

Ashland School District

TRAILS Outdoor School

Family/Student Handbook



2025-2026

T.R.A.I.L.S: Trust, Respect, Awareness, Integrity, **Leadership, Stewardship**

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

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Chris Casaus	Gen EA		Christopher.Casaus@ashland.k12.or.us
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Helen Cleary	Office Mgr.	1214	Helen.Cleary@ashland.k12.or.us
James Bowers	6/7 Teacher	1252	James.Bowers@ashland.k12.or.us
Janéa Holmquist Newbry	SPED EA		Janea.HolmquistNewbry@ashland.k12.or.us
Jenifer Carstensen	Music Teacher		Jenifer.Carstensen@ashland.k12.or.us
Jennifer Pelzer	SLPA EA		Jennifer.Pelzer@ashland.k12.or.us
JoEllen Meyeroff	K/1 Teacher	1255	JoEllen.Meyeroff@ashland.k12.or.us
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Laurie Green	4/5 Teacher	1215	Laurie.Green@ashland.k12.or.us
Lynn Sorsoli	Youth Adv.	1257	Lynn.Sorsoli@ashland.k12.or.us
Marcia Ososke	7/8 Teacher	1251	Marcia.Ososke@ashland.k12.or.us
Matt Hartt	Psychologist		Matt.Hartt@ashland.k12.or.us
Sara Evans	1/2 Teacher	1256	Sara Evans < Sara.Evans@ashland.k12.or.us >
Terry Burns	Reading Teach.	1264	terry.burns@ashland.k12.or.us

Dear Families,

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

Endorsed by the Ashland School Board, TRAILS Outdoor School was established in 2006 to diversify public school offerings for families in Ashland. Rooted in current research in educational philosophy and child psychology, TRAILS provides unique, rigorous, and enriching educational experiences for our community's children.

TRAILS is designed to offer academically challenging education for students in kindergarten through eighth grade, with a focus on natural science, traditional arts, and music. As a small community school, TRAILS serves 125 students in multi-age classes.

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

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

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

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

Sincerely,

Ericka Beck-Brattin
Principal
TRAILS Outdoor School

SCHOOL SCHEDULE

8:05-8:35 Breakfast Offered at AMS Cafeteria
8:05-8:35 Students Arrive
8:35 Students Escorted to Classrooms
8:40 Instruction Begins
3:05 Dismissal (on Wednesday, Dismissal is at 1:50)

ABOUT TRAILS OUTDOOR SCHOOL

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

TRAILS Outdoor School Values and Celebrates:

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

Educational Tenets

- Children learn new concepts in relationship to experience and previous knowledge
- The construction of knowledge by the child leads to comprehensive, authentic learning
- The interaction with the natural world supports academic growth

- Art serves as the human expression of beauty as well as an important tool of communication
- Positive social relationships are essential to successful learning
- Small schools enhance student comfort, socialization and learning.
- The teachers' art is to create a stimulating environment and participate as a learner.

FIELD STUDY VENUES AND OUTDOOR EDUCATION

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

As a TRAILS student, active participation in outdoor education is not only encouraged but **crucial** to fully embrace the unique educational experience that TRAILS offers. Our students spend almost every Friday outside the classroom, supporting our units of study and local stewardship projects. Participation in all outdoor education days is required and forms a critical part of our education program. During these outdoor experiences, students gain hands-on application of classroom concepts and valuable life-long outdoor skills, including preparedness, safety, and group awareness. Notably, our middle school-aged students trek nearly 150 miles per year, fostering resilience, teamwork, and a deep connection to nature.

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

LOCATION

**158 Walker Avenue
Ashland, Or 97520**

SAFETY GUIDELINES FOR ARRIVING AND DEPARTING FROM SCHOOL

Before school hours, students must not be on campus unsupervised before the official start time of 8:05 AM. Please avoid dropping off students earlier than this time. After school, there is no supervision provided after 3:15 PM. Students not picked up by 3:15 PM should report to the office and wait for parents to pick them up. On Wednesdays, during early release, students need to be picked up at 1:50 PM. Additionally, the designated fire lane is strictly for pick-up and drop-off; parking is not allowed, and violators may face fines.

WALK, BIKE, SCOOTER TO SCHOOL

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

TITLE I HIGHLY QUALIFIED STAFF REQUIREMENTS

TRAILS Outdoor School qualifies for Title I funding under the federal *ESEA Act*. This Act requires that certain teachers and paraprofessionals meet specific requirements that qualify them as

“highly qualified.” All TRAILS teachers meet the standards to be Highly Qualified.

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

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules, and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation, or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation, or collective bargaining agreement. Board policies are available at each school office, at the district office during business hours and on the district website.

This handbook is not intended as a contract. Any information contained in this student handbook is subject to revision or elimination. Appropriate notification will be provided.

I understand and consent to the responsibilities outlined in the Student Code of Conduct as outlined in School Board Policy JFC-Student Conduct <https://policy.osba.org/ashland/J/JFC%20D1.PDF> . 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.

I understand that certain information about my student is considered directory information and is generally not considered harmful or an invasion of privacy if released to the public. This information can be released without parental consent, unless the student has been opted out. As outlined in Ashland School Board Policy, JOA – Directory Information <https://policy.osba.org/ashland/J/JOA%20D1>

I also understand that certain student information is considered personally identifiable information and may be released only with prior notification by the district of the purpose(s) the information will be used, to whom it will be released, and my prior written, dated, and signed consent, unless otherwise permitted by law. Personally identifiable information includes, but is not limited to: the student's name or the name of the student's parents or other family member; the address of the student or

student's family; personal identifiers such as the student's social security number, student identification number, or biometric record; a list of personal characteristics that would make the student's identity easily traceable such as their date of birth, place of birth, and parent's maiden name; information requested by a person who the district reasonably believes knows the identity of the student to whom the educational records relates; or other such information that would make the student's identity easily traceable. As outlined in Ashland School District Policy, JOB – Personally Identifiable Information <https://policy.osba.org/ashland/J/JOB%20D1.PDF> and Ashland School District Policy, JO/IGBAB – Education Records/Records of Students with Disabilities https://policy.osba.org/ashland/J/JO_IGBAB%20G1.PDF

I understand that unless a parent or eligible student objects to the release of any or all of this information within 15 school days of the date this student handbook was issued to my student, directory information may be released by the district for use in local school publications, other media, and for such other purposes as deemed appropriate by the principal.

A parent or student 18 years of age or an emancipated student, may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their name, identifier, institutional email address in a class in which the student is enrolled, or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in policy JOA - Directory Information.

I have checked those types of directory information listed below that I wish the district to withhold:

- ☐ Student's name
- ☐ Student's address
- ☐ Student's telephone listing
- ☐ Student's email address
- ☐ Student's photograph
- ☐ Student's date and place of birth
- ☐ Major field of study

- ☐ Participation in officially recognized sports and activities
- ☐ Weight and height of members of athletic teams
- ☐ Dates of attendance
- ☐ Degrees or awards received
- ☐ Most recent previous school or program attended

By signing below, I acknowledge receipt and agree to abide by the T.R.A.I.L.S. Handbook.

Parent Signature

Date

Student Signature

Date

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The Ashland School District is driven to meet its mission to empower students to be lifelong learners, responsible citizens and stewards of the world. Ashland schools are the heart of our community, where kids are connected and families are supported.

The Ashland School District is proud of its high academic achievement, broad learning options, commitment to the arts and dedication to diversity, equity and inclusion. We are excited to partner with you to fulfill our vision to inspire learning for life.

BELLVIEW ELEMENTARY SCHOOL

1070 Tolman Creek Rd. Ashland, OR 97520

Christine McCollom, Principal

Phone 482-1310 FAX: 482-2591

EMAIL:

christine.mccollom@ashland.k12.or.us

WEB SITE:

www.ashland.k12.or.us/bellview

HELMAN ELEMENTARY SCHOOL

705 Helman Street
Ashland, OR 97520
Susan Hollandsworth, Principal
Phone: 482-5620 FAX: 482-2560
EMAIL:
susan.hollandsworth@ashland.k12.or.us
WEB SITE:
www.ashland.k12.or.us/helman

WALKER ELEMENTARY SCHOOL

364 Walker Avenue
Ashland, OR 97520
J'me Strowbridge, Principal
Phone: 482-1516 FAX: 482-2671
EMAIL:
jme.strowbridge@ashland.k12.or.us
WEB SITE:
www.ashland.k12.or.us/walker

**WILLOW WIND COMMUNITY
LEARNING CTR K8**

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

T.R.A.I.L.S. OUTDOOR SCHOOL K8

158 Walker Ave. Ashland, OR 97520
Ericka Beck-Brattin, Principal
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ericka.beckbrattin@ashland.k12.or.us
WEB SITE: www.ashland.k12.or.us/trails

ASHLAND SCHOOL DISTRICT #5

885 Siskiyou Boulevard
Ashland, OR 97520
Joseph Hattrick, Superintendent
Phone: 482-2811 FAX: 482-2185

EMAIL:

joseph.hattrick@ashland.k12.or.us

EXECUTIVE ASSISTANT: Holly Rosser

EMAIL: holly.rosser@ashland.k12.or.us

WEB SITE: www.ashland.k12.or.us

SCHOOL BOARD MEMBERS

Rebecca Dyson
Deltra Ferguson
Russell Hatch
Jordan Rooklyn
Daniel Ruby
EMAIL: school.board@ashland.k12.or.us
WEB SITE:
<https://www.ashland.k12.or.us/o/school-board>

Ashland School Board meeting notices, notes and additional information can be found at:

<https://www.ashland.k12.or.us/o/school-board>.

School board meetings are held the second Thursday of each month from 6:30 pm-9:00 pm.

**ASHLAND SCHOOL DISTRICT
STATEMENT OF
NONDISCRIMINATION**

The Ashland School District does not discriminate on any basis protected by law, including but not limited to, an individual's perceived or actual race^[1], religion, color, national or ethnic origin, mental or physical disability, marital status, sex, sexual orientation, gender identity, 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, and other applicable civil rights or discrimination laws; Section 504 of the Rehabilitation Act; the Americans with Disabilities Act; the Americans with Disabilities Act Amendments Act; and Title II of the Genetic Information Nondiscrimination Act.

The district prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including admission and employment. Inquiries about Title IX may be referred to the district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The following have been designated by the district:

Title II and Title IX Officer Michelle Cuddeback Assistant Superintendent Ashland School District 885 Siskiyou Blvd Ashland, OR 97520 541-482-2811 michelle.cuddeback@ashland.k12.or.us	504 Manager and Title IX Officer April Harrison Director of Student Services Ashland School District 885 Siskiyou Blvd Ashland, OR 97520 541-482-2438 studentservices@ashland.k12.or.us	Civil Rights Coordinator April Harrison Director of Student Services Ashland School District 885 Siskiyou Blvd. Ashland OR 97520 541-482-2438 studentservices@ashland.k12.or.us
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The district's nondiscrimination policy and grievance procedures can be located at <https://www.ashland.k12.or.us/page/nondiscrimination-notice>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to <https://www.ashland.k12.or.us/page/title-ix-compliance>.

Any person, including students, staff, visitors, parents and third parties may file a complaint. The person with a complaint regarding possible discrimination on any basis protected by law should contact the district's civil rights coordinator: April Harrison

The district's final decision may be appealed to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-075-0001 – 581-075-0045.

Verification of Residency

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

This includes:

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

Appropriate Documentation

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

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

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

What If I Don't Have Needed Documents?

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

Services Department for support in addressing your child's school needs.

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

Assignment of Students to Classes, Retention & Acceleration

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

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

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

Process for Promotion/Retention of Students

Principals will generally rely on prior school history and chronological age to determine appropriate grade level. Students will be placed at the grade for which they are academically, socially and emotionally prepared. Parents/guardians may request consideration for retention or promotion of continuing students at any time during the school year.

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

Students Moving in from Other Districts

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

Kindergarten And First Grade Entry Age

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

September 1 of the school year they want to enter first grade.

Kindergarten or First Grade Early Entry

Early entry into school will be allowed for a student whose fifth (Kindergarten) or sixth (first grade) birthday occurs after September 1, but not later than November 15 and who is sufficiently advanced to succeed in the educational program based on an analysis by qualified professional staff of his/her cognitive, social and physical development.

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

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

Applying for Early Entrance

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

Late Entry/Retention of Kindergarten Students

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

Late-age students (turning 6 years of age before September 1) seeking to enroll in a K-12 program for the first time may request enrollment in Kindergarten if they are late aged by submitting a request to the principal of their neighborhood school.

Late-Age Kindergarten Request Steps:

Step 1: Complete the online enrollment & registration process for 1st grade at: ashland.k12.or.us/registration
Step 2: Complete and provide the following supporting documents to the child's neighborhood school:

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

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

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

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

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

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

Attendance and Tardies

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

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

Excused Absences

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

- Personal or Family Illness
- Mental or Behavioral Health Absence
- Military Dependent Absence
- Medical or Health Care Appointment
- Death of a Loved One or Family Emergency
- Religious Holidays and Instruction
- School-Sponsored Absence
- Court Appearance

Parents/Guardians will have 2 school days after an absence occurs to excuse the absence(s). The Parent/Guardian must notify the school regarding each day the student is absent. This can be done by a phone call to the school office, by

sending a signed note, or by emailing the Office Manager. Students leaving due to an appointment/illness during class-time must first be checked out at the school office. Students arriving late in the morning or after lunch, or who are returning from an appointment, must also be checked in at the school office prior to returning to class, otherwise the absence will be unexcused.

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

Students Unable to Attend Because of Religious Beliefs:

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

Absences Due to Religious Instruction:

Through prior arrangement with the front office, a child attending the public school may be excused from school for periods not exceeding two hours in any week for elementary pupils and five hours in any week for secondary pupils to attend weekday schools giving instruction in religion. ORS 339.420

Unexcused Pre-arranged Absences

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

Examples of unexcused absences even if pre-arranged include:

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

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

Absences Longer Than 10 Consecutive Days

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

Tardies and Early Pick-up

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

Daily Notifications

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

Attendance Codes

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

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

School Closure, Severe Weather/Emergencies and Emergency Drills

If the schools are unable to open due to inclement weather or for any special condition, the local radio and T.V. stations will be notified by 6:00 a.m. Also check the district website at www.ashland.k12.or.us for updates. An emergency may result in a 2 -hour delay or full day closure depending on the situation. In the event of a two-hour delay, we cannot guarantee supervision prior to the start of school (2-hours later than normal). Please refer to the Ashland School District website for Emergency Notifications. Bus schedules will also operate on a 2-hour delay.

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

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

Emergency drills are conducted monthly to familiarize our students with procedures. . These include one fire drill within the first 10 days of school, two earthquake drills per year, and at least two drills addressing safety threats. Safety threat drills cover procedures such as lockdown, lockout, shelter-in-place, and other appropriate actions in response to potential threats to student and staff safety.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. an explanation of how the situation was resolved.

Telephones and Cell Phone Use

In order to avoid undue classroom disruptions, all phone calls go directly to teachers' voice mail. If it is an emergency, the office will take appropriate steps. Cell phones and smart watches must be turned off and stored in backpacks at all times. Student use of a cell phone or smart watch on campus will result in confiscation. Confiscated cell phones or smart watches will be released to parents/guardians. If students need to call home during the school

day, they must have permission from their classroom teacher and/or the office and call from a school phone.

Electronic Devices/Toys/Social Media

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

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

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

Parents/Guardians Visiting School

Parents/guardians are invited and encouraged to participate in their child's school activities. Parents/guardians are invited to attend special events and assemblies, be a guest speaker, or visit to eat lunch with their child. Please check with your child's teacher before you plan to visit the classroom.

Volunteers, please see the volunteer process below.

For the security of our children and staff, if you wish to visit your child's school campus or classroom, please remember to sign-in in the office so we can be aware of who is in the building and the nature of your business. Photo ID of visitors may be requested. In the absence of photo ID, a visitor may be denied access to the district facility. Prospective families will not be allowed to sit in on a current class.

School Aged Children Visiting School

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

Volunteers/Visitors

ALL VOLUNTEERS AND VISITORS MUST CHECK IN AT THE OFFICE!

We welcome volunteers. All volunteers must complete a **Volunteer Registration Form** each school year. This includes a background check that may take up to four weeks to complete and may include fingerprinting. Please sign the monthly volunteer roster in the office every time you volunteer. All volunteers must abide by the student dress code and drug and alcohol policy. If you are not affiliated with a student and are visiting for some other reason, it must be pre-arranged, and you must sign in. A staff member must accompany you at all times unless you have gone through the volunteer process above.

Animals on Campus

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

Classroom Parties and Snacks

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

Clubs and Organizations

Student clubs, organizations and performing groups may establish rules of conduct – and consequences for misconduct – that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization.

School Insurance

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

Field Trips and Chaperone Guidelines

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

Student Dress Code

Students should wear appropriate clothing and footwear to school.

- Students must wear clothing including both a shirt with pants, shorts, skirts, or the equivalent and shoes.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see through.
- Hats, hoodies, and other headwear must allow the face to be visible and not interfere with line of sight to any student or staff.
- Any clothing or personal item with symbols, words, or pictures that promote the use of drugs or alcohol, are violent in nature or are sexually explicit, or cause a disruption to the learning environment are not allowed for school wear.
- Clothing and personal items may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing or footwear that is unsafe for learning activities or active classrooms is not allowed.
- Athletic shoes are required for PE and all outdoor activities.
- Shoes with rollers are not allowed.

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

Student Fees, Fines, and Charges

The board recognizes the need for student fees to fund certain school activities. The school requests \$20.00 at the time of registration. No student will be denied an education because of his/her inability to pay supplementary fees.

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits, including:

1. Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student;

2. Voluntary purchases of pictures and yearbooks;
3. Student accident insurance and insurance on school-owned instruments.

School Discipline

Students are expected to behave in such a manner that all may function in a **Safe, Respectful, and Responsible** environment. All of Ashland's elementary schools are PBIS (Positive Behavior Interventions and Supports) schools. Please check our district website at www.ashland.k12.or.us for more information about PBIS. A student who violates the Student Code of Conduct shall be subject to disciplinary action **This prohibition applies during the regular school day and/or at any district-related activity, regardless of time or location, and while being transported on district-provided transportation.** The ultimate goal of all school discipline is for the student to learn, grow and make appropriate choices in the future. Parent involvement is expected if behavior persists or is harmful to the child or others. Ashland Public Schools believe that clear and consistent boundaries are important to assure the safety and welfare of students and staff. Expected behaviors for specific areas in the school such as cafeteria, library, hallways, courtyards, bus area and playground are taught and reviewed several times a year.

Consequences for failure to make positive choices may include, but not be limited to, any of the following: participation in restorative justice practices, time out in the office, time in an alternate educational setting, conference with parents/guardians, in school suspension, out of school suspension, loss of privilege, exclusion from a field trip or bus, and/or individualized behavioral contracts/support plans.

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

Board policy states that the unlawful possession, use, sale, or supply of any alcohol, narcotics including marijuana or any illegal drug, or any substance purported to be a drug, on or about the school premises or at any school-sponsored activity is prohibited. The policies are also interpreted to include drug paraphernalia. This prohibition applies during the regular school day and/or at any district-related activity, regardless of time or location, and while being transported on district-provided transportation. This rule applies K-12; however, elementary principals may use discretion with students based on each child's unique circumstances.

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

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

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

Bus Information

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

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

Bus Safety Rules

1. Pupils being transported are under authority of the bus driver.
2. Fighting, wrestling, or boisterous activity is prohibited on the bus.
3. Pupils will use the emergency door only in case of emergency.
4. Pupils will be at assigned stop five minutes prior to scheduled pick up time.
5. Pupils shall not bring firearms, weapons, or other potentially hazardous material on the bus.
6. Pupils shall not bring animals, except approved assistance guide animals on the bus.
7. Pupils will remain seated while the bus in motion.
8. Pupils may be assigned seats by the bus driver or Principal.
9. When necessary to cross the road, pupils shall cross in front of the bus or as instructed by the driver.
10. Pupils will not extend their hands, arms, or heads through bus window.
11. Pupils will have written permission to leave the bus other than at home or school.
12. Pupils will converse in normal tones; loud or vulgar language is prohibited.
13. Pupils will not open or close windows without the permission of the bus driver.
14. Pupils will keep the bus clean and must refrain from damaging it.
15. Pupils will be courteous to the driver, to fellow pupils, and passers-by.
16. Pupils who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.
17. Eating and drinking are prohibited.
18. Large items (which cannot be safely transported while held in a student's lap) are prohibited.
19. Glass is not allowed on the bus unless confined in another container.
20. Possession/and or use of illegal drugs, alcohol or tobacco is prohibited.

Disciplinary Procedures for Bus Violations

The bus driver notifies the Director of Transportation when there is a violation of bus safety rules.

Parents/guardians will then be contacted in a timely manner. School buses are equipped with video camera monitoring systems that help ensure student safety by recording student behavior.

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

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

First Aid

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

Medications Administered at School

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

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

The following is required:

- A medication authorization form, including the student's name, the medication's name, the dosage, time and route for administering medications, must be completed and signed by the parent/guardian in the school office for both over the counter and prescription medications.
- Written instructions from the physician providing the student's name, name of the medication, dosage, and time of administration for all prescription medications. (The prescription label on the original container may be used to meet this requirement and must match the medication authorization form.)
- *Unused medications must be picked up* by parent/guardian when treatment is complete or at the end of the school year. Medication left at school after the end of the school year will be discarded.

Self-Medication

When necessary, students in grades K-12 are permitted to self-medicate prescription and nonprescription medication upon written request of the parent/guardian with building principal permission and consultation with the district nurse if appropriate guidelines are met. In the case of prescription medication, a signed prescription and treatment plan from the prescriber is required. Such permission may be indicated on the prescription label. Contact the district nurse Erin Hope RN at 541-482-8771 ext. 3105 if your child needs immediate access to their medication and it requires self-administration.

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

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

Contact the school office for additional information and forms.

When is my child sick enough to stay home?

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

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

- Fever in the past 24 hours = or >100.4 - Your child must be fever free for 24 hours without the use of

fever reducing medication prior to returning to school.

- Vomiting in the past 48 hours-Your child should be symptom free for 48 hours without the use of medication prior to returning to school.
- Diarrhea in the past 48 hours, (with or without fever)-Your child should be symptom free for 48 hours without the use of medication prior to returning to school.
- Any undiagnosed rash with or without fever
- Stiff neck or headache with fever
- Unusual behavior change, such as irritability, lethargy, or somnolence
- Jaundice (yellow color of the skin or eyes)
- Skin lesions that are "weepy" (fluid or pus filled)
- Colored drainage from eyes
- Brown/green drainage from nose with fever >100.4.
- Difficulty breathing or shortness of breath; new onset cough -MAY RETURN AFTER symptom-free for 24 hours (no cough or cough is well- controlled) AND per guidance for primary COVID-19 symptoms.
- Strep Throat (must have been taking an antibiotic for at least 24 hours before returning to school)
- Head lice -If your child has live lice, they should be treated with an appropriate "lice killing" shampoo/product prior to returning to school. Your child may return when all live lice are eliminated. Please notify the school office if you have found/treated your child for lice. All information is kept confidential and the school has a process in place to follow.
- Symptoms or complaints that prevent the student from participating in his/her usual school activities, such as a persistent cough, with or without presence of fever or the student requires more care than the school can safely provide.
- The Covid 19 and other communicable disease guidelines are periodically updated by the Oregon Health Authority and the Oregon Department of Education. Any updated guidelines will over-ride the general illness guidelines if they are not in alignment at any time.

Communicable Diseases

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Parents & guardians of a student with a communicable or contagious disease are asked to notify the school office and/or District Nurse so that the appropriate guidance can be provided regarding when the student may return to school. At times, it is necessary to notify other students who may have been exposed to the disease. Every effort is made to maintain student confidentiality when notifications occur.

Students and Staff must be excluded from the school setting if they are in the communicable stages of a school-restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per Ashland School District Policy JHCC-AR (Communicable Diseases, Students). If the disease is a reportable disease, the administrator will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

This restriction is removed by the written statement of the local health officer or a licensed health care provider (with the concurrence of the local health officer, during an outbreak or when a reportable disease occurs) when the disease is no longer communicable to others in the school setting. The restriction may be removed by the district nurse for those diseases indicated by an asterisk (*). These diseases include Covid-19*, Chicken pox*, diphtheria, measles, meningitis, mumps*, lice infestations*, whooping cough, plague, rubella, scabies*, staph infections*, strep infections*, and tuberculosis.

Immunization

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

The decision to immunize is a parent/guardian's choice. Your decision affects not only the health of your child, but also the rest of your family, the health of your child's friends, & their families, classmates, neighbors, & community.

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

Medical Exemption

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

Nonmedical Exemption

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

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

OR

2. View the online vaccine education module. It can be accessed at: www.healthoregon.org/vaccineexemption. After viewing, print a Vaccine Education Certificate at the end of the module and turn it in to the office at your child's school.

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

If you have any questions regarding immunization requirements in the school setting please talk with your school building office manager or call the district nurse, Belinda Brown RN at: 541-482-1611 ext. 3105

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

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

For additional information, check out the Oregon Department of Health and Human Services on the web at <http://public.health.oregon.gov/PreventionWellness/VaccinesImmunization/Pages/index.aspx>

Additional Resources:

www.Ashlandchild.org

Children's Hospital of Philadelphia & CDC website

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

Center for Disease Control (CDC) vaccine safety web site

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

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

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

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

care are in place. Examples of when to speak with the district nurse are **anytime** your child:

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

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

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

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

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

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

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

Suicide Prevention

The school district has developed a Student Suicide Prevention plan in accordance with policy JHH. Students and families can find information about this plan and additional resources on our website

<https://www.ashland.k12.or.us/page/suicide-prevention>

Services for Students with Extended Health Issues

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

Food Allergies

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

Ashland Elementary Schools **do not serve peanut butter or tree nut products in our cafeteria.** When needed, we can offer a peanut free table during lunch and in classrooms where children with severe allergies are provided an allergen-aware environment.

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

Cafeteria Lunch and Breakfast Program

Our schools provide a daily hot breakfast and lunch program. The meals are planned according to the state lunch program standards and provide a well-balanced meal that includes milk, whole grains, proteins, and a variety of fruits and vegetables. Meals are free to all students. No charge for breakfast or lunch.

No applications needed.

<u>School</u>	<u>Breakfast</u>	<u>Lunch</u>
High School	\$0.00	\$0.00
Middle School	\$0.00	\$0.00
Elementary	\$0.00	\$0.00
Adult	\$2.50	\$4.50

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

Students are required to take at least a half of a cup of fruit and or vegetable with their lunch

In keeping with our district's health and wellness policy, please **do not pack soda or candy in student lunches.**

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

Site Council

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

Parent Teacher Committee (PTA, PTO, or PTC)

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

Child Development Specialist

A Child Development Specialist, or CDS, is available at school. This professional is available to work with children, parents/guardians, and teachers to help students with social-emotional skills and that are impacting their education. You may request services through the child's teacher or directly to the specialist.

Curriculum

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

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

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

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

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

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

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

An age-appropriate plan of instruction about human sexuality, AIDS, HIV, and sexually transmitted diseases has been included as an integral part of the district's health curriculum. According to Oregon Law, parents can opt their children out of any or all sexuality education components. However, parents cannot opt their children out of the entire health course or program without written documentation of a religious or disability-related reason. In those cases, parents would also have to demonstrate to the school district how they would be complying with the Health Education Standards with alternative instruction.

□ **Mathematics:** The goals of our mathematics program are for all students to value math, to become confident with mathematical thinking, to solve problems, to communicate mathematically, and to learn to reason mathematically. The purpose of computation is to solve problems. Children develop whole number computation so that they can use a variety of estimation techniques, use calculators in appropriate situations, select and use computational techniques and check to see if the results are reasonable.

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

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

Instructional Materials Complaints

Any resident of the district may raise concerns about instructional materials used in the district's educational program. District officials or staff members who receive such complaints will make an effort to resolve the issue informally.

If the individual wishes to pursue a formal complaint, the procedures outlined in Board Policy II/IIA-R: *Instructional Materials Selection* must be followed. A *Request for Reconsideration of Instructional or Library Materials* form is included in the policy and can also be requested from the school office.

English Language Development

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

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

Assessment Programs

Assessments are a regular part of classroom instruction. They give the student and the teacher feedback on what has been effectively learned, what needs to be re-taught and what to teach next. We have several different types of assessments that happen throughout the school year. Teachers use daily assignments and observations, as well as assessments that are a part of their general curriculum. We also use an assessment called IXL and EasyCBM in reading and math to get a broad picture of where students are with grade level knowledge and skills that isn't tied to a specific curriculum. Students in grades 3-8 participate in the statewide OSAS/Smarter Balanced assessments in math and English language arts. 5th and 8th grade students also participate in the statewide OSAS science assessment. All of this information together lets us know how each individual student is learning and growing, and allows us to evaluate our own instructional practices to continually improve instruction.

The district's assessment program is designed to foster district and school program improvement and determine individual student needs including the

requirements of the Oregon Administrative Rules. Assessments shall be used to measure the academic content standards and Essential Skills and to identify students who meet or exceed the performance standards and Essential Skills adopted by the State Board of Education.

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

Academic Integrity and Artificial Intelligence (AI)

Students are expected to put forth their best effort on tests and assignments. Assisting others is prohibited when it would constitute academic dishonesty. Academic dishonesty includes, but is not limited to, using or sharing prohibited study aides or other written materials on tests and assignments; sharing, collaborating, or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor; and knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.

Violation of the policy may result in discipline as deemed appropriate by the instructor or administration, based on the nature and seriousness of the offense.

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

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

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

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

Students with Disabilities

Section 504

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

Special Education

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

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

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

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

Parental placement in private school or obtaining private services

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

Discipline of Students with Disabilities

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

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

If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed. The district may not suspend for more than 10 days or expel a disabled student or terminate educational services for any behavior which is a manifestation of the disability.

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

Restraint & Seclusion

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

If restraint or seclusion continues for more than 30 minutes 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. 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:
 - (3) The date of the restraint or seclusion;
 - (3) The times the restraint or seclusion began and ended; and
 - (3) The location of the incident.
 - b. A description of the student's activity that prompted the use of restraint or seclusion;
 - c. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
 - d. The names of staff who administered the restraint or seclusion;
 - e. A description of the training status of the staff of the public charter school who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - f. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that includes the lack of training, and the reason why a person without training administered the restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - Name of the student;
 - Name of staff member(s) administering the restraint or seclusion;
 - Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - Location of the restraint or seclusion;
 - A description of the restraint or seclusion;
 - A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;

- A description of the behavior that prompted the use of restraint or seclusion;
 - Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - 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.

The district, upon request from DHS regarding an investigation of an incident of restraint or seclusion as suspected child abuse, shall disclose any records preserved to DHS or its designee which are deemed relevant to the subject investigation, in its original format and without any alteration.

The use of a seclusion cell is prohibited.

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

Houseless Students – We Can Help!

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

In the event a dispute arises over school selection or enrollment of a student in a homeless situation, the student will be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. The student/parent may appeal the school's written decision in accordance the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator.

Talented and Gifted

Our District Talented and Gifted (TAG) Services are designed to provide education for students who are academically talented and/or intellectually gifted in all academic areas. Services attempt to develop the full potential of each and every student. Children may be nominated as TAG through State Assessment results, Individual or Group Administered Intelligence Testing, parent/guardian referrals, student self-referral and/or teacher referrals. Each student nominated for the program is presented to the school TAG committee for further evaluation under district and state guidelines. The job of the TAG team is also to brainstorm academic strategies to support individual TAG students in the classroom. You, as parent/guardian, are encouraged to be part of this process. If you believe your child is academically talented or intellectually gifted, speak with your child's teacher about their observations of your child and how to initiate the referral process.

Reporting Student Progress-Grading & Conferencing

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

Winter report cards follow this scale:

M- Meets expectation for the end of the year standard
 P- Making expected progress toward the end of year standard
 L- Making limited progress toward the end of the year standard
 N- Not taught or assessed yet

Spring report cards follow this scale:

E- Exceeded end of the year standard
 M- Met the end of the year standard
 D- End of year standards not yet met

Student Education Records

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

Directory information can be released in accordance with Board Policy JOB – Directory Information. Information considered directory information is included under Directory Information Selection and Acknowledgement or Receipt of Handbook. Personally identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records shall include:

1. Full legal name of student;
2. Name and address of educational agency or institution;
3. Student birth date and place of birth;
4. Name of parent/guardian;
5. Date of entry into school;
6. Name of school previously attended;
7. Course of study and marks received;
8. Data documenting a student's progress toward the achievement of state standards and must include a student's Oregon State Assessment results;
9. Attendance;
10. Date of withdrawal from school;
11. Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, IEPs, etc.

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

Requests for Education Records

A parent or student may request to view or receive a copy of student records in accordance with Board policy JO/IGBAB – Education Records/Records of Students with Disabilities.

Two-Household Families

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

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

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

The district can only provide one conference for each student. Both parents can attend the student's conference unless there is a specific legal restriction in place. This is true even in cases where one parent has primary custody or sole educational decision-making rights. It is our sincere hope that both parents are able to meet together for the student's conference. Due to staffing limitations we are not able to provide separate conferences.

Parent Email and Internet Permission

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

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

District Internet and Email Rules

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

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. **Parent/guardian permission is required.** Access is a privilege - not a right. Access entails responsibility.

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

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

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

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

- Employing the network for commercial purposes

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

Division 22 Education Standards and Public Complaints

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

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

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

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

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

Board Policy and Regulations

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

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

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

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

Annual Notice: Suspected Sexual Conduct with Students

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

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

be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

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

The district will post in each school building the name and contact information of the designated [licensed administrator] and [alternate licensed administrator], in the event the designated licensed administrator is the suspected perpetrator, for the respective school buildings to receive sexual conduct reports, and the procedures the designee will follow upon receipt of a report.

The designated licensed administrator to receive sexual conduct reports at [name of school] is []. In the event this person is the suspected perpetrator, the [title of the alternative licensed administrator] shall receive the report. When the [licensed administrator title] takes action on the report, the person who initiated the report must be notified. The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

The district shall make available each school year the training described below to volunteers and parents of students attending district-operated schools. This training will be offered separately from the training provided to district employees.

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

Students with Sexual Harassment Complaints

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

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

General Procedures

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

OREGON DEFINITION AND PROCEDURES

Oregon Definition

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

- 3) A demand or request for sexual favors in exchange for benefits;
- 3) Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
- 3) Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

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

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

Oregon Procedures

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

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

Response

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

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

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

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

Investigation

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

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of written communications, including electronic communications;

4. Review of any physical evidence;
and
5. Possible use of third-party investigator.

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

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

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

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

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

No Retaliation

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

1. Educational assignments or educational environment of a student

or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

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

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

Notes

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

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

The written notification must include:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint or, in the case of a student, their parent or legal guardian who filed the complaint, may pursue, including the person designated for the school or district for receiving complaints and any timelines. Care must be taken to observe confidentiality laws when providing information.

4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation

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

The notice must:

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

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

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

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

cohabitated with the complainant as a spouse or intimate partner, by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

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

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

Federal Procedures

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

Reporting

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

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

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁵ The district shall treat complainants and respondents equitably by providing supportive measures⁶ to the complainant and by following a grievance procedure⁷ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint,

and explain to the complainant the process for filing a formal complaint

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

Notice

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

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

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

No Retaliation

Neither the district or any person may retaliate¹⁰ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

Publication

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

Annual Notice: Rights under FERPA

Ashland Public Schools

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

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

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

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

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

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent/guardian or student of the records request unless it states in its annual notification that it intends to forward records on request.]

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

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

Annual Notice: Sharing Directory Information

Ashland Public Schools

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Ashland School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Ashland School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Ashland School District to include this type of information from your child's education records in certain school publications. Examples include:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents/guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent.⁽¹⁾

If you do not want Ashland School District to disclose directory information from your child's education records without your prior written

consent, you must notify the District in writing by **October 1, of the current school year.**

Ashland School District has designated the following information as directory information:

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

Footnotes:

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

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

Ashland Public Schools

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

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student's parent/guardian;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine program eligibility.

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

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

Inspect, upon request and before administration or use –

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

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

Ashland School District will review relevant Board Policies (JOA), in consultation with parents/guardians through building site councils, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. **Ashland School District** will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. **Ashland School District** will also directly notify, such as through U.S. Mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. **Ashland School District** will make this

notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

Parents/guardians who believe their rights have been violated may speak with the Director of Student Services, Ashland Public Schools, or file a complaint with:
Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, D.C 20202-5901

[\[1\]](#) Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

