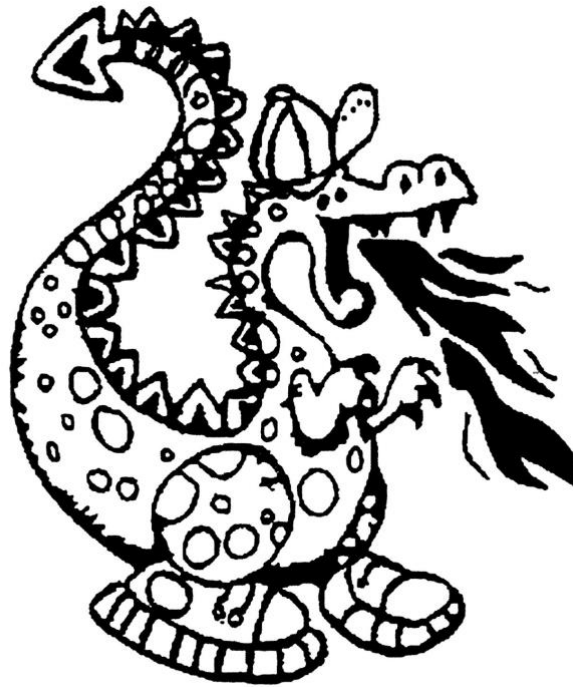


Ashland School District

Helman Elementary

Parent/Student Handbook



2020-2021

Working together to educate the whole child

Dear Families,

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

Helman school is a safe, loving community where each child is honored as an individual, challenged to take risks, develop friendships, reflect on their growth, push themselves to reach their potential, and embrace the wonder that leads to lifelong enthusiasm for learning.

Learning takes place in many different ways here at Helman School. We take pride in honoring the needs of the whole child by providing a rich academic environment coupled with instruction and reflection on social-emotional development. Our teachers go the extra mile to schedule field trips and invite guests into our school to bring diverse experiences and perspectives to our students.

Our Tea with the Principal program helps honor and celebrate positive behaviors. We also provide a wide range of extracurricular activities such as Lego Club, Lego Robotics, Soroptimist Strong Girls Strong Women program, Oregon Battle of the Books and more to help students find and develop their individual passions.

We have a very involved parent community and together we make an excellent partnership in providing outstanding educational opportunities for our children. Our PTA is very active and provides invaluable support through community events such as the Helman Hoedown, Talent Show, Science Fair, and Mayfaire (to name a few)!

This handbook should provide answers to many of your questions. Should you have more, feel free to stop by the office.

Sincerely,

Michelle Cuddeback, Principal
Helman School

SCHOOL SCHEDULE

- 7:45 Breakfast served in the cafeteria
Students must be in a supervised area:
playground, library, cafeteria
- 8:15 Morning Bell – Students report to
classrooms
- 8:20 Classes begin
- 1:30 Wednesday dismissal
- 2:50 M, T, Th, F Dismissal

ABOUT HELMAN SCHOOL

Helman School consists of 16 rooms in 4-room quads, with a central plant housing the administrative section, kitchen, multi-purpose room/cafeteria with stage, a music room, and new gym and library.

The school is named after Abel D. Helman, early Ashland pioneer. Helman was born in Ashland, Ohio for which our city is named. In 1854 Eber Emery and Abel D. Helman built and operated a flourmill located at the entrance of the present Lithia Park. Mr. Helman served as Ashland's first postmaster for 27 years. He was active in community affairs holding positions in the Masonic Lodge and serving as a member of the Board of Education in the Ashland Schools.

The school began operating on September 16, 1966. On January 26, 1967 the school was officially dedicated with most facilities in operation. In 1977, due to pressures of enrollment and expanded offerings, an additional 4-classroom unit was constructed and was placed in operation by the spring of 1978. In 2009 construction on our new library and gym was completed.

Helman has a lovely playground, magnificent views, and a quiet neighborhood surrounding our school. Our staff and families take pride in our school and continue to help it be the best it can be for all students.

TRANSPORTATION TO & FROM SCHOOL

Safety is a top priority for us at Helman. If you have suggestions or see potential problem areas, please let us know. Students should arrive no earlier than 7:45 AM. All students arriving before 8:15 am must report to a supervised area: cafeteria, library or playground.

Helman School has many areas of street parking in the surrounding area. **The parking lot on Randy Street in front of the gym is for staff and buses only.** The parking lot at the corner of Randy and Helman Streets may be used by staff and longer term for parents who are volunteering at the school. This lot is not for driving through or student drop off as this creates a very unsafe condition in this parking lot. **The main lot in front of the office is for student drop off and parent parking.**

WALK, BIKE, SCOOTER TO SCHOOL

We encourage students to walk, bike, and scooter to school. Parents, 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 Helman 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 classroom. All scooters and skateboards must be locked up during the day.

AFTER SCHOOL

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

TITLE I HIGHLY QUALIFIED STAFF REQUIREMENTS

Helman 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 Helman teachers meet the standards to be Highly Qualified.

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

Helman Staff 2020-21

Principal	Michelle Cuddeback	Office	ext. 5102	michelle.cuddeback@ashland.k12.or.us
Office Manager	Malinda Wood	Office	ext. 5100	malinda.wood@ashland.k12.or.us

Classroom Teachers

Kindergarten	Mia Driscoll	Rm. 16	ext. 5136	mia.driscoll@ashland.k12.or.us
	Tia McLean	Rm. 14	ext. 5134	tia.mclean@ashland.k12.or.us
Grade 1	Kari Smith	Rm. 2	ext. 5122	kari.smith@ashland.k12.or.us
	Ashley Schwedes	Rm. 3	ext. 5130	ashley.schwedes@ashland.k12.or.us
Grade 2	Mary Snowden	Rm. 8	ext. 5127	mary.snowden@ashland.k12.or.us
	Toni DiMaggio	Rm. 6	ext. 5126	toni.dimaggio@ashland.k12.or.us
	Kassie Smith	Rm. 4	ext. 5128	kassie.smith@ashland.k12.or.us
Grade 3	Summer Brendlinger	Rm. 5	ext. 5135	summer.brendlinger@ashland.k12.or.us
	Kelly Martin	Rm. 1	ext. 5121	kelly.martin@ashland.k12.or.us
	Ellen Werner	Rm. 7	ext. 5123	ellen.werner@ashland.k12.or.us
Grade 4	Anne Collonge	Rm. 7	ext. 5124	anne.collonge@ashland.k12.or.us
	Juliana Quick	Rm 11	ext. 5132	Juliana.quick@ashland.k12.or.us
Grade 5	Joe Dunbrasky	Rm. 15	ext. 5135	joe.dunbrasky@ashland.k12.or.us
	Trish Dorr	Rm. 13	ext. 5131	trish.dorr@ashland.k12.or.us

Specialists

Music	Amy Merwin	Music	ext. 5120	Amy.merwin@ashland.k12.or.us
P.E.	Jim Hagemann	Gym	ext. 5144	Jim.hagemann@ashland.k12.or.us
Reading	Karen Tkaczyk-Turner	Rm. 10	ext. 5133	Karen.Tkaczyk-Turner@ashland.k12.or.us
Math	Brian Doak	Rm. 10	ext. 5133	Brian.doak@ashland.k12.or.us
Special Education	Janet Voorhies	Rm. 9	ext. 5129	janet.voorhies@ashland.k12.or.us
English Lang. Dev.				
CDS	Meredith McFadden	Office	ext. 5140	meredith.mcfadden@ashland.k12.or.us
Media Specialist	Matt Damon	Library	ext. 5142	matt.damon@ashland.k12.or.us
School Psychologist	Kim Hosford	Office	ext. 5117	kim.hosford2@ashland.k12.or.us
Speech & Language	Jacquelyn Fortner	Office	ext. 3158	jacquelyn.fortner@ashland.k12.or.us
Technology	Debbie Fitzpatrick	Office	ext. 1605	debbie.fitzpatrick@ashland.k12.or.us
School Nurse	Belinda Brown	Office	ext. 3105	belinda.brown@ashland.k12.or.us

Helman School does not discriminate on the basis of race, color, religion, creed, national or ethnic origin, sexual orientation, age, pregnancy, disability, or sex, gender identify or expression, in the administration of any of its educational programs and services or in its employment practices. Inquiries concerning the application of Title IX and its implementing regulations may be referred to the school's Title IX coordinator: Michelle Cuddeback, Principal

The Title IX Coordinator for the Ashland School District is Laurie Rooper. Inquiries or complaints may be directed to the District Office at 885 Siskiyou Blvd., Ashland, OR,97520.

Email: laurie.rooper@ashland.k12.or.us

Phone: 541-482-2811

Complaints may also be directed to:

Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue S.W., Washington D.C. 20202, or by calling (800) 421-3481 or (877) 521-2172 (TTY).

ASHLAND SCHOOL DISTRICT

Inspiring Learning for Life

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

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

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

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

JOHN MUIR SCHOOL K8
100 Walker Ave.
Ashland, OR 97520
Jennifer Parks, Principal
Phone: (541) 482-8577 Fax: (541) 482-8328
EMAIL: Jennifer.Parks@ashland.k12.or.us
WEB SITE: www.ashland.k12.or.us/johnmuir

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

SCHOOL BOARD MEMBERS
Sabrina Prud'homme
Sabrina.Prud'homme@ashland.k12.or.us
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Victor Chang
Victor.Chang@ashland.k12.or.us
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Jim.Westrick@ashland.k12.or.us
Tomas Monter-Rangel Tomas.Monter-Rangel@ashland.k12.or.us

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

Verification of Residency

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

This includes:

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

Appropriate Documentation:

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

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

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

What If I Don't Have Needed Documents?

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

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

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

Assignment of Students to Classes, Retention & Acceleration

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

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

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

Process for Promotion/Retention of Students

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

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

Students Moving in From Other Districts

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

Kindergarten and First Grade Entry Age

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

Kindergarten or First Grade Early Entry

Early entry into school will be allowed for a student whose fifth (Kindergarten) or sixth

(first grade) birthday occurs after September 1, but not later than November 15 and who is sufficiently advanced to succeed in the educational program based on an analysis by qualified professional staff of his/her cognitive, social and physical development.

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

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

Applying For Early Entrance

Visit your child's neighborhood school and ask for an 'Early Entrance Request' packet.

Complete the packet and the parent questionnaire, and submit them to your school's office anytime between April 15 and August 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 nominal 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 (Starting At Age 6)

Late-age students seeking to enroll in a K-12 program for the first time may request a retention by submitting a request to the principal of their neighborhood school. Students who turn six prior to June 1st may request a comprehensive Child Study Team review during April of the year during which they wish to enroll in kindergarten. Students that turn six between June 1st and August 31st may request consideration for retention to kindergarten through the process defined below.

Late Kinder Registration Process for students who turn six between June 1st and August 31st of the year they plan to enroll.

Step 1: Parent/guardians register at their child's neighborhood school.

Step 2: If the child turns six between June 1st and August 31st, the school will notify the family that they must complete the late kindergarten placement process.

Step 3: Parents/guardians must provide to the neighborhood school:

- *Child Behavior Rating Scale* completed by parent/guardian;
- And any combination of two from the following:
 - o Health Provider *KG Readiness Questionnaire*
 - o *Child Behavior Rating Scale* completed by pre-school teacher
 - o *Child Behavior Rating Scale* completed by other professional familiar with the child

Step 4: Determination

The Principal may review the information with a kindergarten and/or first grade teacher, or CST, if they desire additional input before making a determination.

Request for Consideration Timing:

Submission Date	
Submit request and materials to neighborhood school between April 15 and May 1 [For early consideration prior to John Muir and Willow Wind Lotteries]	
Submit request from April 2 through June 1	Parent notice of determination by June 15
Submit request from June 2 through the second week of August	Parent notice of determination third week of August
Please note: Earlier requests are encouraged. Late requests may delay a determination until after the school year has begun.	

Attendance and Tardies

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

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 we do not hear from you, the school will call to verify the absence. If no contact by phone is made, your child must have a written note explaining the absence

upon returning to school to qualify as a possible excused absence. If your child is subject to a prolonged period of illness, please contact the principal to discuss options for providing continuance of your child's education while away from school.

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
- Medical or health care appointment
- Death of a Loved One or Family Emergency
- 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 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 verification from a health care provider.

UNEXCUSED PRE-ARRANGED ABSENCES

Sometimes families choose to be absent for a personal reason other than those listed above. While we cannot excuse that absence, we can help you minimize the educational impact on your child with advance notice. If you know that your child will be absent for 2 or more consecutive days of school for reasons other

than those listed as excusable, they can complete and return a Pre-Arranged Absence Form to the school office 24 hours in advance of the absence. This form allows teachers to give assignments to the student and to note that the absence is pre-arranged. The absence will appear on the attendance record as UPA – unexcused pre-arranged.

Examples of unexcused absences even if pre-arranged include:

- Truancies
- Haircut Appointments
- Shopping
- Absences Related to Student's Personal Appearance
- Vacation or family trips

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

ABSENCES LONGER THAN 10 CONSECUTIVE DAYS

Please be aware that Oregon law require 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 be able to maintain your child's current class schedule.

TARDIES

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

DAILY NOTIFICATION

Families will be notified of daily, unexcused absences via the SchoolReach notification system. By default, the System will call the primary phone number listed on each child's fall registration paperwork. To select another number, such as a cell phone number, 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 Ashland HighSchool.

Title	Abbreviation	Type
Excused Absence	EXC	Excused
Excused Tardy	ETD	Excused
In School Suspension	ISS	Excused
Left Early	LFT	Excused
Suspended	SUS	Excused
Unexcused Absence	UNX	Unexcused
Unexcused Pre-Arranged	UPA	Unexcused
Unexcused Tardy	TRD	Unexcused

EXPLANATION OF CODES

Unexcused	No effort made to clear. Unverified absence automatically changed to Unexcused after 48 hours.
Unexcused Pre-Arranged	Student has been cleared for a future absence, is given a Pre-arranged form for

	teachers to sign. After completing the form, it should be turned into the school office.
--	--

RETURNING TO SCHOOL AFTER A SIGNIFICANT INJURY OR ILLNESS

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 OR receives a new diagnosis of a significant health condition.
- Has an **Extended Illness and will be missing a number of schooldays.**
 - 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 Providers note will advise the district nurse as to the progression of activity allowed after an orthopedic injury and any restrictions or accommodations needed in school.
- Has Surgery 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 school.

If you are unsure if you need to notify the school, please call the school office or the district nurse.

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. 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. Please tune in to the following stations: KAKT, KBOY, KCMX, KTMT, KMED, KRWQ, KISS, KLDZ, KZZE, KCNA, KSOR, KRTA, KAJO, KLDR, KRRM or channel 12, 5 or 10. If snow days occur, school could be extended at spring break or the end of the year. 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 what to do in an emergency.

Volunteers

ALL VOLUNTEERS MUST CHECK IN AT THE OFFICE!

We welcome volunteers. There are many areas in which to help the school community: classroom assistance with academic subjects, art activities, field trips, library, school pictures, communications, fund raisers, and playground. **All volunteers must complete a Volunteer Registration Form at the District Office located at 885 Siskiyou Blvd.** This includes a background check that may take up to two weeks to complete and may



include fingerprinting. Please sign the monthly volunteer roster in the office every time you volunteer.

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. During the hours of 7:45 am to 2:50 pm, student cell phone use is prohibited. Cell phones must be turned off and stored in backpacks during the school day. Use of a cell phone during the school day will result in confiscation. Confiscated cell phones will be released to parents/guardians. If students need to call home during the school day, they must have permission from their classroom teacher and/or the office and call from a school phone.

Electronic Devices/Toys/Social Media

Electronic devices and toys such as cell phones, iPods, iPads, Kindles, CD Players, WebKins, collectible card sets, and other 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 public charter school equipment

Parents/guardians Visiting School

Parents/guardians are invited and encouraged to participate in their child's classroom activities. Please check with your child's teacher before you plan to visit the classroom, as it is helpful



if the teacher has time to plan for your assistance. Children do better in school when they can see a connection between home and school, so even having lunch with your child on occasion has significant value.

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

School Aged Children Visiting School

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

Animals on Campus

According to school board policy, permission is to be obtained from the Superintendent before bringing animals into the school. For the safety of our children **no dogs are allowed on campus at any time.** Trained service dogs would be an exception to the policy. (ASD School Board Policy – ING)

Classroom Parties



Arrangements for classroom parties must be made with the classroom teacher. ***Invitations to private parties must be distributed outside of school to ensure that some children are not excluded.*** A School Board Policy encourages the health and welfare of our students by eliminating sweets and unhealthy snacks in all classrooms. Individual birthday celebrations are discouraged completely and classroom teachers may choose to have one general birthday celebration per month providing the snacks follow healthy guidelines for nutritional content. **Please do not bring cupcakes or other sugary sweets to school for your child's birthday.** Feel free to contact

the office for a copy of the school board policy or if you have questions.

School Insurance

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

Field Trips and Chaperone Guidelines

Field trips are viewed as an integral part of the instructional program and represent a valuable learning dimension to experiences in school. Information regarding a planned field trip will be made available to parents/guardians prior to the trip. District transportation or mass transit is provided for trips farther than walking distance. Parents/guardians are urged to sign the consent form at the time of registration. 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 must submit a complete volunteer registration form and are expected to actively supervise students. Siblings are not permitted as they distract from that goal.

On rare occasions, parent drivers may be used on field trips. 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. If the parent is taking any child that is not their own, there must be verification of seat belts, insurance, and the safety and operating condition of their automobile. Drivers must provide a DMV driving record and complete a driver form available in the office. A DMV clearance often takes more than a week, so please plan ahead. Contact your school's office for more information.

All students must be transported in a safe manner in accordance with current Oregon State law ORS 811.210.

Student Dress Code

In the interest of safety and modesty, students should wear appropriate clothing and footwear to school. Any clothing with symbols, words, or pictures that promote the use of drugs or alcohol, are violent in nature or are sexually explicit are not allowed for school wear. Bare backs, bare midriffs and low-slung attire that reveal underwear is also inappropriate clothing at our school. Tank top straps need to be at least one inch wide, and shorts need to be mid-thigh length. Your child may be asked to turn clothing inside out, or you may receive a call home for a change of clothing. Flip-flops and high heels are not permitted. **Athletic shoes are required for PE and all outdoor activities. Shoes with rollers are not allowed.** Teachers may ask students to remove hats during class. **Hats are not to be worn in the cafeteria during lunchtime.** Please contact the principal if these requirements present a financial burden.

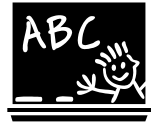
Student Fees, Fines, and Charges

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

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

School Discipline

Students are expected to behave in such a manner that all may function in a **Safe, Respectful, and**



Responsible environment. All of Ashland's elementary schools are PBIS (Positive Behavior Interventions and Supports) schools. Please check our district website at www.ashland.k12.or.us for more information about PBIS. Inappropriate actions are dealt with individually using strategies congruent with the child's age, their ability to understand the consequences of their behavior and the situation. The ultimate goal of all school discipline is for the student to learn, grow and make appropriate choices in the future. Parent involvement is expected if behavior persists or is harmful to the child or others. Ashland Public Schools believe that clear and consistent boundaries are important to assure the safety and welfare of students and staff. Expected behaviors for specific areas in the school such as cafeteria, library, hallways, courtyards, bus area and playground are taught and reviewed several times a year. Consequences for failure to make positive choices may include, but not be limited to, any of the following: 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.

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

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

discretion with students based on each child's unique circumstances.

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

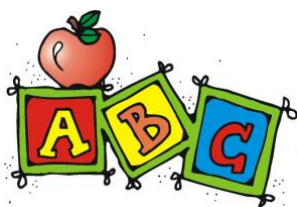
Weapons, replicas of weapons, and antique weapons are strictly prohibited from school grounds: this includes pocketknives.

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

Bus Information

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

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



Bus Safety Rules

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



Disciplinary Procedures for Bus Violations

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

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

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



First Aid

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

Medications Administered at School



cough drops, and antacids."

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,

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

The following is required:

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

Self-Medication

Students in grades K-12 are permitted to self-medicate prescription and nonprescription medication upon written request of the parent/guardian and building principal permission and consultation with the school nurse. In the case of prescription medication, permission from the physician or other licensed health care provider is also required. Such permission may be indicated on the prescription label. Contact the district nurse (Belinda Brown RN at: 541-482-1611 ext. 3105) if your child needs immediate access to their medication and it requires self-administration.

All medication must be kept in its appropriately labeled, original container. The student's name is to be affixed to nonprescription medication. Students may have in their possession only the amount of medication needed for that school day. Except for manufacturer's packaging that contains multiple dosages, the student may carry one package. Sharing or borrowing

medication is strictly prohibited. For students who have been prescribed bronchodilators or epinephrine, parents/guardians need to provide back up medication for emergency use by that student. Back up medication will be kept at the student's school in a location to which the student has immediate access.

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

Contact the school office for additional information and forms.

When is my child sick enough to stay home?

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

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

- Fever in the past 24 hours, >100.5 - 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 24 hours-Your child should be symptom free for 24 hours without the use of medication prior to returning to school.
- Diarrhea in the past 24 hours, (3 watery or loose stools in one day with or without fever)-Your child should be symptom free for 24 hours without the use of medication prior to returning to school.
- Any 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 >100.5.
- Difficulty breathing or shortness of breath; serious, sustained cough
- 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.

Communicable Diseases

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

Immunization

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

The decision to immunize is a parent/guardian's choice. Your decision affects not only the health of your child, but also the rest of your family, the health of your child's friends, & their families, classmates, neighbors, & community. Immunizations serve to protect children against significant and debilitating diseases that can result in permanent disabilities and in some cases, death. Due to the potential gravity of consequences in the event of an outbreak, we want you to make the most informed choices you can for your child. While state laws provide for non-medical exemptions, concerned parents/guardians should still consider the consequences of not immunizing their children.

Medical Exemption

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

Nonmedical Exemption

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

1. Talk to a health care practitioner.

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

OR

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

www.healthoregon.org/vaccineexemption.

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

While parents/guardians have the right to vaccinate or not vaccinate their child we strongly encourage you to consider the risk for

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

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

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

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

Without immunizations your child can infect others.

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

- Unvaccinated people can pass diseases on to babies who are too young to be fully immunized.
- Unvaccinated people pose a threat to children & adults who can't be

immunized for medical reasons. This includes people with leukemia or other cancers, HIV/AIDS & other immune system problems, and persons receiving chemotherapy, radiation therapy, or large doses of corticosteroids.

- Unvaccinated people can infect the small percentage of children whose immunizations did not “take”.

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

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

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

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 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 Surgery and/or Stitches**

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

Services for Students with Extended Health Issues

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

Food Allergies

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

Ashland Elementary Schools do not serve peanut butter or tree nut products in our cafeteria. When needed, we can offer a peanut free table during lunch and classrooms where children with severe allergies reside are peanut/tree nut free environments. Parents/guardians are encouraged to help with this most serious situation by not sending peanut butter or tree nut products for snacks and lunch. Due to the unpredictability of food allergies and their onset, sharing food at school is not allowed.

Cafeteria Lunch and Breakfast Program

Our school provides a daily hot breakfast and lunch program. The meals are planned according to the state lunch program standards and provide a well-balanced meal that includes milk, whole grains, proteins, and a variety of fruits and vegetables. Please check the front of this handbook for current costs. Prices are subject to change upon Board approval.

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

Free and Reduced Cost meals are available.

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

As per district policy, when your family owes \$5.00 or higher for unpaid meals, children will not be allowed to purchase a school meal and will be given a sack lunch until the bill is cleared up. Children that prefer to bring a sack lunch from home can purchase milk or juice at school. In keeping with our district's health and wellness policy, **no soda or candy is allowed at school.** Please do not pack soda or candy in student lunches.

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

Procedure for Paying for Lunch

Students may purchase breakfast and lunch on a daily basis but prepayment is the best option.

Every child has a computerized lunch account. You may place money on your student's account in the office or online at mymealtime.com. Each day that your child eats lunch, that amount is deducted from his/her account. Any money left at the end of the month is carried over to the next month. At the end of the school year, any money left in your child's account will carry over to the next school year. If you have a 5th grader, the remainder will be transferred to the Ashland Middle School. If you will be eating with your child, please let the office know by 9:00 am. We cannot take money out of your child's account to pay for your lunch. Feel free to bring your own lunch and sit and visit with your child.



Site Council

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

Parent Teacher Committee (PTA, PTO, or PTC)

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

Child Development Specialist

A Child Development Specialist, or CDS, is available at school. This professional is available to work with children, parents/guardians, and teachers to help students with special personal problems, which may include family changes, grief, social skills, etc. You may request services through the child's teacher or directly to the specialist.

Curriculum

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

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

➤ **Music:** Our music program is taught by specialists and is designed to include everyone as a performer, creator, and informed listener. Children learn musical skills, concepts and

appreciation of rhythm, melody, harmony, form and timbre through moving, singing, listening, creating and playing instruments.

➤ **English 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 our own and other peoples' cultures and to be introduced to the unity and diversity of world history, geography, institutions, traditions and values.

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

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

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

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

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

English Language Learners

Students whose primary language is a language other than English are provided appropriate assistance through the district's English Language Learner Program (ELL) 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 EasyCBM in reading and math to get a broad picture of where students are with grade level knowledge that isn't tied to a specific curriculum. Students in grades 3-5 participate in the statewide OAKS/Smarter Balanced assessments in math and English language arts. Fifth grade students also participate in the statewide OAKS science assessment. Kindergarten students participate in an assessment at the very beginning of school that includes letter names and sounds, kindergarten level math, and a behavior rating scale that the teacher completes. All of this information together lets us know how each individual student is learning and growing, and allows us to evaluate our own instructional practices to continually improve instruction.

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

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

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

Ask your child's teacher about the Child Study Team. The Child Study Team (CST) is a group of school professionals that work to help families, students and teachers meet the needs of each child by reviewing the child's school performance, relevant medical or personal considerations, learning style, behavior, development and social skills.

Parents/guardians are invited and encouraged to participate as team members in the process of finding solutions that work for their child. The CST can

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

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

Students With Disabilities **Section 504**

If your child has a disability, 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 with a disability.

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 receptionist 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 hearings 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.

Seclusion & Restraint

In some instances, children may need physical intervention to assure for their safety or the safety of others. The school has staff trained in physically intervening with students when appropriate. Staff are required to follow all

applicable state and federal laws when intervening physically.

When a student has a known continuing need for physical intervention, a plan to identify appropriate supports is written and may include physical prompts, physical holds, physical transports and/or the use of a seclusion setting as needed to keep the student safe and to help them regain control of their behaviors so that they may participate in school. Parents/guardians are involved in the safety plan development and informed each time a physical intervention is used.

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

Homeless Students

Homeless students in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held.

Talented and Gifted

Our District TAG Program is designed to provide education for students who are academically talented and/or intellectually gifted in all academic areas. The program attempts to develop the full potential of each and every student. Children may be nominated as Talented and Gifted through State Assessment results, Individual or Group Administered Intelligence Testing, parent/guardian referrals, student self-referral and/or teacher referrals. Each student nominated for the program is presented to the school TAG committee for further evaluation under district and state guidelines. The job of the TAG team is also to brainstorm academic strategies to support individual Talented and

Gifted students in the classroom. You, as parent/guardian, are encouraged to be part of this process. If you believe your child is academically talented or intellectually gifted, speak with your child's teacher about their observations of your child and how to initiate the referral process.

Reporting Pupil Progress-Grading & Conferencing

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

Winter report cards follow this scale:

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

Spring report cards follow this scale:

- E- Exceeded end of the year standard
- M- Met the end of the year standard
- D- Did not meet the end of the year standard

Student Education Records

The information contained below shall serve as the district's annual notice to parents/guardians of minors and eligible students (if 18 or older) of their rights, the location and district official responsible for education records. Notice will also be provided to parents/guardians of minor

students who have a primary or home language other than English. Education records are those records related to a student maintained by the district. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent/guardian and eligible student notice and consent will comply with all state and federal laws.

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

Permanent records shall include:

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

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

Two-Household Families

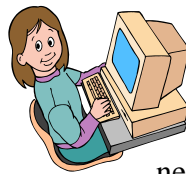
Oregon revised statute 107.154 provides that unless otherwise ordered by the court, an order

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

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

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

Parent Email and Internet Permission



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

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make

Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed any disadvantages. In accordance with federal law, all public schools must use a filtering system for access to the Internet. School personnel will make good faith efforts to direct students to appropriate Internet materials. But ultimately parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end the Ashland Public Schools support and respect each family's right to decide whether or not to apply for access.



District Internet and Email Rules

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

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

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

Within reason, freedom of speech and access to information will be honored. During school, teachers of younger students will guide them

toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

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

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

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

Division 22 Education Standards and Public Complaints

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

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

After exhausting local procedures or if the district has not resolved the complaint with 90

days of the initial filing of a written complaint with the district (whichever occurs first), any complainant may make a direct appeal to the State Superintendent of Public Instruction.

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

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

Board Policy and Regulations

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

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

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

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

StudentServices@ashland.k12.or.us

Annual Notice: Staff Sexual Conduct with Students

Sexual conduct by district/school employees as defined by Oregon law will not be tolerated. All district employees are subject to this policy.

"Sexual conduct" as defined by Oregon law is any verbal or physical [or other] conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student's educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered abuse of a child as outlined by Oregon law and district Board policy JHFE and JHFE-AR – Reporting of Suspected Abuse of a Child.

The district will post in each school building the name and contact information of the person designated to receive sexual conduct reports. In most cases, this is the building principal. The Human Resource Director or Superintendent will follow upon receipt of a report.

The person designated to receive sexual conduct reports is the building Principal or Human Resource Director.. In the event the designated person is the suspected perpetrator, the Superintendent shall receive the report. When action is taken on the report, the person who initiated the report must be notified.

The district provides annual training to district employees, parents and student regarding the prevention and identification of sexual conduct.

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