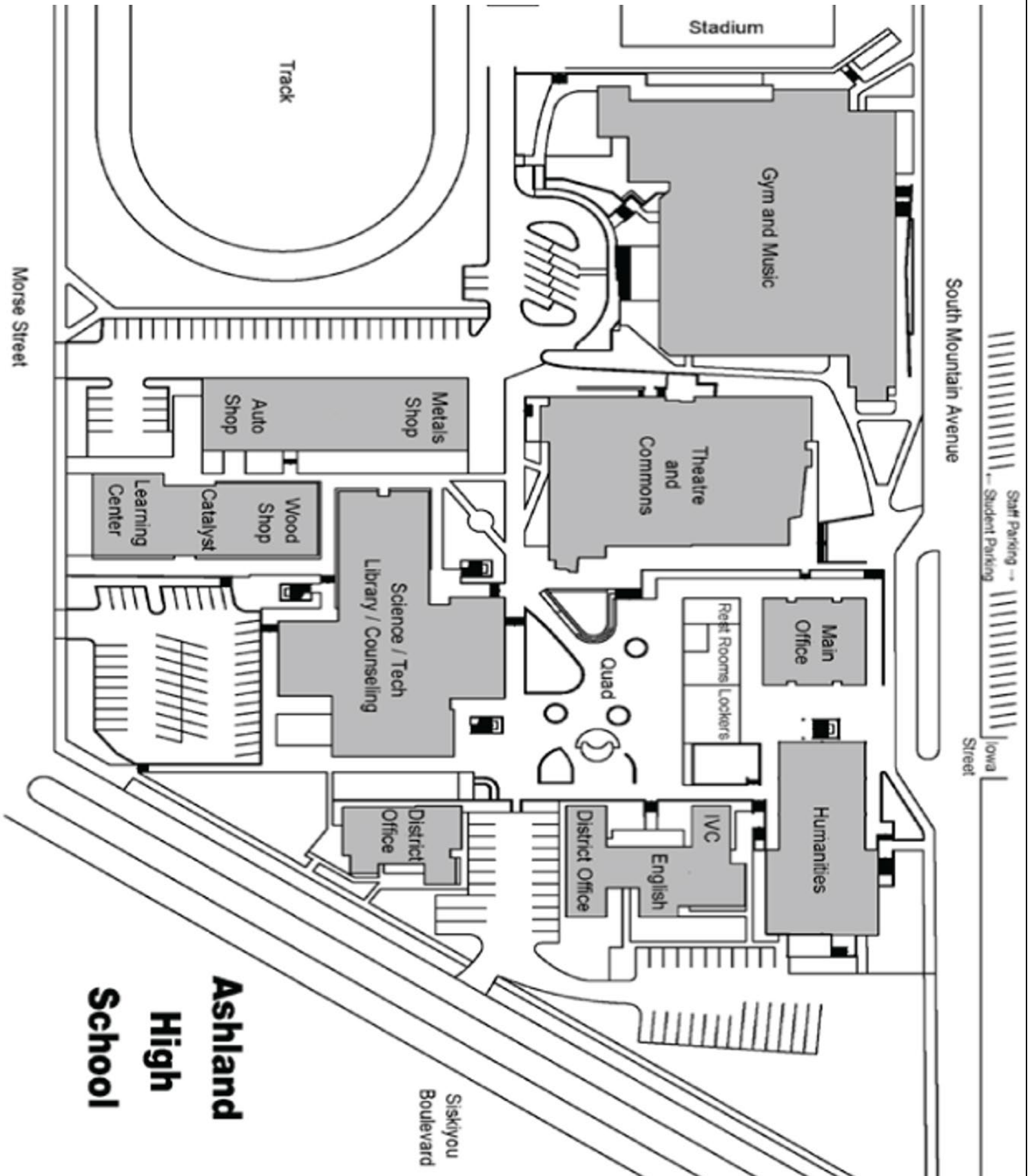




**ASHLAND HIGH SCHOOL**  
**STUDENT & PARENT**  
**HANDBOOK**  
**2020-2021**

# Ashland High School Campus Map





**HATE HAS NO BUSINESS HERE.**

**#HATEHASNOBIZHERE**



*All are*

**WELCOME HERE**

## Welcome to Ashland High School

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

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

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

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

### Anti-Discrimination Statement

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

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

<p>Benjamin Bell Principal 541-482-8771 ext. 2103 <a href="mailto:Benjamin.Bell@ashland.k12.or.us">Benjamin.Bell@ashland.k12.or.us</a></p>	<p>Becca Laroi Assistant Principal 541-482-8771 ext. 2108 <a href="mailto:Becca.Laroi@ashland.k12.or.us">Becca.Laroi@ashland.k12.or.us</a></p>	<p>Rebecca Gyarmathy Interim Assistant Principal 541-482-8771 ext. 2104 <a href="mailto:Rebecca.Gyarmathy@ashland.k12.or.us">Rebecca.Gyarmathy@ashland.k12.or.us</a></p>
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As used in this document, the label "parent" includes legal guardian or person in a parental relationship. For students in special education, parent may also include a surrogate parent, an adult student to whom rights have transferred or a foster parent, as defined in OAR 581-015-2000. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 -125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of those factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed, pursuant to ORS 109.056.

# Table of Contents

Ashland High School Campus Map .....	1	Sports Seasons.....	14
Welcome to Ashland High School ..... <b>Error! Bookmark not defined.</b>		Length of Seasons .....	14
Anti-Discrimination Statement .....	2	Attendance .....	15
Table of Contents .....	3	Excused Absences.....	15
Introduction.....	6	Mental Health Day .....	15
About AHS.....	6	Military Dependent Absence .....	15
AHS Bell Schedule .....	6	Religious Based Absence.....	15
Taking Care of Business (TCB).... <b>Error! Bookmark not defined.</b>		Unexcused Absences.....	16
Early Release Wednesday.....	6	Examples of Unexcused Absences .....	16
Open Campus.....	7	Absences Longer Than 10 Consecutive Days .....	16
Ashland High School Faculty .....	8	Tardies.....	16
Quick Resources .....	9	Multiple Unexcused Absences .....	16
Alternative Education .....	9	Attendance Regarding Extracurricular Activities.....	17
Athletic Office .....	9	Returning to School after a Significant Injury or Illness .....	18
Attendance Office .....	9	Attendance Codes .....	19
College & Career Center .....	9	Counseling .....	20
Counseling Office .....	9	Graduation Requirements & Courses.....	20
Dean of Students & Behavioral Support.....	9	Scheduling an Appointment .....	20
Main Office .....	10	Have a concern with a class?.....	20
Maslow Project .....	10	Early College Credit .....	20
Registrar’s Office.....	10	College Entrance Exams: SAT & ACT .....	21
School Based Health Center.....	10	ASPIRE Program (in the College and Career Center) ..	21
School Nurse .....	10	Career Day.....	21
Special Education Services .....	10	Scholarships & Financial Aid .....	21
Student Tutor Center .....	10	Internships .....	21
Activities & Athletics .....	11	PowerSchool .....	22
Activities & Athletics Philosophy .....	11	PowerSchool Access .....	22
AHS Clubs .....	11	Grades & Academics.....	22
Athletics Mission & Purpose .....	11	Attendance .....	22
Varsity Athletics.....	11	Updating Contact information .....	22
Junior Varsity Athletics .....	12	TCB - Adaptive Scheduler .....	22
Athletic Eligibility Requirements.....	12	School Bulletin.....	22
Code of Conduct Policy.....	12	School Nurse .....	23
Athletics Registration Information .....	13	School Nurse Services.....	23

Immunization Reminders.....	23	Parking Violations .....	33
School Based Health Center .....	24	Parking: Bikes, Skateboards & Scooters.....	33
School-Based Health Center Services .....	24	Picture I.D. / Student Body Card.....	33
Student Rights & Responsibilities.....	25	Posters.....	33
Academic Misconduct.....	25	Profanity.....	33
Banned Items .....	25	Restraints or Seclusion .....	33
Dangerous / Illegal Weapons.....	25	Sexual Harassment Complaints .....	35
Explosives (Are Considered Weapons) .....	25	School Dance Policy.....	38
Tobacco (Including E-Cigarettes & Vaporizers) .....	25	School Field Trips.....	39
Alcohol / Drugs (Narcotics).....	26	Social Security Numbers - Disclosure Statement .....	39
Hazing .....	27	Exchange Student Requirements .....	39
Harassment, Intimidation, or Bullying.....	27	Student Records .....	40
Teen Dating Violence.....	27	Notification of Rights under FERPA for Elementary & Secondary Schools .....	41
Domestic Violence .....	27	Suspended / Expelled Students.....	42
Cyberbullying.....	27	Theft .....	42
Menacing .....	27	Vandalism .....	42
Retaliation .....	27	What Happens When a Violation Occurs? .....	42
Reporting.....	27	Re-Entry School Conference .....	43
Mandatory Reporters.....	28	Consequences .....	43
Additional Reporting Information .....	28	Drug Treatment.....	43
Bus Misconduct.....	29	Repeated Violations.....	43
Cell Phones & Electronics.....	29	Discipline Checklist.....	44
Computer Use (Internet, Email, and School Computers) .....	29	Student Support & Services .....	45
Revoking Computer Access Consent .....	30	Mental Health Resource and Education Network (MHREN).....	45
Directory Information Disclosure.....	30	SafeOregon Reporting .....	45
Dress Code .....	30	Student Services Team (SST) .....	45
Allowable Dress & Grooming.....	30	Student Tutor Center.....	45
Non-Allowable Dress & Grooming.....	31	Maslow Project.....	45
Immunizations .....	31	Academic Information & Course Guide .....	46
Immunizations, Your Child, & School.....	31	FORECASTING Information.....	46
Insubordination.....	32	Using the Course Guide .....	46
Library .....	32	Graduation Requirements .....	46
Lockers .....	32	Alternate Diploma Documents.....	48
Open Campus.....	32	Modified Diploma .....	48
“Out” Periods.....	32	Extended Diploma.....	49
Parking (automobiles & pedestrian vehicles) .....	33	Certificate of Achievement .....	49
Parking: Automobiles .....	33		

Independent Study.....	49	Special Education Parental Placement in Private School or Obtaining Private Services .....	53
Minimum Class Loads .....	50	Fees & Charges .....	53
Seniors .....	50	Optional Fees .....	53
Juniors.....	50	Out of District Levy Fee .....	53
Sophomores.....	50	Refunds.....	53
Freshmen .....	50	High School Student Insurance.....	54
Social Security Eligibility.....	50	Preparing for Post-High School Activities .....	54
Ashland School District Homework Policy .....	50	4-Year College Track .....	54
Ashland High School Homework Guidelines.....	50	Early College Credit Options.....	55
Grading.....	50	Rogue Community College “College Now” Credits	55
Schedule Changes / Dropping a Class .....	51	Southern Oregon University Advanced Southern	
“Out” Periods .....	51	Credit.....	55
Athletic Eligibility Requirements.....	51	Early Entry Programs .....	55
Code of Conduct Policy.....	51	Advanced Placement Tests.....	55
NCAA .....	52	Plan for Selective College Preparation .....	55
Special Education Notices to Parents of Students Eligible or Potentially Eligible for Services Under I.D.E.A.....	52	Community College Entrance Requirements .....	56
TAG Information .....	52	Technical School Entrance Requirements .....	56
Testing Accommodations for Students with Identified Disabilities .....	53	Armed Services Entrance Requirements .....	56

## Introduction

The Ashland High School Student Handbook & Course Guide is a comprehensive guide to everything AHS. The book contains a collection of resources, expectations, classes, standards, policies, and procedures to define community expectations for everyone.

It is the responsibility of students to become familiar with the Student Handbook to empower them to make positive decisions.

### About AHS

Ashland High School (AHS), accredited by the Northwest Accreditation Commission (a division of AdvancEd), is a comprehensive, four-year high school of approximately 1,006 students with 57 teaching faculty. U.S. News and World Report has recognized AHS as a silver medal school every year since 2012.

AHS follows a semester academic calendar with a block schedule that has three 85-minute classes meeting on alternate days. Post-secondary counseling occurs during senior year in our Career & College Readiness class. Each course has a value of one credit, with 50 credits required to graduate.

AHS Quick Facts	
<b>School Colors</b>	Crimson Red & White
<b>School Mascot</b>	Griswold the Grizzly Bear
<b>Mission</b>	Empowering students to be lifelong learners, responsible citizens, and stewards of the world.
<b>Vision Statement</b>	Inspiring learning for life!
<b>Core Values</b>	Community, diversity, empowerment, excellence
<b>Student Code of Conduct</b>	Act Responsibly, Have Integrity, Show Respect
<b>Established</b>	1890

### AHS Bell Schedule

AHS follows a semester academic calendar with a block schedule that has three 85-minute classes meeting on alternate days. This block schedule allows students to take up to 6 classes. School days alternate between color days, red days and white days.

*AHS Bell Schedule			
Monday - Tuesday - Thursday - Friday			
Red Day	White Day	Times	
Period 1	Period 5	9:30 am	10:55 am
Period 2	Period 6	11:10 am	12:35 pm
Lunch		12:35 pm	1:15 pm
Period 3	Period 7	1:15 pm	2:40 pm
Period 4 (Office Hours)	Period 8 (Office Hours)	2:50 pm	3:40 pm
Wednesday			
Every Wednesday		Times	
Advisory		9:30 am	10:30 am
Office Hours		10:30 am	11:30 am
Lunch		11:30 am	12:10 pm
Applied Learning		12:10 pm	2:15 pm

### \*Office Hours

Ashland High School utilizes a special class period called Office Hours (previously called TCB) to offer students an opportunity to meet with teachers. During this time students may check in with teachers, counselors, the health center, or the library on campus for support. Students may also use this time to study, catch up on homework, take tests or quizzes, or work with peers on upcoming projects.

### \*Advisory

All 9<sup>th</sup>-11<sup>th</sup> grade students will be enrolled in a grade level 60-minute Advisory class once a week on Wednesdays. During these periods, students will engage in activities focused on academic success strategies, social and emotional growth, and career and college readiness. Students are required to attend this class and will earn credit through participation.

Advisory is meant to be an opportunity for students to learn various skills related to their grade-level. Students will be assigned an Advisory Teacher and work with them throughout their high school career.

### Early Release Wednesday

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



## Open Campus

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

## Ashland High School Administration

Benjamin Bell, Principal  
541-482-8771 ext. 2103 (Kelly Tygerson)  
[Benjamin.Bell@ashland.k12.or.us](mailto:Benjamin.Bell@ashland.k12.or.us)

Becca Laroi, Assistant Principal  
541-482-8771 ext. 2108  
[Becca.Laroi@ashland.k12.or.us](mailto:Becca.Laroi@ashland.k12.or.us)

Rebecca Gyarmathy, Interim Assistant Principal  
541-482-8771 ext. 2104  
[Rebecca.Gyarmathy@ashland.k12.or.us](mailto:Rebecca.Gyarmathy@ashland.k12.or.us)

Karl Kemper, Athletic & Activities Director  
541-482-2377 (Marg Orlik-Hill)  
[Karl.Kemper@ashland.k12.or.us](mailto:Karl.Kemper@ashland.k12.or.us)

Glenna Stiles, Dean of Students  
541-482-8771 ext. 2109  
[Glenna.Stiles@ashland.k12.or.us](mailto:Glenna.Stiles@ashland.k12.or.us)



## Ashland High School Faculty

An up to date Staff Directory is available on our website at

<https://www.ashland.k12.or.us/StaffDirectory.asp?SectionID=41>

Department Heads
Reed Sorenson, Alternative Education <a href="mailto:Reed.Sorenson@ashland.k12.or.us">Reed.Sorenson@ashland.k12.or.us</a>
Mark Miller, Career Tech Education & Engineering <a href="mailto:Mark.Miller@ashland.k12.or.us">Mark.Miller@ashland.k12.or.us</a>
Kris Prusko, Visual Arts <a href="mailto:Kris.Prusko@ashland.k12.or.us">Kris.Prusko@ashland.k12.or.us</a>
Jamie Hirsh, Humanities <a href="mailto:Jamie.Hirsh@ashland.k12.or.us">Jamie.Hirsh@ashland.k12.or.us</a>
Lindsay McNeill, Special Education <a href="mailto:Lindsay.McNeill@ashland.k12.or.us">Lindsay.McNeill@ashland.k12.or.us</a>
Tammy Anderson, Math <a href="mailto:Tammy.Anderson@ashland.k12.or.us">Tammy.Anderson@ashland.k12.or.us</a>
Travis Moddison, Performing Arts <a href="mailto:Travis.Moddison@ashland.k12.or.us">Travis.Moddison@ashland.k12.or.us</a>
Sam Osofsky, Physical Education & Health <a href="mailto:Sam.Osofsky@ashland.k12.or.us">Sam.Osofsky@ashland.k12.or.us</a>
Todd Hobein, Science <a href="mailto:Todd.Hobein@ashland.k12.or.us">Todd.Hobein@ashland.k12.or.us</a>
Betsy Bishop, Theatre Arts <a href="mailto:Betsy.Bishop@ashland.k12.or.us">Betsy.Bishop@ashland.k12.or.us</a>
Gladys Contreras, World Languages <a href="mailto:Gladys.Contreras@ashland.k12.or.us">Gladys.Contreras@ashland.k12.or.us</a>

## Quick Resources

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

### Alternative Education

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

Alan Parowski, Catalyst Teacher  
[Alan.Parowski@ashland.k12.or.us](mailto:Alan.Parowski@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2273

Reed Sorenson, Catalyst & Thoreau Teacher  
[Reed.Sorenson@ashland.k12.or.us](mailto:Reed.Sorenson@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2131

Jennifer Wahpepah, Thoreau Teacher  
[Jennifer.Wahpepah@ashland.k12.or.us](mailto:Jennifer.Wahpepah@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2273

### Athletic Office

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

Karl Kemper, Athletic & Activities Director  
[Karl.Kemper@ashland.k12.or.us](mailto:Karl.Kemper@ashland.k12.or.us)

Marg Orlik-Hill, Athletic Secretary  
[Marg.Orlik-Hill@ashland.k12.or.us](mailto:Marg.Orlik-Hill@ashland.k12.or.us)  
Phone: 541-482-2377

### Attendance Office

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

Deb Falk, Secretary  
[Debra.Falk@ashland.k12.or.us](mailto:Debra.Falk@ashland.k12.or.us)  
Phone: 541-482-8782

## College & Career Center

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

Jennifer Marsden, ASPIRE Coordinator  
[Jennifer.Marsden@ashland.k12.or.us](mailto:Jennifer.Marsden@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2130

Katie Howitt, Volunteer from College Dreams  
[Katie.Howitt@ashland.k12.or.us](mailto:Katie.Howitt@ashland.k12.or.us)

## Counseling Office

Karyn Barats, Secretary  
[Karyn.Barats@ashland.k12.or.us](mailto:Karyn.Barats@ashland.k12.or.us)  
Phone: 541-482-2278

Keri Phipps, Counselor (Freshman)  
[Keri.Phipps@ashland.k12.or.us](mailto:Keri.Phipps@ashland.k12.or.us)  
541-482-8771 ext. 2211

Diane Berry, Counselor (Students A-Ha)  
[Diane.Berry@ashland.k12.or.us](mailto:Diane.Berry@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2115

Bryanna Trevino, Counselor (Students He-N)  
[Bryanna.Trevino@ashland.k12.or.us](mailto:Bryanna.Trevino@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2117

Maurice Monteiro, Counselor (Students Mi-Z)  
[Maurice.Monteiro@ashland.k12.or.us](mailto:Maurice.Monteiro@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2118

## Dean of Students & Behavioral Support

“Provides students, parents/guardians, teachers and administration with support for attendance, student conduct regarding behavior, alcohol, tobacco and other drug use.”

Glenna Stiles, Dean of Students  
[Glenna.Stiles@ashland.k12.or.us](mailto:Glenna.Stiles@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2109

Christie Lawson, Student Advocate  
[Christie.Lawson@ashland.k12.or.us](mailto:Christie.Lawson@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2107

Ryan Beil, Student Advocate  
[Ryan.Beil@ashland.k12.or.us](mailto:Ryan.Beil@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2107

## Main Office

Bus Schedules & Passes, Fees & Fines, General Information, PowerSchool Help, School / Athletic Insurance, School Social Media

Phone: 541-482-8771 ext. 2100  
Fax: 541-482-2172

## Maslow Project

(Mon & Fri 9:00 am – 5:00 pm, Room EN9)

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

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

Kirstin Cronin, Maslow Project Case Manager  
[Kirstin@MaslowProject.com](mailto:Kirstin@MaslowProject.com)  
Phone: 541-608-6868  
Call/Text: 541-200-9403

## Registrar’s Office

Education Verification, Registration, Student Records, Transcripts

Janet Villanueva, Registrar  
[Janet.Villanueva@ashland.k12.or.us](mailto:Janet.Villanueva@ashland.k12.or.us)  
541-482-8771 ext. 2133

## School Based Health Center

“The school based health center (SBHC) is a medical clinic embedded in the school.”

Lori Vieu, Office Manager  
[Lori.Vieu2@ashland.k12.or.us](mailto:Lori.Vieu2@ashland.k12.or.us)  
Phone: 541-842-7677

Mary Adcock, Nurse  
“Provides diagnosis and treatment of urgent and non-urgent illnesses, treatment of injuries, routine physical/wellness exams, and referrals to physician specialists in the community.”

Kimberly Wasserman, Mental Health Counselor

“Provides crisis counseling and long-term mental health counseling.”

## School Nurse

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

Belinda Brown, School Nurse  
[Belinda.Brown@ashland.k12.or.us](mailto:Belinda.Brown@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 3105

Erin Hope-Sholty, Asante LNP  
Phone: 541-482-8771 ext. 3105

## Special Education Services

David Brendlinger, Site-Based Special Education Teacher  
[David.Brendlinger@ashland.k12.or.us](mailto:David.Brendlinger@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2216

Lindsay McNeill, Special Education Teacher  
[Lindsay.McNeill@ashland.k12.or.us](mailto:Lindsay.McNeill@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2126

Erika Williford, Special Education Teacher  
[Erika.Williford@ashland.k12.or.us](mailto:Erika.Williford@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2271

Eric Sullivan, Special Education Teacher  
[Eric.Sullivan@ashland.k12.or.us](mailto:Eric.Sullivan@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2150

Jennifer Wahpepah, Special Education Teacher  
[Jennifer.Wahpepah@ashland.k12.or.us](mailto:Jennifer.Wahpepah@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2273

## Student Tutor Center

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

Tammy Anderson, Teacher  
[Tammy.Anderson@ashland.k12.or.us](mailto:Tammy.Anderson@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2160

## Activities & Athletics

<http://ashland.k12.or.us/SectionIndex.asp?SectionID=95>

At AHS we offer a wide variety of **extracurricular** activities. Our purpose in providing so many opportunities is to give **all** our students a chance to participate in some capacity.

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

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

Karl Kemper, Athletics & Activities Director

[Karl.Kemper@ashland.k12.or.us](mailto:Karl.Kemper@ashland.k12.or.us)

Phone: 541-482-8771 ext. 2122

Marg Orlik-Hill, Secretary

[Marg.Orlik-Hill@ashland.k12.or.us](mailto:Marg.Orlik-Hill@ashland.k12.or.us)

Phone: 541-482-8771 ext. 2122

Blair Buckley, Athletic Trainer

[Blair.Buckley@ashland.k12.or.us](mailto:Blair.Buckley@ashland.k12.or.us)

Additional coach and advisor information is available on our website.

### Activities & Athletics Philosophy

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

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

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

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

### AHS Clubs

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

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

*A club list is available in the main office or on our website.*

### Community

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

### Athletics Mission & Purpose

“Teaching life skills through athletics”

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

### Varsity Athletics

Varsity competition at Ashland High School is highly competitive. Our school is a member of the OSAA 5A classification and the Southern Sky Conference. The varsity level of competition is designed for those athletes who have the necessary skills and the desire to compete against the best athletes in the state. Athletes who wish to compete at the varsity level are encouraged to check with their coaches during their freshman, sophomore, and junior years to find out how they might develop the skills to become varsity athletes.

## Junior Varsity Athletics

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

### AHS Fight Song

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

## Athletic Eligibility Requirements

### Oregon School Activities Association (OSAA) State Standards for Eligibility

- 1) The student must have earned 5 credits in the previous semester. This does not apply to incoming freshman for fall and winter sports.
- 2) The student must be enrolled in and passing 5 credits in the current semester.
- 3) The student must be making satisfactory progress toward graduation, defined as having completed 8 credits prior to their sophomore year, 20 prior to junior year and 33 prior to senior year.

### Additional AHS Eligibility Rules

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

## Code of Conduct Policy

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

### Athletics Academic Policy

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

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

### Attendance Regarding Extracurricular Activities

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

### Transportation

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

### Equipment

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

## **Bullying / Harassment / Intimidation / Hazing / Menacing**

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

## **Sportsmanship**

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

## **Good Citizen Obligation**

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

## **Drugs, Alcohol, & Tobacco**

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

### **FIRST OFFENSE**

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

### **SECOND OFFENSE**

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

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

## **Athletics Registration Information**

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

### **1) REGISTRATION / PAYMENT OF FEES**

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

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

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

### **3) ATHLETIC INSURANCE**

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



#### 4) **ATHLETIC PARTICIPATION CONTRACT & ELIGIBILITY**

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

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

### **Sports Seasons**

Information on each sport is available on our website.

**\* represents club sports**

#### **Fall**

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

#### **Winter**

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

#### **Spring**

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

### **Length of Seasons**

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

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

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



## Attendance

Phone: 541-482-8782

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

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

Debra Falk, Attendance Office Secretary

[Debra.Falk@ashland.k12.or.us](mailto:Debra.Falk@ashland.k12.or.us)

Phone: 541-482-8782

### Daily Notification

Families will be notified of daily unexcused absences via the SchoolReach notification system. By default, the System will call the primary phone number listed on each child's fall registration paperwork. To select another number, such as a cell phone number, guardians may log into PowerSchool, click on Account Preferences > SchoolReach, and then select from the list of phone numbers provided at registration. To add a new phone number to the list, contact the AHS Main Office (541-482-8771 ext. 2100). In PowerSchool, it is also possible to select a secondary phone for attendance calls. The service will deliver messages to both live answers and answering machines. No answers (phones ringing over 40 seconds) and busy signals will be automatically retried twice in fifteen-minute intervals after the initial call.

\*please call or check website for policy for attendance in CDL.

## Excused Absences

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

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

### Mental Health Day

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

### Military Dependent Absence

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

### Religious Based Absence

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

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

Parents/Guardians will have two school days after an absence occurs to excuse the absence(s). The Parent/Guardian must notify the school regarding each day the student is absent. This can be done by a phone call to the Attendance Office at 541-482-

8782, by sending a signed note, or via email. Students leaving due to an appointment/illness during class-time must first check out in the Attendance Office. Students arriving late in the morning, after lunch, or who are returning from an appointment, must also check in at the Attendance Office prior to returning to class, otherwise the absence will be unexcused.

Absences of more than three consecutive days that are due to illness may require follow up with the school nurse and/or verification from a health care provider.

### Participation Points

Because participation in class activities is vital to each course at Ashland High School, participation points may be awarded for attending class. It is expected that students will make up any work missed. Each student will be informed of the teacher's procedures for making up these points in the course syllabus given to each student at the beginning of the course. This may include coming in during lunch or afterschool or serving detention.

## Unexcused Absences

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

## Examples of Unexcused Absences

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

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

## Absences Longer Than 10 Consecutive Days

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

## Tardies

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

## Multiple Unexcused Absences

### Step One: Teacher Contact

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

### Step Two: Detention

Students who have two or more unexcused absences from any classes will be required to make up that time through lunch detention, after school detention, or in school suspension. Classwork

missed due to unexcused absences may NOT be turned in for credit.

necessary appointment. A pre-excused form must be filled out when a student plans to miss school.

### **Step Three: Attendance Contracts**

Students who do not serve detentions, or if a student is assigned detentions twice in any one semester due to a total of eight unexcused absences, this student will be supported through an attendance contract. If the student is unsuccessful in fulfilling the contract, additional interventions may be necessary. These may include a closed campus, community service, daily attendance checks, parent education, in school suspension, Restorative Justice Contract or a meeting with school administration.

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

### **Making up Absences & Tardies**

Students can make up unexcused absences and tardies by arranging make up time with the teachers in the classes they wish to make up. Students can also make up time after school, during lunch, or during an out period as described below.

#### **Session Time Commitments**

- 30-minute lunch period session clears 1 UNX absence or 3 UNX tardies.
- 60-minute after school make up session clears 2 UNX absences or 6 UNX tardies

#### **Where and when?**

##### **Freshman**

- After school on Wednesdays, 2:40-3:40 in the IVC (students need to bring homework).
- During lunch on Tuesdays or Thursdays, 12:15-12:45 in the IVC (students need to bring lunch and homework).

##### **Sophomores, Juniors, & Seniors**

- During an out period in the library (sign in and out with Tori or Aimee).
- After school on Wednesdays, 2:40-3:40 in the IVC (students need to bring homework).

### **Attendance Regarding Extracurricular Activities**

A student participating in activities or athletics must attend a full day of school on the day of the practice, game, or activity unless participating in a school-related activity or excused, with prior approval of an administrator or for a medical, dental or other

## Returning to School after a Significant Injury or Illness

If your child experiences a significant illness or injury, please call the main office prior to having them return to school. This will help to ensure the necessary documentation and arrangements for care are in place. The school will need a note from your Health Care Provider clearing your child to return to school as well as any activity restrictions or accommodations needed in the school setting.

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

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

- a care plan for a child who may require special accommodations.
- The school will need a note from your Health Care Provider when there is a question about: (1) the implication of a diagnosis for the others in school (for example, is the child contagious?) and/or (2) a care plan for a child who may require special accommodations.
- Has an Orthopedic Injury and/or requires an Orthopedic Device (including, but not limited to, casts, braces, splints, crutches)
- The school will need a note from your Health Care Provider clearing your child to return to school. The Health Care Provider's note will advise the district nurse as to the progression of activity allowed after an orthopedic injury and any restrictions or accommodations needed in the school setting.

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

## Attendance Codes

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

Name	Code	Type	Description
Activity	ACT	Excused	Used for school related activities
Administrative Excused Absence	AEX	Excused	Excused per discretion of administration
Athletic	ATH	Excused	Excused due to an athletic (or school-sponsored club) related activity
Attendance Made Up	AMU	Excused	Student followed the unexcused absence make up procedures
Counseling	CON	Excused	Student was meeting with a guidance counselor
Excused Absence	EXC	Excused	Excused per the outlined reasons in the above attendance policy
Excused Pre-Arranged Absence	EPA	Excused	Pre-arranged the absence by filling out a Pre-Arranged Absence Form for a school related activity
Excused Tardy	ETD	Excused	Any tardy that has been excused per any excused absence code, but the student was late and not absent
Health Center	HEA	Excused	Student was meeting in the Health Center
Home Tutor	HTR	Excused	Excused per discretion of administration
In School Suspension	ISS	Excused	Student was participating in an In-School Suspension
Military Dependent Absence	MDX	Excused	Excused due to a mental or behavioral health reported by the parent. Absences of more than 3 days by any one student require notification to the principal
Mental or Behavioral Health Absence	MHX	Excused	Student is absent due to a parent or guardian being called to active duty. May be excused for up to 7 days a school year
Parent Reported Illness	ILL	Excused	Excused due to an illness reported by the parent
Student Dropped - In Process	DRP	Excused	Student has dropped the class; however, it has not been removed from their schedule yet
Suspended	SUS	Excused	Student was suspended
Tardy Made Up	TMU	Excused	Student followed the tardy make up procedures
Unexcused Absence	UNX	Unexcused	Any absence where no effort was made to clear the absence. Students that are more than 20 minutes late to class are also marked unexcused
Unexcused Parent Contact	UPC	Unexcused	Parent made contact, but the reason did not follow the attendance policy criteria
Unexcused Pre-Arranged Absence	UPA	Unexcused	Pre-arranged the absence by filling out a Pre-Arranged Absence Form, but it was for a non-school activity
Unexcused Tardy	TRD	Unexcused	Student was late to class

## Counseling

Phone: 541-482-2278

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

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

Karyn Barats, Secretary

[Karyn.Barats@ashland.k12.or.us](mailto:Karyn.Barats@ashland.k12.or.us)

Phone: 541-482-2278

Keri Phipps, Counselor (Freshman)

[Keri.Phipps@ashland.k12.or.us](mailto:Keri.Phipps@ashland.k12.or.us)

541-482-8771 ext. 2211

Diane Berry, Counselor (Students A-Ha)

[Diane.Berry@ashland.k12.or.us](mailto:Diane.Berry@ashland.k12.or.us)

Phone: 541-482-8771 ext. 2115

Bryanna Trevino, Counselor (Students He-N)

[Bryanna.Trevino@ashland.k12.or.us](mailto:Bryanna.Trevino@ashland.k12.or.us)

Phone: 541-482-8771 ext. 2117

Maurice Monteiro, Counselor (Students Mi-Z)

[Maurice.Monteiro@ashland.k12.or.us](mailto:Maurice.Monteiro@ashland.k12.or.us)

Phone: 541-482-8771 ext. 2118

## Graduation Requirements & Courses

AHS's graduation requirements and course information are all presented in this handbook in the Course Guide section. However, our counselors are a great resource in to help parents and students plan out their education. If you have specific questions about courses and graduation our counselors are available to meet your needs.

## Scheduling an Appointment

Students must make an appointment to see a counselor via email, phone, or by going to the counseling office before or after school, during TCB time, at lunch, or during break. Students may not

drop in before class and wait until a counselor is available.

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

## Have a concern with a class?

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

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

## Early College Credit

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

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



## College Entrance Exams: SAT & ACT

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

Registration is done online at the following websites:

SAT (Scholastic Aptitude Test)	<a href="https://www.collegeboard.org/">https://www.collegeboard.org/</a>
ACT (American College Testing)	<a href="http://www.act.org/">http://www.act.org/</a>

When registering use the AHS code: 380025

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

## ASPIRE Program (in the College and Career Center)

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

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

## Career Day

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

If you are interested in volunteering to be a speaker, please email us at [AHSVIPS@ashland.k12.or.us](mailto:AHSVIPS@ashland.k12.or.us) to

## Scholarships & Financial Aid

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

## Internships

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

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

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



## PowerSchool

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

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

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

Sara Watson, Library Tech  
[Sara.Watson@ashland.k12.or.us](mailto:Sara.Watson@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2202

Steven Essig, Bookkeeper  
[Steven.Essig@ashland.k12.or.us](mailto:Steven.Essig@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2112

## PowerSchool Access

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

## Grades & Academics

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

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

## Attendance

Attendance information can be found in PowerSchool in the Attendance section. Attendance is coded

according to our attendance policies if you see have questions or concerns about attendance information please refer to the Attendance section of this book.

Families will be notified of daily unexcused absences via the SchoolReach notification system. By default, the System will call the primary phone number listed on each child's fall registration paperwork. To select another number, such as a cell phone number, guardians may log into PowerSchool, click on Account Preferences > SchoolReach, and then select from the list of phone numbers provided at registration. To add a new phone number to the list, contact the AHS Main Office (541-482-8771 ext. 2100). In PowerSchool, it is also possible to select a secondary phone for attendance calls.

## PowerSchool Mobile App

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

## Updating Contact information

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

## TCB - Adaptive Scheduler

During TCB time, students can receive support from AHS staff. Students can view their TCB schedule by using the Adaptive Scheduler in PowerSchool.

Currently, students do not have access to schedule their own TCB time, but in the future students will have the ability to request to meet with an AHS staff or visit the library through PowerSchool. If a student wants to make a TCB schedule request they must schedule with their teacher in advance.

## School Bulletin

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

The bulletin is also available at the following website:

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

## School Nurse

<https://www.ashland.k12.or.us/Page.asp?NavID=858>

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

Belinda Brown, School Nurse  
[Belinda.Brown@ashland.k12.or.us](mailto:Belinda.Brown@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 3105

Erin Hope-Sholty, Asante LNP  
Phone: 541-482-8771 ext. 3105

### School Nurse Services

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

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

- Assistance with obtaining medical and mental health care providers.
  - e. If your student does not have a primary care provider, dental provider, or needs insurance, the school nurse can assist with accessing those services and referring you to the appropriate provider or agency.
- Coordination of school responses to health concerns or outbreaks. (Communicable illnesses/conditions such as the flu, pertussis, measles, MRSA, scabies etc.)
  - f. Please contact the school nurse if you are concerned that your student has a communicable illness/condition, so that appropriate measures can be taken to protect your student and prevent the spread to others in the school community.

### Immunization Reminders

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

## School Based Health Center

### Rogue Community Health School-Based Health Centers Webpage

<https://roguecommunityhealth.org/services/school-based-health/>

The school-based health center is staffed and managed by Rogue Community Health. Students are required to fill out a consent form to receive most services. The health center is in H-11 of the Humanities Building.

**No student is turned away for inability to pay.**

Hours of Operation	
Mon - Tue - Thu - Fri	Wed
8:30 am - 4:00 pm	8:30 am - 3:00 pm
Lunch 1:00 pm - 2:00 pm	Lunch 1:00 pm - 2:00 pm

\* Closed during school holidays and breaks

Lori Vieu, Reception Phone: 541-842-7677 Fax: 541-842-7671
Mary Adcock, RN
Kimberly Wasserman, Mental Health Counselor
Chad Brown, PA-C, Physician Assistant
Diane Williams, MD

## School-Based Health Center Services

Healthy children are our community's future, and as part of our mission we bring our programs directly to where the kids are, school. A School-Based Health Center (SBHC) is a health clinic that provides physical, behavioral health, and preventive services for students in a school setting. All enrolled students are eligible for appointments.

We offer a full-service medical home to meet primary and preventive healthcare needs. The MD and PA are available on Tuesdays and Thursdays.

- Diagnosis and treatment of urgent and non-urgent illness
- Routine physical exams, including sports physicals (\$10.00)
- Vision, dental, and blood pressure screenings
- Treatment of minor injuries
- Prescriptions
- Immunizations
- Behavioral health screenings
- Health education
- Oregon Health Plan (OHP) enrollment assistance

We will bill your health insurance plan when available. A generous sliding-fee schedule is available for students without insurance or who are underinsured. Plus, we can help with your application for Oregon Health Plan or other insurance coverage. No student will be turned away due to the lack of insurance or ability to pay.

## Student Rights & Responsibilities

Corresponding School Board Policies

<http://ashland.k12.or.us/Code.asp?CodeID=0>

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

The Ashland High School community has extremely high expectations regarding student behavior both on campus and at school-sponsored activities. We expect students to Act Responsibly, Have Integrity and Show Respect.

Benjamin Bell, Principal  
541-482-8771 ext. 2103 (Kelly Tygerson)  
[Benjamin.Bell@ashland.k12.or.us](mailto:Benjamin.Bell@ashland.k12.or.us)

Becca Laroi, Assistant Principal  
541-482-8771 ext. 2108  
[Becca.Laroi@ashland.k12.or.us](mailto:Becca.Laroi@ashland.k12.or.us)

Rebecca Gyarmathy, Interim Assistant Principal  
541-482-8771 ext. 2104  
[Rebecca.Gyarmathy@ashland.k12.or.us](mailto:Rebecca.Gyarmathy@ashland.k12.or.us)

Karl Kemper, Athletic & Activities Director  
[Karl.Kemper@ashland.k12.or.us](mailto:Karl.Kemper@ashland.k12.or.us)  
541-482-2377 (Marg Orlik-Hill)

Glenna Stiles, Dean of Students  
[Glenna.Stiles@ashland.k12.or.us](mailto:Glenna.Stiles@ashland.k12.or.us)  
Phone: 541-482-8771 ext. 2109

### Academic Misconduct

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

### Banned Items

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

[www.safeoregon.com](http://www.safeoregon.com)

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

### Dangerous / Illegal Weapons

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

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

### Explosives (Are Considered Weapons)

Fireworks and any other form of explosive devices are strictly prohibited from the Ashland High School campus. False alarms, bomb threats and abuse of and/or tampering with emergency equipment, including fire alarms, will be viewed the same as explosive devices. If you know of anyone in possession of an explosive device including firearms, please notify the main office immediately. Law enforcement authorities will be notified.

### Tobacco (Including E-Cigarettes & Vaporizers)

Tobacco products in any form, including, but not limited to: cigarettes, cigars, loose tobacco, rolling papers, chewing tobacco, snuff, matches, lighters, e-cigarettes, digital/personal vaporizers and electronic nicotine delivery systems, are prohibited from the Ashland High School campus or within 1,000 feet of

campus. Matches and lighters are also prohibited on campus. Use and or possession of “e-cigarettes” or “vapes” are specifically prohibited on campuses and properties of the Ashland School District and at all ASD sponsored events and activities. All properties of the ASD campuses are smoke-free areas and any activity that portrays and or mimics “smoking” is also prohibited. Additionally, it is a violation to distribute, exchange, and or sell any smoking paraphernalia.

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

- 1) **First offense:** item(s) will be confiscated and not returned; student and Dean/affected party will create restorative contract; parents will be notified and student will be required to be in an in-school suspension for a period equal to one school day. Athletic consequences also apply.
- 2) **Second offense:** item(s) will be confiscated and not returned; meeting with be scheduled with student and parent where restorative contract will be created; and student will be required to be in an in-school suspension for a period equal to three school days. Athletic consequences also apply.
- 3) **Third or additional offenses:** student will be suspended pending a re-entry meeting with parents where additional consequences/restorative practices will be discussed.

### **Alcohol / Drugs (Narcotics)**

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

### **Hazing, Harassment, Intimidation, Bullying, Cyberbullying, Menacing,**

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

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

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

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

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

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

**Discrimination is against the law.**



## Hazing

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment. (i.e., personal servitude; sexual stimulation/sexual assault; forced consumption of any drink, alcoholic beverage, drug, or controlled substance; forced exposure to the elements; forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

## Harassment, Intimidation, or Bullying

“Harassment, intimidation, or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop, that may be based on but not limited to, the protected class of a person, having any of the effects of:

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

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income, or disability.

## Teen Dating Violence

“Teen dating violence” means:

- 1) A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional

abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or

- 2) Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

## Domestic Violence

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

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

## Cyberbullying

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

## Menacing

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

## Retaliation

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

## Reporting

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

will also act if anyone tries to intimidate you or take action to harm you because you made such a report.

See Title 9 documents at

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

### **Mandatory Reporters**

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

### **Additional Reporting Information**

The Title 9 Coordinator will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of Board policy JFCF – Hazing, Harassment, Intimidation/Bullying, Cyberbullying, Menacing, Teen Dating Violence or Domestic Violence - Student shall immediately report their concerns to the Title 9 Coordinator who has overall responsibility for all investigations.

Any student who has knowledge of conduct in violation of Board policy JFCF or feels they have been subjected to an act of hazing, harassment, intimidation, bullying, menacing, or cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to the Title 9 Coordinator who has overall responsibility for all investigations. A report made by a student or volunteer may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

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

- 1) Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, acts of cyberbullying, or incidents of teen dating violence (e.g., complaints, rumors) shall be presented to Title 9 Coordinator. Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair. Information may be presented anonymously. All such information will be reduced to writing and will include the specific nature of the office and corresponding dates.
- 2) The Title 9 Coordinator receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The Title 9 Coordinator will arrange such meetings as may be necessary with all concerned parties within 5 working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The Title 9 Coordinator conducting the investigation shall notify the person making the report within 10 working days of receipt of the information or report, and parents as appropriate, in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.
- 3) If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within 10 working days.
- 4) If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the person making the report shall be given an



opportunity to present the report. The Board shall provide a written decision to the person making the report within 10 working days following completion of the hearing.

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

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

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

## Bus Misconduct

The superintendent will establish regulations as necessary for the safe conduct of students riding district school buses or other forms of district transportation. Such regulations will be available to all parents and students and posted in each school bus.

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

## Cell Phones & Electronics

**Cell phones must be turned OFF during class!**

Students are permitted to bring cell phones and electronics to school if it does not interfere with the educational process. Use of cell phones and electronics during class time is strictly prohibited (except for learning activities using cell phones initiated by the teacher). Inappropriate use of these items will result in confiscation of item until the end of the school day. Repeat offenders will require a parent conference to retrieve the item and/or may be suspended. Students are responsible for securing their belongings at all time; thefts of these types of items are common if left unlocked. PE lockers have proven to not be a secure storage space for these types of items.

### Confiscated Electronics

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

## Computer Use (Internet, Email, and School Computers)

We are pleased to offer students at Ashland High School access to the district computers and their network for email and the Internet. These services are a privilege that students have earned the right to use at school. Students will need to access the Internet to be successful in most of their classes and learn vital 21st century skills. Computer access enables students to explore thousands of libraries, databases and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

Students are responsible for good behavior on student computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. Computer use on campus is a privilege which may be revoked at any time if a student abuses it.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Internet access is a privilege – not a right. Access entails responsibility.

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

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

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

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

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

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

### **Revoking Computer Access Consent**

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

#### **How do I get computer access?**

Students should report to the library to receive a login for computer access. Student are given a username and password which grants them access to Microsoft Office 365. All students'

services are available at <http://students.ashland.k12.or.us/>

### **Directory Information Disclosure**

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

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

Directory information is routinely provided to military recruiters to comply with the No Child Left Behind Law. Please fill out the form provided in the AHS office if you would like to withhold your student's directory information from military recruiters.

### **Dress Code**

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

#### **Allowable Dress & Grooming**

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments and waistbands (bra straps excluded).
- Fabric covering all private parts must not be see through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight

to any student or staff. Hoodies must allow the student face and ears to be visible to staff.

- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

### **Non-Allowable Dress & Grooming**

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity, or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations

### **Immunizations**

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

### **Immunizations, Your Child, & School**

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

The decision to immunize is a parent's choice. Your decision affects not only the health of your child, but also the rest of your family, the health of your child's friends, & their families, classmates, neighbors, and community. Immunizations serve to protect children against significant and debilitating diseases that can result in permanent disabilities and in some cases,

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

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

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

### **Without immunizations your child can infect others.**

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

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

- During disease outbreaks, unimmunized children may be excluded from school until the outbreak

is over, both for their own protection & for the protection of others.

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

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

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

### **Additional Resources:**

Children's Hospital of Philadelphia & CDC website

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

Center for Disease Control (CDC) vaccine safety web site

[www.cdc.gov/od/science/iso/about\\_iso.htm](http://www.cdc.gov/od/science/iso/about_iso.htm)

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

## **Insubordination**

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

- Not giving your name when requested
- Not going to class or office when directed
- Being inappropriate
- Using a false name
- Willful violation of school rules
- Profanity to staff

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

## **Library**

The Ashland High School Library welcomes students to explore its excellent Internet resources as well as more than 25,000 books and magazines. Librarians are always available to help students in any way they can – from assisting with class research projects to advising students on individual book selection. Students are expected to act responsibly and with personal integrity and make the best educational use of the many library resources. The library is open most school days from 7:30am until 4pm.

## **Lockers**

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

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

## **Open Campus**

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

## **“Out” Periods**

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

## **Parking (automobiles & pedestrian vehicles)**

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

### **Parking: Automobiles**

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

### **Parking Violations**

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

- **1st Violation:** Orange violation sticker will be placed on the car; the license, date, and place will be recorded.
- **2nd Violation:** \$50.00 parking ticket will be issued to the student and added to his/her school account.
- **3rd Violation:** Parents will be notified; car may be towed from premises or a boot may be placed, and the parking permit will be revoked. Towing expenses range from \$200 - \$400.

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

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

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

## **Parking: Bikes, Skateboards & Scooters**

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

## **Picture I.D. / Student Body Card**

Students will receive a student ID card with his or her picture. This student body card must be presented at dances and school functions to be admitted. Students may purchase an activity sticker allowing free access to co- and extra-curricular activities.

## **Posters**

Posters promoting school sponsored events may be hung around campus. Students are also responsible for taking those posters down after the event. Posters advertising events not sponsored by the school require administrative approval prior to posting on the two student bulletin boards.

## **Profanity**

Profanity is not appropriate on campus or at school activities. Use of profanity may result in detention or possible suspension for repeat offenders.

## **Restraints or Seclusion**

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

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

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



1. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
2. Written documentation of the incident within 24 hours that provides:
  - a. A description of the restraint or seclusion including:
    - (1) The date of the restraint or seclusion;
    - (2) The times the restraint or seclusion began and ended; and
    - (3) The location of the incident.
  - b. A description of the student's activity that prompted the use of restraint or seclusion;
  - c. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
  - d. The names of staff of the public charter school who administered the restraint or seclusion;
  - e. A description of the training status of the staff of the public charter school who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
  - f. Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that includes the lack of training, and the reason why a person without training administered the restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
  - a. Name of the student;
  - b. Name of staff member(s) administering the restraint or seclusion;
  - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
  - d. Location of the restraint or seclusion;
  - e. A description of the restraint or seclusion;
  - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
  - g. A description of the behavior that prompted the use of restraint or seclusion;
  - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
  - i. Information documenting parent or guardian contact and notification.
7. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include an administrator. Written notes shall be taken and

a copy of the written notes shall be provided to the parent or guardian of the student.

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

## **Sexual Harassment Complaints**

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

It is the intent of the Board that appropriate corrective action will be taken by the district to stop the sexual

harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

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

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

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

### **Step 1**

Any sexual harassment information (i.e., reports, complaints, rumors, etc.) shall be presented to the district officials such as the principal, compliance officer or superintendent. All such information shall

be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

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

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

This written notification must:

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

### **Step 2**

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

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

### **Step 3**

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

### **Step 4**

If a complainant is not satisfied with the decision at Step 3, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10

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

Complaints against the principal may be filed with the superintendent. The superintendent will cause the notice requirements identified in step 1 to be completed. The superintendent will investigate the complaint and will notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may appeal to the Board in step 4.

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

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

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

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

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

## School Dance Policy

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

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

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

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

## School Field Trips

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

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

## Social Security Numbers - Disclosure Statement

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

Providing a student's social security number (SSN) is voluntary. If a student provides it, the school district will use it for record keeping, research, and reporting purposes only. The school district will not use the SSN to make any decision directly affecting student(s). Social Security Numbers will not be given

to the public. If the SSN is not provided, the student will not be denied any of his/her rights. Providing the SSN means that consent of its use will be done in the manner described.

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

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

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

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

## Exchange Student Requirements

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

- The student must be enrolled in a Council on Standards for International Educational Travel (CSIET) approved program or have an adult sponsor who is a permanent resident within the Ashland School District boundaries. (See next page for additional requirements for students who do NOT come through a CSIET approved program).

- We only guarantee placements to organizations or resident adult sponsor that have secured a host family and exchange student by the end of June for the coming school year. Placement requests made after July 1st will be considered based on availability of classes.
- **The student will be enrolled full-time at AHS for the entire school year**, no more or less than that, arriving on campus no later than the Friday before school starts to register. The exchange organization or resident adult sponsor will provide all necessary records before school starts. This includes a birth certificate or passport and documentation of current immunizations.
- There must be a local representative from the exchange student organization or resident adult sponsor who is responsible for all aspects of the student's life outside of school.
- The student will be hosted by a family that resides in Ashland School District boundary.
- In the event of behavioral or academic problems involving the student, the exchange company representative or resident adult sponsor agrees to be readily available to be actively involved in resolving the issue.
- The representing agency or resident adult sponsor will ensure that the exchange student has English language skills that will enable them to do grade level work in AHS classes. The student needs to possess English language skills in speaking, reading, and writing that will enable them to be enrolled and participate in classes offered at AHS, with minimal accommodations. AHS administration, rather than the agency or adult sponsor, will have final authority to determine appropriate classes for individual students.
- If the student is planning to take a math class, they will take a math placement test upon arrival on campus and enroll at the level recommended by math department chairperson.
- AHS has no requirements for which classes an exchange student must take. The student and their family are responsible for checking with their home school to determine what, if anything, is required of them regarding credits they need to earn. The student may request courses at AHS but should have an understanding that it is possible that they may not get all their choices due to staff judgment regarding appropriate placement or lack of space. **An exchange student should have an understanding that earning an Ashland High School diploma**

**during their year as a guest at our school is not an option.** If the student is the equivalent age of a senior, they are eligible to participate in the graduation ceremony and receive an honorary diploma.

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

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

- Oregon Immunization Requirements
- 5 doses of Diphtheria/Tetanus/Pertussis (Dtap, Tdap, Td)
- 1 Tdap booster after age 10
- 4 doses of polio (IPV or OPV)
- Chickenpox disease Date or the varicella vaccine (VZV or VAR)
- 2 doses of Measles/Mumps/Rubella (MMR)
- 3 doses of Hepatitis B (Hep B)

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

## Student Records

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

- Inspect and review the student's education records.
- Request an amendment of the student's education record to ensure that they are not inaccurate, misleading, or in violation of the student's privacy or other rights.
- Consent to disclosures of personally identifiable information contained in the student's education records.
- File with the United States Department of Education a complaint concerning alleged failures by the school district to comply with the

requirements of the Family Educational Rights and Privacy Act.

- Obtain a copy of the school district policy concerning student records. Copies of this policy may be requested at any school building or at the district office.

### **Notification of Rights under FERPA for Elementary & Secondary Schools**

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

- The right to inspect and review the student’s education records within 45 days after the day Ashland High School receives a request for access.  
Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.  
Parents or eligible students who wish to ask Ashland High School to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.  
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and

law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Ashland High School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

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



- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))

## **Suspended / Expelled Students**

Students who are suspended or expelled from Ashland High School are prohibited from being within 1,000 feet of campus or at school-sponsored activities for any reason throughout the duration of their suspension or expulsion. Students will not be able to participate in athletics or activities including practices during the period of their suspension and/or expulsion.

## **Theft**

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

## **Vandalism**

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

## **What Happens When a Violation Occurs?**

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

protect the student from peer curiosity, and to facilitate the investigation.

### **Re-Entry School Conference**

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

### **Consequences**

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

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

### **Drug Treatment**

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

### **Repeated Violations**

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

## Discipline Checklist

To provide consistency in disciplinary practices, the following chart will be used in the enforcement of consequences. Incidents resulting in any suspensions or expulsions will include parent contact. When more than one consequence is listed, the severity of the incident will determine which applies.

	Confiscation (if applicable)	Detention	Parent Notification	Suspension	Joint Conf. Parent T/S	Academic Penalties	Restorative Justice Contract	Referral to Legal Authority	Withdraw from Course, School, Or Bus	Request for Expulsion	Referral Support Service
Academic Violations	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Alcohol / Drugs	✓	✓	✓	✓	✓		✓	✓		✓	✓
Bus Misconduct	✓	✓	✓	✓	✓		✓		✓		✓
Class Disruption	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Computer Misconduct	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dress Code		✓ 2nd		✓ Change	✓		✓				✓
Explosives	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fighting	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Harassment		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Insubordination		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Profanity		✓	✓	✓ 3rd	✓ Repeat		✓		✓		✓
Theft	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Tobacco	✓	✓	✓	✓	✓		✓	✓			✓
Trespassing			✓					✓			
Unauthorized Areas		✓	✓	✓			✓				✓
Vandalism	✓	✓	✓	✓			✓	✓		✓	✓
Weapons	✓		✓	✓	✓			✓	✓	✓ req.	✓

- Confiscation (if applicable) — items involved will be confiscated and may require a parent to pick up the item
- Detention — student may have to spend time in a supervised setting
- Parent Notification — parents will be notified of the violation immediately
- Suspension (in school or out) — student will be suspended from the environment, may be an in-school suspension or at home suspension
- Joint Conference with Parent, Teacher, and Staff — parents will be required to meet before re-entry onto campus
- Academic Penalties — dependent on the violation can refer to a withdrawal of a grade, a requirement to redo an assignment, or other penalties
- Referral to Legal Authorities — requires legal authority (most commonly police) to investigate the violation
- Withdrawal from Course, School, or Bus — student may be withdrawn from the environment where the violation occurred if necessary
- Request for Expulsion — a request to the district for the student to be removed from the current school environment will be made
- Referral for Support Service — dependent on the violation, may refer to requesting services (mental health, rehabilitation, etc.)

## Student Support & Services

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

### Mental Health Resource and Education Network (MHREN)

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

The Mental Health Resource and Education Network (MHREN) is a non-profit organization providing support services for local mental health service providers, including several workshops per year that are certified for continuing education credits. For more information, see "About Us".

MHREN maintains a mailing list of approximately 400 professionals in the region. Notifications of upcoming events, e-newsletters, and professional opportunities are sent out to this mailing list. To receive notifications, please contact us with your information. There is no charge to be added to our list.

Please note: MHREN is not a referral agency. Our Referral Booklet provides the client and the clinician with the opportunity to locate practitioners for themselves.

### SafeOregon Reporting

[www.safeoregon.com](http://www.safeoregon.com)

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

### Student Services Team (SST)

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

*Please contact your counselor for additional information.*

## Student Tutor Center

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

Every day, Monday through Friday, during lunch in room H-25

Every Wednesday after school from 2:45-3:45 in the IVC

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

Tammy Anderson, Teacher

[Tammy.Anderson@ashland.k12.or.us](mailto:Tammy.Anderson@ashland.k12.or.us)

Phone: 541-482-8771 ext. 2160

## Maslow Project

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

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

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

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

Kirstin Cronin, Maslow Project Case Manager

[Kirstin@MaslowProject.com](mailto:Kirstin@MaslowProject.com)

Phone: 541-608-6868

Call/Text: 541-200-9403

Maslow Project Medford

(for off-campus needs and additional info)

500 Monroe St, Medford, OR 97501

Phone: 541-608-6868

## Academic Information & Course Guide

### Academics Webpage

<http://ashland.k12.or.us/Page.asp?NavID=1015>

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

Karyn Barats, Secretary

[Karyn.Barats@ashland.k12.or.us](mailto:Karyn.Barats@ashland.k12.or.us)

Phone: 541-482-2278

Keri Phipps, Counselor (Freshman)

[Keri.Phipps@ashland.k12.or.us](mailto:Keri.Phipps@ashland.k12.or.us)

541-482-8771 ext. 2211

Diane Berry, Counselor (Students A-Ha)

[Diane.Berry@ashland.k12.or.us](mailto:Diane.Berry@ashland.k12.or.us)

Phone: 541-482-8771 ext. 2115

Bryanna Trevino, Counselor (Students He-N)

[Bryanna.Trevino@ashland.k12.or.us](mailto:Bryanna.Trevino@ashland.k12.or.us)

Phone: 541-482-8771 ext. 2117

Maurice Monteiro, Counselor (Students Mi-Z)

[Maurice.Monteiro@ashland.k12.or.us](mailto:Maurice.Monteiro@ashland.k12.or.us)

Phone: 541-482-8771 ext. 2118

### FORECASTING Information

Forecasting is a process occurring each spring where students, in conjunction with counselors, teachers and parents, request the classes they would like to take the following year. Student requests are used, in part, to build the master schedule for the following year. Therefore, it is critical students plan carefully and fully complete the forecasting process.

### Using the Course Guide

Gaining independence, moving on, and finding a career – that is what you can expect once you leave high school. The trick is to jumpstart your future and plan for life before graduation. Carefully use the information presented in this guide to consider your goals for your future, develop a 4 year plan for high school graduation, and select courses that will help you achieve those goals and plans. Make certain you pay close attention to the graduation requirements outlined on the next page. We encourage you to get

input from your teachers regarding the level and types of classes to help you reach your goals! Seek your counselor's guidance regarding course pre-requisites, possible sequences, and post-high school planning.

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

Courses are divided into two types: core and elective. Students must pass both types of courses to meet the State of Oregon and Ashland School District requirements for graduation. Elective classes are designed to build skills in areas of study to meet student needs for college admissions, career pathways, and individual interests. Some elective courses have fees; courses that receive college credit require testing fees and/or college tuition fees. Students should not allow the inability to pay fees to interfere with enrollment in a course. Students who are unable to pay the fee should discuss the possibility of a scholarship or fee waiver with their counselor.

When selecting elective courses, students should consider elective subjects carefully and select viable alternative classes. If there is a conflict in building a schedule, or if we are unable to offer the course due to insufficient enrollment or inadequate funding, your alternative selections will be used to complete your schedule.

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

### Graduation Requirements

The Board establishes graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma, and an alternative certificate, which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is received by the student's parent or guardian or by the student if they are 18 years of age or older or emancipated.

Students will have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district provides age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the modified or extended diploma requirements.

Students and their parents will be notified of graduation and diploma requirements through the course guide.

Section	Specific Classes	Credits
English		8 credits
Social Studies (must include)	Global Studies	2 credits
	American Studies	2 credits
	Government	1 credits
	Economics	1 credits
Science (must include)	Physical Science	2 credits
	Life Science	2 credits
	Additional Science	2 credits
Mathematics		6 credits at or above Algebra 1
Physical Education		2 credits
Health Education (must include)	Health	1 credits
	Family Health	1 credits
Applied Arts, Fine Arts, or		6 credits

World Language *		
Electives		12 credits
<b>Additional Requirements (see below)</b>		
Career Education		1 credits
Work Experience, Community Service, Internship	100 hours (only 50 hours can be paid)	1 credits
Demonstrate Proficiency In Essential Skills	May be satisfied through Smarter Balanced & other nationally normed assessments as well as local work samples.	Reading Writing Math
<b>Total:</b>		50 credits

\* These courses default to elective credits once the requirement is met.

### Career Education Program

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

### Work Experience, Community Service, Internship Hours

All students must complete 100 hours of community service; only up to 50 hours may be paid hours such as employment. Students need to turn in a community service hours form in the main office for records.

### Essential Skills

The district may not deny a diploma to a student who has opted out of the statewide assessment if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.



## Alternate Diploma Documents

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

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either 4 years after starting the ninth grade, or until the student reached the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student who received a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services, and hours of other services that are designed to meet the unique needs of the student, and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternate certificate, or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma, or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

One credit is granted for successfully completing one semester in any class. All classes at Ashland High School receive the same credit. Transfer credits are accepted if they are coming from an accredited institution. No class credit will be issued retroactively. All credit-bearing classes not offered by Ashland High School must be pre-approved by the principal or their designee.

## Modified Diploma

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

Section	Specific Classes	Credits
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English		3 credits
Mathematics		2 credits
Physical Education		1 credits
Arts &/or Second Lang &/or Career & Tech Ed		1 credits
Social Studies		2 credits
Science		2 credits
Health		1 credits
Electives		12 credits
<b>Total:</b>		24 credits

### Extended Diploma

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

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

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

Section	Specific Classes	Credits
---------	------------------	---------

English		2 credits
Mathematics		2 credits
Physical Education		1 credits
Arts &/or Second Lang		1 credits
Social Studies		3 credits
Science		2 credits
Health		1 credits
<b>Total:</b>		12 credits

### Certificate of Achievement

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

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

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

### Independent Study

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

## Minimum Class Loads

### Seniors

Required to take a minimum of five classes. This can be a combination of classes on the AHS campus, and approved SOU, Online or correspondence classes. Must take either an out, study hall, on-line class, or Teacher Assistant as one of their 8 classes.

### Juniors

Required to take a minimum of seven classes. This can be a combination of classes on the AHS campus, and approved SOU, Online or correspondence classes. Must take either an out, study hall, on-line class, or Teacher Assistant as one of their 8 classes.

### Sophomores

Required to take seven classes. Must get permission slip signed by parent and principal to drop one of the seven classes. Must take either an out, study hall, on-line class or Teacher Assistant as one of their eight classes.

### Freshmen

Required to take eight classes.

## Social Security Eligibility

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

## Ashland School District Homework Policy

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

### Ashland High School Homework Guidelines

Thirty minutes at grade level, on task homework per class meeting is the expected amount for Ashland

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

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

We believe homework has three distinct purposes:

- Homework designed to learn new material
- Formative assessment: Homework for practice
- Summative assessment: Assignments to demonstrate learning

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

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

## Grading

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

A (100%-93%)	= 4.0	C (76%-73%)	= 2.0
A- (92%-90%)	= 3.7	C- (72%-70%)	= 1.7

B+ (89% - 87%)	= 3.3	D+ (69%- 67%)	= 1.3
B (86%- 83%)	= 3.0	D (66%- 63%)	= 1.0
B- (82%- 80%)	= 2.7	D- (62%- 60%)	= 0.7
C+ (79%- 77%)	= 2.3	F (59%- 0%)	= 0.0

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

## Schedule Changes / Dropping a Class

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

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

Scheduling changes will only be made for the following reasons:

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

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

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

## "Out" Periods

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

## Athletic Eligibility Requirements

### Oregon School Activities Association (OSAA) State Standards for Eligibility

- 4) The student must have earned 5 credits in the previous semester. This does not apply to incoming freshman for fall and winter sports.
- 5) The student must be enrolled in and passing 5 credits in the current semester.
- 6) The student must be making satisfactory progress toward graduation, defined as having completed 8 credits prior to their sophomore year, 20 prior to junior year and 33 prior to senior year.

### Additional AHS Eligibility Rules

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

## Code of Conduct Policy

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

## Athletics Academic Policy

Students will be eligible to be on the team and practice based on the above state standards. However, to be eligible to participate in competition on a weekly basis, student-athletes will be required to have 5 classes in which they have a grade of "C" or better and no "F's." Grades are monitored on a weekly basis\* Students who are not meeting the

standards will be required to meet with them twice weekly to work on individualized plans for improving their academic performance. In certain cases, they may allow students to play who are below the district standard but are working hard and showing satisfactory progress toward meeting standard.

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

## **NCAA**

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

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

By law, parents of students eligible for special services under IDEA who do not believe the district can provide a free appropriate public education (FAPE) and who are seeking public funding for a unilateral private placement are required to provide the district with prior notice before making such a placement if they wish to pursue their due process rights. Notice may be provided at a student's last IEP meeting prior to the unilateral placement, or in writing a minimum of 10 days prior to placement.

If your child is eligible to receive special education services under IDEA, or if you suspect your child may be eligible, you may have additional rights defined by federal law. Please ask your school receptionist for a copy of the Parental Procedural Safeguards for parents with IDEA eligible children.

## **TAG Information**

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

It is our goal to ensure that all learners, including gifted learners, are provided stimulating, challenging,

and meaningful educational experiences with lessons and materials appropriate for each student's assessed level and rate of learning.

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

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

Social and emotional growth

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

### **Identification**

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

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

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

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

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

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

Parents, teachers, and students can also refer students to the CST for screening independent of the broad screening process as early as kindergarten.

To learn more about how to identify your child, or the services available, please contact Rebecca Gyarmathy at [Rebecca.Gyarmathy@ashland.k12.or.us](mailto:Rebecca.Gyarmathy@ashland.k12.or.us)



## Testing Accommodations for Students with Identified Disabilities

If your child has an identified disability, testing accommodations may be available for PSAT, SAT and AP exams. Visit the College Board website at [www.collegeboard.com](http://www.collegeboard.com) to learn more. Be advised that the process for approval can take time and often requires supporting documentation which may need to be gathered. You are responsible for the process. It is best to do your research and start early to avoid being denied accommodations at test time.

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

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

## Fees & Charges

Certain classes at Ashland High School are assessed a fee to cover the costs of materials consumed in projects that become the property of the student. No student will be denied admittance to a class due to inability to pay a fee. Families who qualify for free/reduced meals do not pay fees. Please carefully read course descriptions to determine if a class has a fee. If paying fees is a problem throughout the year, you may arrange a payment plan. Please contact the AHS Bookkeeper for more information.

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

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

## Optional Fees

Student Body Card	\$5.00 replacement
Rogue Annual (Yearbook)	\$55.00 annual
Parking Permit	\$20.00 annual
Student Health Service	\$20.00* annual
Student Insurance	Market Price**
* suggested donation	
** see main office for more information	

## Out of District Levy Fee

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

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

## Refunds

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

**IMPORTANT NOTE:** All refund requests must take place within the same school year as the fee was paid. No refund will be available for payment from previous years. You must contact the AHS



Bookkeeper at 541-482-8771 ext. 2112 to request a refund.

## High School Student Insurance

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

2019-2020 School Year Insurance Plan Totals	High Option	Mid Option	Low Option
24/7 Student Accident Plan	\$364	\$339	\$269
Dental accident plan	\$16 when purchased separately \$12 when added to other plan(s) purchased		
School time accident plan	\$87	\$82	\$66
Student accident and sickness plan	First \$225.00 covers current month and one additional month. Subsequent payments: \$183.00 per month, billed every 2 months.		
Tackle football accident plan (grades 9-12)	\$375	\$346	\$280

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

## Preparing for Post-High School Activities

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

part of the subject area requirements for admission to Oregon Public Universities.

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

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

## 4-Year College Track

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

## Early College Credit Options

Ashland High School offers numerous ways for you to earn college credit while still in high school. Students have the option to register for SOU (\$45 per credit) or RCC (FREE) credits when they take early college credit eligible classes available at AHS (See pages 11-12). Please note that for some classes, such as AP U.S. History, students have the option of applying for RCC or SOU credit. Students should see their counselors for more information and a list of the courses that can be taken for early college credit.

## Rogue Community College “College Now” Credits

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

## Southern Oregon University Advanced Southern Credit

- Classes are taken at AHS and taught by AHS faculty.
- Credits are offered at a significant discount from regular SOU tuition. Students who qualify for free / reduced lunch are eligible for reduced tuition.
- The cost of Advanced Southern Credit in is \$45.00 per credit or \$180.00 for a 4-credit course, these rates are subject to change if SOU tuition changes. Maximum 18 credits allowed.
- The Early Entry Program tuition for students who are approved to take SOU courses on campus is \$94.50 per credit or \$378.00.
- Credits transfer to Oregon Public Universities and community colleges. Check with private and

out of state schools to determine if and how they will accept these credits.

- Classes taken earn both high school and college credit.
- Students must register at the beginning of October to receive credit for the first semester.

## Early Entry Programs

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

[www.go.roguecc.edu/departments/pathfinder](http://www.go.roguecc.edu/departments/pathfinder)

[www.sou.edu/youth/early-entry](http://www.sou.edu/youth/early-entry)

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

## Advanced Placement Tests

Advanced Placement testing occurs each May. Students will register for tests in October. The fee for each exam is \$95.00 (subject to change). Students who qualify for free/reduced meals do not pay exam fees. Many colleges provide credit and/or advanced placement in classes for qualifying AP scores (usually a 4 or 5). Check with individual colleges about their policies.

## Plan for Selective College Preparation

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

## **Community College Entrance Requirements**

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

## **Technical School Entrance Requirements**

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

## **Armed Services Entrance Requirements**

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