and oversees the administration of professional development grants. The Council includes teachers, parents/guardians, classified staff, and the building principal. Council meetings are open meetings and parents/guardians are always welcome. Site councils exemplify collaboration with a focus on promoting school renewal projects that affect student learning. Minutes from each meeting are posted on our school website. If you are interested in serving on the council or would like more information, please contact the principal.

Parent Teacher Committee (PTA, PTO, or PTC)

An active parent association (PTA), organization (PTO), or collective (PTC) is a vital part of our school program. Your school’s parent organization invites all parents/guardians to participate! Parent organization meeting times are advertised in the email notices and on the website. Childcare is provided at no charge.

Child Development Specialist

A Child Development Specialist, or CDS, is available at school. This professional is available to work with children, parents/guardians, and teachers to help students with special personal problems, which may include family changes, grief, social skills, etc.

You may request services through the child's teacher or directly to the specialist.

Curriculum

National and state standards serve as the foundation for K-12 education in Oregon. Detailed curriculum and standards can be viewed at www.ode.state.or.us. State and local districts continually update curriculum to address the requirements of recent federal Common Core Standards. Ashland School District promotes practices that give our children and youth the confidence and strategies to become knowledgeable and independent learners. Curriculum guidelines, correlated to the Oregon State Standards, are developed by and for teachers. Brief descriptions follow:

□ **Art:** Classroom teachers integrate art in to their instructional units. The approach is intended to prepare students for a lifetime of meaningful interaction with the many forms of visual arts.

□ **Music:** Our music program is taught by specialists and is designed to include everyone as a performer, creator, and informed listener. Children learn musical skills, concepts and appreciation of rhythm, melody, harmony, form and timbre through moving, singing, listening, creating and playing instruments.

□ **Language Arts:** Listening, reading, speaking, and writing are the language arts. Our language arts program has two basic goals: to think critically and creatively in response to various forms of spoken and written material and to speak and write to a variety of audiences. A student's own language is the starting point for instruction; the process of becoming literate is more than learning a set of skills. The content includes classic and contemporary literature (print and non-print), the writing process (from selecting a topic to publishing), and speaking to and with various groups.

□ **Science:** Our curriculum is based on scientific concepts and processes. Science instruction teaches children important and basic scientific ideas (concepts) as they classify, communicate, experiment, define, make models, hypothesize, infer, interpret, measure, observe, predict, question, and to use questions for new learning.

□ **Social Studies:** Our Social Studies program was written so that students would develop civic responsibility and active participation in democratic living. During the elementary years, the curriculum provides experiences for students to be prepared to understand a variety of cultures and to be introduced to the unity and diversity of world history, geography, institutions, traditions and values.

□ **Health:** Our health curriculum promotes health habits that will help establish personal wellness and healthy relationships. Our health curriculum provides children with information, new behaviors, and problem-solving in the following areas: Healthy and Fit Body, Controllable Health Risks, Safe and Healthy Environment, Informed Consumer, Healthy Relationships, and Human Sexuality, AIDS/HIV and sexually transmitted disease Instruction.

An age-appropriate plan of instruction about human sexuality, AIDS, HIV, and sexually transmitted diseases has been included as an integral part of the district's health curriculum. Any parent/guardian may request that his/her student be excused from that portion of the instructional program required by Oregon law by contacting the principal for additional information and procedures. Anti-bullying instruction is a part of our health curriculum.

□ **Mathematics:** The goals of our mathematics program are for all students to value math, to become confident with mathematical thinking, to solve problems, to communicate mathematically, and to learn to reason mathematically. The purpose of computation is to solve problems. Children develop whole

number computation so that they can use a variety of estimation techniques, use calculators in appropriate situations, select and use computational techniques and check to see if the results are reasonable.

□ **Physical Education:** The content of Physical Education is movement (the development of motor skills), physical fitness, self-management and social behaviors taught through a balance of competitive and cooperative environment. Our goal is that our students will value physical activity as an important part of a healthy lifestyle.

□ **Technology:** While technology is not a specific area of the curriculum, we use technology to develop relationships between the subject areas, to extend human capacities, and to solve problems. Our program goals are to develop technological knowledge and application integrated into meaningful curriculum.

English Language Development

Students whose primary language is a language other than English are provided appropriate assistance through the district's English Language Development Program (ELD) until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents/guardians who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

Assessment Programs

Assessments are a regular part of classroom instruction. They give the student and the teacher feedback on what has been effectively learned, what needs to be re-taught and what to teach next. We have several different types of assessments that happen throughout the school year. Teachers use daily assignments and

observations, as well as assessments that are a part of their general curriculum. We also use an assessment called iReady and EasyCBM in reading and math to get a broad picture of where students are with grade level knowledge and skills that isn't tied to a specific curriculum. Students in grades 3-5 participate in the statewide OAKS/Smarter Balanced assessments in math and English language arts. Fifth grade students also participate in the statewide OAKS science assessment. Kindergarten students participate in an assessment at the very beginning of school that includes letter names and sounds, kindergarten level math, and a behavior rating scale that the teacher completes. All of this information together lets us know how each individual student is learning and growing, and allows us to evaluate our own instructional practices to continually improve instruction.

The district's assessment program is designed to foster district and school program improvement and determine individual student needs including the requirements of the Oregon Administrative Rules. Assessments shall be used to measure the academic content standards and Essential Skills and to identify students who meet or exceed the performance standards and Essential Skills adopted by the State Board of Education.

Students may opt-out of the statewide summative assessments as provided by state law. Please see the district web site or the building office manager for the process of opting out. The district provides alternate activities for students who are excused from participating in the assessment.

Where do I go if my child needs help at school?

Ask your child's teacher about the Child Study Team. The Child Study Team (CST) is a group of school professionals that work with families, students and teachers meet the needs of each child. Parents/guardians are invited and encouraged to participate as team members in

the process of finding solutions that work for their child. The CST can

- 1) make suggestions for specific strategies to help a child,
- 2) connect families with outside service agencies and supports, or
- 3) refer a child for an educational disability evaluation that can result in the identification of a student for a 'Section 504' plan or Special Education.

The CST also serves as a review committee for Talented and Gifted referrals and identification.

Students with Disabilities

Section 504

If your child has a diagnosed health condition or disability that will last for more than 60 days and requires accommodations that are not readily available in their current setting, but does not need special education, the school can develop a 'Section 504' plan to provide your child with reasonable accommodations to help them be successful at school. For more information, please contact the principal to see if a 504 plan is appropriate for your child.

Special Education

Special and regular educators work together to provide an educational environment that will provide all children access to the curriculum. If your child is eligible to receive special education services under IDEA, or if you suspect your child may be eligible, you may have additional rights defined by federal law. Please ask your school office manager for a copy of the Parental Procedural Safeguards for parents/guardians with IDEA eligible children. Academic, speech and language, occupational therapy and Autism consultation and services are available for qualifying students.

Legal notices to parents/guardians of students eligible or potentially eligible for services under I.D.E.A.

By law, parents/guardians of students eligible for special services under IDEA who do not believe the district can provide a free appropriate public education (FAPE) and who

are seeking public funding for a unilateral private placement are required to provide the district with prior notice before making such a placement if they wish to pursue their due process rights. Notice may be provided at a student's last IEP meeting prior to the unilateral placement, or in writing a minimum of 10 days prior to placement.

Parental placement in private school or obtaining private services

While parents/guardians are free to choose private schooling or additional services (such as tutoring) from a private individual or organization, the District has no obligation to pay for such services or schooling. If the parent/guardian wants the District to consider making a placement for the child in a private school or with private services, parents/guardians must give the District written notice and opportunity to propose other public school options prior to making the private placement or obtaining private services.

Discipline of Students with Disabilities

When a student being served by an individualized education program (IEP) engages in conduct which would warrant suspension of more than 10 days or expulsion for a nondisabled student, the student's parents/guardians will be notified immediately (within 24 hours) of the circumstances of the misbehavior and the time and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.

The IEP team will determine whether the misconduct is a manifestation of the student's disability. Should the IEP team conclude the misconduct has no relationship to the student's disability, the student may be disciplined in the same manner as would other students.

If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed. The district may not suspend for

more than 10 days or expel a disabled student or terminate educational services for any behavior which is a manifestation of the disability.

A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days in a school year for a drug or weapon violation as provided in district procedures. Additionally, the district may request an expedited due process hearing to obtain a hearing officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.

Restraint & Seclusion

The district has developed a policy and administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students (see Board Policy JGAB – Use of Restraint or Seclusion and the accompanying administrative regulation).

If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.

Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:

1. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
2. Written documentation of the incident within 24 hours that provides:

- a. A description of the restraint or seclusion including:
 - (1) The date of the restraint or seclusion;
 - (2) The times the restraint or seclusion began and ended; and
 - (3) The location of the incident.
 - b. A description of the student's activity that prompted the use of restraint or seclusion;
 - c. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
 - d. The names of staff who administered the restraint or seclusion;
 - e. A description of the training status of the staff of the public charter school who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - f. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that includes the lack of training, and the reason why a person without training administered the restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
 4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
 5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If

restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued.

Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.

6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent or guardian contact and notification.

7. A documented debriefing meeting must be held within two school days after the

use of restraint or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.

8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, or to the union representative for the affected person, if applicable.
10. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

If you have questions about how a school safety plan, please contact your child's principal. Physical interventions are non-punitive and every effort is made to resolve problems with verbal interventions alone. The school does not utilize corporal punishment.

Homeless Students – We Can Help!

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. Please talk with your principal about your needs or contact the Maslow Project to be connected to resources that can help.

<https://www.maslowproject.com/>

Talented and Gifted

Our District TAG Services are designed to provide education for students who are academically talented and/or intellectually gifted in all academic areas. Services attempt to develop the full potential of each and every student. Children may be nominated as Talented and Gifted through State Assessment results, Individual or Group Administered Intelligence Testing, parent/guardian referrals, student self-referral and/or teacher referrals. Each student nominated for the program is

presented to the school TAG committee for further evaluation under district and state guidelines. The job of the TAG team is also to brainstorm academic strategies to support individual Talented and Gifted students in the classroom. You, as parent/guardian, are encouraged to be part of this process. If you believe your child is academically talented or intellectually gifted, speak with your child's teacher about their observations of your child and how to initiate the referral process.

Reporting Pupil Progress-Grading & Conferencing

Reporting student progress establishes a most important link between parent/guardian and teacher. Conferences may be arranged whenever you or the teacher feels your child will benefit from having a conference. Regularly scheduled conferences are held twice a year. Mid-year and End of Year report cards are mailed home. We ask parents/guardians to attend each conference, which allows for a two-way exchange in reporting the child's progress at school as well as home. Parent-teacher-child conferences are a time when you, your child, and the teacher can plan a total educational experience for school and home. If you have any questions about pupil progress reporting, please feel free to contact your child's teacher or the school office.

Winter report cards follow this scale:

M- Meets expectation for the end of the year standard

P- Making expected progress toward the end of year standard

L- Making limited progress toward the end of the year standard

N- Not taught or assessed yet

Spring report cards follow this scale:

E- Exceeded end of the year standard

M- Met the end of the year standard

D- End of year standards not yet met

Student Education Records

The information contained below shall serve as the district's annual notice to parents/guardians of minors and eligible students (if 18 or older) of their rights, the location and district official responsible for education records. Notice will also be provided to parents/guardians of minor students who have a primary or home language other than English. Education records are those records related to a student maintained by the district. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent/guardian and eligible student notice and consent will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without parent/guardian or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records shall include:

1. Full legal name of student;
2. Name and address of educational agency or institution;
3. Student birth date and place of birth;
4. Name of parent/guardian;
5. Date of entry into school;
6. Name of school previously attended;
7. Course of study and marks received;
8. Data documenting a student's progress toward the achievement of state standards and must include a student's Oregon State Assessment results;

9. Attendance;
10. Date of withdrawal from school;
11. Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, IEPs, etc.

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

Two-Household Families

Oregon revised statute 107.154 provides that unless otherwise ordered by the court, an order of sole custody to one parent shall not deprive the other parent of the right to inspect and receive school records, and to consult with staff concerning the child's welfare and education, to the same extent as the custodial parent may inspect and receive such records and consult with such staff. The above statute requires that educational records, which relate to the student, will be shared with non-custodial parents/guardians upon their request unless the school is presented with a court order to the contrary. IF A PARENT WANTS TO RESTRICT THE VISITING RIGHTS OF THE NON-CUSTODIAL PARENT, THEY MUST PROVIDE THE SCHOOL WITH A VALID COURT ORDER DENYING SUCH RIGHT.

By law, both parents, whether married, separated or divorced, have access to the records of a student who is under 18 years of age, unless the district is provided evidence that there is a court order or parenting plan, state statute or legally-binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

Parents of a minor, or an eligible student (if 18 years of age or older), may inspect and review education records during regular district hours.

Parent Email and Internet Permission

We are pleased to offer students of the Ashland Public Schools access to the district computer network for electronic mail and the Internet. To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed any disadvantages. In accordance with federal law, all public schools must use a filtering system for access to the Internet. School personnel will make good faith efforts to direct students to appropriate Internet materials. But ultimately parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end the Ashland Public Schools support and respect each family's right to decide whether or not to apply for access.

District Internet and Email Rules

Students are responsible for positive citizenship and appropriate use on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible

manner. **Parent/guardian permission is required.** Access is a privilege - not a right. Access entails responsibility.

Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

As outlined in Board policy on student conduct and discipline (JFC) and procedures on Internet use, copies of which are available in school offices, the following are not permitted:

- Sending or displaying offensive messages or pictures e.g.: sexual, drug, violence or alcohol related messages
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

Violations may result in a loss of access as well as other disciplinary or legal action.

Division 22 Education Standards and Public Complaints

Any resident of the district, or parent of a student attending district schools or a student attending a school in the district may make an appeal or complaint alleging violation of the district's compliance with an educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved.

If the complainant wishes to pursue the matter further, the complainant follow the complaint process outlined in Board policy KL – Public Complaints and any accompanying administrative regulations. Policy and complaint forms are available on the district web site.

After exhausting local procedures or if the district has not resolved the complaint with 90 days of the initial filing of a written complaint with the district (whichever occurs first), any complainant may make a direct appeal to the State Superintendent of Public Instruction.

Any member of the public who wishes to express a concern should discuss the matter with the school employee involved.

If the individual is unable to resolve a problem or concern with the employee, additional steps are described in Board policies KL and regulation KL-AR, available on the district web page.

Board Policy and Regulations

The majority of information needed by parents and students is available in this handbook.

Additional material relevant to parents, guardians, students, staff and community members is available on the district website.

<http://www.ashland.k12.or.us/> > Home > School Board > Board Policy

If you have questions or need assistance in finding policies or regulations, please contact your building Principal or district Student Services at 541-482-2438 or by email at StudentServices@ashland.k12.or.us

Ashland School District Statement of Nondiscrimination

The Ashland School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation or age in providing education or access to benefits of education services, activities and programs in accordance with Title II, Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

Annual Notice: Staff Sexual Conduct with Students

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is not be tolerated. All district employees, contractors, agents, and volunteers are subject to Board policy JHFF/GBNAA – Reporting Requirements Regarding Sexual Conduct with Students.

“Sexual conduct,” means verbal or physical conduct or verbal; written or electronic communications by a school employee, a contractor, an agent, or a volunteer that involve a student and that are: 1) sexual advances or requests for sexual favors directed toward the student; or 2) of a sexual nature that are directed toward the student, have the effect of unreasonably interfering with a student’s educational performance, or create an intimidating, hostile or offensive educational environment. “Sexual conduct” does not include touching that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the

contractor, agent or volunteer, and for which there is no sexual intent.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

Each building will post in each school building the name and contact information of the [licensed administrator] designated for each school building to receive sexual conduct reports, and the procedures the designee will follow upon receipt of a report.

The designated licensed administrator to receive sexual conduct reports at [name of school] is []. In the event this person is the suspected perpetrator, the [title of the alternative licensed administrator] shall receive the report. When the [licensed administrator title] takes action on the report, the person who initiated the report must be notified. The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report. The district shall make available each school year the training described below to volunteers and parents of students attending district-operated schools. This training will be offered separately from the training provided to district employees.

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under ORS 339.388 and 419B.005 – 419B.050 and under adopted board policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

Annual Notice: Rights under FERPA

Ashland Public Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents/guardians or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate.

Parents/guardians or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent/guardian or eligible student, the School will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school

officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent/guardian or student of the records request unless it states in its annual notification that it intends to forward records on request.]

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Annual Notice: Sharing Directory Information

Ashland Public Schools

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Ashland School District, with certain

exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Ashland School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Ashland School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents/guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent.⁽¹⁾ If you do not want Ashland School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **October 1, of the current school year**. Ashland School District has designated the following information as directory information:

- Student's name

- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Footnotes:

1. These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Annual Notice: The Protection of Pupil Rights Amendment (PPRA)

Ashland Public Schools

PPRA affords parents/guardians certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student’s parent/guardian;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;

4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents/guardians to a student who is 18 years old or an emancipated minor under State law.

Ashland School District will review relevant Board Policies (JOA), in consultation with parents/guardians through building site councils, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or

other distribution purposes. **Ashland School District** will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. **Ashland School District** will also directly notify, such as through U.S. Mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. **Ashland School District** will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/guardians who believe their rights have been violated may speak with the Director of Student Services, Ashland Public Schools, or file a complaint with:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C 20202-5901