



Medford School District Elementary Parent Handbook

Welcome to the Medford School District! We are excited to partner with you to support your child's success at school. The following sections provide key information about school programs, policies, and practices that will help you navigate the year ahead. This document is also available at www.medford.k12.or.us on both the Student and Parent pages.

Our Mission:

ALL Own Their Present and Future,

ALL Are Known and Challenged,

ALL Achieve Their Potential,

ALL Options are Open and Hopeful.

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Parent Participation and Partnership

Parent involvement plays a huge role in your child's success! We value the strong partnership between school and home.

Here's how we work together:

- **Support Your Child's Learning:** We encourage you to help your child with schoolwork and engage in learning activities.
- **Stay Connected:** Communication is key! We keep parents informed through newsletters, conferences, and other events. You're also welcome to email your teacher or office at any time.
- **Join in Activities:** Get involved in school activities and decision-making through opportunities like the Site Council, PTO, or Booster Clubs. Together, we can make a difference!

(School Board Policy IGBC)

Site Council

In compliance with Oregon's Educational Act for the 21st Century, each school has a Site Council. The Site Council includes the principal, teachers, staff, and parents. The Site Council helps make important decisions about student achievement and school programs. Meetings are open to the public, and we encourage parents to attend.

Volunteers in Medford Schools (VIMS)

Volunteers are a vital part of our school community. You can help by volunteering in classrooms, driving on field trips, or assisting with events. If you would like to volunteer, please complete the [online application process](#), which includes a criminal background check. Once cleared, you'll receive a VIMS badge to wear while volunteering.

If your child would like to volunteer, they can apply too! Once approved, we'll work with them to match projects to their skills.

PTO or Booster Club

Our Parent-Teacher Organization (PTO) and Booster Clubs are fantastic ways to get involved! These groups support our schools financially, sponsor fun events, and help create a sense of community. All parents, teachers, and community members are welcome to participate.

Office Hours

Office hours in Medford School District Elementary Schools are from 7:30 AM until 3:30 PM. Each school has a voicemail system if you wish to leave a message after or before hours.

Visiting the School

We love having parents and community members visit! To keep our school safe, we ask that visitors follow these simple steps:

- Sign In: Please check in at the office and bring a valid ID.
- Wear a Visitor Badge: To keep track of who's on campus, all visitors must wear a badge while on school grounds.
- Background Checks: If you'll be working with students directly, we'll need you to complete a Volunteer background check.

For your safety and the safety of others, we also ask that visitors refrain from visiting classrooms during unstructured times (like recess) unless arrangements have been made with the principal. Parents are encouraged to visit the school during lunch to have lunch with their own child, just be sure to sign in first.

For the safety and smooth operation of our school day, please use the designated drop-off and pick-up locations. If you have any questions or need additional details, feel free to reach out to your school.

We ask that all visitors respect the learning environment. To maintain a positive and organized atmosphere, anyone who disrupts the school's activities may be asked to leave. Staff members are responsible for ensuring that only authorized individuals are on campus. For more information, please refer to School Board Policy KGB (Public Conduct on School Property).

Foster Grandparents Program

Some schools use Foster Grandparents as volunteers primarily to provide one-on-one assistance to children. Foster grandparents may serve as tutors and mentors to children.

SMART Program

Some schools have SMART: Start Making a Reader Today. SMART volunteers work in schools with children who are in need of a one-on-one relationship with a caring adult. Volunteers are trained to work with students in reading and work primarily with students in kindergarten through second grade.

These volunteers will go through the VIM process.

Classroom Interruptions and Messages

To minimize distractions and protect students' focus, we ask that all communications be made through the office. If you need to drop off an item, send a message, or arrange for an early pickup, please bring it to the school office. We'll make sure your child receives it.

If your child needs to leave early, please let the office know at least 30 minutes before dismissal. This helps keep the day running smoothly.

Instructional Supports

We want every student to feel successful and supported. Three times a year, students in grades K–5 participate in academic screenings that help teachers understand their strengths and areas where additional support may be helpful.

When needed, students may receive extra instruction in small groups or individually. These supports may take place in the classroom or in another learning space and are designed to help students grow and feel confident in their learning. Families will be informed when additional supports are provided.

Homework

Homework is intended to reinforce skills that students are already learning at school and to help build positive learning habits. As students grow, homework may gradually increase in length and complexity. At the elementary level, homework may be limited to encouraging students to read at home.

Here's what families can expect:

- Homework focuses on practice, not new instruction
- Assignments are designed so that students can complete them independently
- Homework is never used as a form of punishment
- Reading at home is always encouraged

As a general guideline, students may be assigned up to 10 minutes of homework per grade level per evening, Monday through Thursday (for example, 20 minutes for 2nd grade, 50 minutes for 5th grade). Homework is typically not assigned on weekends or school breaks, unless needed to complete a longer-term project.

Make-Up Work

When a student is absent, teachers will work with them to help make up missed learning. If your child will be absent for more than one day, you're encouraged to contact the school office to request make-up work.

To allow teachers time to prepare materials:

- Requests should be made before noon
- Work is usually available after school on the requested day

For longer absences, alternate or adjusted assignments may be provided.

Homebound Instruction

If a student is unable to attend school for 10 or more consecutive school days due to illness or a medical condition, the district may provide homebound instruction when appropriate.

Homebound services focus on essential learning areas and are not intended to replace the full school experience. Families can contact their school for more information about eligibility and next steps.

Curriculum Overview

Elementary students receive instruction in a wide range of subjects, including:

- Reading and writing
- Mathematics
- Science and social studies
- Health and physical education
- Music and social-emotional learning

To learn more about curriculum goals, state standards, and instructional materials used in each subject area, families are encouraged to visit the “Learning by Subject” section of the district website.

Instructional Materials & Textbooks

Students may be provided with textbooks or other instructional materials as part of their learning. We ask students to take care of these materials so they can be used by others in the future. Families may be responsible for replacement costs if materials are lost or damaged.

Technology & Computers

Technology is an important part of learning in Medford schools. Students use computers to research information, create projects, and build digital skills.

The district provides filtered internet access and teaches students how to use technology safely and responsibly. Families and students review and sign an annual Acceptable Use Agreement outlining expectations for technology use.

A sample of the Acceptable Use Procedures for Electronic Resources can be found on the following pages, along with our Student AI Code of Conduct.

Student Technology Responsibilities (Chromebooks)

Students are provided with a Chromebook to support learning. Together, schools and families share responsibility for helping students use devices safely and appropriately.

Students are expected to:

- Use technology for educational purposes
- Keep login information private
- Protect personal and others’ private information
- Follow teacher guidance and district technology expectations

Acceptable Use Procedures for Electronic Resources

These rules apply at all times and for all MSD electronic devices. All use of the MSD network, whether on or off school campus and whether on a district-owned or personal device, must align with the guidance outlined here and be consistent with the mission and purpose of the Medford School District. When you use district technology (including devices, networks or other systems) you are agreeing to these guidelines:

DO...	DON'T...
• Keep your login and password private. • Keep your own personal information private online, including your name, home address, and phone numbers. • Keep other individuals' personal information private - including photographs and online profiles. • Use appropriate online resources and tools to help you with your school work. • Cite sources appropriately when using the work of others. • Notify a school authority if you encounter dangerous or inappropriate information online.	• Access accounts or information systems without proper authorization or engage in hacking, vandalizing, or introducing viruses. • Cyberbully or harass others, including offensive statements, discriminatory, and inappropriate remarks. • Engage in unethical or illegal actions. • Download or make copies of copyrighted electronic works. • Access, generate, or distribute violent, obscene, pornographic, or sexually explicit material. • Use MSD technology for personal gain, commercial solicitation, or compensation of any kind. • Modify software/operating systems or physically alter district technology devices, including any unauthorized changes to MSD hardware, software, or monitoring tools.

Caring for Your MSD Student Chromebook

Classroom Habits • Center the device on the desk/table. • Use two hands to open the lid and carry the device. • Do not close the lid with anything inside (headphones, pencils, etc.) • Follow all directions given by teachers. • Follow copyright laws and appropriately cite sources used from electronic media. • Tell your teacher about any identified security problems or potential online safety issues - as quickly as possible, without discussing with other students.	General Care • Leave School District tags (bar codes) on the device; do not tamper with or remove. • Cleaning: • Use ONLY a soft, dry microfiber cloth to clean the screen. • Use ONLY designated computer disinfectant wipes to clean other parts of the device. • Report any damage within a school day. • Shut down your Chromebook each night to ensure you receive updates.
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Student AI Code of Conduct

Introduction

Artificial Intelligence (AI) is a rapidly advancing set of technologies for capturing data to detect patterns and automate decisions. AI has become an increasingly important and accepted part of our lives. Many of us use forms of AI daily in the forms of spell-check, predictive text tools, speech-to-text, and facial recognition, among other things.

“Generative AI” is a type of AI that can be used to create various types of content, including new text, images, video, audio, code, or artificially generated data, as well as creative writing and essays. One example of generative AI is called ChatGPT. While generative AI’s ability to produce new content can be incredibly helpful, it also raises potential concerns that include plagiarism, ethics, bias, and spreading of misinformation.

In order to help students acquire new knowledge and skills, as well as to build knowledge and skills progressively over time, teachers must have access to students’ authentic demonstrations of learning. Sometimes, those skills can be ethically and productively enhanced in positive ways using generative AI. At other times, teachers will require that students complete assignments without the assistance of generative AI. This will likely depend upon the skills/knowledge being assessed.

It is essential for learners of all ages to understand when and how to use generative AI effectively and ethically. AI tools can enhance classroom learning, and implementation of these should be guided by proper training, ethical considerations, and responsible oversight.

Student Responsibilities

When utilizing generative AI tools to create or support the creation of texts or creative works, students are expected to adhere to these guidelines as well as any additional guidance provided by their classroom teacher.

- Use AI responsibly: Students should use AI tools and techniques in a responsible and ethical manner. This includes not using AI to cheat, plagiarize, or gain an unfair advantage. For school-related work, generative AI tools should only be used when given approval or guidance from a classroom teacher.
- Understand the limitations of AI, including potential biases: Students should understand the limitations of AI and recognize that it is not a substitute for critical thinking, creativity, and problem-solving skills.

- Maintain data privacy: The use of AI should be done in a way that protects personally identifiable information (PII). Students should not share any PII (their own or that of anyone else) with AI technologies, including name, birth date, address, or financial or confidential information.
- Check sources generated by AI: AI is not perfect. IT has been known to create inaccurate information and can be used to create misinformation and disinformation. The SIFT strategy can help with the accuracy of your research (Stop, Investigate the Source, Find Better Coverage, and Trace to the Original Context). Use SIFT to help you check sources and find independent facts to confirm AI-generated content.
- Provide attribution: When using AI tools and techniques, students must provide proper attribution and credit to the source of the tool or technique.
- Seek guidance when in doubt: If a teacher has not specifically indicated whether generative AI is recommended or permitted - and students are unsure whether the use of AI is appropriate for a particular assignment or project - students should ask before using generative AI.

AI Levels

These levels may be used by teachers to communicate their expectations for students' use of AI to complete various creative assignments both in and out of the classroom.

AI Recommended	AI Permitted	AI Restricted
Generative AI is recommended for use in completing this assignment or project. Students are encouraged to explore AI tools and techniques to enhance their works. Properly cite any AI-generated work products.	Generative AI is permitted but not required for completing this assignment or project. Students can choose to use AI tools and techniques if they believe it will improve their work. Properly cite any AI-generated work products.	Generative AI use in completing this assignment or project is restricted. Students are expected to complete the work using only their own knowledge and skills.

Conclusion

This code of conduct is intended to guide students in using Artificial Intelligence (AI) responsibly and ethically in their academic work and projects. Teachers may choose to use the AI Levels to classify assignments or projects as needed, and should provide students with clear expectations for when AI is appropriate, permitted, or restricted. Generative AI must be used ONLY in a manner that is consistent with Medford School District expectations regarding academic integrity. Misuse of generative AI may be considered cheating or plagiarism.

Assignment of Students to Classes

Creating balanced classrooms is an important part of supporting student success. Each spring, principals and teachers work together to thoughtfully place students for the upcoming school year.

A variety of factors are considered during this process, including learning needs, learning styles, peer relationships, and social or behavioral considerations. Our goal is to create well-balanced classrooms where students can thrive.

If you have questions or concerns about your child's placement, we encourage you to start by contacting the classroom teacher. If additional support is needed, the building principal is available to help. Changes to placement are considered only after all options have been explored and when space allows.

Attendance Matters: Supporting Your Child's Success

Regular school attendance helps students feel connected, confident, and successful. Being present allows students to fully engage in learning and build strong relationships with peers and staff.

We understand that illness, family needs, and emergencies sometimes make absences unavoidable. When this happens, please contact your school so we can support your child and your family.

Oregon expects students to attend school at least 90% of the time. Missing more than two days per month can make it harder for students to keep up academically. If a student experiences frequent absences, tardiness, or early check-outs, school support teams may reach out to offer assistance and problem-solve together.

When to Keep Your Child Home

If your child has a fever or has been vomiting, it's best for them to stay home to rest and recover. When students are feeling well, we encourage them to attend school so they don't miss important learning opportunities.

If you're unsure whether your child should attend, your school office or school nurse is happy to help answer questions.

Student Check-In and Check-Out Procedures

To keep students safe, all arrivals and departures during the school day take place through the main office.

If you need to pick up your child during school hours:

- Please come to the main office to sign them out
- Office staff may ask for photo identification
- Only adults listed in the student's records or approved by a parent/guardian may check out a student

Students returning from appointments or arriving late should check in at the office before returning to class.

Attendance Notification

Oregon law ORS 339.071 requires schools to contact families when a student has an unplanned absence—meaning the school has not been notified ahead of time.

If this occurs, the school may attempt to contact a parent or guardian by phone, email, or text to confirm the student's safety. If we're unable to reach you, we'll leave a message asking for a return call.

You can help by:

- Notifying the school when your child will be absent
- Keeping your contact information up to date
- Listing an alternate contact person if preferred

Our shared goal is to ensure students are safe and accounted for during school hours.

Legal and Preferred Names

Families may request that their child use a preferred name at school. A student's legal name, however, is required on official school records. Including any previous names your child has used helps ensure records are accurate and complete.

Address and Contact Information Updates

Having accurate contact information is essential, especially in case of illness or an emergency. Please notify the school if there are changes to:

- Home address
- Phone numbers
- Emergency contacts
- Childcare arrangements

Address verification may be required in some situations.

Moving to Another School

If your child will be withdrawing from school, please notify the school office a few days in advance when possible. This helps ensure records and materials are ready for your child's next school.

Before withdrawing, please return:

- Library books or textbooks

If your family moves during the summer, notifying the school before the end of the year is appreciated.

Student Transfers (School Board Policy JC and JC-AR1)

Students shall attend schools within their attendance boundary area unless a transfer request is approved by the principals of the schools involved. Transfers to or from another district must meet School Board Policy JECF and JECB. In all cases, parents are responsible for transporting students who are approved for a transfer.

Transfers may be revoked for, but not limited to, the following reasons.

- Regular attendance and punctuality must be maintained. If attendance and punctuality has been less than satisfactory, as defined by the requirements of Every Student Succeeds Act (90%), the transfer may be revoked.
- Good behavior must be maintained. Students with behavior problems may have their transfer revoked.
- False or misleading statements regarding a transfer request will result in the denial or revocation of the transfer.

Parents' Right to Inspect Education Records

Parents or students over 18 years of age have the following rights.

- You have the right to inspect and review the student's education records.
- You may request that the student's education records be amended to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- Your written consent is needed before the district discloses personally identifiable information contained in the student's education records, except to educational or institutions as described in item a, below. Personally identifiable information may include, and is not limited to: 1) the name of the child, 2) address, 3) a personal identifier such as the child's social security number or student number, 4) the name of the student's parent or other family member, or 5) a list of personal characteristics that would make the student's identity easily traceable.
- You may file a complaint with the U.S. Department of Education under 34CFR 99.64 regarding failures by the district to comply with the requirements of the Family Education Rights and Privacy Act.
- You may obtain a copy of the district policy regarding student education records from the building principal.

In addition:

- Copies of education records shall be forwarded without signed consent to educational agencies or institutions within 10 days of receiving a request for transfer of records.

- In compliance with federal regulations, this school announces its intent to provide directory information of students to interested parties upon request, unless parents, guardians or students who have reached 18 years of age indicate in writing by September 20, that they object to the release of directory information. Directory information may include, and is not limited to, the student's name, parent's name, address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. However, lists of students will be provided only to businesses for school-related matters as determined by the superintendent, and discretion will be used in those cases involving child custody issues.
- In the case of those students whose parents have requested that the information not be given, the district is not allowed to release the student's name and other directory information for programs, honors, and awards.
- Parents of students enrolling some time other than the first day of school will be granted two weeks after enrolling to give a written notice if they wish to withhold any or all of directory information.

Confidentiality and Release of Information

According to federal and state law, all information about a student, other than directory information, is confidential and is not to be given out without an educational "need to know." The criteria for determining who constitutes a school official with a legitimate educational interest to whom the District may provide student records and personally identifiable information includes individuals, third parties or entities with whom the District has retained or contracted with to assist the District in the performance of its functions and educational mandates. These types of individuals, third parties or entities, in addition to district staff, may include but are not limited to attorneys retained by the district, third party facilitators or mediators, and state and federal agencies.

Directory information, as defined by law, includes student's name, address, telephone number (unless unlisted), electronic address, photograph, date and place of birth, participation in officially recognized sports and activities, weight and height of athletic team members, major field of study, dates of attendance, awards received, and most recent school attended. ([School Board Policy JOA](#)) This information may be given to persons deemed to have a legitimate interest unless specifically prohibited by parent request on an annual basis. Applicable examples include giving class lists, including listed phone numbers, to room mothers, and listing award recipients in school newsletters, etc. At no point will the student's Social Security number or student identification number be considered directory information.

Non-custodial parents are deemed as having the right to all information about their child, unless there are court orders to the contrary. Copies of Report to Parents will be furnished to a non-custodial parent upon request. Non-custodial parents may also request a conference with their child's teacher.

Custody and Court Orders

Schools work hard to remain neutral in custody matters and must follow current court orders exactly as written. To help us support your child appropriately, please ensure that any court-signed custody documents are on file at the school.

School staff are not able to provide legal advice or take sides in custody disputes.

Non-Custodial Parent Rights FAQs

Common questions asked by divorced parents about school and their children:

As a non-custodial parent, do I have the right to see my student's school records?

Absolutely! Federal and state laws ensure the non-custodial parent's right to review educational records unless there is a court document that specifically revokes these rights. Federal law gives the schools 45 days to provide the records.

Can the custodial parent block a non-custodial parent's access to the student's record?

Only through the courts. Otherwise, the school must allow the non-custodial parents to have access to the records. A request to the school from the custodial parent or a letter from the custodial parent's attorney to withhold the records is not sufficient.

As a non-custodial parent living in a different town from my child, will the school give me information about my child over the telephone?

Not unless we can absolutely confirm that you are the child's parent. We must abide by laws that protect the confidentiality of students' educational records. Even if you request the records in person, you should be prepared to show picture identification and some document that shows you are the child's parent.

As the non-custodial parent, can I talk to the school staff and go to parent conferences?

Yes. You have the same rights as the custodial parent to consult with the school staff. People other than the biological parents may be restricted from attending a parent conference unless they have the prior approval of both parents.

Can the non-custodial parent visit the child in school or volunteer in the child's classroom?

School is not a setting for parents to disrupt the educational process to arrange to take a child out of class to "visit" their child. However, the non-custodial parent may come and have lunch with his/her child and help in the classroom, unless a court document decrees otherwise.

Newsletters

School newsletters are distributed on a regular basis (email, links on website). The newsletter lists important dates, activities, and upcoming events. Please take the time to read this important information from your school.

Website

The Medford School District website contains up-to-date information, news, jobs and events for all schools and departments in the district. Just go to www.medford.k12.or.us. Check the site often for current news and information.

Annual Child Find Notification – Services for Students with Special Needs

Medford School District is committed to identifying and supporting students who may have disabilities that affect learning or development. Federal and state law require school districts to locate, identify, and evaluate children under the age of 21 who may need special education services.

If you have concerns about your child's development or learning, please contact your school office or the District's Special Education & Student Services Office at 541-842-3628. Staff are available to help answer questions and guide families through the process.

Students who qualify may receive classroom accommodations, services through a 504 Plan, or support through an Individualized Education Program (IEP). Evaluations are conducted with parent consent, and families are included throughout the process.

Talented and Gifted Program (TAG)

Medford School District identifies students who are academically talented and/or intellectually gifted through a formal identification process guided by state criteria.

Students may be nominated for TAG services by teachers, parents, community members, or through assessment data. All students are screened for TAG consideration in second grade.

Once identified, students, families, and teachers work together to create a Personal Education Plan (PEP) that supports individual learning needs. TAG services are primarily provided within the classroom through curriculum extension, enrichment, and acceleration when appropriate.

If you have questions about TAG services or would like more information, please contact your school's TAG Liaison or the district TAG Specialist at 541-842-1043.

Interventions for Student Success

Some students may benefit from additional academic or social-emotional support during the school year. These supports are designed to help students meet grade-level expectations and may include targeted instruction or small-group support.

Interventions may take place in the classroom or in another learning space and are adjusted based on student needs. Families are informed when additional supports are provided, and staff work closely with parents to support student success.

Library Media Center

The school library plays an important role in supporting learning and a love of reading. Students visit the library regularly with their class and are encouraged to borrow materials for personal reading. Library materials are the responsibility of the student. Families may be asked to replace items that are lost or damaged. Helping students return materials on time supports access for all learners.

Speech and Language Screening

Speech and Language Specialists are available to screen students at the request of parents or teachers at any time during the school year.

Screenings are brief and help determine whether additional evaluation may be beneficial in areas such as articulation, language development, or fluency. If a teacher initiates a screening request, parents are notified and permission is obtained before moving forward.

Families who wish to request a screening may contact their child's school.

School Breakfast and Lunch

Medford School District provides daily breakfast and lunch to students as part of our commitment to supporting student health and well-being.

Meals include milk and a variety of nutritious options designed to support healthy eating habits. Menus are available on the district website.

Free Meals

All Medford School District schools currently participate in the Community Eligibility Provision (CEP), which allows schools to offer breakfast and lunch at no cost to all students. This program is in place through the 2025–26 school year and is reviewed on a four-year cycle.

Title I Program

Nine Medford elementary schools qualify as Title I schools and receive federal funding to support student learning and achievement.

Title I funds may be used for:

- Additional instructional staff
- Professional development for educators
- Instructional materials and resources
- Family engagement opportunities

Title I staff may work alongside classroom teachers or provide small-group instruction based on student needs. Families may request information about the professional qualifications of their child's teacher.

English Language Learners

Students who are learning English receive instruction from qualified English Language Development (ELD) teachers. Services are designed to help students develop English proficiency while continuing to access grade-level academic content.

After-School Programs

The Medford School District aims to provide students with after school opportunities above and beyond childcare. Our goal is to provide quality and affordable programs that include academics, enrichment opportunities, and special activities in a safe and caring environment. Starting fall of 2019, the Medford School District will offer the following afterschool programs to students:

Kids Unlimited Afterschool Program

- Howard Elementary
- Jackson Elementary
- Jefferson Elementary
- Kennedy Elementary
- Oak Grove Elementary
- Roosevelt Elementary
- Washington Elementary
- Wilson Elementary
- Griffin Creek Elementary

Information on the Kids Unlimited Afterschool Program is available from your school office. You may also find information at their website: <https://kuoregon.org/after-school-program/>

Innovation Learning Afterschool Program

- Abraham Lincoln Elementary
- Hoover Elementary
- Jacksonville Elementary
- Lone Pine Elementary

Please contact your school office for more information about the Innovation Learning Afterschool Program. You may also find information at their website: <https://innovationlearning.com/>.

Bus Transportation & Student Expectations

School bus transportation is an important service that helps students arrive at school safely and ready to learn. To keep bus rides safe and positive for everyone, students are expected to follow school and bus rules while riding the bus.

Bus behavior expectations are based on Oregon Administrative Rules and Medford School District Board Policy ([EEACC](#) and [EEACC-AR](#)). Families are encouraged to review these expectations with their child.

Bus transportation is a privilege. Unsafe or disruptive behavior may result in consequences, including loss of bus privileges.

State Rules Governing Student Conduct on Buses (OAR 581-053-0010)

- Pupils being transported are under the authority of the bus driver.
- Fighting, wrestling, or boisterous activity is prohibited on the bus.
- Pupils shall use the emergency door only in case of an emergency.
- Pupils shall be on time for the bus both morning and evening.
- Pupils shall not bring firearms, weapons, or other potentially hazardous materials on the bus.
- Pupils shall not bring animals, except approved assistance guide animals, on the bus.
- Pupils shall remain seated while the bus is in motion.
- Pupils may be assigned seats by the bus driver.
- When necessary to cross the road, pupils shall cross in front of the bus or as instructed by the bus driver.
- Pupils shall not extend their hands, arms, or heads through bus windows.
- Pupils shall have written permission to leave the bus other than at home or school.
- Pupils shall converse in normal tones; loud or vulgar language is prohibited.
- Pupils shall not open or close windows without the permission of the driver.
- Pupils shall keep the bus clean and must refrain from damaging it.
- Pupils shall be courteous to the driver, fellow pupils, and passersby.
- Pupils who refuse to obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

Medford School District Rules

- Pupils shall ride the assigned bus.
- Pupils shall not throw objects on the bus or out of the bus.
- Pupils shall not damage the property of others.
- Pupils shall not possess and/or use tobacco, alcohol, or illegal drugs.
- Pupils shall only transport on the bus those objects that will fit in their laps or in a backpack.
- Pupils shall not hang on or hitch onto the outside of the bus and shall stay away from the bus when it is moving.
- Pupils shall not bring glass containers or other glass objects on the bus.
- Pupils shall obey coaches, teachers, and chaperones who are responsible for maintaining order on trips.

Disciplinary Rules For Transportation Violations (Board Policy EEACC-AR)

1st Problem/ Warning	At the first occurrence of a problem, the driver will review the rule violation with the student and instruct the student exactly how he/she should behave in that circumstance. A warning will be issued that the next infraction will result in a citation being assigned. An informal warning slip will be used by the driver to document this occurrence.
2nd Problem/ 1st Citation	The driver reviews the rule violation and appropriate expected behavior and writes a citation. The transportation company may issue a consequence, such as assigned seating, notifies parents and sends a copy of the citation to the principal. The principal or designee may meet with the student and consider additional school consequences.
3rd Problem/ 2nd Citation	The driver reviews the rule violation and appropriate expected behavior and writes a citation. The transportation company issues a consequence, notifies parents, and sends a copy of the citation to the principal. The student may be suspended from transportation services for up to five (5) days. The principal or designee may meet with the student and consider additional school consequences. At this time, a behavior contract may be made with the student.
4th Problem/ 3rd Citation	The driver reviews the rule violation and appropriate expected behavior and writes a citation. The transportation company issues a consequence, notifies parents, and sends a copy of the citation to the principal. The student may be suspended from transportation services for up to ten (10) days. The principal or designee may meet with the student and consider additional school consequences. At this time, a behavior contract may be made with the student.
5 th Problem and/or Severe Violations*	The driver reviews the rule violation and appropriate expected behavior and writes a citation. The transportation company issues a consequence, notifies parents, and sends a copy of the citation to the principal. Any Severe Violation may result in the immediate denial of transportation services for up to ten (10) days or an expulsion from transportation services for the remainder of the school year. The principal will meet with the student and consider additional school consequences.

*Definition of Severe Violation: When, in the opinion of the driver, a student's behavior is especially serious, unsafe, offensive, defiant, deviant, and/or illegal.

Appeal Process

If a student or parent wishes to appeal the application of the discipline policy, the steps outlined below should be used.

STEP 1	The student or parent will discuss the issue with the transportation supervisor and/or principal.
STEP 2	If the student or parent is not satisfied with the outcome of the discussion, he/she may file a written statement with the principal and transportation supervisor. This is to be done within 10 school days of the act or condition which is the basis of the complaint. The administration will, within three school days, arrange a student, parent, transportation supervisor, principal conference with the goal of resolving the issue.
STEP 3	Within five school days, the principal is to communicate, in writing, the decision to the student and the student's parents.
STEP 4	If, after five school days from the receipt of the administrator's reply, the issue still remains unresolved, the student may submit the matter in writing to the superintendent. The superintendent will meet with the student within three school days and will respond to the issue, in writing, within five school days after the appeal.
STEP 5	If the issue is still unresolved, the student may appeal to the Board. The Board will notify persons involved that a hearing will be held within 14 days of receipt of the appeal. The Board shall review correspondence, hear relevant facts and respond to the student within three school days following the hearing.

Bicycles

Students who ride bicycles to school are encouraged to follow safe and lawful practices. Bicycles should be parked in designated areas and locked when possible. The district is not responsible for loss or damage.

Oregon law requires students to wear helmets. Bicycles should be walked while on school grounds. Unsafe behavior may result in loss of the privilege to ride a bicycle to school.

Other Wheeled Transportation

For safety reasons, skateboards, scooters, roller blades, and similar devices are not used on school property during the school day unless approved for a specific activity.

Students who use these items to travel to school are asked to carry or walk them once on campus. Motorized scooters and wheeled shoes are not permitted on school grounds.

Illness

If your child will be absent due to illness, please notify the school as soon as possible. Helping students rest and recover supports both their health and the well-being of others.

Students should stay home if they have experienced any of the following within the past 24 hours:

- A fever of 100.4°F or higher without fever-reducing medication
- Vomiting or diarrhea
- Difficulty breathing or a persistent cough
- Eye redness with drainage
- An undiagnosed rash

Please refer to your school's Communicable Disease Management Plan for complete guidance on illness-related exclusions and return-to-school timelines.

Medications at School

Students may receive medication at school when it is necessary for them to remain healthy and able to attend. If your child requires medication during school hours, please notify the school.

In accordance with Oregon law:

- All medications (prescription and over-the-counter) require a signed authorization form
- Medications must be provided in the original, labeled container
- Medications must be brought to school by a parent or guardian

Authorization forms are available through the school office.

If a student requires antibiotics, they must typically be on the medication for at least 24 hours before returning to school, and longer in some cases.

Self-Administration of Medication

Some students may be allowed to self-administer medication, including inhalers, when they are developmentally and behaviorally able.

Self-administration requires:

- Parent permission
- Approval from the school administrator and nurse
- For prescription medications, authorization from a physician or licensed healthcare provider

Students may carry only the amount of medication needed for the school day. Sharing medication is not allowed and may result in disciplinary action. Permission to self-administer medication may be revoked if expectations are not followed.

The following School Board Policies and Oregon regulations apply to medication at school.

- School Board Policy [JHCD/JHCDA](#) Medications
- School Board Policy [JHCD/JHCDA-AR](#) Medications
- Oregon Administrative Rule 581-021-0037

Health History

Please notify the school if your child has a chronic or underlying health condition. Sharing this information allows staff to support your child safely during the school day.

Parents are responsible for:

- Providing accurate health information during enrollment
- Updating the school if health conditions change

Health information is confidential and shared only with staff who need it to support student safety and care.

District Nurses

District nurses support student health across Medford schools and are available to answer questions or provide guidance.

Families are encouraged to contact their school if they have health-related concerns. Additional information and nurse contact details can be found on the MSD School Health Services website.

Health Care Plans

Parents must inform the district nurse if their child requires nursing services (insulin administration, tracheal suctioning, catheterization, gastrostomy tube feeding, respiratory treatment, oxygen, ostomy care, and intravenous medication line, etc.). Parents must provide medical orders from a physician or other licensed health care provider if nursing services may be required at school.

- Health Care Plans for Asthma, Seizure disorder and Severe Allergies to food and insects are available to students. Standard first aid will be provided for these conditions unless otherwise specified by parent/guardian. Parent/Guardian can request an Individual Health Plan for any health condition that may require intervention at school. The plan will be developed in collaboration with the nurse and, if necessary, the student's physician and/or administrative team.

- Diabetes: Diabetic care plans require a Physician, Family Nurse Practitioner or Physician's Assistant signature. Parents are responsible for all diabetic care supplies.
- A 504 plan for educational accommodations may be offered if the health condition creates a significant barrier to their education.

Care plans will be available to the health office/school staff to follow in case of an emergency.

If the health condition listed in your registration packet has changed, please inform your child's school or school nurse.

Immunizations

Oregon law requires students to meet immunization requirements to attend school. Students without current immunizations may be excluded as required by law.

Medical and non-medical exemptions are respected when appropriate documentation is provided. Immunization requirements vary by grade level. Additional information is available through the [Oregon Health Authority website](#).

Entering Kindergarten or Grades 1-6	Entering Grades 7-12
• 5 Diphtheria/Tetanus/Pertussis (DTaP) • 4 Polio • 1 Varicella (chickenpox) • 2 Measles/Mumps/Rubella (MMR) • 3 Hepatitis B • 2 Hepatitis A	• 5 Diphtheria/Tetanus/Pertussis (DTaP) • 1 Tdap • 4 Polio • 1 Varicella (chickenpox) • 2 Measles/Mumps/Rubella (MMR) • 3 Hepatitis B • 2 Hepatitis A

Student Accident Insurance

Optional student accident insurance is available for families who wish to purchase coverage for school-related injuries or 24-hour protection. Information is provided during registration and is available through school offices.

Students not covered by this insurance are not insured by the school district.

First Aid & Emergencies

Basic first aid is provided at school for minor injuries. For more serious situations, parents or guardians are contacted as soon as possible.

Families are notified immediately when:

- A student experiences a significant injury
- A head injury occurs
- There is a potential communicable illness concern

Keeping emergency contact information up to date is essential.

Infections

Students with skin or eye infections may be required to provide clearance from a healthcare provider or health department before returning to school.

Head Lice

([School Board Policy JHCCF](#)) Head lice (Pediculosis) is a communicable condition that can be transmitted from one student to another. Head lice screenings may be conducted by trained staff when concerns arise. Screenings are done confidentially and respectfully.

Students are typically allowed to remain in school for the day. Families are notified and provided with treatment information. Treatment and follow-up screening are required before returning to school.

Health Screenings

Oregon law requires students to receive vision, hearing, and dental screenings by age seven.

- Vision and hearing screenings are provided for Kindergarten students
- Additional screenings may be conducted at parent or teacher request
- Dental screenings are offered with parent consent

Families are notified if further follow-up is recommended.

Medical Appointments

Families are encouraged to schedule medical appointments outside of school hours whenever possible to minimize missed instructional time.

Personal Hygiene

Families are encouraged to support students in maintaining good personal hygiene. If your child needs assistance or resources, please contact the school office or administrator.

Reporting Child Abuse

Oregon law requires school employees to report suspected child abuse or neglect to the appropriate authorities. This responsibility applies at all times and is taken very seriously.

Emergency Drills & School Safety

Students and staff participate in regular emergency drills, including fire, earthquake, and safety threat drills. These drills help everyone practice calm, safe responses in emergency situations. Each school maintains a comprehensive safety plan developed in coordination with local law enforcement.

The Standard Response Protocol (SRP)

Medford School District uses the Standard Response Protocol (SRP) to guide actions during emergencies. Students and staff practice these responses throughout the year. A letter from the school will be sent home prior to school drills to inform families and encourage at home conversations about procedures.

Common responses include:

- Lockdown – Securing rooms and staying out of sight
- Secure – Bringing people inside and locking doors
- Hold – Keeping hallways clear
- Evacuate – Moving to a safe location
- Shelter – Taking protective action based on the situation



Families are encouraged to review and discuss these procedures with their child.

What Parents Can Do in an Emergency

Please know that student safety is always our top priority. During an emergency:

- Families are asked not to come to the school unless directed
- Communication will be shared through district messaging systems
- Reunification procedures will be communicated as soon as possible

While emergencies can be stressful, following guidance from school and emergency personnel helps ensure the safest outcomes for students and staff.

Students are expected to be safe, be respectful and responsible. Violation of the law, or school rules, or school board policy may result in appropriate consequences up to and including suspension or expulsion, even if the misconduct occurs at times/places other than on-campus or during school activities.

Student Conduct (School Board Policy JFC)

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

Careful attention shall be given to procedures and methods whereby fairness and consistency in discipline shall be assured for each student. The objectives of disciplining a student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions, and maintain a productive learning climate.

Various disciplinary procedures shall be used by school personnel to correct behavioral problems. Examples include, but are not limited to, reprimands, conferences, reteaching opportunities, and loss of privileges, including bus riding. In cases of serious infractions, suspension or expulsion may be used. Parental assistance shall be requested when persistent violations of school rules occur.

Senate Bill 553 implemented July 1, 2015 sets forth regulations for suspensions. For 5th grade and under, suspensions are allowed under the following circumstances:

- For non-accidental conduct causing serious physical harm to a student or school employees.
- Based on the administrator's observation or report from a school employee that the student's conduct poses a direct threat to the health or safety of students or school employees.
- When the suspension or expulsion is required by law. (firearms)

Students and parents shall receive annually the rules outlining student conduct expectations and possible disciplinary actions. All rules applying to student conduct shall be posted in a prominent place in each school building.

Discipline (School Board Policy JG)

All students in Medford School District schools must be provided an opportunity to attend school in a safe and orderly learning environment. Administrators and teachers are charged with the responsibility to minimize distractions and disruptions to the learning process. In order to implement this responsibility, school officials may find it necessary to employ a variety of disciplinary techniques or counseling to ensure that they can carry out their primary task of helping children learn and grow.

Disciplinary Guidelines

- Rights
 - All students shall receive fair treatment.
 - Student disciplinary decisions shall be based on careful investigation and consistent application of rules.
 - All students shall be apprised of the school rules and disciplinary procedures.
- Responsibilities
 - Disruption of school - A student shall not disrupt or attempt to disrupt a school function.
 - Damage or destruction of school or private property - A student shall not cause or attempt to cause damage to school or private property or steal or attempt to steal school or private property either on school grounds or during a school activity, function, or event off the school grounds.
 - Threats or assault on school employee, another student, or other person not employed by the school--weapons and dangerous instruments - A student shall not intentionally do bodily injury to any person; threaten any person; knowingly possess, handle, or transmit any object that can reasonably be considered a weapon, explosive, or highly volatile substance on the school grounds at any time or off the school grounds at any school activity, function, or event.
 - Use of, possession of, or transmission of drugs (narcotics, alcoholic beverages, drugs) - A student shall not knowingly possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant of any kind or any substance purported to be a drug on school grounds or off school grounds at a school activity, function, or event. (Use of a drug authorized by a medical prescription from a registered physician for use during school hours shall not be considered a violation of this rule.)
 - When a student appears at school or a school-sponsored function, demonstrating behavior which indicates the student may be under the influence of a drug and/or the student admits that he/she has taken a drug, the following procedure will be used
 - The student will be removed from contact with other students, placed under the supervision of an adult staff member, and parents will be notified.
 - If a medical emergency exists, parents will be notified to arrange for necessary medical attention. If the parent cannot be reached, the school will make the necessary arrangements.
 - If alcohol or illegal drug usage is verified, the incident will be reported to the appropriate law enforcement agency. Parents will be notified that information will be given to the legal authorities, and the student may be suspended or expelled.
 - The principal will inform the office of the Superintendent or designee of all cases of drug activity.
 - Use of or visible possession of tobacco - Students may not use tobacco or visibly possess tobacco-in any form at any time on school grounds or at school activities. Violators of this policy may be suspended from school. Expulsion may be recommended in cases of recurrence.
 - Insubordination - A student shall not willfully fail to comply with reasonable directions of teachers or other authorized school personnel. Students who are willfully disobedient or openly defiant of a staff member's authority, or who use profane or obscene language or gestures, will receive reteaching opportunities and parental contact will be made.

- Definitions
 - Minor discipline procedures - Discipline for minor infractions may be handled without going through all the steps of formal procedure. In all cases, a written record shall be maintained.
 - Major discipline procedures- Discipline for major infractions may involve parent contact, reteaching of expectations, conference with staff, In-school suspension or other consequences. In all cases, a written record shall be maintained.
 - Out-of-school suspension - is defined as one of the following:
 - A temporary exclusion from school for a period not to exceed seven calendar days.
 - Exclusion in cases being investigated pending expulsion.
 - In special circumstances, a suspension may be continued until some specific pending action occurs, such as a physical or mental examination or incarceration by court action.
 - After investigation and recommended expulsion by the administration, until the hearings officer has taken official action.
 - Severe disciplinary problems - are defined as extreme examples of serious student misconduct (as outlined above in Section B Disciplinary Guidelines 2 a-f) which could result in a recommendation for expulsion.

Search and Seizure (School Board Policy JFG)

The Board seeks to ensure a learning environment, which protects the health, safety and welfare of students and staff. To assist the Board in attaining these goals, District officials may, subject to the requirements below, search a student's person and property, including property assigned by the District for the student's use. Searches and routine inspections may be conducted at any time on District property or when a student is under the jurisdiction of the District at school-sponsored activities. District officials may also search when they have reasonable suspicion that emergency/dangerous circumstances exist.

Student Dress Code

Dress and grooming while in school is, basically, an individual responsibility of the student and their parents. When dress and grooming disrupts the learning process in school for the individual student, other students, or the learning environment of the school, it is a matter of concern.

Personal appearance should not distract from the teaching and learning process. Clothing should not create a safety hazard to the student or to others. Clothing should be clean, comfortable, serviceable and appropriate for school activities.

Students who represent the school in a voluntary activity may be required to conform to dress and grooming standards approved by the building principal and may be denied the opportunity to participate if those standards are not met. Please consider the following guidelines when purchasing school clothes for students

Dress Code

- Shorts, Skirts and dresses must be an appropriate length.
- Pants and shorts must stay up.
- Underwear must not be showing.
- Clothing and accessories may not have any sign of or promote: graffiti, alcohol/drugs, racism, gang affiliation, tobacco, profanity, drug paraphernalia, sexual connotations, or violence.
- Shoes must be worn at all times for safety reasons. Students wearing inadequate footwear may be restricted from recess or PE activities.
- Clothing or grooming that is disruptive to the classroom learning environment is not allowed.

The dress code applies to all school-sponsored events. Exceptions may be made by the building principal for special days (Hat Day, 50's Day, etc.)

Report to Parents

Families receive regular updates about their child's learning and progress. A Report to Parents is shared at the end of each quarter to provide information about academic growth, skill development, and work habits.

- Kindergarten report cards focus on early learning skills, including literacy and math development.
- Grades 1–5 report cards are organized by subject area and measure progress toward Oregon State Standards.

Progress toward standards is reported using the following indicators:

- ADV / EX – Advanced / Exceeds
- MTS – Meets
- APP – Approaching
- BEG – Beginning
- U – Unable to Assess at This Time

Families may also view additional progress information through ParentVUE. Schools share updates during fall open houses, conferences, and through regular communication.

Work Samples (Local Performance Assessments)

Oregon requires Local Performance Assessments, commonly called Work Samples, for students in grades 3–8 and high school.

Work Samples are classroom-based tasks that allow students to demonstrate skills in areas such as:

- Writing
- Mathematics
- Speaking
- Science

These assessments are embedded in instruction and provide students with meaningful opportunities to apply what they are learning. Accommodations and modifications are provided for students with disabilities in accordance with their IEPs or support plans.

Career-Related Learning Standards

Elementary students also develop important learning behaviors that support long-term success. These Career-Related Learning Standards focus on skills such as:

- Independence and initiative
- Work completion and habits
- Cooperation and participation

Progress in these areas is reported as:

- Meets
- Nearly Meets
- Needs Improvement

These skills help students build responsibility, collaboration, and perseverance.

Parent–Teacher Conferences

Parent–teacher conferences are an important opportunity to connect, ask questions, and partner in your child’s learning. Conference dates are listed on the district calendar.

Conferences may also be scheduled at any time during the school year if:

- A student is experiencing academic difficulty
- There are changes in behavior or learning needs
- A parent or teacher requests additional conversation

Families are encouraged to reach out whenever they have questions or would like to discuss their child’s progress.

Recognition and Celebration of Learning

Schools recognize student learning and growth in a variety of ways throughout the year. Recognition may include classroom celebrations, certificates, assemblies, or other school-based acknowledgments.

Our goal is to celebrate effort, improvement, and achievement while supporting a positive and inclusive school climate.

Emergency School Closures or Delayed Openings

In the event of severe weather, unsafe road conditions, or other emergencies, the district may close schools or delay the start of the school day.

Families will receive information through:

- District messaging systems
- Local media outlets
- The district website at www.medford.k12.or.us

Please check these sources on mornings when conditions may affect school schedules. When schools are closed, staff are not on duty, and supervision is not available.

Lost and Found

Each year, many jackets, lunch boxes, and personal items are left behind at school. To help return items to their owners, we strongly encourage families to label belongings with their child's name.

Unclaimed items may be donated at the end of the year.

Phones and Personal Electronic Devices (School Board Policy JFCEB)

To support student focus, learning, and well-being, Medford School District requires personal electronic devices, including cell phones, to be off and put away during the school day.

School phones are available for students to use in emergency situations. Families are encouraged to make after-school plans at home whenever possible so students can remain engaged during the school day.

If a personal device is brought to school, it should remain powered off and stored in a backpack or designated location for the duration of the day, unless otherwise directed by school staff. Devices used during the school day may be confiscated and returned to a parent or guardian. Repeated misuse may result in additional consequences.

The district is not responsible for personal electronic devices that are lost, stolen, or damaged at school or during school-sponsored activities. Families are encouraged to review their school's specific expectations regarding device use.

Parties and Celebrations

School-sponsored classroom celebrations are supervised by staff and may be supported by room parents or volunteers.

Due to health and safety guidelines:

- Homemade food items are not permitted
- All food provided for celebrations must be commercially prepared

Schools may recognize student birthdays in age-appropriate and inclusive ways, though individual birthday parties are not held during the school day.

Party Invitations

To help avoid hurt feelings and disruptions to learning, private party invitations are not distributed at school.

Flowers and Balloons

To minimize classroom disruptions, flowers and balloons are not delivered to classrooms during the school day.

Money at School

Students are encouraged to bring money to school only when needed for a specific purpose. Money should be sent in an envelope labeled with:

- Student name
- Amount enclosed
- Purpose of the payment

This helps ensure funds are handled accurately.

School Pictures

Student photographs are taken each fall and used for school records, yearbooks, and class composites.

Families are not required to purchase picture packages.

Some schools also offer optional spring picture opportunities and memory books. Information is shared directly by schools.

Publicity and Student Images

Medford School District celebrates student learning and achievements by sharing photos and videos from classrooms, events, performances, and activities. These may be shared through district websites, social media, newsletters, printed materials, or local media.

Families who prefer that their child's image not be published may complete a Publicity Denial Form at their school office. While the district makes every effort to honor these requests, it may not be possible to prevent inclusion in large group or public settings, such as assemblies or athletic events.

Questions may be directed to the Communications Department at msd.communications@medford.k12.or.us

Elementary Field Trips

Field trips are an important extension of classroom learning and are planned with instructional goals in mind. With principal approval, teachers may schedule field trips throughout the year.

Families will receive advance communication that includes:

- Trip details and expectations
- Permission forms
- Chaperone guidelines

When needed, additional planning may occur to support student participation and safety.

Parent/Chaperone Guidelines for Field Trips

We appreciate the support of families who volunteer as chaperones. To help ensure a safe and positive experience for all students, chaperones are asked to:

- Follow all Volunteer in Medford Schools (VIMS) guidelines
- Remain with the assigned group or classroom
- Supervise student behavior and safety
- Keep personal cell phone use to emergencies only

Due to safety and supervision needs, siblings or younger children are not able to attend field trips. If concerns arise during a trip, chaperones should notify the classroom teacher immediately.

Field Trip Guidelines for students with IEPs

All students have the right to participate in general education classes or activities.

If there is a significant concern related to the safety of a student attending a field trip due to a significant medical or social/emotional concern, the following processes will be followed.

- The person with the concern should notify the principal and the special education case manager.
- The special education case manager will meet with the school-level team to discuss the concerns and provide information related to accommodations or modifications as appropriate, based on the student's IEP to support access to the opportunity.
- If there continues to be a barrier to participation, the special education case manager will reach out to the special education coordinator to support in the next steps, which may include a meeting with the teacher, principal, parents and other specialists, as needed, to discuss the concerns, determine if the student should attend, and what additional supports will be needed.

Factors	Yes	No	Note
Does the student have a disability that affects their social, emotional, or behavioral performance at school?	Proceed to next item	General education standards apply	
Will the student receive some educational, social, or emotional benefit?	Proceed to next item	Consider what would need to be put in place for student to receive benefit	Only one benefit needs to apply. Participation in all class content prior to the field trip is not a requirement to meet this standard.
Will there be significant disruption to the learning of others or significant safety concerns?	Proceed to next items	Student attends	
Will accommodations mitigate the disruption and/or safety concerns?	Student attends with appropriate accommodations provided	Proceed to the next items	Specialists should assist in setting up the needed accommodations.
Will additional adult support mitigate the disruption and/or safety concerns?	Student attends with adult support	Student does not attend	Guardian should be asked to attend. If not able to attend, familiar school staff attends.

Pets/Animals

Please obtain prior permission from school officials before bringing pets or other animals to school. Animals are not allowed on the bus.

Non-Discrimination

Medford School District provides equal opportunity and access to all educational services, facilities, and/or employment to every person. Medford School District does not discriminate on the grounds of race, color, sex, sexual orientation, marital status, religion, national origin, age, or disability.

Inquiries or complaints regarding the District's Non-Discrimination policies and compliance can be directed to:

Michael Campbell
Chief Human Resources Officer
-
Medford, Oregon 97504