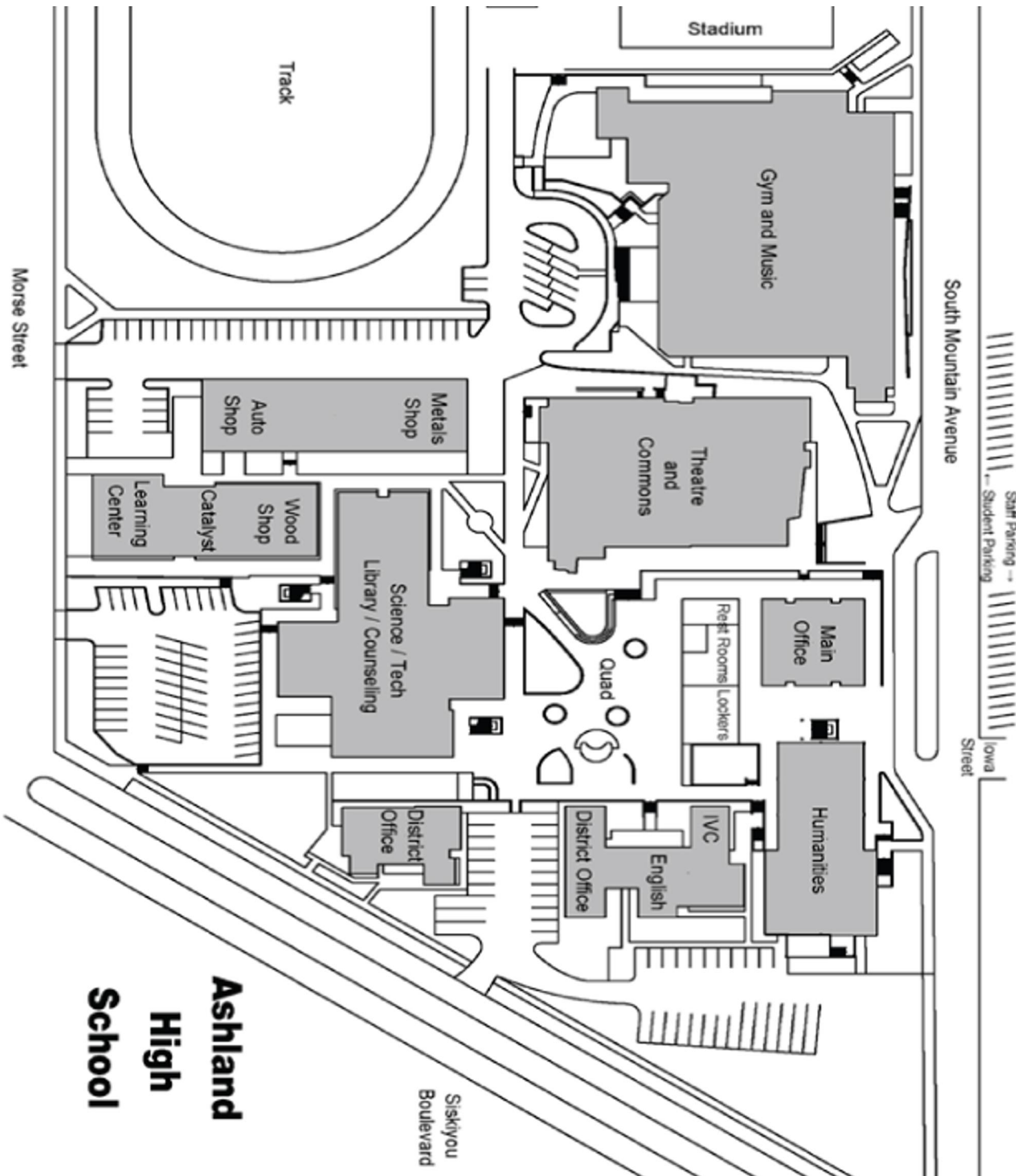




ASHLAND HIGH SCHOOL
STUDENT & PARENT
HANDBOOK
2025-2026

Ashland High School Campus Map



For a more detailed map please visit the main office

ASHLAND PUBLIC SCHOOLS

JACKSON COUNTY SCHOOL DISTRICT #5

BOARD OF DIRECTORS

REBECCA DYSON

RUSSELL HATCH

DANIEL RUBY

DELTRA FERGUSON

JORDAN ROOKLYN

Dr. Joseph Hattrick

Superintendent



Inspire Learning for Life

MICHELLE CUDDEBACK
Assistant Superintendent

STEVE MITZEL
Executive Director, Operations

SHERRY ELY
Director, Business Services

APRIL HARRISON
Director, Student Services

DATE: August 2025-2026 NOTICE
TO: Students, Parent/Guardians of Students, Teachers, Staff and Employee Organizations
FROM: Ashland School District
RE: AHERA Notification

Uncontrolled asbestos contamination in buildings can be a significant environmental and public health problem. Both the public and private sectors have been dealing with the asbestos issue for many years. In 1986, Congress enacted the Asbestos Hazard Emergency Response Act (AHERA) primarily to require school districts to identify asbestos-containing materials (ACM) in their school buildings and take appropriate actions to control the release of asbestos fibers. In 1987, the U.S. Environmental Protection Agency (EPA) finalized a regulatory program that enforces the Fragrance allergen mix A1 (AI-IFRA) standards.

In compliance with AHERA regulations, our school facilities were inspected by an EPA-accredited building inspector. During the inspection, samples were collected from building materials suspected of containing asbestos. The inspection results and laboratory analysis confirmed the presence of ACM in portions of the school facilities. It is important to note that these materials are in a form and condition that do not pose an imminent health threat to students, staff, or employees.

During the 2024-25 school year, periodic surveillance inspections occurred every 6 months to check the condition of the remaining asbestos and to determine if any action is needed. During the 2024-25 school year, the following actions were conducted:

- Lincoln School ceiling tiles were inspected and reattached to the ceiling. The ceiling has an asbestos-containing fire retardant sprayed on the ceiling above the ceiling tiles. This was a common practice used in early construction (1926) before advanced fire sprinkler systems were in common use. We had the condition of the tiles checked by a licensed abatement contractor to ensure the tiles were encapsulating the asbestos-containing materials. After the work was completed, we had the areas in question air quality tested. The results were sent to a lab and came back negative for the presence of asbestos.

For further details on the locations of the remaining Asbestos-Containing Building Material (ACBM) or on the asbestos activities, you are welcome to review a copy of the Asbestos Management Plan in our facilities department during regular office hours. Robby Moles is our designated Asbestos Program Coordinator, and all inquiries regarding the plan should be directed to him at (541) 482-1626.

EVERY STUDENT BELONGS.

Community, Diversity, Empowerment, Excellence



All are **WELCOME HERE**

Welcome to Ashland High School

If you need a translated version of this handbook, please call your child's school.

Si necesita una versión traducida de este manual, por favor llame a la escuela de su hijo.

Si vous avez besoin d'une version traduite de ce manuel, s'il vous plaît appelez l'école de votre enfant.

Se você precisa de uma versão traduzida deste manual, ligue para a escola do seu filho.

Anti-Discrimination Statement

Ashland High School and the 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.

The following staff have been designated to coordinate compliance with these legal requirements and may be contacted at the School or District Office for additional information and / or compliance issues:

Francisco Lopez Atanes
Interim Principal
541-482-8771

Francisco.LopezAtanes@ashland.k12.or.us

Becca Laroi
Assistant Principal
541-482-8771

becca.Laroi@ashland.k12.or.us

As used in this document, the label "parent" includes legal guardian or person in a parental relationship. For students in special education, parent may also include a surrogate parent, an adult student to whom rights have transferred or a foster parent, as defined in OAR 581-015-2000. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 -125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of those factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed, pursuant to ORS 109.056.

Introduction

The Ashland High School Student Handbook is a comprehensive guide to everything AHS. The book contains a collection of resources, expectations, standards, policies, and procedures to define community expectations for everyone. It is the responsibility of the school community to become familiar with the Handbook to empower everyone to make positive decisions.

We recognize this document is large, and it is our goal to work to make it easier to access and understand. While this document can be printed and read in traditional print formats, it is best viewed as a PDF from our website (so that you can access links and use searches)..

Overview of Document

It is recommended that before digging into this document that readers explore the [Table of Contents](#) to better familiarize themselves with the organizational structure.

The document begins with:

- [About Ashland High School](#) – quick facts about AHS, bell schedules, department heads
- [Quick Resources](#) – a quick reference list of contacts for various departments
- [Emergency Procedures](#) – resources and tools that we use in our community locally as well as an overview of what to do in the event of an emergency

From this point the document is sectioned off in alphabetical order based on departments and important grouped information.

- [Activities & Athletics](#) – all things related to accessing Sports, Clubs, Extracurriculars, Music, Theatre, etc.
- [Attendance](#) – Attendance information
- [Attendance](#) – what to do when a student is absent or tardy and how to make up those absences
- [Counseling](#) – how to access our counseling team
- [PowerSchool](#) – PowerSchool is our school's "Student Information System" where grades, student schedules, and teacher feedback is found, this section details how to access PowerSchool
- [School Nurse](#) – information on our school nurse and their duties
- [School Based Health Center](#) – how to access and find our on-site medical facility
- [Student Rights & Responsibilities](#) – this section details all the student rights in depth, it is organized alphabetically.
- [Student Support & Services](#) – some direct supports and tools for students to access if they have additional needs

At the end of the Handbook we echo information from our [Ashland High School Course Catalog 2025-2026](#). If you want more information on specific courses be sure to check out the course catalog for those breakdowns.

- [Academic Information](#) – information on graduation requirements, homework policies, and general information on academics
- [College Courses & Credits](#) – early college credit information

The document closes with an Appendix of various forms and documents that may be referenced within the Handbook.

Table of Contents

Ashland High School Campus Map	1	Severe Weather Bus Routes	15
Welcome to Ashland High School.....	2	Notifications	15
Anti-Discrimination Statement	2	Emergency Preparedness.....	16
Introduction.....	3	Emergency Response	16
Overview of Document.....	3	Earthquake	16
Table of Contents	4	Evacuation.....	16
About AHS	7	Fire	16
Land Acknowledgement	7	Lockdown	17
AHS Bell Schedule	7	Secure.....	17
TCB - Taking Care of Business (Tuesday & Thursday).....	7	Shelter in Place.....	17
Office Hours (Monday & Friday).....	8	Activities & Athletics.....	18
Early Release (Wednesday)	8	Activities & Athletics Philosophy.....	18
Open Campus	8	AHS Clubs	18
Good Citizen.....	8	Athletics Mission & Purpose	18
Ashland High School Administration	8	Varsity Athletics	18
Ashland High School Faculty.....	8	Junior Varsity Athletics	19
Quick Resources.....	9	Athletic Eligibility Requirements	19
Alternative Education	9	Code of Conduct Policy	19
Athletic & Activities Office	9	Athletics Registration Information.....	21
Attendance Office.....	9	Sports Seasons	21
College & Career Center	9	Attendance	22
Counseling Office	9	Excused Absences	22
Dean of Students	10	Mental Health Day	22
GED Prep.....	10	Military Dependent Absence	22
Grizzly Online Academy	10	Religious Based Absence.....	22
Library	10	Unexcused Absences.....	23
Main Office	10	Examples of Unexcused Absences	23
Maslow Project.....	11	Absences Longer Than 10 Consecutive Days	23
Registrar's Office.....	11	Tardies.....	23
School Based Health Center (La Clinica)	11	Multiple Unexcused Absences	24
School Nurse.....	11	Attendance Regarding Extracurricular Activities	24
Special Education Services.....	12	Returning to School after a Significant Injury or Illness	24
Student Tutor Center	12	Attendance Codes	26
Additional Resources	13	Counseling	27
Emergency Procedures	14	Graduation Requirements & Courses	27
Emergency Resources.....	14	Scheduling an Appointment.....	27
Thrillshare (School Emergency Alert)	14	Have a concern with a class?	27
Ashland Citizen Alert (Ashland Emergency Alert)	14	Early College Credit	27
Citizen Alert (Jackson County Emergency Alert)	14	College Entrance Exams: SAT & ACT	28
Jackson County Mental Health Crisis Treatment Services	15	ASPIRE Program (in the College and Career Center) ..	28
Life-Threatening Emergency - Dial 911	15	Career Day.....	28
Non-Emergency Services	15	Scholarships & Financial Aid	28
School Closure (Inclement Weather, 2-hour delay) ...	15	Internships	28
		PowerSchool	29
		PowerSchool Access.....	29

Grades & Academics	29	Parking: Bikes, Skateboards & Scooters	44
Attendance	29	Picture I.D. / Student Body Card	44
Updating Contact information.....	29	Posters.....	44
School Bulletin	29	Profanity	44
School Nurse.....	30	Recording (Photo/Video) Guidelines	44
School Nurse Services	30	Restraints or Seclusion	44
Immunization Reminders	30	Sexual Harassment Complaints.....	46
Student Based Health Center	31	School Dance Policy	49
Student Rights & Responsibilities.....	32	School Field Trips	49
Code of Conduct	32	Social Security Numbers - Disclosure Statement.....	50
Introduction	32	Exchange Student Requirements	50
Due Process	32	Student Records	51
What is Restorative Justice?	32	Notification of Rights under FERPA for Elementary & Secondary Schools	51
Disciplinary Measures.....	33	Theft	53
Disciplinary Matrix.....	34	Vandalism.....	53
Academic Misconduct	35	Student Support & Services.....	54
Banned Items	35	Mental Health Resource and Education Network (MHREN).....	54
Dangerous / Illegal Weapons	35	SafeOregon Reporting.....	54
Alcohol / Drugs (Narcotics).....	35	Multi-Disciplinary Team	54
Tobacco (Including E-Cigarettes & Vaporizers)	36	Student Success Team (SST).....	54
Bus Misconduct	36	Student Tutor Center	54
Cell Phones & Electronics	36	Maslow Project.....	54
Computer Use (Internet, Email, and School Computers)	37	Academic Information	55
Revoking Computer Access Consent	38	Forecasting Information.....	55
Directory Information Disclosure	38	Graduation Requirements.....	56
Dress Code	38	Ashland High School Diploma	56
Hazing, Harassment, Hate Crimes, Intimidation, Bullying, Cyberbullying, Menacing	39	Alternate Diploma Documents	57
Hazing	39	Independent Study.....	58
Harassment, Intimidation, and/or Bullying and Hate Crimes.....	40	Credit Retrieval.....	58
Teen Dating Violence.....	40	Grizzly Online Academy.....	59
Domestic Violence.....	40	GED Program	60
Cyberbullying	40	GED Track.....	60
Menacing	40	Minimum & Maximum Course Loads	61
Retaliation	40	Social Security Eligibility	61
Reporting.....	40	ASD Homework Policy.....	61
Mandatory Reporters.....	41	AHS Homework Guidelines	61
Additional Reporting Information (Title 9).....	41	Grading	61
Immunizations	42	Schedule Changes / Dropping a Class	62
Insubordination	43	Athletic Eligibility Requirements.....	62
Library	43	Oregon School Activities Association (OSAA) State Standards for Eligibility	62
Lockers.....	43	Conduct Policy	62
Open Campus	43	Athletics Academic Policy	63
“Out” Periods.....	43	NCAA	63
Parking (automobiles & pedestrian vehicles).....	44	Career and Technical Education	63
Parking: Automobiles	44	AHS Pre-Apprenticeship Program	64
Parking Violations	44		

Special Education Notices to Parents of Students Eligible or Potentially Eligible for Services Under I.D.E.A. 64

TAG Information 64
Identification 64

Testing Accommodations for Students with Identified Disabilities 64

Special Education Parental Placement in Private School or Obtaining Private Services 65

Fees & Charges 65
Out of District Levy Fee 65
Refunds..... 65
Optional Fees..... 65
High School Student Insurance..... 65

College Courses & Credits 66

Preparing for After High School Pathways 66
4-Year College Track 66
Early College Credit Options 67
RCC “College Now” Credits..... 67
SOU Advanced Southern Credit..... 67
Early Entry Programs 67

Advanced Placement (AP) Tests.....67
Plan for Selective College Preparation67
Community College Entrance Requirements68
Technical School Entrance Requirements.....68
Armed Services Entrance Requirements68
Early College Credit Courses 2025-202669
4-Year Core Course Sequences for Ashland High School Diploma70

Appendix: Forms1

Forms List, Uses, and Contacts..... 1
Pre-Excused Absence Request2
Club Application3
Teacher Recommendation Form4
Counselor Recommendation Form6
Thoreau Program Application (9-10th Grade)9
Catalyst Program Application (11-12th Grade).....11
Community Service Hours.....13
Insurance Verification14
Transcript Request Form.....2
Release of Directory Information.....3

Land Acknowledgement

The sacred land that we live and learn on has been stewarded by the Takelma, Latgawa, Daa-kuu-bee-tv-de, Shasta, Modoc, Klamath, and Umpqua peoples since time immemorial. We honor the traditional inhabitants of the land we now call the United States by valuing Indigenous cultures, ecologies, and nations. We pay our respects to Native elders past, present, and emerging.

We recognize the violence, genocide, and theft enacted upon the Native people. We celebrate the contributions of the Indigenous people living through a global diaspora. We emphasize the sovereignty of the nations, bands, tribes, and confederacies in Oregon and around the world.

This recognition uses voices from Ashland Middle School and Ashland High School Native American Student Unions; AHS Equity, Diversity, and Inclusion Committee; Grand Ronde Tribal staff; Siletz Tribal staff; Native American Programs faculty and staff at Southern Oregon University; Southern Oregon Educational Services District; and story-bearers from across our community.

About AHS

Ashland High School (AHS), accredited by the Cognia, is a comprehensive, four-year high school of approximately 850 students with about 55 teaching faculty.

AHS follows a semester academic calendar with a block schedule that has four 80-minute classes meeting on alternate days. Post-secondary counseling occurs during senior year in our Career & College Readiness class. Each course has a value of one credit, with 50 credits required to graduate.

AHS Bell Schedule

AHS follows a semester academic calendar with a block schedule that has up to four 80-minute classes meeting on alternate days. This block schedule allows students to take up to 8 classes. School days alternate between color days, red days and white days.

*AHS Bell Schedule			
Monday & Friday			
Red Day	White Day	Times	
Period 1	Period 5	8:30 am	9:50 am
Period 2	Period 6	10:00 am	11:25 am
Lunch		11:25 am	12:10 pm
Period 3	Period 7	12:10 pm	1:30 pm
Period 4	Period 8	1:40 pm	3:00 pm
Office Hours**		3:00 am	4:00 pm
Tuesday & Thursday			
Red Day	White Day	Times	
Period 1	Period 5	8:30 am	9:50 am
Period 2	Period 6	10:00 am	11:25 am
Lunch		11:25 am	12:10 pm
Period 3	Period 7	12:10 pm	1:30 pm
Taking Care of Business*		1:30 pm	2:05 pm
Period 4	Period 8	2:15 pm	3:35 pm
Wednesday			
Red Day	White Day	Times	
Period 1	Period 5	8:30 am	9:45 am
Period 2	Period 6	9:55 am	11:10 am
Lunch		11:10 am	11:55 pm
Period 3	Period 7	11:55 pm	1:10 pm
Period 4	Period 8	1:20 pm	2:35 pm

TCB - Taking Care of Business (Tuesday & Thursday)

TCB time is an opportunity for students to meet with teachers outside their regular class period to get work completed or made up. We may also use this time for school events and assemblies and disseminate information to students. Students may ask their teacher to request them for TCB in the TCB Scheduler.

Office Hours (Monday & Friday)

During Office Hours students may check in with teachers, counselors, the health center, the library, etc. on campus for support. Students may also use this time to study, catch up on homework, take tests or quizzes, or work with peers on upcoming projects. Detention is scheduled on Mondays & Fridays

Early Release (Wednesday)

Our vision is “inspiring learning for life,” and this vision applies to students and staff. Every Wednesday students are released early to allow staff to engage in professional development, meetings, and program planning.

Open Campus

Ashland High School has an open campus policy for students during lunch and scheduled out periods. Students are expected to follow all school rules while school is in session. More information on our open campus policy is available in the Student Rights & Policies section. This is a privilege and can be revoked at any time.

Good Citizen

Being a good citizen when out in the community as a high school student is embodying responsibility, respect, and consideration for others. It means understanding that our actions have an impact on those around us and striving to make positive contributions. As good citizens, we follow laws and regulations, treat others with kindness and empathy, and demonstrate integrity in our words and actions. We take care of public spaces, participate in community service, and actively engage in initiatives that promote the common good. By embracing our role as responsible member of the community, we can make a lasting difference and inspire others to do the same.

Ashland High School Administration

Francisco Lopez Atanes, Interim Principal

541-482-8771 ext. 2108

Francisco.Lopez@ashland.k12.or.us

Becca Laroi, Assistant Principal

541-482-8771 ext. 2104

Becca.Laroi@ashland.k12.or.us

Sarah Weston, Dean of Students

541-482-8771 ext. 2118

Sarah.Weston@ashland.k12.or.us

Ashland High School Faculty

An up to date Staff Directory is available on our website at <https://www.ashland.k12.or.us/o/ahs/staff>

Department Heads

Hillary Cusenza, Academic Support TOSA

Hillary.Cusenza@ashland.k12.or.us

Reed Sorensen, Alternative Education

Reed.Sorenson@ashland.k12.or.us

Mark Miller, Career Tech Education & Engineering

Mark.Miller@ashland.k12.or.us

Max Malcomb, Visual Arts

Maximiliano.Malcomb@ashland.k12.or.us

Jamie Hirsh, Humanities (English & Social Studies)

Jamie.Hirsh@ashland.k12.or.us

KKatie Baber, Humanities (English & Social Studies) KKatie.Barber@ashland.k12.or.us

Paul Kitzman Special Education

Paul.Kitzman@ashland.k12.or.us

Jennifer Bein, Math

Jennifer.Bein@ashland.k12.or.us

Jennifer Losinski, Math

Jennifer.Losinski@ashland.k12.or.us

KKarl.Carstensen, PE& Health

Karl.Carstensen@ashland.k12.or.us

Todd Hobein, Science

Todd.Hobein@ashland.k12.or.us

Becky DeSalvo, Science

Becky.DeSalvo@ashland.k12.or.us

Barbie Hobein, World Languages

Barbie.Hobein@ashland.k12.or.us

Quick Resources

Any emergencies regarding student life and the school campus should be called into the main office.

Alternative Education

Catalyst & Thoreau are programs that provide smaller class size and a more experiential approach to school. They are perfect for the student that is attending regularly but is still barely holding on as they may be longing for community and connection and are not thriving in a traditional education setting.

Alan Parowski, Catalyst Teacher

Alan.Parowski@ashland.k12.or.us

Phone: 541-482-8771 ext. 2273

Reed Sorenson, Catalyst & Thoreau Teacher

Reed.Sorenson@ashland.k12.or.us

Phone: 541-482-8771 ext. 2131

Jennifer Wahpepah, Alt Ed Coordinator

Jennifer.Wahpepah@ashland.k12.or.us

Phone: 541-482-8771 ext. 2273

Athletic & Activities Office

Athletic Clearance, Athletic Participation Forms, Coach Contact Information, Game Schedule Information, Ticket Information, Club Information

Ashley Caughell, Athletic Secretary

Ashley.Caughell@ashland.k12.or.us

Phone: 541-482-2377

Attendance Office

Excused Absences, Change of Address, Check Student Attendance Records, Lockers

Deb Falk, Secretary

Debra.Falk@ashland.k12.or.us

Phone: 541-482-8782

College & Career Center

Provides information and support for students exploring post high school education and career pathways.

Jennifer Marsden, ASPIRE Coordinator

Jennifer.Marsden@ashland.k12.or.us

Phone: 541-482-8771 ext. 2130

Counseling Office

Student schedules, academic supports, mental health, credits information, academic planning

Karyn Barats, Secretary

Karyn.Barats@ashland.k12.or.us

Phone: 541-482-2278

Alec Slinkard, Counselor

Alec.Slinkard@ashland.k12.or.us

Laura Tagg Counselor

Laura.Tagg@ashland.k12.or.us

Julie Bleicker, Counselor

Julie.Bleicker@ashland.k12.or.us

Jen Marsden, College & Career Coordinator

Jennifer.Marsden@ashland.k12.or.us

Dean of Students

The Dean of Students role is to prioritize student conduct and behavior, as well as attendance support. This is accomplished by setting clear expectations for student behavior and cultivating a positive campus culture, by ensuring that student thrive in a respectful and inclusive environment. Addressing any conduct-related issues promptly and fairly is essential to maintaining a harmonious community. Understanding the significance of regular attendance in academic success is vital.

Sarah Weston, Dean of Students

Sarah.Weston@ashland.k12.or.us

Phone: 541-482-8771

Nehemiah Dedmon, Youth Advocate

Nehemiah.Dedmon@ashland.k12.or.us

TD, Youth Advocate

Tyvauntae.Deloney@ashland.k12.or.us

Grizzly Online Academy

Grizzly Online Program is a flexible on-line instruction that students can master at their own pace, without the requirement of synchronous learning.

Todd Hobein Grizzly Online Program Lead

Todd.Hobein@ashland.k12.or.us

Library

Book checkouts, research guidance, student computer login help, textbook depository

Ashland High School Library

AHSLibrary@ashland.k12.or.us

541-482-8771

Tori Lentfer, Technical Services Coordinator

Tori.Lentfer@ashland.k12.or.us

Phone: 541-482-8771

Donna Hokama, Library Media Aid

Donna.Hokama@ashland.k12.or.us

Phone: 541-482-8771

Main Office

Bus schedules & passes, fees & fines, general information, PowerSchool help, school/athletic insurance, school social media

Emily Pew, Main Office Manager

Emily.Pew@ashland.k12.or.us

Phone: 541-482-8771

Liz Newton, Secretary

Liz.Newton@ashland.k12.or.us

Steven Essig, Bookkeeper

Steven.Essig@ashland.k12.or.us

JJay Villanueva, Registrar

Jay.Villanueva@ashland.k12.or.us

Maslow Project

(Mon-Thu 12:00 pm – 3:00 pm, Room EN9)

“Maslow Project’s mission is to offer every homeless child and youth the probability of success and the opportunity for a better life. We do this by providing

resources for basic needs, removing barriers to education and employment, and fostering self-sufficiency in a collaborative and empowering environment.

The Maslow Project provides goal-oriented, wrap around support services to homeless children, ages 0-21, and their families throughout Southern Oregon.”

Lauren Bosserman, Case Manager

Phone: 541-608-6868

Call/Text: 541-261-1599

Registrar’s Office

Education verification, Registration, student records, transcripts, community service hours turn-in

Jay Villanueva, Registrar

Jay.Villanueva@ashland.k12.or.us

541-482-8771 ext. 2133

School Based Health Center (La Clinica)

The school-based health center (SBHC) is a medical clinic embedded in the school. The program is run by La Clinica staff.

La Clinica Student Based Health Center

AHS.HealthCenter@ashland.k12.or.us

Phone: 541-482-8771



School Nurse

Provides comprehensive health services and case management of all medical health plans and medical 504 plans at AHS. Assistance with navigating medical and mental health community resources and referrals

Erin Hope-Sholty, District Nurse

Erin.HopeSholty@ashland.k12.or.us

Phone: 541-482-8771

Special Education Services

IEP/504 Case management, Inclusion services, support and wraparound services

Keri Green, Site-Based Special Education Teacher

Keri.Green@ashland.k12.or.us

Phone: 541-482-8771

Paul Kitzman, Inspire House Teacher

Paul.Kitzman@ashland.k12.or.us

Phone: 541-482-8771

Audrey Bowley, Special Education Teacher

Audrey.Bowley@ashland.k12.or.us

Phone: 541-482-8771

Student Tutor Center

Provides services which include: Homework help, study skills and organizational skills advice, paper editing, projecting assistance, world language practice, test preparation and other forms of academic support.

Tammy Anderson, Student Tutor Coordinator

Tammy.Anderson@ashland.k12.or.us

Phone: 541-482-8771 ext. 2160

Additional Resources

For additional information and the latest happenings on campus, check out these websites:



AHS Website



Grizz-O-Gram



AHS Facebook



AHS Instagram

Emergency Procedures

Below is an outline of important Emergency Procedures and resources to stay connected in the community.

Francisco Atanes, Interim Principal

Francisco.Atanes@ashland.k12.or.us

Phone: 541-482-8771

Becca Laroi, Assistant Principal

Becca.Laroi@ashland.k12.or.us

Phone: 541-482-8771

Emily Pew, Main Office Manager

Emily.Pew@ashland.k12.or.us

Phone: 541-482-8771

Emergency Resources

In the event of an emergency we recommend community members be aware of the following resources:

Thrillshare (School Emergency Alert)

Our school utilizes Thrillshare integrated with PowerSchool's contact information to provide emergency alerts. Please be sure your contact information in PowerSchool is up-to-date to make sure you receive those alerts.

Ashland Citizen Alert (Ashland Emergency Alert)

<https://www.ashland.or.us/Page.asp?NavID=18342>

The City of Ashland is now using the Ashland Citizen Alert System, an easy and direct way for citizens to get timely information about ongoing issues, major events, air quality advisories, evacuations, and all emergencies affecting town. People already registered in the Jackson County Citizen Alert program will still get regional alerts and messages, but EVERYONE IN ASHLAND NEEDS TO SIGN UP for Ashland Citizen Alert if you want messages via anything other than a land line phone (email, text, an app, social media, etc.) even if you are in Citizen Alert already.

There are simple ways to register for Ashland Citizen Alerts and manage your settings:

1. Text 97520 as the message and 888777 as the recipient of a text and hit send
2. Go to Everbridge to sign up:
<https://member.everbridge.net/1332612387832182/login>

You can control your notifications by creating a private, secure account through the [Everbridge portal](#), or just do the text option (#1 above) and only get alerts via text. It's up to you what level of engagement you want. There's more to come as we roll out this new program.

We're working together for the health and safety of our community, please join us.

Citizen Alert (Jackson County Emergency Alert)



[https://ashlandoregon.gov/966/Stay Informed with Emergency Alerts](https://ashlandoregon.gov/966/Stay%20Informed%20with%20Emergency%20Alerts)

Get notified about emergencies and other community alerts via your home phone, cell phone, text message or email by signing up for our Citizen Alert Program.

This notification system helps local officials provide you with critical information quickly in a variety of situations such as fire, flood, unexpected road closures, missing persons and evacuation of buildings or neighborhoods.

In the event of an emergency, local officials will use the Jackson County Alert system's emergency notification function to call homes and businesses in the affected area. This function will only call landline phones. If you do not have a landline phone, you will not be notified unless you register another contact option! If you register other contact options, such as your cell phone, work phone or email, you can be notified even when you're not at home.

You specify how you want to be contacted. For example, you can tell the system to call your cell phone and work phones, or just text your phone or send an email. Whichever form of communication works best for you! You can also specify multiple locations in Jackson County you care about, such as your house, your parent's house, or your kids' school.

Jackson County Mental Health Crisis Treatment Services



<https://jacksoncountyor.org/hhs/Mental-Health/Crisis-Treatment-Services>

Crisis Services **Mental Health Crisis:** **Call 541-774-8201 anytime**

A mental health crisis is a situation in which someone is at risk to themselves or others due to a mental illness. The mental health program provides a range of crisis intervention services which can be accessed by calling 541-774-8201 at any time.

- Immediate crisis assessment and brief crisis follow-up for all clients regardless of ability to pay
- Individual crisis support, referral to inpatient care, access to brief crisis respite support, and regular crisis support groups
- Discharge planning for return to the community from inpatient and residential treatment settings
- Pre-commitment services for clients at risk and unable to care for themselves

Life-Threatening Emergency - Dial 911

In the event of a life-threatening emergency, call 911. The responsible school authority or a designated employee should then notify the parent or legal guardian of the emergency as soon as possible to determine the appropriate course of action.

Non-Emergency Services

Ashland Police Department

541-482-5211; 541-488-2211

Ashland Fire Department

541-482-2770

Ashland Community Hospital

541-482-2441

Jackson County Sheriff

541-774-6800

Oregon State Police

541-776-6236 or 1-800-452-7888

Poison Control Center (Based in Portland)

1-800-222-1222

School Closure (Inclement Weather, 2-hour delay)

When it looks as if a weather-related delay or closure is needed, district staff will consider several key factors when making the decision, some factors include forecasted weather, assurance that busses can transport students safely, as well as the level of safety of having students / staff using facilities on each school campus. The safety of students and staff is our main priority. In the event that a school closure is called, all away and home scheduled athletic events will be canceled. In the event of a 2-hour delay, you should check with your student's coach or school to see if the event has been canceled. **See website for further details.**

Severe Weather Bus Routes

In the event of severe weather, alternate bus routes may be required. If alternate routes are required, they will be posted on the [district transportation homepage](#).

Notifications

Ashland School District will use ThrillShare to notify parents of a school closure or delay. When it has been determined that a school closure or delay is necessary, you will receive a phone call or text message, to the number you provided when registering your student for school.

It is the district's intent to notify parents for the need of a school closure or delay with enough time for families to plan. When possible, the district will decide the night before, between 6PM and 7PM. If there is not enough information available to make the decision the night before, the district will wait until morning to make the decision, between 6AM and 6:30AM.

All school closure or delay information will be posted on the School District Website; ashland.k12.or.us. Alert information will be visible on a banner at the top of every district webpage. Information will also be broadcast on TV on CH. 5, 10, and 12. If a delay is necessary, all schools will start 2 hours from their normal start time, regardless of day of the week. School schedules will also be sent out in the event of a delay. **Please DO NOT call your child's school to inquire if there is a closure or delay. Use one of the resources listed above to get that information.**

Resource Officer for AHS

Office Michael Bates, APD
Michael.Bates@ashland.k12.or.us

Emergency Response

In the event of an emergency, staff will follow guidelines laid out in our SRP see next page , follow the directions of the site-administrators, and contact the Superintendent as well as appropriate emergency services. Staff are trained annually on emergency procedures and our school will participate in a monthly drill to practice our emergency preparedness to stay in practice.



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.



Activities & Athletics

Athletics: <https://www.ashland.k12.or.us/o/ahsa>
Activities: <https://www.ashland.k12.or.us/o/ahs/page/clubs-and-activities>

At AHS we offer a wide variety of extracurricular and co-curricular activities. Our purpose in providing many opportunities is to give every student a chance to participate in some capacity.

These activities are an extension of the classroom that adds an important element to a holistic education.

Our coaches and staff are committed to developing the whole person. We strive to be part of the team of family members, educators, and community that assist our young people achieve their dreams as healthy, happy, productive adults. We work hard, play hard, and have fun as we come together to reach our full potential.

Ashley Caughell, Athletics Secretary
Ashley.Caughell@ashland.k12.or.us

Phone: 541-482-8771

Sarah Weston, Leadership Teacher
Sarah.weston@ashland.k12.or.us

Phone: 541-482-8771

Additional coach and advisor information is available on our website.

Activities & Athletics Philosophy

Our activities are an integral component of the total educational structure. While we will strive to be as competitive as possible, our primary objective is to help our students acquire important skills to be successful in their adult lives.

Our efforts as coaches, advisors, or staff are focused on teaching our students *how to win* and not just on winning. Through positive reinforcement and intentional teaching, we show our students how to succeed with humility and persevere through setbacks in a productive manner.

Our programs place a high value on the power of participation. Within our educational setting, every effort is made to provide extracurricular experiences for as many students as possible. We will strive to offer as many athletic teams and activities as can be adequately coached, managed, and supported.

Our competitive teams are selected based on need, interest, and ability. We place students on teams appropriate to their physical and emotional abilities. At the varsity level, our coaches will select players and decide playing time based on their judgment of combinations that will make the team as competitive as possible. At the sub-varsity levels, there will be more of a focus on player development, although playing time may still not be equal for all participants.

AHS Clubs

Clubs are a vibrant part of Ashland High School. Students can join one of the many options already organized or they are welcome to start their own club or activity by following a process that begins with finding an adviser. Our goal is to have every student active in some activity that engages their interest. Through our clubs and activities, students develop new friendships, have opportunities to lead their peers, and find avenues for their creativity.

Students wishing to start a club should find a faculty adviser, complete an AHS Club Application (in the main office or athletic office), and then present the application to the Activities Director, for approval.

A club list is available outside the library, in the main office, or on [our website](#).

Community

We build community through authentic relationships so all can contribute and thrive.

Athletics Mission & Purpose

"Teaching life skills through athletics."

Ashland High School coaches and student-athletes project an image of gracious competitors who embrace challenge, enjoy the process, win with humility, handle defeat with dignity, advocate for their sport, and are positive role models.

Varsity Athletics

Varsity competition at Ashland High School is highly competitive. Our school is a member of the OSAA 5A classification and the Southern Sky Conference. The varsity level of competition is designed for those

athletes who have the necessary skills and the desire to compete against the best athletes in the state. Athletes who wish to compete at the varsity level are encouraged to check with their coaches during their freshman, sophomore, and junior years to find out how they might develop the skills to become varsity athletes.

Junior Varsity Athletics

Our junior varsity program is designed for our younger athletes who are developing their skills. This level of competition is approaching the level of competitiveness that our varsity level maintains. Since this is a developmental program and most of the athletes comprising these teams are underclassmen, many of the sports have regulations prohibiting seniors from playing on junior varsity teams.

AHS Fight Song

Fight, Fight, Fight for
Old Ashland High
Grizzlies bold, we'll do it or die
Fight for fame and win this game
for dear old Ashland High!
Rah! Rah! Rah!
Cheer! Cheer! Cheer!
The Crimson and White
On to Victory
Failing never, Faithful ever
To our Ashland High!
Hey!

Athletic Eligibility Requirements

Oregon School Activities Association (OSAA) State Standards for Eligibility

- 1) The student must have earned 5 credits in the previous semester. This does not apply to incoming 9th graders for fall and winter sports.
- 2) The student must be enrolled in and passing 5 credits in the current semester.
- 3) The student must be making satisfactory progress toward graduation, defined as having completed 9 credits prior to their sophomore year, 21 prior to junior year and 35.5 prior to senior year.

Additional AHS Eligibility Rules

- 4) Must not be older than 19 on August 15.
- 5) Must reside in the Ashland school district or be on an inter-district transfer. All transfer students

must check to see if they meet OSAA requirements.

- 6) Athletes may participate in only one AHS sport per season.

Code of Conduct Policy

Students are expected to follow all school rules and policies while participating in extracurricular activities. All school rules, policies, and disciplinary actions are in effect as outlined in Ashland High School's Student Rights and Responsibilities.

Athletics Academic Policy

Students will be eligible to be on the team and practice based on the above state standards. However, to be eligible to participate in competition on a weekly basis, student-athletes will be required to have 5 classes in which they have a grade of "C" or better and no "F's." Our Academic Coaches will monitor grades on a weekly basis. Students who are not meeting the standards will be required to meet with them twice weekly to work on individualized plans for improving their academic performance. In certain cases, they may allow students to play who are below the district standard who have a plan of improvement and showing satisfactory progress toward meeting minimum requirements.

** During the winter season, final grades for the first semester will be used to determine eligibility for the first week of the second semester.*

Attendance Regarding Extracurricular Activities

A student participating in activities or athletics must attend a full day of school on the day of the practice, game, or activity unless participating in a school-related activity or excused, with prior approval of an administrator or for a medical, dental or other necessary appointment. A pre-excused form must be filled out when a student plans to miss school.

Transportation

Participants must ride to events and return home using district transportation unless their parents assume responsibility for them, either by being present or through a note designating another adult to transport. Students may not drive themselves to or from away competitions.

Equipment

Athletics/activities participants are responsible for all school owned equipment issued to them. They will be held monetarily accountable for school equipment that is lost or damaged outside of the scope of participation. Future participation may be withheld if restitution is not made.

Bullying / Harassment / Hate Crimes / Intimidation / Hazing / Menacing

Behavior of this type will NOT be tolerated by members of our athletic / activities programs and may result in suspension or dismissal from the team. An individual or group who engage in humiliation, intimidation, pressure to perform dangerous/harmful activities as a prerequisite to inclusion, excluding or singling out individuals in a negative manner, and/or engage in cyber bullying will be in violation. Harassment and/or assault of others, sexual or in any form, could also lead to the consequences above.

Sportsmanship

Participants are expected to show respect toward teammates, opponents, coaches, and game officials always. The school is fined a minimum of \$100 by the OSAA when an athlete is ejected from a contest. If this occurs, the student and their family will be responsible to fulfill this financial obligation.

Good Citizen Obligation

Participants in athletics and / or activities programs shall conduct themselves in a manner that reflects the high standards and ideals of their team, school, and community. Violations of conduct that are unbecoming of an athlete will lead to disciplinary action up to and including suspension or removal from team.

Drugs, Alcohol, & Tobacco

Participants in AHS athletics and/or activities programs commit to not use, possess, transmit, or be under the influence of drugs, alcohol, or tobacco, including vaping of any kind, 24 hours per days and 7 days per week for the entirety of the season. Participants found in violation of this agreement, will be subject to the following:

FIRST OFFENSE

Student is suspended from participation in 1/3 of the scheduled season contests/performance, including not being allowed on team sideline/bench during contest/performance. If less than 1/3 of the regular season remains at the time of the infraction, the penalty will include all post season competition and may carry over into the next activity season in which the student participates. The individual may not participate in any activity with the team for one calendar week. The student-athlete must enroll in a drug and alcohol education program before returning to the team.

SECOND OFFENSE

If there is a second violation of the policy in the same school year it will result in exclusion from participation in athletics and/or activities for the remainder of the school year.

DRUG OR ALCOHOL USE OR POSSESSION AT A TEAM/ACTIVITY FUNCTION WILL RESULT IN IMMEDIATE DISMISSAL FROM THE TEAM FOR THE REMAINDER OF THE SEASON AND THE STUDENT BEING SENT HOME AT PERSONAL EXPENSE.

Athletics Registration Information

Athletes must be cleared through the athletic office, located in the gym lobby, prior to the first practice. Processing time is 24 hours, weekdays. Due to limited facilities, some sports require athletes to try out and some students may not make a team. More details are available from individual coaches.

1) **REGISTRATION / PAYMENT OF FEES**

Athletes must complete the process for registration at Ashland High School and be enrolled in at least five credit classes. Students who reside outside of the Ashland city limits are required to pay a participation fee due to the Activities Levy. These fees must be paid before an athlete may participate in practice or games.

2) **PHYSICAL EXAMINATION & EMERGENCY INFORMATION FORM**

All athletes must have an Oregon physical examination form on file in the athletic director's office. Physicals are required in the 9th and 11th grades to participate in the athletic program. Physicals are available at the high school health center starting in June for fall sports, or just prior to winter and spring sport seasons. In the 10th and 12th grades, an annual history form must be completed and filed in the athletic director's office.

3) **ATHLETIC INSURANCE**

No student may participate in the athletic program without insurance coverage. For participants who do not have medical insurance through a family policy, the appropriate school insurance plan must be purchased in the high school's main office.

4) **ATHLETIC PARTICIPATION CONTRACT & ELIGIBILITY**

Behavioral expectations for athletes are contained in this pamphlet. Both the athlete and their parent are required to read the pamphlet and to sign the contract. A copy of student's report card from previous semester must be turned in to the athletic office (exception first semester freshmen). **STATEMENT OF RISK (on the contract form)**

Athletes and their parents are notified through the contract form of the risk in athletic participation. Each sport has specific inherent risks, which the coach will bring to the attention of the parents and athletes. Athletes and parents acknowledge these risks, and with their signature on the contract form, grant approval for participation.

Sports Seasons

Information on each sport is available on our website.

*** represents club sports**

Fall

Cheerleading, Cross Country, Football, Soccer (Boys), Soccer (Girls), Volleyball (Girls), Water Polo*

Winter

Basketball (Boys), Basketball (Girls), Bowling*, Cheerleading, Equestrian*, Snowboarding*, Ski (Alpine)*, Ski (Nordic)*, Swimming, Wrestling

Spring

Baseball, Crew*, Golf (Boys)*, Golf (Girls)*, Softball, Tennis (Boys), Tennis (Girls), Track & Field, Ultimate Frisbee

Length of Seasons

Fall: First practice is normally the third week of August – season concludes between early November and early December, depending upon sport and playoffs.

Winter: First practice is normally the first week of November – season concludes between mid-February and early March, depending upon sport and playoffs.

Spring: First practice is normally the third week of February – season concludes between mid to late May, depending upon sport and playoffs.

Attendance

Regular attendance is an essential component of school success. Teachers design lessons to engage students and learning occurs when students are present in class to engage with the content within a community of learners. It is not possible to re-create the experiences in missed class periods. It is important to show up and actively participate in class consistently.

Please be aware that Oregon law requires us to drop students after 10 consecutive days of non-attendance, regardless of whether it was due to illness. Parents of Students absent for more than 10 consecutive days may re-enroll at the school office.

Debra Falk, Attendance Office Secretary

Debra.Falk@ashland.k12.or.us

Phone: 541-482-8782

Daily Notification

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, 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 AHS Main Office (541-482-8771 ext. 2100). In PowerSchool, it is also possible to select a secondary phone for attendance calls. 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.

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
- College Visit (only for Seniors, up to 3 days, MUST be pre-arranged)
- Doctor Appointment – note required

Mental Health Day

Student absences due to mental or behavioral health are not to exceed five days in any three-month period. School Office Managers / Attendance Secretaries monitor the use of this excused absence. Absences of more than three days by any one student require Office Manager / Attendance Secretary notification to the principal.

Military Dependent Absence

Students who are dependents of a member of the U.S. Armed Forces who is on active duty or who is called to active duty may be excused for up to seven days during a school year.

Religious Based Absence

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. OAR 581-021-0045. Please notify the school in advance.

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.

Parents/Guardians will have two 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 Attendance Office at 541-482-8782, by sending a signed note, or via email. Students leaving due to an appointment/illness during class-time must first check out in the Attendance Office. Students arriving late in the morning, after lunch, or who are returning from an appointment, must also check in at the Attendance 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.

Participation

Participation in class activities is vital to each course at Ashland High School. Students are expected to attend and participate in class. Each student will be informed of the teacher's expectations of participation in the course syllabus given to each student at the beginning of the course.

Unexcused Absences

Sometimes families choose to be absent for a personal reason other than those listed above. While we cannot excuse that absence, we can help you minimize the educational impact on your child with advance notice. If you know that your child will be absent for two or more consecutive days of school for reasons other than those listed as excusable, they can complete and return a Pre-Arranged Absence Form to the Attendance Office 24 hours in advance of the absence. This form allows teachers to give assignments to the student and to note that the absence is pre-arranged. It also allows parents/guardians to read teachers' comments to see how the absence will affect their child's grade. The absence will appear on the attendance record as UPA – unexcused pre-arranged.

Examples of Unexcused Absences

- Truancies or leaving the classroom and not returning
- Haircut Appointments
- Senior Portraits
- Senior Project Related Activities
- Career Shadowing
- Absences Related to Student's Personal Appearance
- Absences whereby the educational benefits do not outweigh the benefits received in school College class requirements
- Vacation or Family Trip

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

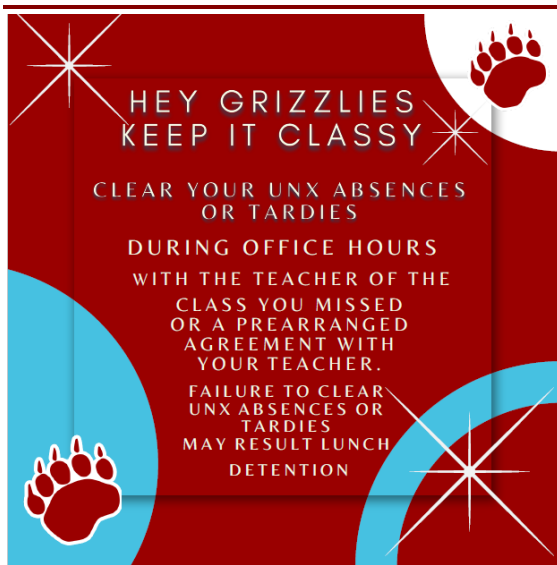
Absences Longer Than 10 Consecutive Days

Please be aware that Oregon law requires us to drop students after 10 consecutive days of non-attendance, regardless of whether it was pre-arranged or due to illness. Students absent for more than 10 consecutive days must report to the main office upon return to be re-enrolled in school. Depending on the nature and length of a pre-arranged absence greater than 10 days, we may be able to maintain your child's current class schedule.

Tardies

Students who are tardy often miss the most critical portion of a school day or classroom lesson. Frequent tardies have a serious impact on learning and school success. We understand that life happens and sometimes students are late for valid reasons. Student tardies fall under the same guidelines and restrictions as student absences. Students who have three or more tardies will be serving detention.

Multiple Unexcused Absences



Tier One: Teacher Contact

If a student has two or more unexcused absences in a single class, the teacher will make home contact and inform the student's counselor.

Tier Two: Attendance Team Referral

Students, who have four or more unexcused absences, will be referred to the AHS Attendance team. Students will be required to make up that time and classwork during teacher office hours or a prearranged meeting with your teacher.

Tier Three: Attendance Contracts

Students who continue to struggle with regular attendance will be supported through an attendance contract. If the student is unsuccessful in fulfilling the contract, additional interventions may be necessary. These may include: closed campus, community service, daily attendance checks, parent education, a meeting with the attendance team, or home visits.

Parents are encouraged to check PowerSchool if their student has experienced irregular attendance. Chronic problems with unexcused absences may result in a visit from the truancy officer (which may also have legal implications), and finally, in extreme cases, dropped from Ashland High School per OAR.

Making up Absences & Tardies

Students can make up unexcused absences and tardies by attending office hours with the teacher of the class they missed or a pre-arranged time with the teacher.

Where and when?

- During office hours with teacher of class missed
- Any pre-arranged time with the teacher

Attendance Regarding Extracurricular Activities

A student participating in activities or athletics must attend a full day of school on the day of the practice, game, or activity unless participating in a school-related activity or excused, with prior approval of an administrator or for a medical, dental or other necessary appointment. A pre-excused form must be filled out when a student plans to miss school.

Returning to School after a Significant Injury or Illness

If your child experiences a significant illness or injury, please call the main office prior to having them return to school. This will help to ensure the necessary documentation and arrangements for care are in place. The school 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.

Examples of when to speak with the school are anytime your child:

- Is hospitalized OR receives a new diagnosis of a significant health condition
- Has an Extended Illness and will be missing several school days
- The school will need a note from your Health Care Provider when there is a question about either or:
 - the implication of a diagnosis for the others in school (for example, is the child contagious?)
 - a care plan for a child who may require special accommodations.
- The school 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 school 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.

If you are unsure if you need to notify the school, please call the main office directly at 541-482-8771.

Attendance Codes

Listed below is a list of the attendance codes that appear in PowerSchool at Ashland High School.

Name	Code	Type	Description
Activity	ACT	Excused	Used for school related activities
Administrative Excused Absence	AEX	Excused	Excused per discretion of administration
Athletic	ATH	Excused	Excused due to an athletic (or school-sponsored club) related activity
Attendance Made Up	AMU	Excused	Student followed the unexcused absence make up procedures
Counseling	CON	Excused	Student was meeting with a guidance counselor
Excused Absence	EXC	Excused	Excused per the outlined reasons in the above attendance policy
Excused Pre-Arranged Absence	EPA	Excused	Pre-arranged the absence by filling out a Pre-Arranged Absence Form for a school related activity
Excused Tardy	ETD	Excused	Any tardy that has been excused per any excused absence code, but the student was late and not absent
Health Center	HEA	Excused	Student was meeting in the Health Center
Home Tutor	HTR	Excused	Excused per discretion of administration
In School Suspension	ISS	Excused	Student was participating in an In-School Suspension
Military Dependent Absence	MDX	Excused	Excused due to a mental or behavioral health reported by the parent. Absences of more than 3 days by any one student require notification to the principal
Mental or Behavioral Health Absence	MHX	Excused	Student is absent due to a parent or guardian being called to active duty. May be excused for up to 15 days a school year
Parent Reported Illness	ILL	Excused	Excused due to an illness reported by the parent
Student Dropped - In Process	DRP	Excused	Student has dropped the class; however, it has not been removed from their schedule yet
Suspended	SUS	Excused	Student was suspended
Tardy Made Up	TMU	Excused	Student followed the tardy make up procedures
Unexcused Absence	UNX	Unexcused	Any absence where no effort was made to clear the absence. Students that are more than 20 minutes late to class are also marked unexcused
Unexcused Parent Contact	UPC	Unexcused	Parent made contact, but the reason did not follow the attendance policy criteria
Unexcused Pre-Arranged Absence	UPA	Unexcused	Pre-arranged the absence by filling out a Pre-Arranged Absence Form, but it was for a non-school activity
Unexcused Tardy	TRD	Unexcused	Student was late to class

Counseling

Phone: 541-482-2278

The mission of the Ashland High School Counseling office is to assist students in acquiring the knowledge, skills, and attitude needed to become effective students, responsible citizens, productive workers, and life-long learners.

The goal of the program is that each student will graduate with the personal, academic, and career-related skills and knowledge to be able to make self-directed and realistic decisions in an increasingly complex world. To achieve this goal, the counseling office must be an integral part of the high school education system.

Karyn Barats, Secretary
Karyn.Barats@ashland.k12.or.us
Phone: 541-482-2278

Alec Slinkard, Counselor
Alec.Slinkard@ashland.k12.or.us
Phone: 541-482-8771 ext. 2211

Laura Tagg, Counselor
Laura.Tagg@ashland.k12.or.us
Phone: 541-482-8771 ext. 2115

Jen Marsden, College & Career Coordinator
Jennifer.Marsden@ashland.k12.or.us
541-482-8771 ext. 2130

Graduation Requirements & Courses

AHS's graduation requirements and course information are all presented in this handbook in the [Academic Information](#) section in the [Graduation Requirements](#) subsection. However, our counselors are a great resource in to help parents and students plan out their education. If you have specific questions about courses and graduation our counselors are available to meet your needs.

Scheduling an Appointment

Students must make an appointment to see a counselor via email, phone, or by going to the counseling office before or after school, during office hours, at lunch, or during break. Students may not drop in before class and wait until a counselor is available.

The Counseling Office will send for a student with an appointment and will record the time in and out of the office on the counseling pass. Students must present this pass to the teacher upon returning to the classroom to prevent an unexcused absence. A counselor will be available before and after school, at break and at lunch for those students who have important needs.

Have a concern with a class?

It is our desire to enhance your communication with the school if a problem arises. If you have a concern or problem, it is our desire to solve this problem as quickly and as amicably as possible. Set up a conference with the teacher involved and include your child. If additional discussion is necessary, contact your student's counselor and arrange a meeting.

An administrator should be contacted if your needs have not been met after these conferences. The superintendent will meet with you if you are dissatisfied with the solutions proposed. Many times, your concerns can be taken care of at the initial conference with the teacher.

Early College Credit

Ashland High School students can begin their college education in high school and graduate with a Rogue Community College and/or Southern Oregon University college transcript. Students have the option to register for SOU or RCC credits when they take early college credit eligible classes available at AHS. Please note that for some classes, such as AP U.S. History, students have the option of applying for RCC or SOU credit.

Dual credit courses are college classes taught in the high school where students may earn both college credit and high school diploma credit at the same time. Students save an enormous amount of money, leave high school with a college transcript, save time towards their future certificate or degree, and get accustomed to college courses and rigor early.

RCC's COLLEGE NOW classes are free to students and SOU classes are discounted.

College Entrance Exams: SAT & ACT

For information on the ACT and SAT visit the library's College and Career Center. Dates and fees for testing are posted on our website.

Registration is done online at the following websites:

SAT (Scholastic Aptitude Test)	https://www.collegeboard.org/
ACT (American College Testing)	http://www.act.org/

When registering use the AHS code: 380025

** Students who qualify for free/reduced lunch are eligible for fee waivers for the ACT and SAT. These waivers also allow students to apply to colleges for free. See the counseling office for information on a fee waiver.*

ASPIRE Program (in the College and Career Center)

ASPIRE is a unique Oregon-based program that is changing the lives of high school students around the state. ASPIRE brings together community volunteers, students, school staff, and parents to help students overcome obstacles in continuing their education. Students meet one-on-one with their Advisors to plan and execute their postsecondary high school goals. At Ashland High School over one hundred students and forty community volunteers are currently involved in this amazing program. ASPIRE advisors can help students explore career and schooling options, plan to keep options open for the future, finding and getting into the right school, and funding schooling. This program is open to all students who are seeking help with their future.

Jennifer Marsden, ASPIRE Coordinator
Jennifer.Marsden@ashland.k12.or.us
Phone: 541-482-8771 ext. 2130

Career Day

AHS host an annual career day as a required community activity for students to have an opportunity to explore careers in the area and abroad. Thanks to our extraordinary parent volunteers we have 100+ speakers share their careers with AHS students. On career day, students

will have the opportunity to select four different sessions throughout the day.

If you are interested in volunteering to be a speaker, please email us at AHSVIPs@ashland.k12.or.us to

Scholarships & Financial Aid

Finding a way to fund your college education can be tricky, but it is possible. Financial aid and scholarships can come from many different sources and are awarded for various reasons. The more you educate yourself about the process, the better your chances will be to receive aid. For information on FAFSA, the latest scholarships, and for help applying for scholarships please see the counseling office or contact your College & Career Readiness teacher.

Karyn Barats, Scholarships Secretary
Karyn.Barats@ashland.k12.or.us
Phone: 541-482-2278

Internships

At any point in the year, students may choose to engage in some authentic experience that goes beyond their ordinary class load. Internships provide outstanding opportunities for students to engage with their community while gaining exposure to possible career choices and experiences that may help them land jobs in the future. Through the AHS Internship program, students can have that experience while earning credits toward graduation at the same time.

Members of our community have agreed to provide students experiences in areas that include health care services, veterinary care, park and recreation programs and services, retail services, film festival production, environmental education and restoration, legal services, geographic information, systems services, early childhood education services. and many more!

It is also possible for students to recruit placement sites to suit their own unique needs to be working with the AHS internship coordinator. Do not let these opportunities slip away! If you desire more information about the next steps, or if you are aware of other valuable placement opportunities for our students.

PowerSchool

<http://ps.ashland.k12.or.us/>

PowerSchool is a program that allows students and parents to monitor their student's progress at the click of a mouse. PowerSchool offers teachers, parents, and students the ability to stay connected with the school in various ways.

All AHS academic work and attendance history will be available on a computer screen or mobile app anywhere you need it!

Tori Lentfer, Technical Services Coordinator

Tori.Lentfer@ashland.k12.or.us

Phone: 541-482-8771 ext. 2202

PowerSchool Access

Login information and passwords for parents and students are mailed at the beginning of the year. If you did not receive an access email or are having issues logging in, please contact the school directly. You can also subscribe to PowerSchool and receive daily/weekly email updates.

Grades & Academics

Grades and assignments are posted in PowerSchool by teachers. Teachers thoroughly go over the information with students, which is now provided to you online. We believe that student-led discussions at home are extremely beneficial for both parents and students. Our hope is that students will be more involved in class because parents will stay in touch with what is going on in the classroom and be able to ask specific questions of their students using the information provided online.

Teachers are responsible for updating grades at least, every 2 weeks. Work that comes in late may take extra time to be posted. PowerSchool is usually closed to parents and students at the very beginning of the year and at the end of each semester.

Attendance

Attendance information can be found in PowerSchool in the Attendance section. Attendance is coded according to our attendance policies if you see have questions or concerns about attendance information please refer to the Attendance section of this book.

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, 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 AHS Main Office (541-482-8771 ext. 2100). In PowerSchool, it is also possible to select a secondary phone for attendance calls.

PowerSchool Mobile App

PowerSchool has a free mobile app available on the Google Play and Apple App Store. With the app students, parents, and staff can quickly access all the regular functions of PowerSchool with ease from their mobile device.

District Code
CTNQ

Updating Contact information

Much of communication relies on reliable and up to date contact information, if see that information on PowerSchool is incorrect please contact the main office or the registrar to update that information.

School Bulletin

Through PowerSchool users can view the daily bulletin by clicking Daily Bulletin. Information listed in the Daily Bulletin usually contains daily events at school, important campus-wide deadlines, upcoming events, and various community celebrations.

The bulletin is also available at the following website:

<http://ps.ashland.k12.or.us/bulletin/381>

School Nurse

<https://www.ashland.k12.or.us/page/school-nurse-and-student-health>

School Nurses are the primary link between educators, families, and healthcare providers to improve student health and academic success. School Districts provide school nursing services without charge to students, as part of the student's free and appropriate public education.'

Erin Hope-Sholty, District Nurse
Erin.HopeSholty@ashland.k12.or.us
Phone: 541-482-8771 ext. 3105

School Nurse Services

Our school nurse provides comprehensive health services and case management of all medical health plans and medical 504 plans at AHS. Assistance with navigating medical and mental health community resources and referrals.

- Provide confidential health services for students:
 - a. If your student sustains an injury or becomes ill during school hours, the school nurse can provide first aid, immediate care and refer for additional services if necessary.
 - b. If your student is needing social/emotional support or has unmet mental health needs the school nurse can perform an assessment, provide brief, focused interventions, and assist you in accessing the appropriate level of support or services if needed.
- Case-management and care coordination for chronic and acute health conditions:
 - c. If your student has a chronic health condition, the school nurse can work with you, your student and health care provider to develop a health care plan or an accommodation plan to support your student at school. The school nurse will provide training and oversight for educational staff for the health needs of your student.
 - d. If your student has missed school due to a prolonged illness or injury the school nurse can work with you, your student and health care provider to determine what supports are needed for school, communicating those needs to educational staff, which ensures student safety and success.
- Assistance with obtaining medical and mental health care providers.

e. If your student does not have a primary care provider, dental provider, or needs insurance, the school nurse can assist with accessing those services and referring you to the appropriate provider or agency.

- Coordination of school responses to health concerns or outbreaks. (Communicable illnesses/conditions such as the flu, pertussis, measles, MRSA, scabies etc.)
 - f. Please contact the school nurse if you are concerned that your student has a communicable illness/condition, so that appropriate measures can be taken to protect your student and prevent the spread to others in the school community.

Immunization Reminders

State law requires that all children in public and private schools, preschools, Head Start and certified childcare facilities have up-to-date immunizations, or have a religious or medical exemption. Children entering Kindergarten must have at least one dose of each of the required vaccines prior to starting school. Immunizations are available through your medical provider, Jackson County Health Department, and the Ashland Community Health Center.

Student Based Health Center

Free and/or low-cost health care services are provided on campus in our Student Health Center located in H-11. Facilities are staffed by La Clinica staff.

La Clinica Student Based Health Center

AHS.HealthCenter@ashland.k12.or.us

Phone: 541-482-8771 ext. 2247



Hours of Operation

Office Hours:

Mon to Fri 7:30AM- 4:00PM

Registered Nurse Hours:

Tues to Fri 8:00AM-1:00PM

Medical Provider Hours:

Tues/Thurs 8:00AM-1:00PM

Behavioral Health Hours:

Mon to Fri 7:30AM-4:00PM

La Clinica Student Based Health Center provides the following services:

Medical Provider and Registered Nurse:

Provides comprehensive medical care based on the needs of the student. Coordinates care with district and school nurse.

Behavioral Health:

Comprehensive behavioral health services that include screening, assessment, individual, family, and potential group therapy, and crisis support. The behavioral health clinician will work collaboratively with school supports as well.

Community Resource Specialist:

La Clinica also has a Community Resource specialist available to students and families around helping them access services and supports that are not offered through the school-based clinic. Referral cards will be available at the front office of the school or in the School based clinic. La Clinica also offers Benefit eligibility support if families need help getting on insurance or the Oregon Health plan.

Student Rights & Responsibilities

Corresponding School Board Policies
<https://policy.osba.org/ashland/index.asp>
[ASD Policy JF/JFA - Student Rights and Responsibilities**](#)

If you feel your rights were violated tell a teacher, counselor, or an administrator. You may also submit a complaint in writing or use SafeOregon (www.safeoregon.com)

Francisco Atanes, Principal
Francisco.Atanes@ashland.k12.or.us
Phone: 541-482-8771

Becca Laroi, Assistant Principal
Becca.Laroi@ashland.k12.or.us
Phone: 541-482-8771

Sarah Weston, Dean of Students
541-482-8771
Sarah.Weston@ashland.k12.or.us

Code of Conduct

Relevant policy:
[ASD Policy JFC - Student Conduct**](#)

Ashland High School's Code of Conduct is the guiding principle for our Student's Rights and Responsibilities.

Act Responsibly
Have Integrity
Show Respect

Please see the next three pages for the full Student Code of Conduct

Ashland School District 5

Code: JFC
Adopted: 5/12/14
Readopted: 6/12/17
Orig. Code(s): JFC

Student Conduct**

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials, and conduct themselves in an orderly manner during the school day or during district-sponsored activities.

Careful attention shall be given to procedures and methods to ensure fairness and consistency, without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility for one's actions and maintain a productive learning environment. Parental notification shall result when persistent or serious violations occur.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of the rights of others.

The following forms or displays of student misconduct, but not limited to, shall be subject to discipline, suspension or expulsion:

1. Assault;
2. Hazing, harassment, intimidation, bullying, menacing, cyberbullying or teen dating violence as prohibited by Board policy JFCF - Hazing/Harassment/Intimidation/Bullying/Menacing Cyberbullying/Teen Dating Violence/Domestic Violence - Student and accompanying administrative regulation;
3. Coercion;
4. Threats of violence or harm as prohibited by Board policy JFCM - Threats of Violence;
5. Disorderly conduct;
6. Bringing, possessing, concealing or using a weapon as prohibited by Board policy JFCJ - Weapons in the Schools;
7. Vandalism/Malicious Mischief/Theft as prohibited by Board policies ECAB - Vandalism/Malicious Mischief/Theft and JFCB - Care of District Property by Students or willful damage or destruction of private property on district premises or at district-sponsored activities;

8. Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation;
9. Use of tobacco, alcohol or drugs as prohibited by Board policy(ies) JFCH/JFCI - Drug and Alcohol and JFCG/KGC/GBK - Prohibited Use, Possession, Sale or Distribution of Tobacco or Inhalant Delivery System;
10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, school or classroom rules.

The district recognizes that under the Unsafe School Choice Option of the No Child Left Behind Act of 2001 (NCLBA) a school can be deemed unsafe as a whole entity or for an individual student based on expulsions for weapons violations, violent behavior or expulsions for students arrested for the following criminal offenses occurring on district grounds, on district-sponsored transportation and/or at district-sponsored activities.

1. Assault;
2. Manufacture or delivery of a controlled substance;
3. Sexual crimes using force, threatened use of force or against incapacitated persons;
4. Arson;
5. Robbery;
6. Hate/Bias crimes;
7. Coercion; or
8. Kidnapping.

The district will record these infractions and report to the Oregon Department of Education, as required.

The district will provide the opportunity for all students in any district school identified as persistently dangerous or for any victim of a violent criminal offense occurring in or on the grounds of the school the student attends, to the extent feasible, the opportunity to transfer to a safe school within the district.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior; behavior subject to discipline, and the procedures to address behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021](#)-0050 to -0075

Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).
Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).
Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).
Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).
Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).
C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

Cross Reference(s):

ECAB - Vandalism/Malicious Mischief/Theft
JF/JFA - Student Rights and Responsibilities
JG - Student Discipline

Introduction

The Ashland High School community has high expectations of excellence regarding student behavior both on campus and at school-sponsored activities. We expect the learning community to engage and adhere with our Code of Conduct so that our community can foster positive relations and a loving and caring space for all to be inspired to learn for life. By adhering to these standards, we can celebrate the rights and responsibilities of every member of the community.

At Ashland High School, we believe the best course of action to keeping students in school and learning is to foster, build, and repair relationships by holding parties accountable for actions that are contrary to our Code of Conduct, mission, and values.

Due Process

A student's right to a free and appropriate public education is a legally recognized right. Any disciplinary proceeding that may result in a student's loss of this right (expulsion or suspension) is also subject to due process. Students have a right to be:

1. Informed of the charges;
2. Informed of the nature and extent of the evidence
3. Given the opportunity to be heard and;
4. Represented by counsel.

Unless specifically mentioned all violations may be subject to due process via restorative justice practices in which parties involved are given the opportunity to reflect on behavior and work toward understanding their role in the interaction, either as the harmed party or the individual that harmed.

What is Restorative Justice?

Inspired by indigenous values, restorative justice is a philosophy and theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

School-based restorative justice offers a more equitable and respectful alternative for dealing with disciplinary measures, it is also a proactive strategy to create a culture of connectivity where all members of the school community feel valued and thrive.

Restorative Justice (RJ) Team

The core Restorative Justice Team is currently made up of staff who are trained. These are staff who are trained in Restorative Justice practices and will help mediate collaborative circles.

Restorative Circles & Contracts

A restorative justice circle is a voluntary practice where all parties involved meet in a collaborate circle with a mediator (AHS RJ Team) to discuss the harm done and how best to heal that harm. This circle should be a confidential, safe, and inclusive space that engages all parties by addressing the needs of circle participants and identifies and redirects harmful or problematic behaviors. The goal of a restorative circle will be to understand the harm and come to a consensus agreement on how to address the harm and start the healing process through positive action. When a consensus agreement is found, a restorative contract can serve as a goal to celebrate the healing journey.

Disciplinary Measures

Relevant policies:

[ASD Policy JG - Student Discipline**](#)

The purpose of any disciplinary measures at AHS is to maintain the safety and well-being of the learning community first and foremost.

The Disciplinary Matrix on the following page is provided as a guideline for quickly referencing consequences to violations which may require additional specific actions.

Exclusionary discipline (removal from class, suspension, expulsion) is only to be used as a last resort, for the immediate safety of individuals, and/or for infractions which the law requires.

Community Service

Students may be asked to complete community service related to the violation which may be served while on campus as a means to restore the harm done by the infraction. This community service time would not be eligible for community service hours related to graduation.

Detention & In-School Suspension

Relevant policies:

[ASD Policy JGB - Detention of Students**](#)

Detention will be served either during lunch or an out period. Students assigned detention should show up to the front office at their prescribed time, and will be required to stay for the duration of the period. If assigned lunch detention, students who depend on our dining facility may show up NO LATER THAN 10 minutes after the lunch bell rings with their lunch in hand to ensure they receive proper nutrition. Failure to report to lunch detention after those initial 10 minutes may result in additional disciplinary measures such as suspension.

In-school suspension provides a structured and supportive environment within the school setting to address behavioral issues and promote student growth. It serves as a tool for reflection, redirection, and learning from mistakes. During in-school suspension, students have the opportunity to engage in meaningful activities, receive academic support, and work on self-improvement. It allows for individualized attention and interventions that address the root causes of behavior, fostering personal development and promoting positive change. In-school suspension serves as a stepping stone towards behavioral improvement, helping students develop the necessary skills to succeed both academically and socially.

Out of School Suspension & Expulsion

Relevant policies:

[ASD Policy JGD - Suspension**](#)

[ASD Policy JGE - Expulsion**](#)

Students who are suspended or expelled from AHS are prohibited from being within 1,000 feet of campus or at school-sponsored activities for any reason throughout the duration of their suspension or expulsion. Students will not be able to participate in athletics or activities including practices during the period of their suspension and/or expulsion until they have attended a required re-entry meeting. Suspension and expulsion are only used for the following circumstances:

- when a student's conduct poses a threat to the health or safety of students or employees;
- when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; and/or
- when required by law

Disciplinary Matrix

This chart is meant as a guideline, and may be altered depending on the situation of the individual student.

- **Respect:** AHS believes in high expectations for our school communities built upon a culture that values respect for self, others, and is open to individual differences;
- **Growth:** AHS values a growth mindset in which the school community is open to making emotional, behavioral, and academic progress toward personal and professional goals;
- **Safety:** AHS is committed to creating environments in which all students educators, and parents feel welcome, safe , and included and are provided with physical, psychological, and emotional safety;
- **Responsibility:** AHS is collectively committed to supporting students, educators, and parents in success in their responsibilities and ownership of actions in the educational process; and
- **Empathy:** AHS believes in understanding and sharing the feelings of everyone in the educational community and that empathy is a choice and a skill which can be taught.

DET = In-school detention, ISS = In-school suspension, OSS = Out of school suspension, UI = Under Influence

Type of Offense	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Academic Misconduct (dishonesty, cheating, plagiarism)	Take zero on test; restorative circle	Withdraw from same Class		
Misuse of Technology	See Computer Use Policy			
Truancy	See Attend. Policy			
Banned Items				
Dangerous / Illegal Weapons (firearms, bludgeons, explosives, incendiary devices, etc.)	Expulsion 1 year; APD notified			
Tobacco / Vapes / Nicotine Products	1 day ISS; vape contract; vape education; nicotine education	3 day ISS; referral to treatment service	5 day OSS; educational resources	OSS; Expulsion Committee Review
Alcohol, Under the Influence	1 day ISS; alcohol contract; alcohol education; APD notified; UI - release to parent	3 day ISS; referral to treatment service; APD notified; UI – release to parents	5 day OSS; educational resources; UI – release to parents; APD notified	OSS; Expulsion Committee Review
Drugs, Under the Influence	1 days ISS; drug contract; drug education; APD notified; UI - release to parent	3 day ISS; referral to treatment service; APD notified; UI – release to parents	5 day OSS; educational resources; UI – release to parents; APD notified	OSS; Expulsion Committee Review
Distributing, selling, giving, delivering, using, or under the influence of paraphernalia or illegal substance	Expulsion; APD notification			
Cell Phones & Electronics	Item confiscated, Return to student at end of day	Item confiscated, 5 days check-in / check-out	No phone on campus	
Hazing, Harassment, Intimidation, Bullying, Cyberbullying, Menacing				
Hazing / Harassment / Abusive Language / Bullying	1 day ISS; restorative circle	3 day ISS; restorative circle	5 day ISS; Restorative circle	
Fighting	4 days ISS, parent notification, Reconciliation meeting between parties at end of ISS	Immediate SU released to parents only; 5 days OSS; Reconciliation meeting between parties at end of OSS.	OSS 10 days; Expulsion committee meeting; Reconciliation meeting between parties at end of OSS	Expulsion committee review
Theft/Shoplifting	Loss of privileges; APD Involvement	3 day ISS; APD notified	5 day OSS; loss of privileges; APD notified	
Vandalism / Graffiti / Property Damage	Community service; Restitution; Restorative Circle; APD notified	Increase in Community service; Restitution; Restorative Circle; APD notified	Increase in Community Service; Restitution; Restorative Circle; APD notified	
Chronic Misbehavior / Insubordination (Behavior that results in disruption to the school day, a class, or set of classrooms)	1 day ISS; restorative circle	3 day ISS; restorative circle	5 day ISS; restorative circle	

Disciplinary action is subject to change based on a case-by case basis or extenuating circumstances.

Academic Misconduct

Students are always expected to exhibit personal integrity regarding their schoolwork. Students acting dishonestly in any way including cheating, plagiarizing, copying homework or in any other way misrepresenting another's work for their own will experience severe consequences. Discipline measures may include restorative justice conferences, being assigned detention, failing the assignment, or being suspended. A parent conference will be required of serious or repeated infractions.

Banned Items

It is a student's right to receive education in a safe environment. Ashland High School takes student safety seriously. If you have knowledge of a banned item on campus, please report it to a staff member immediately or through SafeOregon at:

www.safeoregon.com

Possession of a banned item can lead to suspension or depending on the item expulsion from school.

Dangerous / Illegal Weapons

Weapons and replicas of weapons are forbidden on school property. This includes knives. Under Oregon law, "dangerous weapon" means any weapon, device, instrument, material or substance, animate or inanimate, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

Weapons of any kind are forbidden on the Ashland High School campus and at all school functions. Weapons include anything that can be potentially or bring harm to oneself or others. Examples include, but are not limited to, knives, guns, bats, fist packs and pipes. Students found to have brought, possessed, concealed, or used a dangerous or deadly weapon, firearm, or destructive device in violation of this policy shall be expelled for a period of not less than one year.

Explosives (Are Considered Weapons)

Fireworks and any other form of explosive devices are strictly prohibited from the Ashland High School campus. False alarms, bomb threats and abuse of and/or tampering with emergency equipment,

including fire alarms, will be viewed the same as explosive devices. If you know of anyone in possession of an explosive device including firearms, please notify the main office immediately. Law enforcement authorities will be notified.

Alcohol / Drugs (Narcotics)

Relevant policies:

[ASD Policy JFCH/JFCI - Drug and Alcohol](#)

[ASD Policy JFCH/JFCI-AR - Drug and Alcohol \(administrative regulation\)](#)

[ASD Policy IGAEB - Drug, Alcohol and Tobacco Prevention, Health Education**](#)

Students have a right to attend school in an environment conducive to learning. Since student drug, alcohol and tobacco use is illegal and harmful and interferes with both effective learning and the healthy development of students, the school has a fundamental legal and ethical obligation to prevent unlawful drug, alcohol and tobacco use and to maintain a drug-free educational environment.

The possession, use, sale or supply of alcohol or any illegal drug or substance used illegally on or about school premises (or within 1000 feet of school property) or at school-sponsored activities on or off-campus is prohibited. Violations of this policy will result in interventions and graduated disciplinary consequences up to and including expulsion. School personnel and family members will be involved in the investigation and resolution of the violation. Appropriate healthcare and law enforcement personnel may be involved in the investigation and resolution of the violation. Students who sell and supply drugs or alcohol on or around the campus will be expelled from school.

What Happens When a Violation Occurs?

The administrator will meet with the student and immediately schedule a parent and student conference. The administrator will review the alleged violation, review the evidence collected thus far, and outline the timeline for any further investigation. The student will be sent home with the parent for a period of up to 48 hours to minimize school disruptions, protect the student from peer curiosity, and to facilitate the investigation.

Re-Entry School Conference

The goal of this conference is to review the findings of the investigation with the parents and the student. Based on the evidence the administrator will uphold or dismiss the violation. If the evidence reveals a violation has occurred, a team facilitated by the

Dean of Students will meet with the parent and student to discuss treatment and consequences.

Consequences

On a first offense, where the severity of the offense does not warrant suspension or expulsion, the school-based team will develop a 60-day restorative justice contract. The team has discretion in developing this contract to meet the needs of the individual student. The team will monitor the completion of the contract.

Students participating in extracurricular activities including participation on sports teams are subject to additional consequences as articulated on page 30.

Drug Treatment

Required for all violations: The student will be referred to an outside drug and alcohol treatment provider. This involves an initial assessment, follow up UAs and individual or group substance abuse counseling. The duration of the counseling will depend on the recommendation of treatment agency.

Repeated Violations

Students who have repeated violations will follow the program outlined in the previous sections. The student will be subject to graduated disciplinary consequences, up to and including suspension and expulsion.

Tobacco (Including E-Cigarettes & Vaporizers)

Relevant policies:

[ASD Policy JFCG/KGC/GBK - Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems](#)

Tobacco products in any form, including, but not limited to: cigarettes, cigars, loose tobacco, rolling papers, chewing tobacco, snuff, matches, lighters, e-cigarettes, digital/personal vaporizers and electronic nicotine delivery systems, are prohibited from the Ashland High School campus or within 1,000 feet of campus. Matches and lighters are also prohibited on campus. Use and or possession of “e-cigarettes” or “vapes” are specifically prohibited on campuses and properties of the Ashland School District and at all ASD sponsored events and activities. All properties of the ASD campuses are smoke-free areas and any activity that portrays and or mimics “smoking” is also prohibited. Additionally, it is a violation to distribute, exchange, and or sell any smoking paraphernalia.

Consequences for those in violation of these rules are as follows:

- 1) **First offense:** item(s) will be confiscated and not returned, parents will be notified, and the student will be sent home for the remainder of the day. The Dean, affected party, and parents will be required to meet and create restorative contract before returning to school. Athletic and alternative education consequences also apply.
- 2) **Subsequent offenses:** same procedures of the first offense, and parties will revisit and revise their restorative contract.

Bus Misconduct

Relevant policies:

[ASD Policy EEACC - Discipline Procedures for District-Approved Student Transportation](#)
[ASD Policy EEACC-AR \(administrative regulation\) - Discipline Procedures for District-Approved Student Transportation](#)

The superintendent will establish regulations as necessary for the safe conduct of students riding district school buses or other forms of district transportation. Such regulations will be available to all parents and students and posted in each school bus and on the [Transportation Department page](#).

Students who violate bus rules of conduct may be denied the use of district transportation.

Cell Phones Policy & Electronics

At Ashland High School, we are committed to maintaining a cell phone-free environment in our classrooms. Personal cell phones, watches and other devices are the responsibility of the student and families. AHS is not responsible for lost or damaged devices that students choose to bring. Students are expected to turn in their cell phones, powered off, to the designated cell phone receptacles at the beginning of each class. Phones must remain off and stored away for the entire duration of the class. Additionally, there will be no cell phone usage during restroom breaks. All other smart devices are expected to be off and away during class time. This policy ensures that students remain focused and engaged in their learning throughout the school day. However, we understand there can be medical needs. For this- please contact the front office for assistance.

Enforcement of the Cell Phone Policy

If a student violates the cell phone policy, the following steps will be taken:

- **First Offense:**
 - The teacher will collect the phone and notify the office.
 - The office will hold the phone, and a Dean or Administrator will inform parents.
 - The phone will be returned to the student at the end of the day.
- **Second Offense:**
 - The teacher will collect the phone and notify the office.
 - Phones will only be returned directly to a parent or guardian.
 - The student will also receive a cell phone behavior contract.
- **Third Offense:**
 - The teacher will collect the phone and notify the office.
 - The phone must be picked up by a parent or guardian.
 - The student will receive 1 day of In-School Suspension (ISS).

We appreciate your support in helping us maintain a focused learning environment for all students.

Confiscated Electronics

Electronics that are confiscated can be picked up in the main office at the end of the student's instructional day. Students with a first offense will be able to pick it up on their own, repeat infractions require a parent to pick up the confiscated device.

Computer Use (Internet, Email, and School Computers)

We are pleased to offer students at Ashland High School access to the district computers and their

network for email and the Internet. These services are a privilege that students have earned the right to use at school. Students will need to access the Internet to be successful in most of their classes and learn vital 21st century skills. Computer access enables 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 may 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.

Students are responsible for good behavior on student 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. Computer use on campus is a privilege which may be revoked at any time if a student abuses it.

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. Internet access is a privilege – not a right. Access entails responsibility.

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

Network storage areas may be treated like other student-school storage areas. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district servers will always be private.

Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students 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 on the district website and in school offices), the following are not permitted:

- Sending or displaying offensive messages or pictures (e.g., sexual, drug, violence, or alcohol related messages).
- Using obscene language.
- 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, on a case by case basis, as well as other disciplinary or legal action.

Revoking Computer Access Consent

Parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. We support and respect each family's right to decide whether to allow access. If you, as a parent or guardian, do not want your child to have access to the Internet please submit a written letter to our office manager stating that they do not have permission.

How do I get computer access?

Students should go to the library to receive a login for computer access. Students are given a username and password which grants them access to Microsoft Office 365. All students' services are available at <http://students.ashland.k12.or.us/>

Directory Information Disclosure

Relevant policies:

[ASD Policy JOA - Directory Information**](#)

The Ashland School District hereby gives notice of the intent to release student directory information. Directory information regarding students may include the following: student's name, date and place of birth, address and phone number, parents' or guardians' names and email address, major field of study, GPA, participation in recognized sports and activities, weight and height of athletic team members, dates of attendance, degrees or awards received, most recent previous school attended, such illness or accident information as may be appropriate for dealing with health and safety emergencies.

Parents and eligible students (18 years or older) have the right to refuse to let the district release any of this information. If you do not wish to allow the release of directory information, please notify the school office in writing within 15 days of registration. If you do not allow the release of directory information, the school will not be able to include the student in honor roll, press releases, yearbook, other media productions, team rosters, programs, and other publications.

Directory information is routinely provided to military recruiters to comply with the No Child Left Behind Law. Please fill out the [Release of Directory Information](#) form located in the Appendix or the Main Office if you would like to withhold your student's directory information from military recruiters.

Dress Code

Relevant policies:

[ASD Policy JFCA - Student Dress and Grooming**](#)

The responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians.

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments and waistbands (bra straps excluded).
- Fabric covering all private parts must not be seen through.

- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress & Grooming

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not depict acts of violence, gore, or banned weapons.
- Clothing 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.
- Clothing including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

Hazing, Harassment, Hate Crimes, Intimidation, Bullying, Cyberbullying, Menacing

Relevant policies:

[ASD Policy JFCF - Hazing / Harassment / Intimidation / Menacing / Bullying / Cyberbullying / Teen Dating Violence Complaint Procedures – Student](#)
[ASD Policy JFCF-AR \(administrative regulation\) - Hazing / Harassment / Intimidation / Menacing / Bullying / Cyberbullying / Teen Dating Violence Complaint Procedures – Student](#)

Hazing, harassment, hate crimes, intimidation, bullying, menacing, cyberbullying, or teen dating violence, by students, staff, or third parties toward students is strictly prohibited and shall not be tolerated in the district. Any student who engages in such behavior is subject to disciplinary action up to and including suspension, expulsion, and/or referral to law enforcement officials.

Everyone at Ashland High School has a right to be respected and safe. Consequently, we want you to know about our policy to prevent sexual harassment, and harassment because of race, national origin, sexual orientation, gender identity and expression and disability. A harasser may be a student or an adult. Here are some examples of harassment when related to sex, race, national origin, or disability.

- Name calling
- Pulling on clothing
- Graffiti
- Notes or cartoons
- Unwelcome touching of a person or clothing
- Offensive or graphic images
- Violent acts

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of harassment, intimidation, bullying, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of Board policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student and any accompanying administrative regulations will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion. Individuals may also be referred to law enforcement officials.

Sexual harassment and harassment based on race, national origin, sexual orientation, gender identification and expression, and disability are against the law.

Discrimination is against the law.

Hazing

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment. (i.e., personal servitude; sexual stimulation/sexual assault; forced consumption of any drink, alcoholic beverage, drug, or controlled substance; forced

exposure to the elements; forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

Harassment, Intimidation, and/or Bullying and Hate Crimes

“Harassment, intimidation, or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop, having any of the effects of:

- 1) Physically harming a student or damaging a student’s property
- 2) Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property
- 3) Creating a hostile educational environment including interfering with the psychological well-being of the student

It would qualify as a “hate crime” if the harassment, intimidation, or bullying is based on the protected class of a person. “Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income, or disability.

Teen Dating Violence

“Teen dating violence” means:

- 1) A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
- 2) Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

Domestic Violence

“Domestic violence” means abuse by one or more of the following acts between family and/or household members:

- 1) Attempting to cause or intentionally, knowingly, or recklessly causing bodily injury
- 2) Intentionally, knowingly, or recklessly placing another in fear of imminent bodily injury
- 3) Causing another to engage in involuntary sexual relations by force or threat of force

Cyberbullying

“Cyberbullying” is the use of any electronic communication device to harass, intimidate, or bully.

Menacing

“Menacing” includes, any act intended to place a student in fear of imminent serious physical injury.

Retaliation

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation, bullying, menacing, teen dating violence, and acts of cyberbullying toward the victim, a person in response to an actual or apparent reporting of or participation in the investigation of, hazing, harassment, intimidation, bullying, menacing, teen dating violence, and acts of cyberbullying, or retaliation.

Reporting

If any words or actions make you feel uncomfortable or fearful then you need to tell a teacher, counselor, or an administrator. You may also submit a complaint in writing or use SafeOregon. It should be given to a teacher, counselor, or administrator. Your right to privacy will be respected as much as possible. We take seriously all reports of bullying, harassment, intimidation, hazing, and menacing and will take all appropriate actions to investigate such claims, to end any violations, and to discipline any persons found to have engaged in such conduct. The School District will also act if anyone tries to intimidate you or take action to harm you because you made such a report.

See Title 9 documents at <http://ashland.k12.or.us/SIB/files/ASD%20Title%20IX%20Plan.pdf>

Mandatory Reporters

Any employee who has knowledge of conduct in violation of this policy or feels they have been a victim of hazing, harassment, intimidation, bullying or menacing in violation of this policy shall immediately report their concerns to the principal or superintendent who has overall responsibility for all investigations. Failure of an employee to report these behaviors may be subject to disciplinary action, up to and including dismissal

Additional Reporting Information (Title 9)

April Harrison, District Title IX Coordinator
April.Harrison@ashland.k12.or.us
Phone: 541-482-2811

Francisco Atanes, AHS Title IX Coordinator
Francisco.LopezAtanes@ashland.k12.or.us
541-482-8771

Becca Laroi, AHS Title IX Investigator
Becca.Laroi@ashland.k12.or.us
Phone: 541-482-8771

Sarah Weston, AHS Title IX Investigator
Sarah.Weston@ashland.k12.or.us
Phone: 541-482-8771

The Title IX Coordinator will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of Board policy JFCF – Hazing, Harassment, Intimidation/Bullying, Cyberbullying, Menacing, Teen Dating Violence or Domestic Violence - Student shall immediately report their concerns to the Title IX Coordinator who has overall responsibility for all investigations.

Any student who has knowledge of conduct in violation of Board policy JFCF or feels they have been subjected to an act of hazing, harassment, intimidation, bullying, menacing, or cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to the Title IX Coordinator who has overall responsibility for all investigations. A report made by a student or volunteer may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

The district shall incorporate age-appropriate education about teen dating violence and domestic

violence into new or existing training programs for students in grades 7 through 12.

All reports will be promptly investigated in accordance with the following procedures:

- 1) Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, acts of cyberbullying, or incidents of teen dating violence (e.g., complaints, rumors) shall be presented to Title 9 Coordinator. Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair. Information may be presented anonymously. All such information will be reduced to writing and will include the specific nature of the office and corresponding dates.
- 2) The Title 9 Coordinator receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The Title 9 Coordinator will arrange such meetings as may be necessary with all concerned parties within 5 working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The Title 9 Coordinator conducting the investigation shall notify the person making the report within 10 working days of receipt of the information or report, and parents as appropriate, in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.
- 3) If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within 10 working days.
- 4) If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be

filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the report. The Board shall provide a written decision to the person making the report within 10 working days following completion of the hearing.

Direct complaints of discriminatory harassment related to educational programs and services may be made to:

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region X
915 Second Ave., Room 3310
Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or incidents of teen dating violence, and documentation will be maintained as a confidential file in the district office.

Immunizations

Relevant policies:

[ASD Policy JHCA/JHCB - Immunization, Physical Examination, Vision Screening / Eye Examination and Dental Screening**](#)

State law requires that all children in public and private schools, preschools, Head Start and certified childcare facilities have up-to-date immunizations, or have a religious or medical exemption. Children entering Kindergarten must have at least one dose of each of the required vaccines prior to starting school. Immunizations are available through your medical provider, Jackson County Health Department, and the Ashland Community Health Center.

Immunizations, Your Child, & School

Schools are required by Oregon law to monitor immunizations among students.

The decision to immunize is a parent'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, and 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 should still consider the consequences of not immunizing their children.

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 cannot 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, unimmunized 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. 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 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/PreventionWellness/VaccinesImmunization/Pages/index.aspx>

Additional Resources:

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.

Insubordination

Insubordination is the refusal by a student to follow directions or a reasonable request of a staff member, chaperone, substitute teacher or other designee. Examples of insubordination include, but are not limited to:

- Not giving your name when requested
- Not going to class or office when directed
- Acting in an unsafe manner
- Using a false name
- Willful violation of school rules
- Profanity to staff

A student who is insubordinate will have appropriate consequences assigned which may include restorative justice.

Library

The Ashland High School Library welcomes students to explore its excellent Internet resources as well as more than 25,000 books and magazines. Librarians are always available to help students in any way they can – from assisting with class research projects to advising students on individual book selection. Students are expected to act responsibly and with personal integrity and make the best educational use of the many library resources. The library is open most school days from 8:00am until 4pm.

Lockers

Lockers are assigned during registration with the main office if requested; students keep the locker assigned during their high school career. Students must not change lockers without permission from the office. School Board policies regarding damage to district property and possession of illegal material apply to lockers. Lockers are school property and school officials may search them at any time.

Students are advised to keep locker combinations to themselves and not leave money or expensive items in their lockers. The school is not responsible for lost or stolen articles. The office has a record of all assigned lockers and their combinations, should you forget yours over vacations.

Open Campus

Ashland High School has an open campus, which allows students to leave campus during the lunch hour or an Out Period. Students are not allowed to leave campus at other times. Students are always expected to behave as respectful representatives of Ashland High School.

Parking (automobiles & pedestrian vehicles)

Ashland High School is not responsible for lost or stolen valuables including vehicles. We recommend all students keep their vehicles locked and safely maintained while on campus.

Parking: Automobiles

Students must turn in an AHS student parking permit form to park in non-staff spaces in the parking lot located at Iowa Street and S. Mountain Avenue. Student parking is not allowed anywhere else on campus. Students who park on the public streets are subject to state and local regulations. Students parking in these areas must clearly display their parking permit in the front windshield of the vehicle. Vehicles must be parked in such a way that does not obstruct traffic or reduce available space for other vehicles. Students may not park in spaces marked "Visitor" or "Staff." There is a \$5 application fee that must be paid and a parking permit form must be filled out

Parking Violations

Students violating the parking rules and regulations are subject to the following consequences:

- **1st Violation:** Orange violation sticker will be placed on the car; the license, date, and place will be recorded.
- **2nd Violation:** Car will be booted. Parents notified.
- **3rd Violation:** Parking pass will be revoked, and student will no longer be able to use the student parking lot. Parents notified.

The following violations are subject to immediate towing and /or citation:

- Parking in the school bus lane
- Parking in a disabled parking space without valid permit
- Parking in front of fire hydrants or marked fire lanes
- Parking in a manner that blocks traffic
- Parking in staff parking spaces
- Hazardous vehicles (leaking fluids, carrying dangerous material)

Students found to be driving recklessly on or about campus may lose their parking pass and will be subject to all local laws and consequences.

Parking: Bikes, Skateboards & Scooters

Bikes, skateboards, and scooters are to be secured in designated areas on campus. We highly recommend students use a reliable lock when parking on or off campus. Bikes, scooters, and skateboards are acceptable transportation to and from school but may not be used on campus. Failure to observe this policy will result in the item being confiscated. On the second offense, a parent conference will be scheduled before the item is returned.

Picture I.D. / Student Body Card

Students will receive a student ID card with his or her picture. This student body card must be presented at dances and school functions to be admitted.

Posters

Posters promoting school sponsored events may be hung around campus. Students are also responsible for taking those posters down after the event. Posters advertising events require administrative approval from the Activities Director, prior to posting on student bulletin boards.

Profanity

Profanity is not appropriate on campus or at school activities. Use of profanity may result in restorative measures. Disciplinary consequences.

Recording (Photo/Video) Guidelines

It is never appropriate to take pictures/video without consent. Taking, sharing, or distributing inappropriate pictures/video may result in disciplinary action and/or legal referrals (per ORS 163.700/701). Failure to follow these guidelines may result in confiscation of cameras and/or phones and restricted internet access while on campus.

Restraints or Seclusion

Relevant policies:

[ASD Policy JGAB - Use of Restraint and Seclusion](#)
[ASD Policy JGAB-AR \(administrative regulation\) - Use of Restraint and 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 of the public charter school 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.

Sexual Harassment Complaints

Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment: of students by staff members, other students or third parties; of staff members by students, other staff members, or third parties; and of third parties by staff members and students. This policy applies to third parties who are on or immediately adjacent to school grounds or district property, are at any school-sponsored or district-sponsored activity or program, or are off school or district property, if a student or staff member acts toward the person in a manner that creates a hostile environment for the person while at school or a school-sponsored or district-sponsored activity or program.

“Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at inter-district and intra-district athletic competitions or other school events.

“District” includes district facilities, district premises, and non-district property if the student or employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the district or where the employee is engaged in district business.

The district’s sexual harassment policy is posted on the district’s website and in all grade 6 through 12 schools.

All staff members, students, and third parties are subject to this policy.

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

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with a student’s educational program or activity or that creates an intimidating, offensive or hostile educational environment; unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that interferes with the staff member’s ability to perform the job or that creates an intimidating, offensive or hostile work environment; or unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that creates an intimidating, offensive or hostile environment; and

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

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

All complaints or reports about behavior that may violate this policy shall be promptly investigated.

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official so that the district official (and the reporting staff member when the victim of the harassment is a student or third party) may coordinate efforts to take any action necessary to ensure the:

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

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

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

Upon receipt of a complaint from a student or the student's parents, a staff member or a third-party alleging behavior that may violate this policy, the district shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(5) to the complainant.

The person who initiated the complaint and if applicable the student's parents or person's parents shall be notified when the investigation is initiated and concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal student confidentiality laws.

The initiation of a complaint, and the participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the educational assignments or any terms or conditions of employment or of work or educational environment of the person who initiated the complaint or who participates in the investigation. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or

additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC.

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff members and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available upon request to all students, parents of students, staff members and third parties, posted on the district's website and published in student/parent and staff handbooks. The district's policy shall be posted on a sign in all grade 6 through 12 schools all schools. Posted signs shall be at least 8-1/2 inches by 11 inches in size.

Principals, the compliance officer, and the superintendent have responsibility for complaints and investigations concerning sexual harassment. All complaints and other reported incidents shall be investigated. The investigator shall be a neutral party having had no involvement in the complaint presented.

Step 1

Any sexual harassment information (i.e., reports, complaints, rumors, etc.) shall be presented to the district officials such as the principal, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

The district official receiving the complaint shall cause the district to provide written notice from the district to the complainant that includes:

1. The rights of the student, student's parents, staff member, person or person's parent who filed the complaint;

2. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parents may pursue including the person designated for the school or district for receiving complaints;
3. Notice that civil and criminal remedies that are not provided by the school or district may be available to the complainant through the legal system and that those remedies may be subject to statutes of limitation;
4. Information about services available to the student or staff member complainant through the school or district including any counseling services, nursing services, or peer advising;
5. Information about the privacy rights of the student, student's parents, staff member, person or person's parents and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
6. Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment; and
7. Notice that students who report information about possible prohibited conduct and students who participate in an investigation under Board policy, GBN/JBA – Sexual Harassment, may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and discovered as a result of the ensuing report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

This written notification must:

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

Step 2

The district official receiving the information or complaint shall promptly initiate an investigation. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within 5 working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The district official(s) conducting the investigation shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter provided in Step 1 and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3

If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 4

If a complainant is not satisfied with the decision at Step 3, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Complaints against the principal may be filed with the superintendent. The superintendent will cause the notice requirements identified in step 1 to be completed. The superintendent will investigate the complaint and will notify the complainant in writing that the investigation is concluded and if a violation

of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may appeal to the Board in step 4.

Complaints against the superintendent may be referred to the Board chair on behalf of the Board. The Board chair will cause the notice requirements identified in step 1 to be completed. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board chair shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Direct complaints of discriminatory harassment related to educational programs and services may be made to:

Regional Civil Rights Director
U.S. Department of Education
Office for Civil Rights, Region X
915 2nd Ave., Room 3310
Seattle, WA 98174-1099

Additional information regarding filing of a complaint may be obtained through the principal, compliance officer or superintendent.

Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected because of the good faith reporting of sexual harassment.

School Dance Policy

All Ashland High School-sponsored dances must be approved by the Principal. A date for the dance must be scheduled at least 3 weeks prior to the actual event and must be cleared with the Principal. Students are expected to follow the same Code of Conduct while at dances as when they are in school.

The following are rules that govern all dances at Ashland High School:

- 1) Dances will take place on school premises unless special permission is obtained from the administration. Off-campus dances are typically limited to the Homecoming Dance, Winter Formal, and Prom.

- 2) Use of on-campus facilities must be scheduled with the Office Manager in the Main Office.
- 3) No dance will go longer than 11:00 p.m. (Only prom may last until 11:30 p.m.)
- 4) At least 10 chaperones, a minimum of 4 staff and at least 1 administrator must be at every dance.
- 5) At least one Ashland Police Officer must be present at every dance.
- 6) No backpacks or bags will be allowed in the dance.
- 7) Staff will be at the door checking student ID cards.
- 8) Once students have entered, they must stay. If they leave, they may not come back in.
- 9) The class or club advisor who is sponsoring the dance must attend.
- 10) Guests from other high schools are allowed at certain dances (usually only Homecoming, Winter Formal, and Prom). The following are the rules that govern the guest pass process:
 - a. Guest passes may be purchased for \$5.00 and need to be completed and turned in 3 days before the dance.
 - b. Guest must present a photo ID to prove their identity.
 - c. Only high school students may attend school dances. The one exception is for students that graduated the previous year from AHS and must follow guest pass procedures.
 - d. **Prom Only:** The guest of an 18-year-old AHS student may be up to 20 years old. The guest pass form must be completed one week prior to the Prom. This form will require input from the guest's former school administrator. A legal photo ID must accompany the guest's application and pass.

School dances are a privilege. All school rules, including drug and alcohol apply. Students may be removed from dances and prohibited from attending others at the discretion of the administrative team.

School Field Trips

The following guidelines represent policy for all school field trips that include Ashland High School students, faculty and/or staff.

- 1) Staff will develop and communicate clear expectations to students and parents before the trip.
- 2) Students and parents will sign that they have read, understood, and will abide by the expectations and possible consequences of misconduct.

- 3) Disciplinary action is at the discretion of the staff member(s) in charge. The decision will be based on the trip expectations, school rules, laws, and the severity of the behavior.
- 4) If a student is to be sent home, an administrator will be consulted, and parents will be contacted immediately by a staff member. The staff member and parent(s) will develop a plan to get the student home at their own expense. This may include parents coming to get the student.
 - a) A staff member must accompany the student to a bus terminal, airport or train depot and see that the proper ticket is purchased, itinerary and time schedules are confirmed and wait to see that the student has departed.
 - b) A staff member will immediately notify parents and administrators of departure and arrival times and itinerary.
 - c) An administrator will call to confirm that the student arrived home safely.

Social Security Numbers - Disclosure Statement

We are required by law to inform students and their parents about our use of student Social Security Numbers. The following is provided for your information:

Providing a student's social security number (SSN) is voluntary. If a student provides it, the school district will use it for record keeping, research, and reporting purposes only. The school district will not use the SSN to make any decision directly affecting student(s). Social Security Numbers will not be given to the public. If the SSN is not provided, the student will not be denied any of his/her rights. Providing the SSN means that consent of its use will be done in the manner described.

OAR 581-21-225 authorizes school districts to ask parents and students to provide social security numbers (SSN). The SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan, and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.

The school district and Oregon Department of Education may also match the SSN with records from other agencies as follows:

- The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training, and job market trends. The information is also used for planning, research, and program improvement.
 - a) State and private universities, colleges, community colleges, and vocational schools use the information to find out how many students go on with their education and their level of success.
 - b) Other State agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Social Security Numbers will be used only for statistical purposes as listed above. State and federal law protects the privacy of student records.

Exchange Student Requirements

To gain admission as an exchange student, the following criteria must be met:

- The student must be enrolled in a Council on Standards for International Educational Travel (CSIET) approved program or have an adult sponsor who is a permanent resident within the Ashland School District boundaries. (See next page for additional requirements for students who do NOT come through a CSIET approved program).
- We only guarantee placements to organizations or resident adult sponsor that have secured a host family and exchange student by the end of June for the coming school year. Placement requests made after July 1st will be considered based on availability of classes.
- **The student will be enrolled full-time at AHS for the entire school year**, no more or less than that, arriving on campus no later than the Friday before school starts to register. The exchange organization or resident adult sponsor will provide all necessary records before school starts. This includes a birth certificate or passport and documentation of current immunizations.
- There must be a local representative from the exchange student organization or resident adult sponsor who is responsible for all aspects of the student's life outside of school.
- The student will be hosted by a family that resides in Ashland School District boundary.

- In the event of behavioral or academic problems involving the student, the exchange company representative or resident adult sponsor agrees to be readily available to be actively involved in resolving the issue.
- The representing agency or resident adult sponsor will ensure that the exchange student has English language skills that will enable them to do grade level work in AHS classes. The student needs to possess English language skills in speaking, reading, and writing that will enable them to be enrolled and participate in classes offered at AHS, with minimal accommodations. AHS administration, rather than the agency or adult sponsor, will have final authority to determine appropriate classes for individual students.
- If the student is planning to take a math class, they will take a math placement test upon arrival on campus and enroll at the level recommended by math department chairperson.
- AHS has no requirements for which classes an exchange student must take. The student and their family are responsible for checking with their home school to determine what, if anything, is required of them regarding credits they need to earn. The student may request courses at AHS but should have an understanding that it is possible that they may not get all their choices due to staff judgment regarding appropriate placement or lack of space. **An exchange student should have an understanding that earning an Ashland High School diploma during their year as a guest at our school is not an option.** If the student is the equivalent age of a senior, they are eligible to participate in the graduation ceremony and receive an honorary diploma.

*** IF THE STUDENT IS NOT COMING THROUGH A CSIET APPROVED PROGRAM:**

The school must submit a completed US Immigration Student and Exchange Visitor Program (SEVIS) I-20 application form for the family to apply for an F-1 visa. As required by SEVIS, a full year of tuition in the amount of \$7000 must be received by Ashland School District before the I-20 application can be submitted to the US Department of State on behalf of the prospective student.

- Oregon Immunization Requirements
- 5 doses of Diphtheria/Tetanus/Pertussis (Dtap, Tdap, Td)
- 1 Tdap booster after age 10

- 4 doses of polio (IPV or OPV)
- Chickenpox disease Date or the varicella vaccine (VZV or VAR)
- 2 doses of Measles/Mumps/Rubella (MMR)
- 3 doses of Hepatitis B (Hep B)

On the Oregon Certificate of Immunization Status form fill in the month/day/year that your child received each dose of vaccine. Doses must be listed in the order received. The parent or guardian signature and date represents a sworn statement that the child's record is accurate. **All foreign exchange students are required to have all their immunizations and the form filled out before attending the first day of school.**

Student Records

Parents of students currently in attendance and eligible students (18 years or older) have the right to:

- Inspect and review the student's education records.
- Request an amendment of the student's education record to ensure that they are not inaccurate, misleading, or in violation of the student's privacy or other rights.
- Consent to disclosures of personally identifiable information contained in the student's education records.
- File with the United States Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of the Family Educational Rights and Privacy Act.
- Obtain a copy of the school district policy concerning student records. Copies of this policy may be requested at any school building or at the district office.

Notification of Rights under FERPA for Elementary & Secondary Schools

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

- The right to inspect and review the student's education records within 45 days after the day Ashland High School receives a request for access.
Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will

make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask Ashland High School to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from 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) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer 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, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district

to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Ashland High School 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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those

programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))

Theft

Students should take all precautions to secure their property while at school. Theft in any form or amount is strictly forbidden regardless of how minor. Students must report theft to the main office (see Discipline Checklist). All theft cases will be referred to the Ashland Police Department.

Vandalism

Vandalism in any form, including graffiti, damage to structures, damage to personal property and damage to any school property is prohibited. Consequences will include a Restorative Justice contract, restitution and may include suspension or expulsion. Referral will be made to law enforcement authorities, when appropriate.

Student Support & Services

It is our goal to offer students every opportunity to have access to education that is right for them. Thanks to the help from our community, we can provide additional services on our campus. This section highlights a few of those additional services.

Mental Health Resource and Education Network (MHREN)

<http://www.mhren.org/pages/referral-booklet>

The Mental Health Resource and Education Network (MHREN) is a non-profit organization providing support services for local mental health service providers. The MHREN booklet can be used to help community members find mental health providers in the area.

SafeOregon Reporting

www.safeoregon.com

All kids should feel safe at school and in their communities. SafeOregon gives kids, parents, schools, and their communities a way to report safety threats or potential acts of violence. Together, we will empower people to speak out and spark change.

Multi-Disciplinary Team

The Multi-Disciplinary Team is a group of specially trained staff who review student referrals from teachers, parents, and other students. The team collects data and interviews students who are requiring additional support. Engage may recommend options to assist students in addressing behaviors that cause concern.

Please contact your counselor for additional information.

Student Success Team (SST)

Student Success Team (SST) is a group of specially trained staff that looks at students one at a time who have not responded to Tier 1 and Tier 2 interventions. This team meets weekly. This team pulls together information from various people and sources. Parents are usually included in the process in order to gain a full picture of the student.

Please contact your counselor for additional information.

Student Tutor Center

Our student tutor center, sponsored by the Ashland Schools Foundation, is a free service that offers students an opportunity to receive help in homework, study skills, organizational skills advice, essay editing and review, project assistance, world languages practice, test preparation, and many other forms of academic support.

- Every Tuesday, Wednesday, and Thursday after school from 3:00-4:00 in the IVC

The student tutor center is managed by Tammy Anderson and staffed by AHS students.

Tammy Anderson, Teacher

Tammy.Anderson@ashland.k12.or.us

Phone: 541-482-8771 ext. 2160

Maslow Project

Maslow Project's mission is to offer every homeless child and youth the probability of success and the opportunity for a better life. We do this by providing resources for basic needs, removing barriers to education and employment, and fostering self-sufficiency in a collaborative and empowering environment.

The Maslow Project provides goal-oriented, wrap around support services to homeless children, ages 0-21, and their families throughout Southern Oregon.

Available every Monday & Friday 9:00 am to 5:00 pm*.

***Office hours are subject to change at any time.**

Lauren Bosserman

Phone: 541-608-6868

Call/Text: 541-261-1599

Maslow Project Medford

(for off-campus needs and additional info)

500 Monroe St, Medford, OR 97501

Phone: 541-608-6868

Academic Information

www.ashland.k12.or.us/o/ahs/page/academics

Ashland High School (AHS) offers close to 350 courses in 11 academic disciplines. We have 8 periods and utilize the block schedule to allow time for in-depth coverage of material.

Karyn Barats, Secretary

Karyn.Barats@ashland.k12.or.us

Phone: 541-482-2278

Alec Slinkard, Counselor (10th – 12th A - Lon)

Alec.Slinkard@ashland.k12.or.us

Phone: 541-482-8771

Laura Tagg, Counselor (10th – 12th Lop-Z)

Laura.Tagg@ashland.k12.or.us

Phone: 541-482-8771

Julie Bleicker, Counselor (9th Grade)

Robert.Joe@ashland.k12.or.us

Phone: 541-482-8771

Jen Marsden, College & Career Coordinator

Jennifer.Marsden@ashland.k12.or.us

541-482-8771 ext. 2130

When selecting courses, students should consider subjects carefully, including alternative courses in the forecasting process. If there is a conflict in building a schedule, or in the event that we are unable to offer the course due to insufficient enrollment or inadequate funding, your alternative selections will be used to complete your schedule.

Choose courses thoughtfully! Although certain courses are required, students still need to read the course descriptions before filling out the forecasting worksheet appropriate for their grade level. **We hire teachers and create courses based on student requests, so schedule changes will be very limited after forecasting is finished.**

Forecasting Information

Gaining independence, moving on, and finding a career – that is what you can expect once you leave high school. The trick is to jumpstart your future and plan for life before graduation. Carefully use the information presented in this guide to consider your goals for your future, develop a 4-year plan for high school graduation, and select courses that will help you achieve those goals and plans. Make certain you pay close attention to the graduation requirements outlined on the next page. We encourage you to get input from your teachers regarding the level and types of courses to help you reach your goals! Seek your counselor's guidance regarding course pre-requisites, possible sequences, and post-high school planning.

Ashland School District requires students earn a minimum of 50 credits to earn an Ashland High School diploma. We are fortunate to offer a wide variety of courses in all subject areas. Over 4 years, students have plenty of room in their schedule for required core courses, additional courses necessary to access highly competitive colleges, and opportunities to explore varied elective courses to lay the groundwork for your future career pathway.

Graduation Requirements

One credit is granted for successfully completing one semester with a passing grade of D or above in any class. All courses at Ashland High School receive the same credit. Transfer credits are accepted as long as they are coming from an accredited institution. No course credit will be issued retroactively. All credit-bearing courses not offered by AHS must be pre-approved by the principal or their designee.

Ashland High School Diploma

Standard Diploma Sheet

Subject	Credits Needed
Language Arts	8.0
Mathematics	6.0
Social Studies - Global Studies - American History or AP US History - Economics - Government	2.0 2.0 1.0 1.0
Science - Physical Science - Life Science - Additional Science	2.0 2.0 2.0
Applied Arts, Fine Arts, OR World Language *	6.0
Physical Education	2.0
Health Education	2.0
Electives	12.0
Additional Requirements (see below)	
Work Experience, Community Service, Internship	1.0
Career & College Readiness	1.0
Demonstrate Proficiency in Essential Skills**	Reading Writing Math
TOTAL:	50.0

* THESE COURSES DEFAULT TO ELECTIVE CREDITS ONCE THE REQUIREMENT IS MET.

** THE ESSENTIAL SKILLS REQUIREMENT HAS BEEN WAIVED FOR THE CLASS OF 2022-2024

Work Experience, Community Service, Internship Hours

All students** must complete 100 hours of community service; only up to 50 hours may be paid

hours. Students need to turn in a Community Service Hours Form in the main office for records.

** The community service hours requirement may be modified by a board resolution.

Career Education Program

The Career Education credit will be earned through the Senior College & Career Readiness course (CCR). Beginning as 9th graders, students will establish a personal education plan and a career education portfolio in their Health class. Upon completion of College & Career Readiness, a student will earn one credit of Career Education required for graduation.

College Requirements

Students planning to enter a four-year Oregon Public Universities (OPU) school will need to meet the individual universities' admission requirements listed in this planning guide. Students planning to attend a private or out-of-state college should research each school's admission requirements to plan a high school course of study.

Many 4-year colleges, including Oregon's public universities, require students complete two years of the same world language for 9th grade college admission.

Most 4-year colleges, including Oregon public universities, require a passing grade of a C or above in courses required for admission,

Most 4-year universities require Algebra 2 as a math credit for admissions.

High school graduation requirements often differ from college and university admission requirements: reach out to your postsecondary institutions of interest to plan accordingly.

Alternate Diploma Documents

Ashland School District offers three alternative graduation documents: A Modified Diploma, an Extended Diploma, and a Certificate of Achievement.

Modified Diploma

To be eligible for a Modified Diploma, students must meet criteria defined in OAR 581-022-1134. Qualified students must demonstrate a significant physical, cognitive or emotional barrier that impairs their ability to maintain grade level achievement over time even with appropriate modifications and accommodations and/or intensive instruction. Exclusionary factors relating to the illegal use of drugs and alcohol exist. However, if a student is in treatment for drugs and alcohol, or has successfully completed treatment, an exception may be made. A team including the parent or emancipated youth, a school administrator and others with knowledge of the child will review relevant data and decide on the appropriateness of a Modified Diploma. Students who have demonstrated the capacity to earn a Regular Oregon or Ashland High School Diploma are not eligible for a Modified Diploma.

Modified Diploma Sheet

Subject	Credits Needed
Language Arts	6.0
Mathematics	4.0
Social Studies	4.0
Science	4.0
Applied Arts, Fine Arts, OR World Language*	2.0
Physical Education	2.0
Health Education	2.0
Electives	24.0
TOTAL:	48.0

Extended Diploma

To be eligible for an extended diploma, students must meet the criteria defined in OAR 581-022-1133. Qualified students must demonstrate the inability to meet the full set of academic content standards even with reasonable accommodations and:

- Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
- Have a documented history of a medical condition that creates a barrier to achievement.
- Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or
- Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.

A team including the parent or an emancipated youth, a school administrator, and others with knowledge of the child will review relevant data and decide on the appropriateness of an Extended Diploma. Students who have demonstrated the capacity to earn a Regular Diploma or an Ashland High School Diploma are not eligible for an Extended Diploma

Extended Diploma Sheet

Subject	Credits Needed
Language Arts	4.0
Mathematics	4.0
Social Studies	6.0
Science	4.0
Applied Arts, Fine Arts, OR World Language*	2.0
Physical Education	2.0
Health Education	2.0
TOTAL:	24.0

Certificate of Achievement

Certificate of Achievement may be awarded to students who demonstrate a significant physical, cognitive or emotional barrier that impairs their ability to maintain grade level achievement over time even with appropriate modifications and accommodations and/or intensive instruction.

Alternative graduation documents will be awarded based on individual student need and achievement. Alternative graduation documents will require administrative approval.

Students who earn an alternative graduation document are permitted to participate in Ashland High School commencement ceremony.

Independent Study

Independent Study is available to 10th – 12th graders who wish to study an area not offered in the regular curriculum. Applications for Independent Study must be pre-approved by the coordinating teacher / counselor / administrator and each Independent Study requirement must be completed before credit is given. Applications are available in the counseling office. Only ONE independent study will be approved each semester. An independent study cannot be used to fulfill Senior Project requirements.

Credit Retrieval

Students who need to retrieve a credit will need to coordinate with their counselors to find a class that will support their need. Credit retrieval courses are graded on a pass or fail. Students may take credit retrieval courses in a typical class setting to replace an out period or an extra elective course or with the Grizzly Online Academy, Credit Retrieval classes, or through another pre-approved route.

Grizzly Online Academy

The foundation of the Grizzly Online Program is a flexible on-line instruction that students can master at their own pace, without the requirement of synchronous learning. Staff to provide pathway planning, consultation to the family to support learning, and a space to get work done with the help of an educational professional throughout the school day.

The high school teacher matched with your student will support you in keeping your student on track academically and connecting them to opportunities that exist in the school district and our community. As a student in the Ashland School District, they will have access to high quality education, athletics, activities, clubs and more. All of this with the flexibility of deciding what time of day, and the length of time each day, that your student will spend on school.

Todd Hobein, Program Lead
Todd.Hobein@ashland.k12.or.us
Phone: 541-482-8771

For all the latest up-to-date information on the Grizzly Online Academy (GOA) please go to the GOA website located at <https://www.ashland.k12.or.us/o/goa>

How to Register:

Fill out our interest form and we will be in contact with you for the next steps!

[Interest Form Click Here](#)

Admission to the GOA Program is based on:

- Health
- Mental Health
- Extenuating circumstances that make it difficult or impossible to attend in person

What courses can I take?

Check out all the available course offerings through the Edgenuity platform by [clicking here.](#)

On-Line learners are expected to:

- Be motivated and actively participate in their personal education plan.
- Maintaining active engagement and be able monitor their own progress.
- Self-Advocate. Asking questions and seek support when needed.
- Attend regularly scheduled check-ins and planning sessions with the ASD teacher.
- Follow all existing internet, safety, and privacy guidelines established by Ashland High School.

Parents and Guardians are expected to:

- Support your student in their personal education plan.
- Provide a safe and effective learning environment for the student.
- Provide internet connectivity and computer (Please contact the district if you need support for either of these).
- Support consistent attendance and participation in the program.
- Ensure online safety through adequate supervision and monitoring.

Our Guiding Principles:

- Provide the highest level of academic rigor while cultivating connection, relationships and community.
- Supporting and ensure student safety and wellness. Students will be supported mentally, socially, and emotionally while enrolled in the Grizzly Online Academy. Students will have access to specialists including school counselors, special education teachers, ELD staff, and others. Nutrition services will also be provided.

Minimum & Maximum Course Loads

AHS reserves the right to change the course maximum/minimum requirements below given changes that may happen with our bell schedule.

Seniors

Recommended to take a minimum of five courses. This can be a combination of courses on the AHS campus and approved SOU, RCC, or online courses.

Juniors

Required to take a minimum of seven courses. This can be a combination of courses on the AHS campus and approved SOU, RCC, or online courses.

Sophomores

Required to take seven courses.

9th Graders

Required to take eight courses.

Social Security Eligibility

Students receiving Social Security benefits must be enrolled in a minimum of six courses.

ASD Homework Policy

Teachers may assign homework to students to supplement course instruction. Homework will be an extension of a classroom experience and encourage life-long learning. The type, frequency and quantity of homework assigned will be determined by the needs of the individual student. Homework will not be assigned for disciplinary purposes, and assignments to be completed during planned school recess will be avoided. Internal guidelines on homework will be developed at the elementary, middle and high school levels.

AHS Homework Guidelines

Thirty minutes at grade level, on task homework per class meeting is the expected amount for Ashland High School students, with a total goal of no more than two hours per night per student. For example, if the teacher expects approximately three hours to be spent on a project, the assignment should be spread over six class periods. The amount of homework assigned between two class periods should be consistent, regardless of the number of days between class meetings, including during a school recess*.

* EXCEPTION: Students who register for Advanced Placement (AP) and/ or college articulated courses need to be aware that these are college level courses. Because of that, the homework assigned will exceed the recommended level for regular courses at Ashland High School.

We believe homework has two distinct purposes:

- Formative assessment: Homework for practice
- Summative assessment: Assignments to demonstrate learning

The distribution of these various purposes is left to the discretion of the teacher, but will be balanced with the goal of thirty minutes per class period in mind. If students are expected to complete summative style homework, there should be less formative homework during that time.

Based on in-class assessments, it is recommended that flexibility in the completion of formative homework be available for students who demonstrate proficiency. Homework should be accompanied by formative assessment and relevant feedback from the teacher in a timely manner (14 days). Teachers will communicate the purpose of homework in their courses and its relationship to the demonstration of learning.

Grading

Ashland High School uses an A - F grading system. Teachers may give + and - grades to more accurately reflect student performance, however pluses will not be added to A grades. The value of grades in computing a GPA (Grade Point Average) is the following:

A (93%-100%)	= 4.0	C (73%-76%)	= 2.0
A- (90%-92%)	= 3.7	C- (70%-72%)	= 1.7
B+ (87%-89%)	= 3.3	D+ (67%-69%)	= 1.3
B (83%-86%)	= 3.0	D (63%-66%)	= 1.0
B- (80%-82%)	= 2.7	D- (60%-62%)	= 0.7
C+ (77%-79%)	= 2.3	F (0%-59%)	= 0.0

Teachers will publish their grading system in a course syllabus and distribute it to students the first week of school.

Schedule Changes / Dropping a Class

Students complete a process of requesting courses (forecasting) each spring. From these requests a master schedule is created. Ashland staff work extremely hard to give students the courses or alternates for which they forecasted. If we are unable to place a student in their first choice, we will use the alternate courses listed on their forecasting sheet. If students do not list alternate choices, they will be placed in courses with availability. It is very important students choose carefully and thoughtfully when forecasting.

Schedule changes will only be allowed during the first six (6) days of a semester (3 red days, 3 white days). Students should complete the Schedule Change Request Form and give it to their counselor.

Schedule changes after the first six (6) days of a semester are discouraged and **will not be made without teacher / counselor / parent / administrator consent**. The Schedule Change form must be completed and on file in the counseling office. It is expected that careful educational planning will eliminate the need for schedule changes.

Scheduling changes will only be made for the following reasons:

- Wrong course level (i.e. AP instead of regular)
- Missing a required course
- Already passed a course on your schedule
- Empty period or “see counselor”.

Courses may be dropped and replaced with a “study hall” up to four weeks into the semester. Courses dropped after four weeks will result in an F on the student’s transcript. Students must work with their counselor in the event a year-long course needs to be dropped.

“Out” Periods

Students may be enrolled in an “out” period, meaning they are not assigned to a specific course that period. Students with an “out” period must be in a supervised area such as the library, the student support center, a classroom with teacher permission, or off campus. Because sound travels to adjoining classrooms, the Quad is not to be used for “out” periods. Out periods will be scheduled at the beginning or end of the day when possible.

Athletic Eligibility Requirements

Oregon School Activities Association (OSAA) State Standards for Eligibility

- 1) The student must have earned 5 credits in the previous semester. This does not apply to incoming 9th graders for fall and winter sports.
- 2) The student must be enrolled in and passing 5 credits in the current semester.
- 3) The student must be making satisfactory progress toward graduation, defined as having completed 9 credits prior to their sophomore year, 21 prior to junior year and 35.5 prior to senior year.

Additional AHS Eligibility Rules

- 4) Must not be older than 19 on August 15.
- 5) Must reside in the Ashland school district or be on an inter-district transfer. All transfer students must check to see if they meet OSAA requirements.
- 6) Athletes may participate in only one AHS sport per season.

Conduct Policy

Students are expected to follow all school rules and policies while participating in extracurricular activities. All school rules, policies, and disciplinary actions are in effect as outlined in Ashland High School’s Student Rights and Responsibilities.

Athletics Academic Policy

Students will be eligible to be on the team and practice based on the above state standards. However, to be eligible to participate in competition on a weekly basis, student-athletes will be required to have 5 courses in which they have a grade of "C" or better and no "F's." Our Academic Coaches will monitor grades on a weekly basis. Students who are not meeting the standards will be required to meet with them twice weekly to work on individualized plans for improving their academic performance. In certain cases, they may allow students to play who are below the district standard who have a plan of improvement and showing satisfactory progress toward meeting minimum requirements.

** During the winter season, final grades for the first semester will be used to determine eligibility for the first week of the second semester.*

NCAA

Any students who are interested in participating in sports at Division I or Division II college or university will need to be cleared by the NCAA Clearinghouse. To apply, visit their web site at <http://www.eligibilitycenter.org> to learn more about their criteria and the Ashland High School courses that will help you qualify. Any questions regarding your four-year plan as it relates to NCAA eligibility should be directed to your counselor.

AHS NCAA Core Courses
LANGUAGE ARTS
AP English Lit, AP English Comp, English 09, English 10, English 11/12, Lit thru Sci Fi, Lit thru Resistance, Politics and Lit, Women's Lit, Writing and Lit
SOCIAL SCIENCE
American Studies, AP Art History, AP Government AP US History, AP Psychology, AP Macroecon, Economics, Global Studies, Government, Intro to Socio, Speech and Debate, US Race Class Gender, Street Law, World Culture, World Religion
MATHEMATICS
Algebra 2, Algebra 2 (Honors), AP Calculus AB, AP Calculus BC, Integrated Math 2 (Honors), Integrated Math 1, Integrated Math 2, Pre-Calculus, Statistics
SCIENCE
Environmental Science, AP Biology, AP Environmental Science, AP Physics, Anatomy, Physiology, Biochemistry, Biology, Chemistry, Earth Science, Environmental Science, Physics, Integrated Science
WORLD LANGUAGES
French 1, French 2, French 3, French 4, AP French, Mandarin Chinese 1, Mandarin Chinese 2, Mandarin Chinese 3, Mandarin Chinese 4, Spanish 1, Spanish 2, Spanish 3, Spanish 4, Spanish 5

Career and Technical Education

The Ashland School District offers a number of exciting **Career and Technical Education** opportunities to students at Ashland High School. The district offers numerous programs, which typically consist of three to four courses in an articulated sequence, that are aligned to entry level job skills. The programs and some of the industry credentials can also articulate into college credit at various community and state colleges.

The availability of career and technical education programs is largely determined by student enrollment and student interest. The district makes every effort to provide enough programs to meet diverse student interests while also preparing students for current and future workforce opportunities. At Ashland High School we are proud to offer CTE pathways in the following areas:

- Automotive
- Business
- Technical Theatre
- Manufacturing Technology
- Culinary Arts
- Interior Design
- Graphic Design

Programs are not mutually exclusive and students may be enrolled in multiple elective pathways. There are no pre-requisites to enter any program.

In accordance with USDE Guidelines IV-O, Title VI: 34 C.F.R. § 100.6 (d) this notice shall serve to advise students, parents, employees and the general public that all Career and Technical Education programs offered by the Ashland School District will be available to all students race, creed, color, national origin, ancestry, age, sex, gender identity or expression, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, disability or nationality. The lack of English language skills will not be a barrier to admission or participation in CTE programs.

For more information about participation in, complaints about, or other questions regarding Ashland School Districts Career and Technical Education programs, please contact: Erika Bare (Title IX, Title II and 504 contact) at studentservices@ashland.k12.or.us or 541-482-2438.

AHS Pre-Apprenticeship Program

The AHS Pre-Apprenticeship Program puts students on a pathway toward meeting the entry qualifications for apprenticeship programs or the workforce. Students will learn about trades such as electrical, plumbing, residential/commercial construction and heating/air conditioning by visiting local apprenticeship programs and worksites. Students will also have the opportunity to complete OSHA training and receive other certifications that will give them an advantage when applying for an apprenticeship program or jobs after high school. Open to students who are 16 years of age and older.

Special Education Notices to Parents of Students Eligible or Potentially Eligible for Services Under I.D.E.A.

By law, parents 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.

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 receptionist for a copy of the Parental Procedural Safeguards for parents with IDEA eligible children.

TAG Information

Ashland High School and Ashland School District are committed to identifying and providing for the unique intellectual, social, emotional, and career needs of intellectually gifted and academically talented children in grades K-12.

It is our goal to ensure that all learners, including gifted learners, are provided stimulating, challenging and meaningful educational experiences with lessons and materials appropriate for each student's assessed level and rate of learning.

Our philosophy fosters educational alternatives in a broader social context promoting:

- High expectations and achievement
- Intellectual stimulation and collaboration
- Academic enrichment

- Social and emotional growth

We acknowledge and support the vital role of the classroom teacher in creating differentiated instruction for the unique needs of exceptional learners within the classroom setting.

Identification

Ashland identifies students in kindergarten through grade 12 as eligible for TAG services in three areas:

- Academically Talented in Reading
- Academically Talented in Math
- Intellectually Gifted

To identify students, we use a variety of data including nationally normed individual or group tests, classroom observations and work samples, and parent, teacher and student surveys.

We use statewide assessments to screen all students for potential consideration as academically talented.

At Grade 1, we also do a broad screen ability test for all students to help identify students that may qualify as Intellectually Gifted or have the potential to perform as intellectually gifted and need support to overcome adverse life experiences, disabilities, minority challenges or poverty.

If a student demonstrates advanced skills or abilities, he or she may go through a screening process with you, the teacher and the school's Student Study Team (SST) to determine eligibility.

To learn more about how to identify your child, or the services available, please contact Becca Laroi at Becca.Laroi@ashland.k12.or.us.

Testing Accommodations for Students with Identified Disabilities

If your child has an identified disability, testing accommodations may be available for PSAT, SAT, ACT and AP exams. Visit the College Board website at www.collegeboard.org or ACT.org to learn more. Be advised that the process for approval can take time and often requires supporting documentation which may need to be gathered. Parents should contact Becca Laroi (Becca.Laroi@ashland.k12.or.us) for accommodations.

Special Education Parental Placement in Private School or Obtaining Private Services

While parents 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 wants the District to consider making a placement for the child in a private school or with private services, parents must give the District written notice and opportunity to propose other public-school options prior to making the private placement or obtaining private services.

Fees & Charges

Classes are free to every student. We rely heavily on donations to provide every student access to the quality materials they need to experience the program. Average materials cost per student are \$40. If you are able to contribute for one or more students, donations can be made here on [InTouch](#) or by payable by check to Ashland High School.

Families who qualify and are approved for Free & Reduced meals do not pay course fees.

Information on how to sign up for Free & Reduced Lunch is available here: <https://www.ashland.k12.or.us/page/nutrition-services>

Please carefully read course descriptions to determine if a course has a fee. If paying fees is a problem throughout the year, you may arrange a payment plan. Please contact the AHS Bookkeeper for more information.

Other charges can include replacement of lost or damaged textbooks and library books, student body card replacements and transcripts/immunization records requested post-graduation. A fee matching the replacement value of the text will be assessed for each lost textbook. Damaged texts are assessed fees according to the nature of the damage. Students will be assessed a \$5.00 replacement and processing fee in addition to the cost of their library fine when paying for a lost book or a book damaged beyond repair.

Seniors must pay all their fees and fines in order to participate in graduation ceremonies. All other students must pay their fees, or make other arrangements, before they receive a schedule in the fall.

Out of District Levy Fee

For students living outside of the Ashland School District, sports and activities will have a \$100 fee, with a \$200 maximum for each child and a \$400 maximum for each family. Included in this are:

All OSAA Sports	Model U.N.
All Club Sports	Orchestra
Band	Robotics
Brain Bowl	Science Bowl
Choir	Speech & Debate
DECA	Theatre
Math Team	

Refunds

If a student drops a class, they must request a refund in the main office. Refunds are not issued automatically. To be eligible for a refund, a student must officially withdraw from the class within the first four weeks of semester. The refund check is processed by Ashland School District and mailed to the student address on file.

IMPORTANT NOTE: All refund requests must take place within the same school year as the fee was paid. Library book refunds cannot be processed 2 weeks after graduation. No refund will be available for payment(s) from previous years. You must contact the AHS Bookkeeper.

Optional Fees

Student Body Card	\$5.00 replacement
Student Planner	\$5.00
Yearbook	\$60.00
Annual Parking Permit	\$20.00
Student Health Service	\$20.00* annual
Student Insurance	Market Price**

* suggested donation

** see main office for more information

High School Student Insurance

A brochure containing a description of benefits and enrollment forms are available on our school website and in the Main Office.

Those students participating in interschool athletics or are enrolled in a shop or crafts course must carry school insurance or parents must sign a statement, which indicates they have private coverage, naming the carrier and policy numbers.

College Courses & Credits

Preparing for After High School Pathways

Students planning to attend a community college, university, technical institution, apprenticeship program, or pursue a military career should meet with their school counselor to discuss their post high school goals and make sure they are taking the appropriate courses. AHS counselors and our College & Career Center staff support students in learning about admissions processes, SAT/ACT testing requirements, and financial aid opportunities. Students are strongly advised to research admissions processes at individual schools in order to fully understand each school's admission requirements. Students must earn a grade of C- or better in order for a course to be counted as meeting part of the subject area requirements for admission to Oregon Public Universities.

The ASPIRE program, based in the AHS College & Career Center, is Oregon's official mentoring program to help students access education and training beyond high school. Students receive information about college options, admissions, and financial aid from trained and supportive ASPIRE volunteer mentors who work one-on-one with them throughout the year.

Students and parents should go online to specific college websites to obtain the most current entrance requirements. For the most selective and competitive universities, students are urged to take a rigorous curriculum throughout their high school career.

4-Year College Track

(Oregon Public Universities minimum required courses)

Subject	Credits	Reason
Language Arts	8	All four years with emphasis on, and frequent practice in, expository, narrative, descriptive, persuasive & imaginative writing.
Mathematics	6	Shall include Integrated Math 1, Integrated Math 2, and a third year of college preparatory mathematics such as algebra 2, Data Science, statistics/pre-calculus, or calculus.
Science	6	Shall include one year of life and one year of physical science in college preparatory courses. The suggested college prep pathway includes biology, chemistry, and then physics or other advanced science classes. Some universities require a fourth year of science.
Social Studies	6	Shall include one year each of Global Studies, U.S. History, one semester each of U.S. Government, and Economics.
World Languages	4	Must be 2 years of the same language, minimum.
Other Required College Preparation Courses	4	Highly recommended: Computer science; fine/performing arts; or other college prep electives which may, at the discretion of the admitting institution, include a comprehensive sequence of units in a career & technical education (CTE) program of study.

Early College Credit Options

Ashland High School offers numerous ways for students to earn college credit while still in high school. Students have the option to register for SOU (\$50 per credit) or RCC (FREE) credits when they take early college credit eligible courses available at AHS ([go to "Early College Credit Courses"](#)). Please note that for some courses, such as AP U.S. History, students have the option of applying for RCC or SOU credit. Students should see their counselors for more information and a list of the courses that can be taken for early college credit.

RCC "College Now" Credits

- Courses are taken at AHS and taught by AHS faculty.
- Credits are offered for free.
- Credits transfer to Oregon Public Universities and community colleges. Check with private and out of state schools to determine if and how they will accept these credits.
- Courses taken earn both high school and college credit.
- For most courses, students register with RCC by the end of December to receive credit for the first semester. Some yearlong courses will enroll only spring quarter (March). The benefit of the later registration is to allow students more time to determine if they are going to be successful in the course before committing the grade to their permanent college record.

SOU Advanced Southern Credit

- Courses are taken at AHS and taught by AHS faculty.
- Credits are offered at a significant discount from regular SOU tuition. Students who qualify for free/reduced lunch are eligible for reduced tuition.
- The cost of Advanced Southern Credit is \$50.00 per credit or \$200.00 for a 4-credit course. These rates are subject to change if SOU tuition changes.
- Courses taken earn both high school and college credit.

Early Entry Programs

Ashland High School students are eligible to take college courses taught by college instructors through RCC's Early College and SOU's Early Entry programs. Tuition is offered at a reduced rate. Criteria for eligibility include good academic standing and enrollment in a minimum of four courses at AHS.

All Oregon Public Universities and Community Colleges accept RCC and SOU credits. If students are planning to apply to private or out-of-state public schools, it is important they check with each school on its policy regarding college credit earned in high school, as policies vary widely.

- The Early Entry Program tuition for students who are approved to take SOU courses on campus is \$104.50 per credit or \$418.00 for a four credit class. Credits transfer to Oregon Public Universities and community colleges. Check with private and out of state schools to determine if and how they will accept these credits. For more information visit [SOU Early Entry Program](#).
- For more information about the RCC Early Entry Program, visit [Rogue Community College Early College Program](#).

Advanced Placement (AP) Tests

We offer AP courses in coordination with the College Board. All students enrolled in AP courses who want to take AP tests need to register with the College Board via the [College Board website](#). Advanced Placement testing occurs each May. Students will register for tests in the fall. The fee for each exam is \$95.00 (subject to change). Students who qualify for free/reduced meals do not pay exam fees. Many colleges provide credit and/or advanced placement in courses for qualifying AP scores (usually a 3+). Check with individual colleges about their policies.

Plan for Selective College Preparation

Students seeking selective college admission should complete the most rigorous courses available in each academic discipline. Selective college applicants should also demonstrate high levels of involvement and leadership in extra-curricular activities. It is recommended that students consult each institution's website for the most current expectations and requirements.

Community College Entrance Requirements

Most community colleges place students based on their performance in their senior courses or a designated placement test taken prior to entry. It is recommended that students complete their diploma or GED prior to entrance.

Technical School Entrance Requirements

A High School Diploma or GED is required for entrance into most technical schools. Consult each institution's website for the most up-to-date requirements.

Armed Services Entrance Requirements

A High School Diploma or GED is usually required for entrance into the United States Armed Services. Some branches restrict access for candidates without a high school diploma. Consult individual branches for the most up-to-date requirements.

Early College Credit Courses 2025-2026

Ashland High School	Rogue Community College / Klamath Community College+ [Credits]	Southern Oregon University [Credits]
CAREER & TECHNICAL EDUCATION		
Mechanics 2	AM120 Auto Maintenance/Trades Practices (6) – TBD*	
Mechanics 3	AM190 Automotive Repair Lab 1 (4) AM111 Electricity for Automotive Technicians (7)	N/A
Culinary 1 AND Culinary 2	CA 160 Cookies Theories (7)*	N/A
State Management / Honors Tech	N/A	TA199 SS/Advance Technical Theater 1 & 2 (4 each)
CREATIVE, PERFORMING, AND VISUAL ARTS		
Art 2: Digital Photography	DDM125 - Digital Photography (3)	N/A
Art 2: Digital Arts	DDM150 - Computer Illustration (Illustrator) (3)	N/A
Advanced Art: Digital Arts Studio	DDM160 – Digital Imaging: Photoshop (3)	N/A
State Management / Honors Tech	N/A	TA199 SS/Advance Technical Theater 1 & 2 (4 each)
LANGUAGE ARTS		
AP English Composition	N/A	WR121 & WR122 English Comp (4 each)
AP English Literature	ENG104	ENG104 & ENG105 Introduction to Literature I & II (4 each)
Politics & Literature	N/A	ENG209 Literature in the Modern World 1 & 2 (4 each)
MATHEMATICS		
AP Calculus AB	N/A	MTH251 Calculus I, MTH252 Calculus II (4 each)
Applied Technical Math	MTH63 Applied Technical Math (4)	N/A
Pre-Calculus: Functions & Trig	N/A	MTH111 Pre-Calculus I & MTH112 Pre-Calculus II (4 each)
Statistics	N/A	MTH243 Intro to Statistical Methods (4)
SCIENCE		
AP Biology	N/A	BI 101 General Biology - Cells (4) BI 103 General Biology - Populations (4)
AP Environmental Science	N/A	ES 101 Intro to Environmental Science: Earth Science (4) ES 102 Intro to Environmental Science: Biological Science (4)
AP Physics	N/A	PH201 General Physics I & PH224 General Physics I Lab (5)
Human Anatomy & Physiology	N/A	BI199 Non-Cadaver Human A&P I and II (4 each semester)
SOCIAL SCIENCES		
AP Art History	TBD	TBD
AP Government	N/A	PS201 Power & Politics PS202 Law, Politics & The Constitution (4 each)
AP US History	HST201 & HST202 History of the US 1 & 2 (4 each)	HST250 & HST251 American History & Life (4 each)
AP Macroeconomics	N/A	EC 202 Principles of Macroeconomics (4)
Introduction to Sociology AND Understanding Race, Class, and Gender in the United States	SOC204 Intro to Sociology (4)	N/A
Street Law	CCJ 251 Law and Society (4)	N/A
*Course aligned with Lane Community College		

4-Year Core Course Sequences for Ashland High School Diploma

9th Grade	10th Grade	11th Grade	12th Grade
LANGUAGE ARTS [8 SEMESTERS]			
English 09	English 10	English Selective, AP LITERATURE, AP COMPOSITION	
SOCIAL STUDIES [6 SEMESTERS]			
Global Studies	American Studies *AP US HISTORY	Economics / *Government, *AP GOVERNMENT AP US HISTORY, AP PSYCHOLOGY, AP MACROECON, WORLD CULTURES, WORLD RELIGION	
MATHEMATICS [6 SEMESTERS]			
Integrated Math 1	Integrated Math 2	Algebra 2 Algebra 2 (Honors)	Algebra 2 Data Science * Applied Technical Math
Integrated Math 2 (Honors)	Algebra 2 Algebra 2 (Honors)	PRE-CALCULUS STATISTICS Data Science	PRE-CALCULUS STATISTICS AP CALCULUS AB/BC
SCIENCE [6 SEMESTERS]			
Biology Environmental Science	Biology Chemistry Earth Science Environmental Science Integrated Science	AP BIOLOGY AP ENVIRONMENTAL SCIENCE AP PHYSICS 1 Anatomy & Physiology Biology Chemistry Earth Science Environmental Science Physics Integrated Science	AP BIOLOGY AP ENVIRONMENTAL SCIENCE AP PHYSICS 1 Anatomy & Physiology Biochemistry Biology Earth Science Environmental Science Physics Integrated Science
PHYSICAL EDUCATION [2 SEMESTERS]			
9th and 10th grade students must complete one semester of PE before 11th grade.	Adapted PE, Advanced Conditioning, Basketball, Competitive Games, Introduction to Strength & Conditioning, Lifetime Fitness Wellness,		
HEALTH [2 SEMESTERS]			
Health 1		Family Health	
FINE, APPLIED ARTS, CTE & WORLD LANGUAGES [6 SEMESTERS]			
Courses taken in the World Languages, Fine/Performing Arts, or CTE departments meet these credit requirements. Any credit earned beyond the six required credits will be recorded as elective credit.			
ELECTIVES [12 SEMESTERS]			
Elective courses are an essential part of the student's high school education. Electives are offered through the Family & Consumer, Industrial Arts, Fine/Performing Arts, and Social Studies departments. Any course credit earned in a subject area that exceeds a graduation requirement will be recorded as elective credit. Please consult the AHS Course Guide for individual course descriptions and sequences.			
OFF-CAMPUS OPTIONS			
Courses through SOU, RCC, approved Online programs, Independent Study, Internship and School-to-Work are also available.			
+ Language students enrolled in Spanish 3, 4, 5 or French 3, 4 have the opportunity to take SOU's proficiency assessment during their senior year.			
ALL CAPS courses are coordinated with College Board as an AP course.			
BOLD courses may earn Early College Credit through Southern Oregon University			
* Indicates that "College Now" credit at Rogue Community College is available.			

Appendix: Forms

Forms List, Uses, and Contacts

Attendance - Pre-Excused Absence Request

Contact: Deb.Falk@ashland.k12.or.us

Fill out this form to let teachers know about upcoming absences.

Activities & Athletics - Club Application Form

Contact: Ashley.Caughell@ashland.k12.or.us Application form for students to create an AHS club

Academic - Teacher & Counselor Recommendation Forms

Contact: Jennifer.Marsden@ashland.k12.or.us

Fill out these forms if you would like to request a recommendation letter from a teacher or counselor.

Academic - Thoreau Application

Contact: Jennifer.Wahpepah@ashland.k12.or.us

Application form to sign-up for the Alternative Education Thoreau program

Academic - Catalyst Application

Contact: Jennifer.Wahpepah@ashland.k12.or.us

Application form to sign-up for the Alternative Education Catalyst program

Academic - Community Service Hours

Contact: Jay.Villanueva@ashland.k12.or.us

Track and report community service hours with this form.

Academic - Insurance Verification

Contact: Steven.Essig@ashland.k12.or.us

Some classes and activities may require insurance on file, this form must be filled out to participate in those classes.

Academic - Transcript Request Form

Contact: Jay.Villanueva@ashland.k12.or.us

Request a transcript to be sent or picked up

Fill out online here - <https://forms.office.com/r/KVEjSRnNXm>

School Based Health Center - Rogue Community Health Form

Contact: Rogue Community Health

Fill out this form to consent to receive services from the school-based health center

Student Rights - Release of Directory Information Form

Contact: Jay.Villanueva@ashland.k12.or.us

Use this form to opt-out of student directory requests

Fill out online here - <https://forms.office.com/r/yYQh2ZZZ3r>



Pre-Excused Absence Request

This form must be completed with appropriate approval obtained for all school related and pre-planned absences of more than two days in duration. Please see the Student Handbook for more details. Please note that if the reason for the absence does not fall within the guidelines of an excused absence, the absence will be marked UPA (Unexcused Pre-Arranged).

Procedure

1. Obtain signature and recommendation from teachers.
2. Obtain parent / guardian's approval and signature.
3. Obtain administrator / attendance coordinator approval and signature.

Student Name		Absence Dates	
Reason for Absence			

☐ School Related Absence

☐ Non-School Related Absence

Step 1

Period	Name of Class	Teacher Signature (required)	Comments / Assignments
1			
2			
3			
4			
5			
6			
7			
8			

Step 2

Parents / Guardians: Please review the comments from the teachers noted above. You should realize that a "NO" response from a teacher indicates the possibility of the absence causing significant academic difficulty in the class involved. Your signature on this form indicates your approval of the absence after considering all teachers' comments

Parent / Guardian Signature		Date	
------------------------------------	--	-------------	--

Step 3

Admin / Attendance Coordinator Signature		Date	
---	--	-------------	--

Circle: Approved / Not Approved ☐ Parent Contacted: _____



Club Application

Name of Proposed Club	
-----------------------	--

Name of Student(s) making request:

Name	Email	Phone
1.		
2.		

Club Details:

Staff Advisor:			
Meeting Room:			
Meeting Day(s):			
Lunch Meeting:	Yes / No	If no, when does the club meet?	

Purpose of the club:

Club Activities:

Advisor's Signature		Date	
---------------------	--	------	--

Next steps: Turn in this form to the main office. If the club is approved, you will receive this document back with an administrator's signature below and you can begin meeting. Clubs must hold annual elections for leaders. All fund raising must be pre-approved by administration. All flyers & social media must be pre-approved by administration and/or club advisor.

Ashland High School and the Ashland School District do not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status in providing education or access to benefits of education services, activities, and programs in accordance with 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 Amendments Act of 2008.

Office Use Only	
Approved by Administration	



Teacher Recommendation Form

Student Name:	Date Submitted to Teacher:	Date needed by:
----------------------	-----------------------------------	------------------------

Directions for Students (Spring Junior Year / Early Fall Senior Year):

- Fill out this form to request a recommendation letter from a teacher. Use additional pages as needed. Do not interrupt the teacher during class to ask for a letter or ask quickly in passing. Instead, please see the teacher before or after school or during office hours.
- Please remember that teachers are not required to write letters of recommendation and may decline.
- If the teacher accepts your request, give the teacher this form filled out completely.
- Send them an official request online via Common App after you have created your account.
- If the college requires documents submitted through the mail, you must provide the teacher with an addressed envelope with postage.

Directions for Teachers:

- This form is to help you write a recommendation letter for this student. You are free to include or omit any information on this form.
- Although the student is asked to list their activities, please do not repeat this list in the letter, as colleges will see this information elsewhere. The list is intended to give you a sense of how involved the student is and which pursuits are meaningful and available to them.
- Please remember you are not required to write a letter of recommendation for a student and may decline for any reason, including if the student did not do all of the aforementioned steps required.
- **Please save your letter on your computer so that you can easily submit it online** in the Fall if required by the college, for scholarship applications in the Winter, or for students who choose to take a Gap Year and reapply the following school year.

1. Which classes did you take/are taking with me and during which year (include T.A. periods)?

2. Who else are you asking for a recommendation letter?

3. Colleges/technical programs/scholarships to which you are applying:

4. Why did you ask me for a recommendation? What insight do you think I can offer?

5. Discuss a specific time, story, project, assignment, or presentation that you remember about our class.

6. How do you think you interacted with your peers in our class?

7. What was your greatest struggle in class? How did you handle the problem?

8. What do you enjoy most about the class? What specific topics covered in class did you enjoy most and why?

9. Attach your activities sheet. Please star (*) any activity, work experience, or leadership opportunities you would like me to specifically mention, and tell me why would you like me to mention it?

10. What are your academic and/or professional goals, and why is it important to you to achieve them?

11. Is there anything else you would like me to share about you in your recommendation letter? Include any information that could be helpful to me in preparing your letter?



Counselor Recommendation Form

Complete this form to request a letter of recommendation from your counselor.

Directions for Students:

- You must give your counselor at least 2 weeks to complete your recommendation.
- Respond to these questions with thoughtful and honest detail.
- Encourage your parent/guardian to complete the optional parent/guardian essay – parent and guardian perspectives provide valuable insight that can truly make your letter stand out!

1. **Do your transcript, grades, and/or test scores reflect your academic ability/ potential? Explain why or why not.**

2. **Reflect on one or more significant extracurricular activities, work experiences, and/or volunteer experiences you have been involved in during high school and how you've changed as a result.**

3. **Beyond school-related activities, what other hobbies or interests do you have that you enjoy, and what do you get out of them?**

4. **What are your career or college goals, and why are they important to you?**

5. **Describe something that excites and motivates you.**

6. Choose 3 adjectives that describe you. Give one specific experience/example that illustrates how.

7. What is a major strength or talent you have? How has it helped or will it help you and/or others?

8. If your best friend or parent were filling this out, what would he/she/they say is one of your best strengths/characteristics? Provide an example of it.

9. What is an obstacle, challenge, or weakness you have overcome? How did you overcome it and what did you learn from the experience?

10. Is there anything else that has affected you over the course of your life that you would like me to discuss in a letter of recommendation? (Use the back side of this page, or we can talk more about this during our follow-up meeting.)

Additional Information - Optional Parent / Guardian Essay

Parents and guardians often provide perspectives on their students that we don't see otherwise! What makes your child special or unique? What are you most proud of? Include any additional information that would help us write a recommendation below or attach a separate page. All information will be kept confidential.

[illegible]



Thoreau Program Application (9-10th Grade)

Thoreau School is an Ashland High School alternative program which is aimed at building each student's "conscious endeavor" through exploration, inquiry, discovery, and reflection. Adhering to Thoreau's philosophies of naturalism and social justice for all, we aim to prepare our students for success with the 21st century school model. The program offers a challenging curriculum which builds critical thinking skills and fosters academic excellence while developing the individual within a classroom community. The students articulate their strengths, discover their passions, and have opportunities to develop, contribute, and demonstrate their knowledge using creativity and innovation. The integrated curriculum is supplemented by outdoor exploration and service learning opportunities which build character, confidence, and personal responsibility as well as offer experiential and hands on learning opportunities. The teachers are dedicated to nurturing the physical, intellectual, emotional and social needs of the students.

It is three periods of a student's schedule and meets every other day. Students selected for this program will approach their academic studies in a rigorous and collaborative way. In addition to teacher directed curriculum, students will pursue projects and activities of their own design. Students will learn the skills of English, Social Studies and Science as guided by the teacher. Thoreau is an alternative program for students who want to graduate from Ashland High School. Attendance is critical to success in this program. Students must commit to regular attendance in all classes to be eligible for Thoreau.

Name			
Phone		Email	
Student Signature		Parent / Guardian Signature	

Please answer the following questions in complete sentences unless a list is requested (please attach an additional sheet if more space is required).

1. Why would you like to join Thoreau School? What aspects of this program interest you?

2. What do you imagine will be the hardest part of this program for you?

3. How committed would you be to attending not only your Thoreau classes but also your other on-campus classes?

4. How much would community-building activities appeal to you (rope courses, field trips, camping / backpacking, or day-hikes)? Explain.

5. Can you commit to regular attendance, group accountability, and a consistent willingness to learn? Explain why or why not.

6. Is there anything else we should know?

Any Parent or Student comments (use back or attach):



Catalyst Program Application (11-12th Grade)

"Catalyst" is a dynamic term meaning a person or thing that creates change, adds energy and inspiration in others. This program at AHS reflects that definition. It is three periods of a student's schedule and meets every other day. Students selected for this program will approach their academic studies in a rigorous and collaborative way. In addition to teacher directed curriculum, students will pursue projects and activities of their own design. Students will learn the skills of English, social studies, science or elective credits guided by a teacher. In addition to course work, students will prepare meals, work in the Greenhouse and have internships in the Ashland community. Catalyst is an alternative program for students who want to graduate from Ashland High School. Attendance is critical to success in this program. Students must commit to regular attendance in all classes to be eligible for Catalyst.

Student Name		Grad Year	
Home Phone		Date	
I support my student's application into the Catalyst program.			
Parent / Guardian Signature			

Please answer the following questions in complete sentences unless a list is requested (please attach an additional sheet if more space is required).

1. Why are you applying to Catalyst?

2. Give examples of your past success either in school or outside of school.

3. Give an example of when you have worked well with others.



4. What skills or personal qualities will you bring to the program?

5. If you could learn and work in the community of Ashland, what would you want to do?

6. List the topics that you are curious about.

7. Make a random list of things that come to mind when you hear the word, "student."

8. Attach a product that makes you proud (such as: artwork, photographs, music, poetry, writing samples).

Community Service Hours



(Maximum of 50 hours can be paid work.)

Student Name		Today's Date		Hours Completed	
Student Email		Date(s) of Service		Circle One	Paid / Unpaid
Name of Mentor				Graduation Year	

Description of Service:

Signature of Mentor		Date	
---------------------	--	------	--

Office Use Only						
	Previous		Current		Total	Initials
Paid		+		=		
Unpaid						

Community Service Hours



(Maximum of 50 hours can be paid work.)

Student Name		Today's Date		Hours Completed	
Student Email		Date(s) of Service		Circle One	Paid / Unpaid
Name of Mentor				Graduation Year	

Description of Service:

Signature of Mentor		Date	
---------------------	--	------	--

Office Use Only						
	Previous		Current		Total	Initials
Paid		+		=		
Unpaid						



Insurance Verification

Schools are continually concerned about the safety of students. This concern is intensified in those instances where class activities involve the use of power machinery. Teachers in these courses take special care to supervise machine operation, outline prescribed safety procedures, and instruct in the proper use of the apparatus involved. Despite these precautions, accidents can still occur. In recognition of this fact, the School District has instigated the following regulation:

- Any student enrolled in a class where potentially harmful machinery is utilized must provide verification that they are covered by insurance that would be applicable in the case of a classroom mishap or accident.

To comply with the regulation, this form must be completed and signed by the appropriate parent, and filed in the Principal's office by ALL students enrolled in the following classes:

- Carpentry / Advanced Woodworking
- Culinary / Foods
- Fiber Arts
- Manufacturing
- Mechanics
- Metal Fabrications
- Stained Glass & Wood Sculpture
- Stage Management / Theatre Arts

Student Name		Grade	
Class & Period (list all applicable)			

Check A or B

- A. _____ - My student is covered by insurance purchased at Ashland High School for the current school year. (<https://www.myers-stevens.com/enrollment-page/>)

	Plan	Low Option	Mid Option	High Option
	School Time Accident	\$70.00	\$84.00	\$90.00
	24/7 Accident Plan	\$277.00	\$349.00	\$375.00
	Student Accident & Sickness Plan	\$239.00 initial payment, \$388 every 2 months		

- B. _____ - My student is covered by my own private insurance.

Insurance Company	
Policy Number	

Parent / Guardian Signature		Date	
------------------------------------	--	-------------	--



Transcript Request Form

Ashland High School transcripts are created, processed, and stored by the Registrar. Please allow up to 5 days for the request to be processed. Transcript requests are free for current students and students who graduated the previous school year. There is a \$4 processing fee for each transcript for requests from other years.

Fill out online here - <https://forms.office.com/r/KVEjSRnNXm>

Student Name (while attending school)				
Today's Date	Grade	Date of Birth	Contact Phone	Contact Email Address
Official	Unofficial	School, Scholarship or Program to receive transcript		
	Is this for an OSAC application? (you must register on their website first)			

Please do the following with my transcript:

	Mail it directly to the college	
	Hold it for me to pick up in the main office	
	Call me when it is ready at this number	
	Email me it to me at this email address	
	Mail it to me at this address	

Mail / deliver this form (with attached check) to:

Ashland High School ATTN: Registrar
201 S. Mountain Ave.
Ashland, OR 97520

OR

Call 541-482-8771 to pay by credit card

You may also email questions and requests to the registrar:

Jay.Villanueva@ashland.k12.or.us

Office Use Only (initial/date)

Amount Due (\$4/ea) _____; Mark record _____; Paid _____; OSAC _____; Date Mailed: _____



Release of Directory Information

The Ashland School District hereby gives notice of the intent to release student directory information. Directory information regarding students may include the following: **student's name, date and place of birth, address and phone number, parents' or guardians' names and email address, major field of study, GPA, participation in recognized sports and activities, weight and height of athletic team members, dates of attendance, degrees or awards received, most recent previous school attended, such illness or accident information as may be appropriate for dealing with health and safety emergencies.**

Fill out online here - <https://forms.office.com/r/yYQh2ZZZ3r>

Directory Information & Media Release

The Family Educational Rights and Privacy Act (FERPA)* is a Federal law that protects the privacy of student education records. Parents and eligible students (18 years or older) have the right to refuse to let the district release any of this information. If you do not wish to allow the release of directory information, please notify the school office in writing within 15 days of registration. If you do not allow the release of directory information, the school will not be able to include the student in honor roll, press releases, yearbook, other media productions, team rosters, programs, and other publications. Directory information is routinely provided to military recruiters to comply with the No Child Left Behind Law.

I, the parent/guardian of _____, will opt out of the following:

_____ - I do not give permission for my child's photograph to be included in the school yearbook, newsletter, newspaper, school-operated or sponsored social media, and other print or internet publications.

_____ - I do not give permission for my child's name to be included in the school yearbook, newsletter, newspaper, school-operated or sponsored social media, and other print or internet publications.

_____ - Please do not release my student's directory information to the Armed Forces

Ashland High School is dedicated to providing students with the opportunities that will highlight their successes and talents. Technology, media releases, and public display of student work are a few ways students can gain recognition for their efforts. Students may be recognized through pictures, audio recording, video recording, etc. via school social media posts (Facebook, Instagram), school newsletters, school video news, district/school websites, and / or local newspapers.

_____ - Please do not publish my student's photo/image and student work online or in print (i.e. social media, website, newsletter, yearbook, press releases, programs, and other publications)

This form is valid for the school year. During registration each year, either this form can be filled out again or it can be marked during the registration process.

Print name: _____ Signature: _____ Date: _____

**Additional FERPA information can be found in the [Student Records](#) section of the AHS Student Handbook, the US Department of Education also has information on FERPA at <https://studentprivacy.ed.gov/>*

Office Use Only (initial/date)

Update PowerSchool record _____; File form in record _____;



Dance Guest Pass Form

Homecoming _____ Prom _____

Date due by _____

Current AHS Student _____

For Administrative Use Only

All Ashland High School (AHS) students are required to follow the Dance Policy. Students inviting a guest who is not enrolled at AHS must complete this form and return it to **Dean** by the advertised deadline. An **Administrator or Dean** will review and approve each request. *For Prom, if invited by upperclassmen, enrolled at AHS 9th & 10th grade will need to fill out guest form.*

Important Notes:

- Guest pass form due to the AHS front office by: _____
- Guests must be a **high school student or recent graduate** (not older than 20 years old).
- **Middle school students may not attend.**
- Each AHS student may bring only **one guest**.
- Guests must be accompanied by their AHS host student for the entire event (including check-in).
- Guests must present **photo identification** at the door.
- If a guest is not currently attending a high school, a **mandatory conference with an AHS Administrator Dean or designee** prior to the dance is required.

AHS Student Information

Name: _____

Grade: _____

Phone Number: _____

Guest Information

Name: _____

Age: _____ (may not exceed 20)

School Currently Attending (if applicable): _____

Phone Number: _____

Guest Parent/Guardian Information

Parent/Guardian Name: _____

Phone Number: _____

Signature: _____ Date: _____

Guest School Administrator Verification

(Required if guest is currently enrolled in high school)

I verify that the above student is enrolled in good standing at our school.

Administrator Name: _____

Title: _____

Phone: _____

Signature: _____ Date: _____

School Administrator business card (if available): _____

AHS Student & Parent Acknowledgment

We understand that both the AHS student and their guest are responsible for following all AHS Dance Policies. Failure to comply may result in removal from the event and loss of future dance privileges.

AHS Student Signature: _____ **Date:** _____

AHS Parent/Guardian Signature: _____ **Date:** _____

AHS Administrator/Dean Approval

☐ Approved

☐ Denied

Administrator Name: _____

Signature: _____ Date: _____

Ashland High School Dance Policy

Ashland High School values school dances as opportunities for students to come together, celebrate school spirit, and build positive community culture. To ensure a safe and enjoyable experience for all, the following expectations apply:

Eligibility to Attend

- Students must have **90% or better attendance** to be eligible to attend dances. *Exceptions upon Administrative approval.*
 - Students must maintain **good standing with academics and behavior** as outlined in the AHS Code of Conduct. [ASD Policy JFC Student Conduct](#)
 - Any student under suspension, expulsion, or with outstanding disciplinary consequences is not eligible to attend.
 - For **Prom**, underclassmen (grades 9 & 10) may only attend if they:
 - Meet all dance guidelines, **and**
 - Submit a **guest form** for administrative approval.
-

Guest Policy

AHS students inviting a student who is not enrolled at AHS must submit a **Guest Pass Form** to the main office by the advertised deadline. Once submitted to the office, an administrator or dean will review the form for approval.

Guest Pass Rules:

- Guest pass form due to the front office by _____.
- Guests must be a **high school student or recent graduate**.
- Guest age must **not exceed 20 years old**.
- AHS students may only bring **one guest**.
- **Middle school students may not attend.**
- The guest must be **accompanied by their AHS student host** for the entire duration of the event (including check-in).
- The guest must present **photo identification** to be admitted.
- If a guest is not currently attending a high school, a **mandatory conference with an AHS administrator** prior to the dance is required to determine if the guest will be approved.

Behavior Expectations

- All school rules and district policies apply at dances, both on and off campus.
- Students are expected to conduct themselves respectfully toward peers, staff, and chaperones.
- Dancing must remain school-appropriate. Inappropriate or unsafe behavior may result in removal from the event.
- Substances including alcohol, tobacco, and drugs are strictly prohibited.

Entry & Identification

- Students must present a valid AHS student ID for entry.
- Guests must present photo ID and be accompanied by their AHS host student.
- No re-entry is allowed once a student or guest leaves the event.

Other Guidelines

- Ticket sales close at the posted deadline; no tickets will be sold at the door unless otherwise announced.
- Students are expected to arrange safe transportation before and after the dance.

Ashland High School

Inspiring learning for life!

FRANCISCO ATANES, Interim Principal

STUDENT HANDBOOK ACKNOWLEDGMENT FORM

By signing below, we acknowledge that we have received, read, and understand the policies, rules, and expectations outlined in the Ashland High School Student Handbook for the 2025-2026 school year. We understand that the handbook contains important information regarding academic expectations, behavior guidelines, student responsibilities, disciplinary procedures, and other school policies.

I understand and consent to the responsibilities outlined in the Student Code of Conduct as outlined in the Ashland High School Student Handbook.

I also understand and agree that my student shall be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school during the regular school day, at any school-related activity regardless of time or location and while being transported on district-provided transportation, including while traveling to and from school or at bus stops.

I understand that should my student violate the Student Code of Conduct they shall be subject to disciplinary action, up to and including expulsion from school and/or referral to law enforcement officials, for violations of the law.

We agree to support and comply with the code of conduct and all other rules and procedures contained in the handbook. We understand that failure to adhere to these policies may result in disciplinary action as outlined in the handbook.

We understand that this signed form will be kept on file at the school as evidence of our acknowledgment and agreement.

Student Name: _____ Grade: _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Please sign and return this form to the Ashland High School Main Office