

# Parkrose Middle School



## **Staff Handbook 2016-2017**

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# Parkrose Middle School Staff Handbook

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## **Equity and Restorative Justice Statement 2016-17**

**The Parkrose School District is a richly diverse school district in Portland, Oregon. We strive to meet the educational needs of all students. We also know that our data has consistently and clearly demonstrated that our students in poverty and students of color attend school less time, fail more classes and are excluded from school for discipline more often than their counterparts who are not students of color. For this reason, the Parkrose School District has developed and implemented Equity Policies that include policies regarding the use of our Equity Lens, hiring policies and eliminating racial disparities in discipline and exclusion for students of color.**

**A well-researched effective framework for this work is Restorative Justice. Restorative Justice seeks to bring offended parties together in a spirit of conflict resolution and peace. State laws regarding student conduct still apply and consequences given when appropriate but the number one practice we will be employing is Restorative in nature and not punishing. Punishment produces angry, frustrated people and that is not an effective tool for our students. Logical consequences can be effective when delivered mindfully.**

**Our school district is in the process of implementing district wide professional development and training for all staff in Restorative Justice practices that include classroom talking circles and phone calls home to parents so that the community and the school district can work together as a team for the sake of our children and their continued education in the Parkrose School District.**

**Remember our district vision: All students read and think at high levels, graduating college and career ready. Restorative Justice and Equity help us reach our dream for ALL kids.**

## Parkrose School District Racial Equity Lens

### What it is

- A racial equity lens is a set of questions we ask ourselves to ensure equitable outcomes

### When to use it

- When we are planning, developing, implementing or evaluating a policy, program or decision

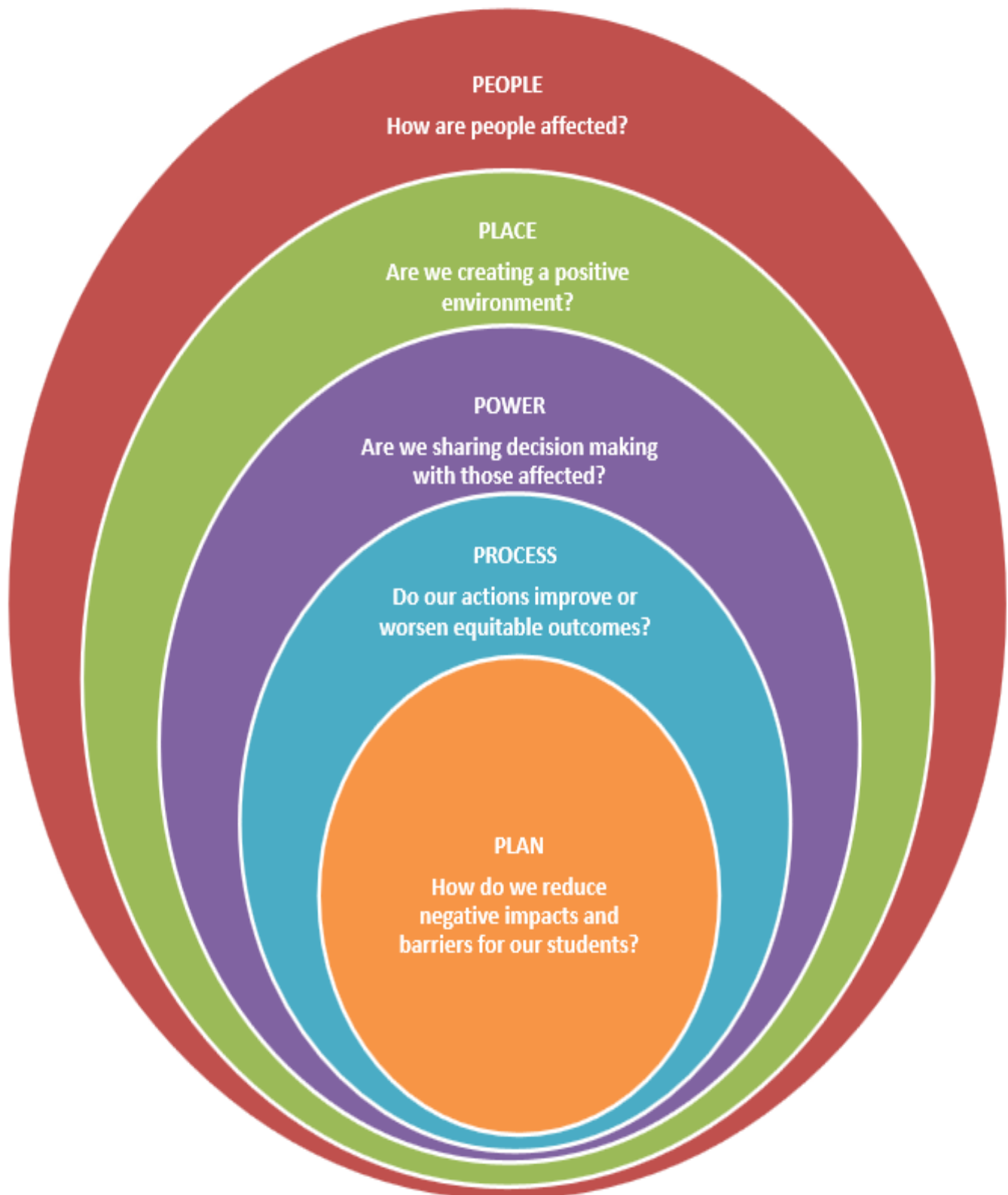
Examples: \*budgeting \*hiring practices \*curriculum adoption  
\*SUN offerings \*athletic fees \*course offerings \*time resources  
\*discipline practices \*contracting \*classroom practices  
\*time \*resources \*extracurricular \*instructional strategies  
\*event planning (field trips, holiday celebrations, school dances, etc.)  
\*gain community partnerships \*outreach (parent, family & community)

### How to use it

For any policy, program, practice or decision, consider the following questions:

- PEOPLE-How are people affected positively or negatively in terms of barriers they experience?
- PLACE-What kind of positive or negative environment are we creating?
- POWER-How is the power of decision-making shared with those it affects?
- PROCESS-Does the policy, program or decision improve, worsen or make no change to existing disparities?
- PLAN-How will you reduce the negative impacts and address the barriers?

Equity is the action that we as the Parkrose School District Community and Partners take to ensure that every student has the opportunity to achieve their dreams. It is the responsibility of all of us to provide each student the access, opportunity and support they need to meet their highest academic and social potential regardless of race, gender, socio-economic status, sexual orientation, ethnicity, culture, linguistic difference, religion, immigration status or disability.



# Parkrose School District 3

Code: GE  
Adopted: 6.22.15

## **Parkrose School District Equity Policy: Recruiting, Hiring and Retaining Employees**

The Parkrose School District believes that racial, cultural and ethnic diversity is a strength for our community. We value Equity as a top school district commitment.

Equity ensures that all students have an opportunity to reach their fullest potential. It closes the achievement gap and supports our district vision: “All students read and think critically at high levels, graduating college and career ready”.

We believe that it is our moral obligation to empower the Parkrose Community by embracing, accepting and reflecting our diverse cultures, which includes hiring a work force that is as diverse as the students and families that live in Parkrose.

Finally, we believe that Parkrose School District has the obligation to use its power in order to change society as a whole beginning with the people that live and work in Parkrose. To that end, we will create, implement strategies & practices and hold the district accountable for hiring a work force that is as equally diverse as the students it serves.

The Superintendent will create Administrative Regulations to accompany this policy in order to implement this policy successfully. Promising Practices will be investigated and implemented including the development of a “grow your own” program of employment & advancement and a Hiring for Equity Employment Handbook by May 2016.

## **Communication & Operations**

Staff meetings and committee meetings are designed for us to share information about research, effective classroom strategies, and new ideas. Everyone is expected to clear his or her calendars for these meetings:

PLC Meetings

Staff Meetings

Committee Meetings

Minutes in all meetings are expected to be reported.

## **Information Flow and News Bulletins**

The flow of information among staff is the key element controlling the success or failure of problemsolving and decision making for the total group. The Staff Calendar (located on google) will be revised each Friday. Every staff member is expected to share information that may be vital to the process of decision-making and communication. The Staff Handbook, the student handbook, and the Daily Bulletin are other vehicles for information flow.

## **Master Calendar and Facility Use**

The Building Use Coordinator will be responsible for scheduling the use of the building in the evening and on weekends. A master calendar of outside and inside use of the building is processed through the Athletic Department at PHS. The front office has the responsibility for maintaining the master schedule of school activities. When scheduling an activity, a staff member must first consult with the Principal, and upon approval clear the use of the space with main office staff.

## **Complaint Procedures**

If the administrators receive a complaint regarding a staff member (whether from a student, parent, other staff member, or community person), the following procedures will be followed:

1. Listen to the person's complaint; paraphrase to assure their point of view is



understood.

2. Determine the nature of the complaint; and do one of the following:

- Explain the situation from the school's point of view, or
- Refer the person to the staff member for mutual problem solving, or
- Offer to meet with the person and staff member for mutual problem solving, or
- Share serious complaints with the staff members for problem solving.
- Face to face mutual problem solving is the preferred procedure, depending on circumstances (complaint rescinded or resolved, etc.).

## **Student Support Services and ELL services**

### **Student Support Services:**

Students that require services beyond those provided at the classroom or intervention level are referred to the Individual Problem Solving Team. The IPST committee will meet on an as needed basis.

### **ELL:**

Students that have been identified as ELL will need sheltered instruction in the regular classroom. In addition they will receive English Language Development (ELD) services.

### **TAG:**

TAG plans are completed and implemented by regular teachers annually with assistance from the TAG Coordinator.

## **Site Council**

About Site Council

Parkrose Middle School's Council is Responsible for:

Being aware of and tracking the plans to improve the professional growth of the school's staff, and the improvement of the school's instructional program.

Meetings are held at 3:00 pm once a month during the school year, and are open to any parent or elected staff member.

## **Keys and Building Alarm System**

The replacement cost for an ID badge or keys is \$15.00 each.

Step 1: The staff must notify the principal/supervisor or secretary as soon as they are aware of the lost ID.

Step 2: The staff member must make the \$15.00 payment here at the District Office so we can do a written receipt. A copy of the receipt will go to the locksmith so they can verify payment has been made. The location the employee works at will be put on the receipt so we know where to send it. A copy of the receipt will go to our accountant with payment also.

Step 3: The locksmith will order a replacement.

Step 4: The replacement will be ponied to the staff member in the inter-district mail.

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## **Sonitrol**

After school and weekends the building is monitored by the Sonitrol Security Systems. Please do not enter the building during these hours unless you have Sonitrol access.

## **Daily Staff Responsibilities**

·If you are going to leave during the day for any reason be sure you sign out and back in, the main office.

·Check your mailbox daily before your first meeting with students.

·If you are calling in sick, please contact the sub-finder system before 6:00.

·ALL ABSENCES must be called into sub-finder even if a substitute is not required.

·All personal belongings are to be kept in designated areas.

Complete the Following trainings/documents when appropriate.

Attendance and Absences (policy)

Blood borne Pathogens Trainings

Child Abuse: Identification & Intervention

Sexual Harassment: Staff-to-Staff

Sexual Conduct: Staff to Student

Middle School Staff Handbook (policy)

### **Teacher Expectations**

- At the beginning of each new class, teachers are to teach students the routines and expectations the teacher wishes in that class including but not limited to actions:
- Independent action vs. permission for talking, sharpening pencils, getting out of seat to...
- Recycle waste paper etc.
- Method for getting permission for talking, sharpening pencils, getting out of seat.
- How homework and other assignments are turned in.
- What the acceptable noise level is during group work and independent work.
- The teacher's preferred signal to get student attention.
- Appropriate circumstances under which they may access the classroom telephone.
- School wide behavior expectations, late work policy and procedures.
- Expectations regarding having appropriate materials in class.

## **Student Teachers**

During the school year, a staff member may be asked to supervise a student teacher from various teacher training programs. Student teachers are assigned through the School Improvement Office. Please contact the administrator if you are interested in a student teacher.

## **Computer Labs and Internet-Use Rules**

All staff members are expected to teach students appropriate expectations regarding student use of computers both in the computer lab and in the classroom. In addition teachers are expected to monitor Internet and network access.

## **Computer Lab/Mobile Lab/General Computer Expectations**

All students will be assigned to a specific computer in order to identify testing conflict and or damages that have been done to a computer.

The last person using the computer lab is responsible for shutting down the computers and securing the area.

Student with parent approved *AUP form* may use the Internet. A student access list will be available for staff.

Absolutely no drinks will be allowed in the lab.

Reference Board Policy: IIBGA

## **Staff Absences**

Leave request forms must be completed for all absences. Please give these forms to the secretary in the main office who will give them to an administrator for approval.

## **Substitute Teachers**

Make all substitute requests through the Sub-finder system.

Each teacher is expected to provide substitutes with a sub folder that includes:

- Complete lesson plans
- Seating charts
- Location of Emergency Clipboard
- School Schedule
- Class list and procedures for attendance
- Procedures for handling safety drills
- Breakfast In the Classroom Tip Sheet

### **Student Progress and Report Card Warnings**

Prior to the end of each progress report and grading period teachers are required to notify parents that their student is receiving a D or and F. Grades are due by 2:00pm on all progress report and grading days.

### **Student Make-Up Work**

District Policy provides that students who have excused absences including in and out of school suspensions, may make up missed work. It is the student's responsibility to request work from the teacher if they are absent from class other than in/out of school suspensions. It is the teacher's responsibility to provide homework for students who have been placed in in/out of school suspension.

If a student is going to be absent for an extended time (3 or more days), parents may request homework. If additional homework is requested and the student has not completed or turned in the previous assignments please notify the attendance secretary.

### **Field Trips**

Field trips are an important extension of classroom learning. The staff is encouraged to involve students in field trips, even when the field trip may take time away from other classes. Field trips should be educationally sound and designed as an extension of learning objectives which are aligned with state standards.

### **Field Trip Process**

- Field Trip form must be completed
- An outline of the objectives that will be taught and how they align with state

standards

- A list of activities that students will be completing
- The objectives need to be turned in to the principal for approval
- Complete the field trip checklist
- Completed forms must be turned in two weeks before the event

### **Money/Purchase Orders**

No obligation may be incurred by any staff member unless that expenditure has been authorized in the budget or as otherwise may be permitted by Board action and/or Board policy. No purchase, including purchase from student body funds, will be authorized unless covered by an approved purchase order. Forms are available in the office.

All building purchase orders will be processed in the order received by the head secretary and must be complete with the following information:

1. Date;
2. Vendor;
3. Item quantity;
4. Item description;
5. Unit value;
6. Total amount;
7. Budget code;
8. Name of requester;
9. Signature of individual authorized to approve purchase orders.

All other purchases are subjects to the Boards policy governing Bidding Requirements and administrative regulations specifying exemptions from competitive bidding and such other requirements as may be specified by law. Staff members with questions should contact the Business Manager for details. (Board Policy DJB, DJB-AR,DJC, DJC-AR, IGDG)

### **School/Room Maintenance Guidelines**

It is important that we model and reinforce respect for the physical building, as well as follow good safety practices. All staff should follow the following guidelines.

- Report any vandalism to the office immediately so administration can take action.
- The classroom will be maintained with clear pathways and exits at all times for safety.

## **Guest Speakers**

Outside guest speakers from the community can add significance and relevance to established curriculum and are encouraged.

Use the following guidelines:

- Notify the administration about any outside speaker with at least 24 hour notice.
- If the speaker is speaking on a controversial topic notify parents in advance.
- Pre-arrange to meet with the speaker to review materials being presented.
- Classroom decorations and arrangements must meet the fire marshal's guidelines.
- No dogs are allowed on school district property (Board Policy)
- All computers need to be turned off
- Communicate explicit guidelines with the speaker about what is developmentally appropriate for middle school students.
- If parents ask for a student to be excused from the activity provide a **meaningful** alternative activity.

## **Visitors and Volunteers**

Volunteer sign in:

- Adult volunteers must sign-in in the main office each time they come to the school.
- All visitors must sign-in in the main office- no exceptions.
- All volunteers and visitors must wear the issued identification tag while in the building.

## **Process for Removal of Old Technology/Furniture/Texts from PSD Schools**

The first step in the removal of items from a school is for the building principal to decide that the item is no longer useful to the school. Once s/he has made that determination, the following steps should be followed.

If the item is technology- Fill out a Disposal Form and submit it to Sharie Lewis

<http://do.parkrose.k12.or.us/departments/forms/Business%20Office/Disposal%20Request%20Form.pdf> and then create a work ticket to have the item(s)

picked up by the IT Dept. They will remove the item from our barcode system and inventory, hold the item(s) until approval for removal from the Board, and upon approval, recycle/dispose of the item(s) properly.

If the item is furniture- Fill out a Disposal Form and submit it to Mary Larson (<http://do.parkrose.k12.or.us/departments/forms/Business%20Offiec/disposal%20Request%20For%20m.pdf>) then put in a work-order to have the item removed from your building. We will hold the items here until the board has approved the disposal and then we will dispose of the items properly, recycling what we can.

If the item is textbooks- Once a year right after school lets out, we will identify one day as text disposal day. Each school needs to identify a place where staff can bring their unneeded books (cafeteria, library, ect.) as they are cleaning up for the end of school. On the appointed day, maintenance will come to each school and gather what the principal is ready to part with. We will compile and inventory (including filling out the Disposal Form1) all the texts for disposal here and bring in a used-text buyer who will cull what s/he is willing to pay for and the rest we will recycle.

#### Reminders/Promising Practices

Please do not drop anything off at IT or Maint for disposal. Fill out a work ticket and they will happily come get the item(s).

It may work best to have one person in your building assigned as Disposal Central so that all the disposal is handled consistently and properly.

Declaring certain days as "Spring Cleaning" days where staff bring all their unwanted stuff to one place for documentation and removal may be helpful.



## Parkrose School District 3

Code: **GBM**  
Adopted: 10/23/95  
Revised: 5.26.15

### **Staff Complaints\***

It is an unlawful employment practice for an employer to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment for the reason that the employee has in good faith reported information in a manner as to disclose employer violations of any federal or state law, rule or regulation, mismanagement, gross waste of funds, abuse of authority, or substantial and specific danger to public health and safety.

The superintendent or designee will develop a complaint procedure which will be available for all employees who contend they have been subject to a violation, misinterpretation or inappropriate application of district personnel policies and/or administrative regulations. The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of district personnel policies.

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal, contract nonrenewal or contract nonextension will not be processed under this procedure.

Reasonable efforts will be made to resolve complaints informally.

Administrative regulations will be developed to outline procedural timelines and steps under this policy, as necessary (use KL-AR complaint form).

END OF POLICY

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#### **Legal Reference(s):**

[ORS 332.107](#)

[ORS 659A.199](#)

[OAR 581-022-1720](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

## **Staff Participation in Political Activities**

Code: GBG

Adopted: 05-29-2001

Employees may exercise their right to participate fully in affairs of public interest on a local, county, state and national level on the same basis as any citizen in a comparable position in public or private employment and within the law.

All district employees are privileged within the limitations imposed by state and federal laws and regulations to choose any side of a particular issue and to support their viewpoints as they desire by vote, discussion or persuading others. Such discussion and persuasion, however, will not be carried on during the performance of district duties, except in open discussion during classroom lessons that consider various candidates for a particular office or various sides of a particular political or civic issue.

On all controversial issues, employees must designate that the viewpoints they represent on the issues are personal and are not to be interpreted as the district's official viewpoint.

No employee will use district facilities, equipment or supplies in connection with his/her campaigning, nor will he/she use any time during the working day for campaign purposes.

END OF POLICY

Legal Reference(s):

ORS Chapter 244

ORS 260.432

Oregon Constitution, Article XV, Section

## **MEDIA ACCESS TO STUDENTS**

The Board of Education recognizes the important role the media serves in reporting information about the district's programs, services and activities. Therefore, the district will make every reasonable effort to provide media access to students.

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. The media may interview and photograph students involved in instructional programs and school activities including athletic events. Such media access shall not be unduly disruptive and shall comply with Board policies and district goals.

Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public,

Information obtained by media representatives directly from students does not require parental approval prior to publication by the media. Parents who do not want their student interviewed or photographed by the media may direct their student accordingly.

District employees may release student information to the media only in accordance with the applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

Parents will be advised of the district's media access to student's policy at the time of the student's registration and each fall in the student/parent handbook.

END OF POLICY

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Legal references:

ORS 30.864                      ORS 326.575    OAR 581-O21-0210 to 0440                      ORS  
327.565  
ORS 107.154                      ORS 339.260    OAR 581=022-1660

Education of the Handicapped Act of 1975, as amended, 20 USC Sections

1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA) PL 101-476, 104 Stat 1103 (1990), as amended PL 105-17 (1997). [PL 94-142 is a well-known “short” reference to this federal legislation.] Family Educational Right and Privacy Act. 20 USC Section 1232g; 34 CFR Part 99 (2000).

JOD: Media access to Student

**Personal Communication Devices and Social Media - Staff**

Staff possession or use of personal communication devices on district property, in district facilities during the work day and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent. At no time, whether on duty or off duty, will a personal communication device be used in a manner that interferes with staff duty and responsibility for the supervision of students.

A "personal communication device" is a device, not issued by the district, which emits an audible signal, vibrates, displays a message or otherwise summons or delivers a communication to the possessor of the device. These devices include, but are not limited to, walkie talkies, long- or short-range portable radios, table scanning devices, cellular telephones, pagers, personal digital assistants (PDAs), laptop computers and similar devices with wireless capability. This also includes other digital audio and video devices such as, but not limited to, iPods, radios and TVs.

Personal cellular telephones/pagers and other digital audio and video devices shall be silenced during instructional or class time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with work assignment. **Cellular telephones which have the capability to take photographs or video shall not be used for such purposes while on district property or while a staff member is on duty in district-sponsored activities, unless as expressly authorized by the principal or designee.**

Laptop computers and PDAs brought to school will be restricted to classroom or instructional-related activities only. The district will not be liable for loss or damage to personal communication devices brought to district property and district-sponsored activities.

Staff members, while on duty and off duty, will utilize social network sites (e.g., Facebook, Myspace and Twitter), public websites and blogs, judiciously by not posting confidential information about students, staff or district business. Staff members, while on duty and off duty, will treat fellow employees, students and the public with respect while posting in order to prevent substantial disruption in school. Communication with students using personal communication devices will be appropriate and professional. **Communication with students using personal communication devices regarding non-school-related matters is prohibited during work hours and strongly discouraged at all other times.**

**If communicating with students electronically regarding school-related matters, staff should use district e-mail using mailing lists to a group of students rather than individual students. Texting students during work hours are discouraged. Texting students while off duty is strongly discouraged.**

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal communication device in any manner that is illegal or violates the terms of this policy. Staff actions on social network sites, public websites, blogs and other social media, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A "disruption" for purposes of this policy includes but is not limited to, one or more parent threatens to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened or actual negative impact on the learning environment. The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies.

The superintendent shall ensure that this policy is available to all employees.

**END OF POLICY**

**Legal Reference(s):**

ORS 167.054

ORS 167.057

ORS 163.432

ORS 163.433

ORS 163.684

U.S. CONST. amend. XVIII, § 1466A U.S. CONST. amend. XVIII, § 1470

U.S. CONST. amend. XX, § 7906

U.S. CONST. amend. XX, § 6777

ORS 163.686

ORS 163.688

ORS 163.689

ORS 163.693

ORS 163.6

ORS 163.700

ORS 326.011

ORS 326.051

ORS 332.D72

ORS 332.107

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (200 I). Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. Ill (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

HR2/!6/12IReviewed: 03113/00

### **Personal Electronic Devices and Social Media (version 1)**

Students may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district sponsored activities or violate Board policies, administrative regulations, school or classroom rules, state and federal law.

As used in this policy, a “personal electronic device (PED) is a device that is

capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provide free of charge to students who do not use their own devices for curriculum will be granted to access to any application or electronic materials when they are available to students who do not use their own devices or provided free of charge to students who do not use their own devices for curriculum.

Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

The district will not be liable for personal electronic devices brought to district property and district sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using district equipment.

The superintendent is directed to develop administrative regulations and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Administrative regulations may include grade or age level possession and/or use restrictions by students on district property and at district sponsored activities; consequences for violations; a process for responding to a student's request to use personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent may deem necessary. The superintendent is responsible for ensuring that pertinent provisions of Board policies, administrative regulations and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.

The taking, disseminating, transferring or sharing of obscene, pornographic, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and or other appropriate state or federal agencies.



END OF POLICY

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ORS 332.107

ORS 336.840

Copyrights 17 USC 101-132 19 CFR Part 133 (2006)

R6/12/14 PH

### **INSTRUCTIONAL TECHNOLOGY**

The instructional technology plan for the district envisions the following: From their instructional sites all students and teachers will be able to:

1. Access information and manipulate it in meaningful ways that result in learning;
2. Generate and create information related to district instructional and curriculum goals;
3. Use technology as a tool for productive learning (i.e., tutorials, electronically assisted instruction, remediation, long distance learning, ITV, etc.).

The district recognizes that technology will be changing; therefore, a continual review of the district's technological plan which includes applications, fiscal and human resources, staff development needs, equipment and supplies will be conducted.

END OF POLICY

Legal References:

OAR 581-022-1030

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

**HBG: Instructional Technology**

# REQUEST FOR OFF-AIR VIDEO/DVD RECORDING

Request Number  
(Office use only)

I, the undersigned, having requested the Parkrose School District to record the following program {s) within the parameters of the policy set forth by the Board,

\_\_\_\_\_ Date), I am aware of said policy, have reviewed district policy and administrative regulations and agree to accept responsibility for the use and erasure of this material prevent any infringement of copyright law in lieu of expressed written approval of the copyright proprietor.

Title of Program to be Copied: \_\_\_\_\_  
Date \_\_\_\_\_ Program \_\_\_\_\_ is

needed: \_\_\_\_\_

Channel: \_\_\_\_\_

Station: \_\_\_\_\_

Length of Program: \_\_\_\_\_

Special Instructions:

Requestor's Name \_\_\_\_\_

--- (Please print) -----

Location: \_\_\_\_\_

Signature:

\_\_\_\_\_

## PREVIEW AND EVALUATION

Did you want the recording of this program retained until information regarding the sale, lease, free loan or rental of this material is obtained?

INSTRUCTIONAL QUALITY (circle the appropriate number on the rating scale below)

Criteria	Suggested Guidelines for Rating Scale					
Instruction	Well-organized, content-load appropriate, maturity					

al Design	level consistent with the content.						
Content	Accurate, authentic, current, thorough, relevant.						
Curriculum Match	Supports what is commonly taught in this subject at this grade level.						
Interest	Supports or enhances communication of content.						
5=Exemplary    4=Desirable (very good)    3=Good 2=Fair            1=Poor    0=Unacceptable							
Overall rating of recording.							

Yes (High Priority)     Yes (Low Priority)     No Do you recommend acquisition of this program?

SENSITIVE CONTENT Is nudity, excessive violence, glamorization of drugs/dangerous substances, profanity and/or a sexual nature present in this program?

Yes                      No                      IF YES, please verify by circling the topics present.

Grade Level

Ability Level: \_\_\_\_\_

Previewed?      YES    NO

Do presently owned materials adequately cover the subject area?  
Yes    No

OVERALL EVALUATION (SUMMARY, USE, ETC) AND/OR REASONS FOR REQUESTING RETENTION OF THIS RECORDING:

VIDEOTAPE/DVD STATUS- OFFICE USE ONLY

AVAILABLE:

Format:

May be retained indefinitely

Guidelines for the Use of Copyrighted Materials- EGAAA-AR

May be kept on an indefinite basis pending updated information on the program's future availability.

May be kept permanently on a licensed basis \_\_\_\_\_

Must be erased immediately \_\_\_\_\_

SAMPLE LETTER:  
REQUEST FOR PERMISSION TO COPY

Author, Publisher or Distributor  
Permission Department

Date:

I am requesting permission to copy and use:

Title: \_\_\_\_\_

Author/Editor: \_\_\_\_\_

Year published: \_\_\_\_\_

Number of copies: \_\_\_\_\_

Will copies be sold? (Circle) YES NO

Description of materials to be copied

(Photocopy enclosed): \_\_\_\_\_

Intended use of materials: \_\_\_\_\_

Type of reproduction: \_\_\_\_\_

A self-addressed, stamped envelope is enclosed for your convenience in replying to this

request. Should you be unable to authorize this request, please forward this letter to the

proper person/agency.

Sincerely,

Permisssion Granted Date: \_\_\_\_\_

Conditions (if any): \_\_\_\_\_

SAMPLE PRODUCER INQUIRY LETTER: REQUEST FOR INFORMATION  
OF AGENCY HOLDING RIGHTS TO A TV BROADCAST AND PERMISSION  
TO RETAIN PROGRAM IF IT IS NOT FOR SALE, RENT OR LEASE.

For the following program:

Title: \_\_\_\_\_

\_\_\_\_\_  
Air date: \_\_\_\_\_

Can a copy of this program be retained for classroom for  
classroom use?

(Circle) YES/NO

Is this program available for sale? (Circle) YES NO

If Yes, specify agency distributing this program:

Specify format Cost (if known):

Enclosed is a self-addressed, stamped envelope for your convenience in  
replying to this request. Should you be unable to authorize this request, or  
provide the above information, please forward this letter to the proper  
person/agency.



11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The district shall designate the Executive Director of Business and Operation as the Integrated Pest Management Plan Coordinator giving them the authority for overall implementation and evaluation of the IPM plan.

### **Integrated Pest Management Plan Coordinator**

The IPM Plan Coordinator shall:

13. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
14. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
15. Oversee pest prevention efforts;
16. Ensure identification and evaluation of pest situation;
17. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
18. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
19. Evaluate pest management results; and
20. Keep for at least four years following the application date, records of applied pesticides that include:
  - a. A copy of the label;
  - b. A copy of the Safety Data Sheet (SDS);
  - c. The brand name and USEPA<sup>2</sup> registration number of the product;
  - d. The approximate amount and concentration of pesticide applied;
  - e. The location of where the pesticide was applied;
  - f. The type of application and whether the application was effective;
  - g. The name(s) of the person(s) applying the pesticide;
  - h. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
  - i. The dates and times for the placement and removal of warning signs; and
  - j. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.
21. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints;
22. Conduct outreach to district staff about the district's IPM plan.

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<sup>2</sup>U.S. Environmental Protection Agency

# Parkrose School District 3

Code: EFA-AR  
Adopted: October 2006  
Revised: 2.23.15

## PARKROSE DISTRICT WELLNESS POLICY

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

### Definitions:

1. "Accompaniment foods" means food items served along with another food to enhance palitablity such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Dietary Guidelines for Americans" means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives and reduce chronic disease risks.
5. "Entree item" means an item that is either:
  - a. A combination food of meat or meat alternate and whole grain rich food; or
  - b. A combination food of vegetable or fruit and meat or meat alternate; or
  - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
  - d. Grains only when served in the SBP.
6. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten;
7. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
8. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
9. "Oregon Smart Snacks"<sup>1</sup> means the minimum nutrition standards for competitive foods and beverages.
  1. Food items, including accompaniment foods, must:
    1. Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or



Although the Board believes that the district's nutrition and food services operation should be financially self-supporting, it recognizes that the nutrition program is an essential educational and support activity. Therefore, budget neutrality or profit generation must not take precedence over the nutrition needs of its students. In compliance with federal law, the district's NSLP and SBP shall be nonprofit.

The superintendent is directed to develop administrative regulations to implement this policy that address all food and beverage items sold and/or served to students in district schools, including provisions for staff development, family and community involvement and program evaluation. These food and beverage items include competitive foods, snacks and beverages sold from vending machines and school stores, and similar food and beverage items from fund-raising activities and refreshments that are made available at school parties, celebrations and meetings.

### **Physical Education/Activity**

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity.

Physical activity should be included in a school's daily education program for grades pre-K through 12. Physical activity should include regular instructional physical education as well as co-curricular activities, and recess. The district will develop and assess student performance standards in order to meet the Oregon Department of Education's physical education content standards.

### **Reimbursable School Meals**

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate reimbursable school meal programs. The superintendent will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. These guidelines shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)(0)).

### **School Employee Wellness**

The district encourages school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of school employees may also influence the health and learning of students. The physical and mental health of school employees is integral to promoting and protecting the health of students and helps foster their academic success. The district's employee wellness program will promote health and reduce risk behaviors of employees and identify and correct conditions in the workplace that can compromise the health of school employees, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

### **Other School-Based Activities**

The district will promote district and community based activities that foster healthy eating and create environments that promote physical activity. Families and the community will be encouraged to provide healthy food choices in all situations where food is served. Educational workshops, screenings and literature related to healthy food choices and physical activity may be offered to families.

## Evaluation of the Local Wellness Policy

The Board will involve staff (including but not limited to, physical education and school health professionals), parents, students, representatives of the school food authority, public health professionals, school administrators and the public in the development, implementation and periodic review and yearly update of this policy. The Board has established a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The policy will be reviewed every year. In an effort to measure the implementation of this policy the Board designates the superintendent, as the person who will be responsible for ensuring each school meets the goals outlined in this policy. The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of this policy.

## Social Emotional Health Awareness and Education\*

To the extent possible, the Parkrose School District will promote awareness of and education for the social emotional health of its students, families and staff. Skills such as grit, determination, self-regulation and resiliency will be taught explicitly to our students and evaluated. Parkrose School District categorically rejects any practices that encourage bullying, hopelessness, violence, depression or feelings of not belonging. We will actively promote and encourage students and families to use the services of our School Based Health Center when needed for assistance with issues of physical and social emotional health.

END OF POLICY

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\*District Wellness Committee Addition

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

National School Lunch Program, 7 C.F.R. Part 210 (2006).

School Breakfast Program, 7 C.F.R. Part 220 (2006).

Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.

2. Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
3. Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
4. Have one of the food items above as a second ingredient if water is the first ingredient; or
5. Contain 10 percent of the Daily Value of a nutrient of public health concern based on the most recent *Dietary Guidelines for Americans* (e.g., calcium, potassium, vitamin D or dietary fiber)<sup>2</sup>; and
6. Meet all the competitive food nutrient standards:
  1. Calories:
    1. Snacks contain no more than:
      1. 150 calories as packaged or served for elementary level;
      2. 180 calories as packaged or served for middle school level;
      3. 200 calories as packaged or served for high school level.
    2. Entrees contain no more than 350 calories as packaged or served.
  2. Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.
    1. Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.
  3. Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.
    1. Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.
  4. Transfat: contains 0 grams of trans fat per item as packaged or served.
  5. Sugar must be no more than 35 percent by weight.
    1. Exempt from the sugar standard are:
      1. Dried whole fruits or vegetables;
      2. Dried whole fruit or vegetable pieces;
      3. Dehydrated fruits or vegetables with no added nutritive sweeteners; and
      4. Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).
  6. Sodium:
    1. Snacks contain no more than 230 mg sodium<sup>3</sup> per item as packaged or served.

<sup>2</sup>Effective for the period through June 30, 2016. Effective July 1, 2016, this criterion is obsolete and may not be used to qualify as a competitive food.

<sup>3</sup>On July 1, 2016, the sodium standard will move to 200 mg per item as packaged or served.

2. Entrees contain no more than 480 mg sodium per item as packaged or served.
  7. Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
  8. Exempt from all nutrients standards on any day are:
    1. Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
    2. Fruit packed in 100 percent juice, extra light or light syrup.
    3. Canned vegetables that contain a small amount of sugar for processing purposes.
    4. Sugar-free chewing gum.
  9. Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs:
    1. Are exempt from the nutrient standards for:
      1. Saturated fat;
      2. Transfat;
      3. Sodium; and
      4. Sugar.
    2. Must contain:
      1. Calories not to exceed 450 per item as packaged or served; and
      2. Total fat not to exceed 36 percent of total calories or 4 grams per 100 calories per item as packaged or served.
2. Beverages must be:
    1. For elementary level students:
      1. Plain water, carbonated or uncarbonated, with portion size unlimited;
      2. Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
      3. Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
      4. Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
      5. Full strength fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
      6. Caffeine free, except for naturally occurring trace amounts.
    2. For middle school level students:
      1. Plain water, carbonated or uncarbonated, with portion size unlimited;
      2. Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
      3. Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
      4. Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
      5. Full strength fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;

6. Caffeine free, except for naturally occurring trace amounts.
3. For high school level students:
  1. Plain water, carbonated or uncarbonated, with portion size unlimited;
  2. Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
  3. Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
  4. Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
  5. Full strength fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
  6. Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
  7. Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.
3. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.
10. "School day" means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
11. "Snack" means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

## **nutrition Education**

nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local district health education standards. Nutrition education at all levels of the district's curriculum shall include, but not be limited to, the following essential components designed to help students learn:

Age-appropriate nutritional knowledge, including the following:

- Benefits of healthy eating;
- Essential nutrients;
- Nutritional deficiencies;
- Principles of healthy weight management;
- The use and misuse of dietary supplements;
- Safe food preparation;
- Handling and storage; and,
- Cultural diversity related to food and eating.

Age-appropriate nutrition-related skills, including, but not limited to the following:

- Planning a healthy meal;
- Understanding and using food labels;

- Critically evaluating nutrition information, misinformation and commercial food advertising; and age-appropriate advertisements, informed consumerism, warn against false advertising about food.

3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

In order to reinforce and support district nutrition education efforts, the building principal is responsible for ensuring:

4. Nutrition instruction is closely coordinated with the school's nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating and includes social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible;
5. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) are established to: provide screening, referral and counseling for nutritional problems; inform families about supplemental nutritional services available in the community (e.g., SNAP, local food pantries, summer food services program, child and adult care food program), and implement nutrition education and promotion activities for school staff, Board members and parents;
6. In keeping with the district's nutrition program goals, the school district will strive to provide alternatives for the use of food as a reward or punishment in the classroom. When food is provided by the school as part of a celebration, the principal will approve foods provided, and healthy options will be included (i.e., all foods served fit in a healthy diet as recommended in the Dietary Guidelines for Americans, and contribute to the development of lifelong healthy eating habits for the district's students). The district will ensure that all schools' fund raising efforts support healthy eating choices.
7. Child Nutrition Staff support nutrition education by marketing healthy meals and providing nutrition information to students and families. This information will be provided in print and on the district web site.

### **Physical Activity**

In order to insure students are afforded the opportunity to engage in physical activity in the school setting, the following guidelines apply:

1. Physical education will be a course of study that focuses on students' development of motor skills, movement forms, and health related fitness;
2. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, teaming, and good principles of sportsmanship;
3. All physical education classes will be taught by highly qualified physical education instructors;
4. A daily recess period will be provided;
5. Schools will promote opportunities for active transportation and encourage students to walk or bike to school if safe to do so;
6. Classroom teachers will provide short physical breaks between lessons or classes as appropriate, and offer physical activity opportunities in the classroom throughout the school day.

7. Teachers and other school personnel will not use physical activity (e.g. running laps, push-ups) as punishment in the classroom.
8. Teachers and other school personnel will avoid withholding opportunities for physical activity (e.g. recess, physical education) as punishment.
9. Recess is provided to give students an opportunity for social interaction, vigorous physical activity, time to develop rules for play, and a chance to practice or use skills developed in physical education class.
10. Video media will only be used during instructional hours when the content is related to the curriculum.
11. For additional guidance regarding use of electronic devices during the school day, please see Personal Communication Devices and Social Media, Board Policy JFCB-AR.
12. Alternative exercise choices such as yoga may be taught and practiced.

### **Drinking Water**

The district recognizes that children need an ongoing water supply to keep their bodies functioning optimally, and to avoid dehydration which can interfere with academic performance. Therefore, the district will promote the consumption of water as an essential nutrient that plays a role in overall health, and will provide all students and employees with access to clean, safe and palatable drinking water free of charge at all district facilities (i.e. in the cafeteria/eating areas, hallways, play yards, and faculty lounges), throughout the school day and during extra-curricular activities as much as possible.

Students of elementary schools will be encouraged to carry and use water bottles. The district will encourage all school administrators, educators and building staff to model healthy consumption of drinking water. The district will regularly perform required maintenance on all water fountains in the school setting.

### **Nutrition Guidelines and Food Services Operation**

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the building principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply. There will be multiple opportunities to apply, applications posted on bulletin boards and on the district and school websites.
3. The school's NSLP/SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals in accordance with the National School Lunch Act;
4. The school's NSLP/SBP operates to meet nutrition standards in accordance with the Healthy Meals for Healthy Americans Act of 1994, as amended, and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans. Schools contracting out the food service part of their NSLP and SBP shall form a wellness advisory committee comprised of teachers, students and

parents to assist in menu planning. Cultural norms and preferences will be considered and honored by incorporating culturally appropriate food items into the weekly menu rotation;

1. The District offers vegetarian options.
  2. The District encourages parents of children with food sensitivities or allergies to provide their own food. The District encourages parents to communicate with their school.
  3. The District limits processed food.
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
  7. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served;
  8. Modified meals are prepared for students with special food needs:
    - a. The district will provide substitute foods to students with disabilities upon written parental permission and a medical statement by a National School Lunch Program (NSLP) approved medical source that identifies the following:
      - Student's disability;
      - States why the disability restricts the student's diet;
      - Identifies the major life activity affected by the disability; and,
      - States the food or foods to be omitted and the food or choice of foods that must be substituted;
    - b. Such food substitutions will be made for students without disabilities on a case-by-case basis when the parent submits a signed request that includes a medical statement signed by a National School Lunch Program (NSLP) medical source. The medical statement must state the medical condition or special dietary need that restricts the student's diet and provide a list of food(s) that may be substituted in place of the lunch or breakfast menu being served.
  9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
  10. Meals will include healthy foods from regional and local sources to the greatest extent practicable, by supporting partnerships with food suppliers. Parkrose schools will pursue opportunities to offer regionally grown foods at every location in the school site where food is sold, and at all school-sponsored events and activities.
  11. Students are provided adequate time and space to eat meals in a pleasant and safe environment.

School dining areas will be reviewed to ensure:

- a. Tables and chairs are of the appropriate size for students;
- b. Seating is not overcrowded;
- c. Students have a relaxed environment;
- d. Noise is not allowed to become excessive;
- e. Rules for safe behavior are consistently enforced;
- f. Tables and floors are cleaned between meal periods;
- g. The physical structure of the eating area is in good repair;
- h. Appropriate supervision is provided;
- i. School lunch programs are designed to enhance student learning and increase positive behaviors (e.g. recess before lunch, breakfast in the classroom).



12. To the extent possible and with every effort, foods will contain as little high fructose corn syrup as possible. Food will be less packaged and least processed as possible. Fresh foods will be served as much as possible.
13. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools

### **School Employee Wellness**

The district encourages participation in school wellness programs from all employees, employees are not limited to instructional staff (i.e., teachers and instructional assistants) but include administrators and all support staff. The following groups are seen as essential for establishing, implementing and sustaining an effective school employee wellness program: school personnel who implement existing wellness programs in the district, i.e., school employee wellness committee and they may be the district personnel who implement health programs for students such as, but not limited to, school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other school staff. These groups may include decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program.

### **Other School Based Activities**

The district may provide the following activities and will encourage healthy practices which promote local wellness such as:

1. Scoliosis screenings;
2. Intramural sports;
3. Foodless Fundraisers;
4. Monthly/Weekly school walks;
5. Assemblies which focus on wellness issues such as obesity and obesity related diseases, healthy eating, and the benefits of physical exercise;
6. The use of alternates to food as rewards in the classroom;
7. Limit the amount of foods with no nutritional value that are sold in vending machines; and
8. Support groups for students with issues about weight.

### **Marketing and Promotion**

School based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet nutrition standards for meals or for foods sold individually. School-based marketing of brands promoting predominantly foods and beverages of minimal nutritional value (FMNV) is discouraged. The promotion of healthy foods, including fruits, vegetables, whole grains, low-fat dairy products and low-fat proteins is encouraged. Attractive, current, nutritional education materials will be prominently displayed in the dining area, and changed periodically throughout the year.

### **Foods of Minimal Nutritional Value (FMNV) and Competitive Food Sales**

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks nutrition standards. The superintendent will

strive to ensure that nutritious foods are available as an option whenever food is sold or served on district property or at district sponsored events.

The sale of foods in competition with the district's NSLP/SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or school or student organization as approved by the Board.

### **Other Foods Offered or Sold**

Foods offered in classrooms or school-sponsored activities and food and beverage items sold after the school day as part of an approved school fund-raising events shall be nutritious foods as determined by the district's wellness committee, and focus on healthy offerings.

### **Staff Development**

Ongoing professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food services personnel receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior, food safety, maintaining safe, orderly and pleasant eating environments and other topics directly relevant to the employee's job duties. The building principal is responsible to ensure such training is made available including, but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals; and
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies;
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

### **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Schools will provide families a list of foods that meet the district's snack standards, as well as ideas for healthy treats for celebrations and parties.
4. Parents and other family members are invited to periodically eat with their student in the cafeteria;
5. Families are invited to attend exhibitions of student nutrition projects or health fairs;
6. Nutrition education workshops and screening services are offered;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading an interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
8. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
9. School staff encourages and provides support for parental involvement in their children's physical education;

10. Materials promoting physical activity are sent home with students; and
11. Physical activity is a planned part of school-community events as often as possible.
12. Twice annually, the superintendent will meet with the Parent Advisory Council to discuss school food programs nutrition.

### **Program Evaluation**

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring as many evaluation measures as possible are implemented:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age appropriate, comprehensive nutrition program;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities;
5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Families and community organizations are involved, to the extent practicable, in nutrition education;
8. One or more persons within the local educational agency or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with the requirements;
9. Teachers provide physical activity instruction and programs that meet the needs and interests of all students;
10. District developed survey of "Healthy Wellness Practices" given annually;
11. Each building will be encouraged to develop and implement a wellness goal each year.

### **Social Emotional Health Awareness and Education**

To the extent possible, the Parkrose School District will promote awareness of and education for the social emotional health of its students, families and staff. Skills such as grit, determination, self-regulation and resiliency will be taught explicitly to our students and evaluated. Parkrose School District categorically rejects any practices that encourage bullying, hopelessness, violence, depression or feelings of not belonging. We will actively promote and encourage students and families to use the services of our School Based Health Center when needed for assistance with issues of physical and social emotional health.

### **District Nutrition and Food Services**

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate the National School Lunch Program (NSLP) and the Commodity Food Distribution Program (CFDP) by signing a permanent Sponsor-ODE Agreement entitling the district to receive reimbursement for all meals that meet program requirements and to earn USDA Food entitlement based on the number of lunches served.

The permanent agreement shall be signed by the superintendent or other school official with authority to obligate the district to legally binding contracts, subject to annual ODE renewal and will include, at the district's option, an agreement to operate the School Breakfast Program (SBP), Summer Food Service Program (SFSP), the Child and Adult Care Food Program (CACFP) and the Special Milk Program (SMP). The district recognizes that meals and snacks served by the district will not be eligible for reimbursement until the annual program update is received and approved by ODE.

The permanent Sponsor-ODE Agreement shall include assurances by the district that it will follow all NSLP regulations regarding:

1. Free and reduced price process (updated annually);
2. Financial management of the nonprofit school food service;
3. Civil rights and confidentiality procedures;
4. Meal pattern and nutrition content of meals served;
5. Use and control of commodity foods;
6. Accuracy of reimbursement claims;
7. Food safety and sanitation inspections.

The superintendent will develop administrative regulations as necessary to implement this policy and meet the requirements of state and federal law. The regulation(s) will be reviewed and adopted by the Board as required by law.

END OF POLICY

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**Legal Reference(s):**

[ORS 327.520 to -327.535](#)

[OAR 581-051-0305](#)

[OAR 581-051-0310](#)

[OAR 581-051-0100](#)

[OAR 581-051-0400](#)

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2001).

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.

U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. 1751 §§ 203, 205.

**Reimbursable School Meals and Milk Programs  
(National School Lunch Program, School Breakfast Program, Special Milk Program)**

The district's nutrition and food services will be operated in accordance with the following requirements:

**Meal Pricing Procedures**

1. The district may operate the Special Milk Program (SMP) at schools where students do not have access to program meals. Under SMP, the district will choose one of the following options:
  - a. Nonpricing (serve SMP milk at no charge to all students);
  - b. Pricing programs without a free option (charge all students for SMP milk); or
  - c. Pricing programs with a free option (distribute confidential applications for free milk and charge only those students for SMP milk who do not qualify for free milk based on the household's application or direct certification from Supplemental Nutrition Assistance Programs (SNAP)).
2. Reimbursable meals and snacks will be priced as a unit.
3. Reimbursable meals, and snacks will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced price meals and free milk.
4. Annually, the district will establish prices for reimbursable student meals. The price charged to students who do not qualify for free or reduced price meals will be established annually by the district in compliance with state and federal laws.<sup>1</sup>
5. The price charged to students who qualify for reduced price meals will be established annually by the district in compliance with state and federal laws.<sup>2</sup>

**Application Procedures**

6. Households receiving SNAP or Temporary Assistance to Needy Families (TANF) benefits as identified by Oregon Department of Education (ODE), will be automatically eligible for free meals, and snacks for the students listed on the official document. Districts must access this document at least three times per year.
7. Households that submit a confidential application will be notified of their student's eligibility for free or reduced price meals. Households that are denied free or reduced price benefits will be notified in writing using the ODE template letter distributed to the district annually.

<sup>1</sup>The new requirement under Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. 1751 §§ 205 establishes new criteria for equity in school lunch pricing.

<sup>2</sup>According to Direct Certification and Certification of Homeless, Migrant and Runaway Children for Free School Meals, 7 C.F.R. Part 245 (2011).

8. On a case-by-case basis, when a student is known to be eligible for free or reduced price meal benefits and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how he/she knows the household income qualifies the student for free or reduced price meal benefits. Parents of a student approved for free or reduced price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.
9. Students who do not qualify for free or reduced price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged "paid" meal prices set by the district. "Paid" category students will be treated equally to students receiving free or reduced price benefits in every aspect of the district's NSLP, and SBP.
10. The district has established a fair hearing process under which a household can appeal a decision with respect to the household's application for benefits or any subsequent reduction or termination of benefits.
11. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced price meals to the employer for distribution to affected employees.

#### **Financial Management of the Nonprofit School Food Service**

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP, and SBP.
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district's nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.<sup>3</sup>
4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
6. The district will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services' cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP, and SBP costs as described in 2 C.F.R. 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work,

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<sup>3</sup>For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.

9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the district will purchase food products that are produced in the United States, whenever possible.

### **Civil Rights and Confidentiality Procedures**

1. The district will not discriminate against any student because of his/her eligibility for free or reduced price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, sex, sexual orientation, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP, and SBP benefits and services, and employment practices with regard to the operation of its NSLP, and SBP. The district will forward any civil rights complaint regarding the district's nutrition and food services to ODE's civil rights coordinator within three days of receiving the complaint.
5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information on the confidential application for free and reduced price meals, including students' eligibility for free or reduced price meals and all household information. The district's NSLP, and SBP operators are not required to release any information from a student's confidential application for free or reduced price meals. No information may be released from a student's confidential application for free or reduced price meals without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
  - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, Summer Food Service Program (SFSP), Child and Adult Care Food Program (CACFP) or the Food Stamp Program;
  - b. Any other confidential information contained in the confidential application for free and reduced price meals (e.g., family income, address, etc.) may be released without written consent only to persons who operate or administer NSLP, SBP, SMP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.



## **Nutrition and Menu Planning**

1. Meals and snacks served for reimbursement will meet the recommendations of the most current *Dietary Guidelines for Americans*.
2. Meals and snacks served for reimbursement will meet at least the minimum NSLP and SBP requirements for food items and quantities.
3. Meals served for reimbursement will:
  - a. Meet all calorie range requirements by grade level;
  - b. Meet the maximum standards set for saturated fat;
  - c. Meet the maximum standards set for sodium by grade level; and
  - d. Meet the requirement for zero grams of trans fats.
4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.
5. The district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items, including one-half cup of fruit or vegetable offered in program breakfasts.
6. The district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items, including one-half cup of fruit or vegetable offered in program lunches.
7. The district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items, including one-half cup of fruit offered in program breakfasts.
8. A copy of the Board minutes adopting the offer versus serve policy for students below high school grades for program lunches and/or for all students in the district for program breakfasts, as applicable, will be made available upon request.<sup>4</sup>

## **Use and Control of Commodity Foods**

9. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the reimbursable lunch and breakfast program.
10. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
11. The value of commodity foods used for any food production other than NSLP, SBP or snacks shall be replaced in the food service inventory.

## **Accuracy of Reimbursement Claims**

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<sup>4</sup>Modify the language of this item to be reflective of the options the district has selected for offer versus serve.

1. The district will claim reimbursement only for reimbursable meals, and snacks served to eligible children.
2. All meals, and snacks claimed for reimbursement will be counted at each dining site at a "point of service" where it can be accurately determined that the meal, and snack meets NSLP, and SBP requirements for reimbursement.
3. The person responsible for determining reimbursability of meals and snacks will be trained to recognize a reimbursable meal and snack under the menu planning approach used at the school.
4. The district official signing the claim for reimbursement will review and analyze monthly meal, and snack counts to ensure accuracy of the claim, before submitting the claim to ODE.
5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

#### **Food Safety and Sanitation Inspections**

6. The district will maintain necessary facilities for storing, preparing and serving food and milk.
7. Semiannually, the district will schedule food safety inspections with the county Environmental Health Department or Oregon Department of Human Resources for each school or dining site under its jurisdiction.
8. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

#### **General USDA NSLP/SBP/SMP Requirements**

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students who are determined by a licensed physician to be legally disabled and whose disability restricts their diet. Substitutions will be provided only when a medical statement from the licensed physician is on file at the school. The medical statement must state the nature of the child's disability and how the disability affects the child's nutrition needs, and it must provide a medical prescription for substitute foods or texture modification. The district will not charge more than the price of the school meal, as determined by the child's eligibility status, for substitute meals or foods.
5. The district will control the sale of competitive foods.





Code JBA/GBN Adopted:  
10-23-95

Revised: 3-13-2000

Reviewed: 10-2004

### **Sexual Harassment**

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students or staff by other students, staff, Board members or third parties.

"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 control of the district or where the employee is engaged in district business.

Sexual harassment of students and staff shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

I. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;

2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff;

3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job; or creates an intimidating, offensive or hostile educational or working environment.

Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

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 about behavior that may violate this policy shall be promptly investigated. Any student or employee who has knowledge of conduct in violation of this policy or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the building principal, compliance officer or superintendent, who have overall responsibility for all investigations. A student may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that

remedial action has been taken.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. 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. Employees 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 Board.

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

The superintendent shall ensure appropriate periodic sexual harassment training awareness or information is provided to all supervisors, staff 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 to all

students, parents of students and staff. The district's policy shall be posted in all schools. Such posting shall be by a sign of at least 8.5 by 11 inches.

The superintendent will establish a process of reporting incidents of sexual harassment.

**END OF POLICY**

Cross Reference Policy AR's: GBN/JBA-AR and AC-AR

**Legal Reference(s):**

ORS 243.706

ORS 342.700

ORS 342.704

ORS 342.708

ORS 342.850

ORS 342.865

ORS 659.850

ORS 659A.006

ORS 659A.029

ORS 659A.030

OAR 581-021-0038

OAR 584-020-0040

OAR 584-020-0041

**Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. Section**

**2000(d). Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C.**

**Section 2000(e).**

**Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1681-1683;  
34 CFR Part 106 (2000).**

**Davis v. Monroe County Board of Education, 526 U.S. 629 (1999).**

**Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998).**

# Parkrose School District 3

## **Nondiscrimination**

The district shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation<sup>1</sup>, national origin, marital status, age or disability, because of the race, color, religion, sex, sexual orientation, national origin, marital status, age or disability of any other persons with whom the individual associates.

In keeping with requirements of federal and state law, the district strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues<sup>2</sup>. The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising their rights guaranteed under the Act.

### **END OF POLICY**

<sup>1</sup>“Sexual orientation” means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.



<sup>2</sup>Districts are reminded that the district is required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

**Legal Reference(s):**

ORS 174.100

ORS 192.630

ORS 326.051(1)(e)

ORS 342.934(3)

ORS 659.150

ORS 659.805

ORS 659.815

ORS 659.850

ORS 659.865

ORS 659.870

ORS 659A.003

ORS 659A.006

ORS 659A.009

ORS 659A.029

ORS 659A.030

ORS 659A.043

ORS 659A.103

## **DISCRIMINATION COMPLAINT/GRIEVANCE PROCEDURE**

Complaints regarding the interpretation or application of the district's nondiscrimination policy shall be processed in accordance with the following procedures:

### **Informal Procedure**

Any person who feels that he/she has been discriminated against should discuss the matter with the building principal or supervisor, who shall in turn investigate the complaint and respond to the complainant within five school days. If this response is not acceptable to the complainant, he/she may initiate formal procedures.

If the building principal or supervisor is the subject of the complaint, the individual may file a complaint directly with the superintendent. If the superintendent is the subject of the complaint, the complaint may be filed with the Board chairman.

### **Formal Procedure**

Step I: A written complaint must be filed with the building principal or supervisor within five school days of receipt of the response to the informal complaint. The building principal shall further investigate, decide the merits of the complaint and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 school days.

Step II: If the complainant wishes to appeal the decision of the principal, he/she may submit a written appeal to the superintendent within five school days after receipt of the building Principal's response to the complaint. The superintendent shall meet with all parties involved, as necessary, make a decision and respond, in writing, to the complainant within 10 school days.

Step III: If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within five school days of receipt of the superintendent's response to the complainant.

Step II. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative at the next regular or special Board meeting. A copy of the Board's decision shall be sent to the complainant within 10 days of this meeting.

If the complainant is not satisfied after exhausting local complaint procedures, or 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction.

Cross Reference Policy AR's: GBN/JBA-AR and AC-AR





## Discrimination Complaint Form

Name of Person Filing Complaint \_\_\_\_\_

Date \_\_\_\_\_

School or Activity \_\_\_\_\_

**-Circle one-**

Student/Parent                  Employee                  Non-employee (job  
applicant)

**Type of discrimination:**

Race                  Color                  Religion                  Sex  
National Origin                  Disability  
Marital Status                  Age

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of informal discussion.)

Remedy requested:

The complaint form should be mailed or taken to the building principal. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal

Employment Opportunities Commission.

## **VIDEO SURVEILLANCE**

The board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

The district shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on district property.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record or a staff member's personnel record. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

END OF POLICY

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### Legal Reference

ORS 30.864	ORS 332.105	ORS 342,840
ORS 336.187	ORS 192.420-192.50	ORS 332.107
	ORS 326.565	ORS 326.575
ORS 339.260	OAR 581-0210-0440	OAR 581=022-1660

Code ECAC

Adopted 03/13/0



- (a) Property, the possession of which is a violation of law, Board policy, administrative regulation or school rule will be returned to the parent or, if also a violation of law, turned over to law enforcement officials or destroyed by the district as deemed appropriate by the principal;
  - (b) Stolen property will be returned to its rightful owner;
  - (c) Unclaimed property may be disposed of in accordance with Board policy DN - Disposal of District Property.
- (2) Discipline up to and including expulsion and notification given to law enforcement officials as appropriate or as otherwise required by law or Board policy.

## 7. Documentation

- a. Administrators shall document all searches.
- b. Documentation shall consist of the following:
  - (1) Name, age and sex of student;
  - (2) Date, time and location of search;
  - (3) Justification for search and nature of the reasonable suspicion/risk of immediate and serious harm;
  - (4) Description of the object(s) of the search;
  - (5) Type/Scope of search (areas/items searched);
  - (6) Results of search, prohibited material(s) found, disposition of the material(s) seized and discipline imposed;
  - (7) Name of the witness to the search;
  - (8) Name of the district official conducting the search;
  - (9) Contacts with law enforcement and name/position of the contact(s).
- c. Documentation will be maintained as a part of the student's education records and retained in accordance with applicable Oregon Administrative Rules governing records' retention.

## 8. Notice

Notice of the Board's policy and this administrative regulation will be provided to staff, students and their parent(s) annually, through staff and student/parent handbooks.

## 9. Cooperation with Law Enforcement Officials

- a. Administrators will meet with law enforcement officials annually to review:
  - (1) Official contact protocols;
  - (2) Applicable Board policies and administrative regulations;
  - (3) Circumstances in which the district will generally be requesting local law enforcement involvement in student searches and suspected crimes;
  - (4) Handling searches and evidence when involving law enforcement officials.

**STUDENT SEARCH FORM**

1. Name, age and sex of student: \_\_\_\_\_  
\_\_\_\_\_
2. Date, time and location of search: \_\_\_\_\_  
\_\_\_\_\_
3. Basis for search and nature of reasonable suspicion. What factors caused you to have a reasonable suspicion that the search of this student, his/her person or property or property assigned by the district for student use, would turn up evidence of some item that posed a risk of immediate and serious harm to the student, school officials and/or others at the school? Describe.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Describe areas and items searched: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What did the search yield? Were any prohibited items/materials seized? Were seized items/materials turned over to police? Parents? Other? Why or why not? Explain and include name(s)/position(s) of law enforcement contacts.  
\_\_\_\_\_  
\_\_\_\_\_
6. Was discipline imposed? Why or why not? \_\_\_\_\_  
\_\_\_\_\_
7. Name and title/position of the witness to the search: \_\_\_\_\_  
\_\_\_\_\_
8. Name and title/position of district official conducting the search: \_\_\_\_\_  
\_\_\_\_\_

Signature of Witness

Date

Signature of District Official  
Conducting Search

Date





## Suspension\*\*

The Board authorizes student suspension for one or more of the following reasons:

Willful violation of Board policies, administrative regulations or school rules;

Willful conduct which materially and substantially disrupts the rights of others to an education;

Willful conduct which endangers the student, other students or staff members;

Willful conduct which damages or injures district property.

Students and parents are given notice of possible discipline actions resulting from student misconduct that may result in suspension in the *Student/Parent Handbook* made available by the district.

Each suspension will include a statement of the reasons for suspension, the length of the suspension, a plan for readmission and may include a plan for the student to make up school work. No suspension shall extend beyond 10 school days. Every reasonable and prompt effort must be made to notify the parents of suspended students. The district may require a student to attend school during nonschool hours as an alternative to suspension.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent or participate in activities directed or sponsored by the district.

Suspensions may be appealed to the Board.

END OF POLICY

**Legal Reference(s):**

[ORS 339.240](#)      [OAR 581-021-0050 to -0075](#)      [ORS 339.250](#)

R6/25/15 | PH  
Code: JFC  
Adopted: 10/23/95  
Revised: 9.28.15

## **Student Conduct and Discipline\*\* (Version 2)**

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

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

Disciplinary procedures that are age appropriate and to the extent practicable uses approaches that are shown through research to be effective, shall be used by district personnel to correct behavioral problems, while supporting students' attendance to school and classes. Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in cocurricular and extracurricular activities.

Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.).

The district shall consider the age of the student and the student's past pattern of behavior prior to a suspension or expulsion of the student.

Students may be suspended in cases of serious infractions or repeated failure to comply with Board policy, administrative regulation, school or classroom rules. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law.

The use of out-of- school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation

or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or 3. When the suspension or expulsion is required by law.

#### Student Conduct and Discipline\*\* - JFC

When an out-of-school suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Restitution may be sought for willful damage to district property. Additionally, a student's driving privileges, or the right to apply for driving privileges, may be suspended for violations of ORS 339.254 and 339.257 as provided by Board policy JHFDA - Suspension of Driving Privileges. A referral to law enforcement may also be made for violations of the law. Parental assistance shall be requested when persistent violations occur.

Students shall be subject to discipline, suspension or expulsion for misconduct including, but not limited to:

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

8. Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation;

9. Use of tobacco, alcohol or drugs as prohibited by Board policy(ies) JFCG/JFCH/JFCI - Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery System JFCG/KGC/GBK - Prohibited Use, Possession, Sale or Distribution of Tobacco or Inhalant Delivery System JFCH - Alcohol and JFCI - Substance/Drug Abuse;

10. Use or display of profane or obscene language;

11. Disruption of the school environment;

12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;

13. Violation of law, Board policy, administrative regulation, school or classroom rules.

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

1. Assault;

2. Manufacture or delivery of a controlled substance;

3. Sexual crimes using force, threatened use of force or against incapacitated persons;

4. Arson;

5. Robbery;

6. Hate/Bias crimes;

7. Coercion; or

8. Kidnapping.

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

The district will provide the opportunity for all students in any district school

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

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

END OF POLICY

Legal Reference(s):  
ORS 339.240

ORS 339.250

ORS 659.850

OAR 581-021-0050 to -0075

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

No Child Left Behind Act of 2001, 20 U.S.C. § 7912 (2006).

R6/25/15 | PH

Student Conduct and Discipline\*\* - JFC

**Prescription/Nonprescription Medication\*\*/\***

Students may, subject to the provisions of this regulation, have prescription or nonprescription medication administered by designated, trained staff. Self-medication by students will be permitted in accordance with this regulation and state law.

1. Definitions

- a. "Prescription medication" means any noninjectable drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally by a student under the written direction of a physician. Prescription medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. Prescription medication does not include dietary food supplements. As per Oregon Administrative Rule (OAR) 851-047-0030 through 851-047-0040, a registered nurse may administer a subcutaneous injectable medication.
- b. "Nonprescription medication" means only commercially prepared, nonalcohol-based medication to be taken at school that is necessary for the student to remain in school. This shall be limited to eye, nose and cough drops, cough suppressants, analgesics, decongestants, antihistamines, topical antibiotics, anti-inflammatories and antacids that do not require written or oral instructions from a physician. Nonprescription medication does not include dietary food supplements.
- c. "Physician" means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, a nurse practitioner with prescriptive authority licensed by the Oregon State Board of Nursing, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon or a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon.
- d. "Student self-medication" means a student must be able to administer medication to himself/herself without requiring a trained staff member to assist in the administration of the medication.
- e. "Age-appropriate guidelines" means the student must be able to demonstrate the ability, developmentally and behaviorally, to self-medicate with permission from parent or guardian, administrator and in the case of a prescription medication, a physician.
- f. "Training" means yearly instruction, by a qualified trainer, to be provided to designated staff on the administration of prescription and nonprescription medication, based on requirements set out in guidelines approved by the Oregon Department of Education (ODE), including discussion of applicable district policies, procedures and materials.
- g. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a physician, or a pharmacist licensed by the State Board of Pharmacy for the state of Oregon.





## **Drug, Alcohol and Tobacco Prevention, Health Education**

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

After consulting with parents, teachers, and school administrators, local community agencies and persons from the drug, alcohol and health service community who are knowledgeable of the latest research information, the Board will adopt a written plan for a drug, alcohol and tobacco prevention and intervention program.

### **Drug Prevention Program**

The district will include information regarding the district's intervention and referral procedures, including those for drug-related medical emergencies in student/parent and staff handbooks as referenced by JFCG/JFCH/JFCI-AR(1).



## Parkrose School District 3

Code: LGA-AR(2)  
Adoption: 3/13/00  
Revised: 5.26.15

### Appeal to the State Superintendent for Alleged Standards Violation

After exhausting local procedures, as described in the policy and administrative regulation "Public Appeals and Complaints about Alleged Violations of Standards" or 90 or more days after filing a written complaint alleging violation of standards with the district (whichever occurs first), any complainant who resides in a district or any parent of students attending school in the district may make a direct appeal to the State Superintendent of Public Instruction.

1. The appeal shall be in writing and contain:
  - a. The name and address of the person bringing the appeal and the district in which that person resides;
  - b. The name and address of the district which is alleged to have violated standards; and
  - c. A brief statement indicating how the district is alleged to have violated standards.
2. Upon receipt of the appeal, the State Superintendent will review the appeal and determine whether a violation of standards has been properly alleged, and the requirements contained in section 2. of Oregon Administrative Rule (OAR) 581-022-1940 have been satisfied. After these determinations, the State Superintendent will either, not accept the appeal and will notify the complainant and the district, or will accept the appeal and notify the complainant and the district that the appeal has been accepted.
3. Upon receipt and acceptance of the appeal, the State Superintendent will give notice of acceptance of the appeal to the district. Within 30 days of receipt of notice from the State Superintendent, the district shall submit a written report with the State Superintendent which shall include:
  - a. A statement of facts;
  - b. A statement of action, if any, taken in response to the complaint; if none was taken, the reason(s) why no action was taken;
  - c. A stipulation, if one was reached, of the settlement of the complaint; and
  - d. A list of any complaints filed with another agency by the party concerning the subject of the appeal.
4. The State Superintendent may for good cause extend the time for the filing of a report by the district.
5. Upon receipt of the district's report, the State Superintendent will take such action as is deemed appropriate, including, but not limited to:
  - a. Authorizing an onsite investigation; and
  - b. Conducting interviews, meetings and surveys, and reviewing documents, data and district procedures.

Appeal to the State Superintendent for Alleged Standards Violation - LGA-AR(2)

1-3

6. The State Superintendent will issue a written decision within 60 days of receiving the district's report or may extend the time period for issuing a written decision pursuant to OAR 581-022-1940.
7. The provisions of Oregon Revised Statutes (ORS) 327.103 will apply if a deficiency is found and deemed by the State Superintendent to be not corrected.

EXHIBIT A

REQUEST FOR INVESTIGATION OF A STANDARD

Date: \_\_\_\_\_

Request Initiated By: \_\_\_\_\_ (Print Name)

Mailing Address: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Resident of: \_\_\_\_\_ (Print name of school district)

To: Parkrose School District  
10636 NE Prescott Street, Portland, Oregon 97220

Person Making Request Represents:

Self

Group

Name of Group: \_\_\_\_\_

1. What is the standard?
  
  
  
  
  
  
  
  
  
  
2. What is the alleged violation?
  
  
  
  
  
  
  
  
  
  
3. What is the recommendation(s) to rectify the alleged violation?

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Received by superintendent on \_\_\_\_\_  
Date

HR2/26/15 | PH

# Parkrose School District 3

Code: LGA  
Adopted: 11/13/90  
Revised: 5.26.15

## Compliance with Standards

The Board recognizes the need to comply with the educational standards as outlined by the State Board of Education.

It is also recognized that a district may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined the request conforms with the intent of the standards, the state superintendent shall recommend the waiver to the State Board of Education.

The district will maintain a record of any waiver which has been requested by the district and approved by the State Board of Education.

Procedures shall be developed whereby residents of the district or any parent of students attending school in the district may make an appeal or complaint alleging violation of standard. The district shall also include a procedure for direct appeal to the State Superintendent of Public Instruction of an alleged standards violation.

END OF POLICY

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### Legal Reference(s):

[ORS 327.102](#)  
[ORS 327.103](#)  
[ORS 329.085](#)

[ORS 336.035 to -336.086](#)  
[OAR 581-022-0102 to -1941](#)

# Parkrose School District 3

Code: **BDDC**  
Adopted: 4/09/01  
Revised: 6.22.15

## Board Meeting Agenda

The Board chair, with the assistance of the superintendent will prepare an agenda for all regular meetings of the Board. Items of business may be suggested by any Board member, staff member, student or citizen of the district by notifying the superintendent at least 10 working days prior to the meeting.

A consent agenda may be used by the Board for noncontroversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A Board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

The agenda will follow a general order established by the Board. Opportunities for the audience to be heard will be included during regular meetings. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board.

Items of business not on the agenda may be discussed and acted upon if the majority of the Board agrees to consider them.

The agenda, together with supporting materials, will be distributed by the district office or superintendent to Board members at least two full working days prior to the meeting. The agenda will be available to the press and to interested patrons through the superintendent's office at the same time it is available to the Board members. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

A copy of the agenda will be posted at the district office on or before the day of the meeting. Members of the public may request a copy of the agenda at the superintendent's office.

The district will ensure equally effective communications are provided to qualified persons with disabilities upon request as required by the Americans with Disabilities Act. Appropriate auxiliary aids and services may include large print, Braille, audio recordings and readers. Primary consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternate, equally effective communications will be used. Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

END OF POLICY

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### Legal Reference(s):

[ORS 192.640](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
Americans with Disabilities Act Amendments Act of 2008.

6/01/10 | JW

Re-Adopted: October 2006

## **Guidelines for the Use of Copyrighted Materials**

The superintendent is responsible for the establishment of practices which will ensure compliance with the provisions of the U.S. Copyright law as they affect the district and its employees.

### **1. General Responsibilities**

- a. The building principal will be designated with the responsibility for disseminating and interpreting copyright regulations at the building level. He/She will provide employee training as needed, distribute and review district policy and administrative regulations with employees, control the approval process and maintain written records regarding permissions, response to requests and license agreements, as may be necessary.
- b. The building principal will ensure that budget recommendations include appropriate funds for the purchase of multiple copies of needed software.
- c. The building principal will ensure that appropriate warning notices are posted to educate and warn using district equipment of the applicable provisions of the copyright law. Warning notices will be posted as follows:
  - (1) On or near all copiers;
  - (2) On all forms used to request copying services;
  - (3) On all video recorders;
  - (4) On all computers;
  - (5) At the library or other places where inter-library loan orders for copies of materials are accepted.
- d. The building principal will ensure that building computers and computer labs are used only with proper supervision to help protect against unauthorized copying.
- e. The building principal will annually inspect the library/media center and any video collections to ensure all copies are acquired and maintained in accordance with applicable provisions of the copyright law.

- f. All computer software license agreements must be signed by the business manager.
- g. The employee reproducing a copyrighted work will determine whether copying is permitted by law in accordance with district policy and administrative regulations.
- h. The employee will obtain written permission to reproduce material from the copyright holder(s) whenever copying does not fall within the "fair use" guidelines of copyright law. Permission forms, as provided by the district, will be used.
- 1. The employee using emerging technology will be responsible to ensure that the intended use of the media does not conflict with copyright law. Such technology includes, but is not limited to, digital video, videodisk, satellite transmission, distance learning, CD-ROM, on-line databases (and their down-loading), informational networks and other emerging electronic information which can be manipulated into new copyrightable forms of expression. In the absence of clearly granted rights, the employee must contact the copyright holder in writing for permission to manipulate or use these technologies in alternative ways. Any contract provided by the distributor of such technology must be submitted to the business manager for approval.

## Fair Use

### 2. Printed Materials

#### a. Permissible uses-district employees may:

(1) Make a single copy of the following for use in teaching or in preparation to teach a class:

- (a) A chapter from a book;
- (b) An article from a periodical or newspaper;
- (c) A short story, short essay or short poem, whether or not from a collective work;
- (d) A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

(2) Make multiple copies for classroom use (not to exceed one copy per student in a course) from the following.

- (a) A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length;

(b) A complete article, story or essay of less than 2,500 words;

© Prose excerpts not to exceed 10 percent of whole or 1,000 words, whichever is less;

(d) One chart, graph, cartoon or picture per book or issue of a periodical;

(e) An excerpt from a children's book containing up to 10 percent of the words found in the text.

b. All permitted copying must bear an appropriate reference.

References should include the author, title, date and any other pertinent information.

c. Prohibited uses -district employees may not:

(1) Copy more than one work or two excerpts from a single author during one class term;

(2) Copy more than three works from a collective work or periodical volume during one class term.

(3) Copy more than nine sets of multiple copies for distribution to students in one class;

(4) Copy to create or replace or substitute for anthologies or collective works;

(5) Copy "consumable" works, such as workbooks, standardized tests, answer sheets.

(6) Copy the same work from term to term;

(7) Copy the same material for more than one particular course being offered may not copy every time a particular course is offered, unless permission is obtained from copyright owner.

d. All sound recordings, including phonograph records, audiotapes, compact disks and laser disks, will be treated under the same provisions that guide the use of print materials unless as may otherwise be excepted by regulations governing the reproduction of works for libraries/media centers.

### 3. Sheet and Recorded Music

#### A. Permissible uses-district employees may:

- (1) Make emergency copies to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies will be substituted in due course;
- (2) Make, for academic purposes other than performance, multiple copies (one per student) of excerpts not constituting an entire performance unit such as a section, movement or aria, but in any case no more than 10 percent of the whole work;
- (3) Make, for academic purposes other than performance, a single copy of an entire per unit such as a section, movement or aria if confirmed by the copyright holder to be out of print or the "unit" is unavailable except in a larger work. The copy may be made solely for the purpose of scholarly research or in preparation to teach a class;
- (4) Edit or simplify printed copies which have been purchased provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist;
- (5) Copy complete works which are out of print or unavailable except in large works and used for teaching purposes;
- (6) Make a single copy of a recorded performance by students to be retained by the school or individual teacher for evaluation or rehearsal purposes;
- (7) Make a single copy of a sound recording, such as a tape, disk or cassette, of copyrighted music owned by the school or an individual teacher for constructin aural exercises or examinations and retained for the same purpose.

#### b. Prohibited uses-district employees may not:

- (1) Copy to create or replace or substitute for anthologies, compilations, collections
- (2) Copy works intended to be "consumable," such as workbooks, exercises/
- (3) Copy for the purpose of performance, except as noted above.(1) in emergencies



(4) Copy to substitute for purchase of music except as noted above (1), (2) and (3)

(5) Copy without inclusion of the copyright notice on the copy.

4. Television Off-the-Air Taping

a. Permissible uses-district employees may:

(I) Record a broadcast program off-air simultaneously with the broadcast transmission, including simultaneous cable or satellite retransmission, and retain the recording for a period not to exceed the first 45 consecutive calendar days after the date of the recording.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy will be subject to all provisions governing the original recording.

Unless authorized by the library/media supervisor, at the conclusion of the retention period, all off-air recordings shall be erased or destroyed immediately.

Individuals who wish to retain programs beyond the 45-day period need to complete and return the preview portion of the Request for Off-Air Video Taping form to the library/media supervisor for each program videotaped. The library/media supervisor will coordinate requests for permission to use or retain copyrighted television programs beyond the 45-day retention period.

(2) Retain videotapes of commercial programs only with written approval of appropriate copyright holders;

(3) Use off-air recordings once for each class in the course of relevant teaching activities and repeat once only when instructional reinforcement is necessary and only within the first 10 consecutive school days of the 45-consecutive calendar day retention period;

(4) Use off air recordings for evaluation purposes only, after the first 10 consecutive school days up to the end of the 45-consecutive calendar day retention period. Evaluation purposes may include use to determine whether or not to include the broadcast program in the teaching curriculum;

(5) Use off-air recordings made from a satellite dish if they conform to the

- 45-consecutive calendar day retention period established for broadcast or cable programming and are not subscription channels;
- (6) Use copies of off-air recordings, as stipulated in these guidelines, only if the copies include the copyright notice on the broadcast program;
  - (7) Request that a library/media center record and retain for research purposes commercial television news programs from local, regional or national networks; interviews concerning current events; and on-the-spot coverage of news events. Documentary, magazine-format and public affairs broadcasts, however, are not included in the definition of daily newscasts of major events of the day.

Requests for retention of programs recorded will be directed to the producers of those programs directly through the network (not affiliate).

b. Prohibited uses-district employees may not:

- (1) Tape off-air programs in anticipation of an educator's requests;
- (2) Request that a broadcast program be recorded off-air more than once for the same educator, regardless of the number of times the program may be broadcast;
- (3) Use the recording for instruction after 45 consecutive calendar days;
- (4) Hold the recording for weeks or indefinitely because:
  - (a) Units needing the program concepts are not taught within the 45-day use period;
  - (b) An interruption or technical problems delayed its use; or
  - (c) Another teacher wishes to use it, or any other supposedly "legitimate" educational reason.
- (5) Record programs off-air without written permission from the author/producer/distributor when a special notice is provided specifically prohibiting reproduction of any kind;
- (6) Alter off-air programs from their original content: Broadcast recordings may not be physically or electronically combined or merged to constitute teaching anthologies or derivative works. Off-air recordings, however, need not be used in their entirety.
- (7) Exchange program(s) with schools in the district or other school districts without the approval of the library/media supervisor. Programs will be used for the specific curriculum application for which the request was intended. No other curriculum application is authorized.

- (8) Use the recording for public or commercial viewing;
- (9) Copy or use subscription programs transmitted via subscription television cable services, such as HBO or Showtime. Such programs are licensed for private home use only and cannot be used in public schools.

"Pay" programs received via satellite dish are also subject to these prohibitions.

## 5. Rental, Purchase and Use of Videotapes

a. Permissible uses- district employees may:

- (1) Use purchased or rented videotapes such as feature films as part of a systematic course of instruction, in accordance with district policy. Such use shall be for direct instruction and must take place in a classroom or similar area devoted to instruction.
- (2) Arrange for the local school to transmit videotapes over their closed circuit Television systems for direct instruction;
- (3) Use off-air videotapes made at home for classroom instruction and only in accordance with television off-air guidelines and district policy.

b. Prohibited uses - district employees may not:

- (4) Use rented or purchased videotapes where a written contract specifically prohibits such use in the classroom or direct teaching situation
- (5) Use rented or purchased videotapes such as feature films for assemblies, fund raising, entertainment or other applications outside the scope of direct instruction without public performance rights.

## 6. Computer Software

a. Permissible uses-district employees may:

- (1) Make a copy of an original computer program for the purpose of maintaining the availability of the program should it be damaged during use. Either the copy or the original may be retained in archives. Only one, either the original or the copy, may be used at any one time;

- (2) Make a copy of a program as an essential step in using the computer program as long as it is used in conjunction with the machine and in no other manner;
- (3) Make a new copy from the archival program in the event that the program in use is damaged or destroyed;
- (4) Use a purchased program sent from a manufacturer labeled "archival" simultaneously with the original copy of the program provided its use is permitted (not excluded) by the terms of the sales agreement;
- (5) Make an archival copy of a rightfully-owned disk that is labeled "archival" by the software manufacturer;
- (6) Load a software program from a single disk into a distribution network or to individual stand-alone computers for simultaneous use when the distribution network is only accessible to the owner-user if not otherwise prohibited by terms of sale agreement,
- (7) Adapt a copyrighted program from one language to another for which it is not commercially available or add features to a program to better meet local needs.

b. Prohibited uses-district employees may not:

- (1) Load the contents of one disk into multiple computers at the same time in the absence of a licence permitting the user to do so.
- (2) Load the contents of one disk into local network or disk-sharing systems in the absence of a licence permitting them to do so
- (3) Make or use illegal copies of copyrighted programs on district equipment;
- (4) Allow any student to surreptitiously or illegally duplicate computer software
- (5) Make copies of software provided by a software publisher for preview or approval;
- (6) Make multiple copies of copyrighted software (or a locally produced adaptation or modification) even for use within the school district.
- (7) Make replacement copies from an archival or back-up copy;
- (8) Make copies of copyrighted software (or a locally-produced adaptation or modification) to be sold, leased, loaned or even given away.
- (9) Make multiple copies of the printed documentation that accompanies copyrighte software

c. With permission from the copyright holder, prohibitions may be significantly modified or removed altogether.

## 7. Reproduction of Works for Libraries/Media Centers.

Permissible uses-district employees may:

- (1) Arrange for inter-library loans of photocopies of works requested by users, provided that copying is not done to substitute for a subscription to or purchase of a work;
- (2) Make for a requesting entity, within any calendar year, five copies of any article articles published in a given periodical within the last five years prior to the date of the request for the material;
- (3) Make single copies of articles or sound recordings or excerpts of longer works for a student making a request providing the copy becomes property of that student for use of study or scholarship.
- (4) Make a copy of an unpublished work for purposes of preservation, of a published work replace a damaged copy of an out-of-print work that cannot be obtained at a fair price;
- (5) Make off-the-air recordings of daily television news broadcasts for limited distribution to researchers and scholars for research purposes;
- (6) Make one copy of a musical work, pictorial, graphic, sculptural work, motion picture or other audiovisual work if the copy owned by the library/media center is damaged, deteriorated, lost or stolen; and it has been determined that an unused copy cannot be obtained at a fair price.

b. Prohibited uses-district employees may not:

- (1) Make copies for students if there is reason to suspect that the students have been instructed to obtain copies individually;
- (2) Copy without including a notice of copyright on the reproduced material.

## 8. Performances

Permissible uses-district employees must:

Contact the copyright holder in writing for permission whenever copyrighted works such as plays and musical numbers are to be performed.

This is particularly important if admission is to be charged or recordings of the performance are to be sold.

**NOTICES**

(In required font size)

Text of warning notice to be posted on or near copiers. It is recommended that type be at least 18 points in size:

**NOTICE:**

THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 U.S. CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.

Text of warning notice to be displayed at places where orders for copies of materials are accepted by libraries/media centers or archives. Type must be at least 18 points in size; the notice printed on heavy paper or other durable material and displayed prominently within the immediate vicinity of the place where orders are accepted.

The warning is also required on any form that is used to request copying service. There are no specific requirements for type size on request forms.

**NOTICE WARNING CONCERNING  
COPYRIGHT RESTRICTIONS**

THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17, UNITED STATES CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL.

UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIC CONDITIONS IS THAT THE PHOTOCOPY OR REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.

THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.

Text of warning notice to be affixed to video recorders and computers. (There is no specific requirement for type size.):

NOTICE:

MANY VIDEOTAPED MATERIALS AND COMPUTER PROGRAMS ARE PROTECTED BY COPYRIGHT (TITLE 17 U.S. CODE). UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW.

Text of warning notice to be affixed to package containing the copy of a computer program subject to loan. The notice must be printed in such a manner as to be clearly legible, prominently displayed and durably attached to the copies or to a box, reel, cartridge, cassette or other container used as a permanent receptacle for the copy of the computer program:

WARNING: THIS COMPUTER PROGRAM IS PROTECTED UNDER THE COPYRIGHT LAW. MAKING A COPY OF THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER IS PROHIBITED. ANYONE COPYING THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER MAY BE SUBJECT TO PAYMENT OF \$150,000 OR MORE IN DAMAGES AND, IN SOME CASES, IMPRISONMENT FOR ONE YEAR OR MORE.

## **Confidentiality Pamphlet Discussion Questions:**

*(The following will assist school administrators in the discussion question portion of their staff training on confidentiality of student information. It accompanies the "Confidentiality of Student Information" training pamphlet)*

**Q:** Is discussing a student concern in the staff room or hallway compliant with these regulations?

**A:** Employees should find a private location to discuss a student. In doing so, ensure that only those with a legitimate educational interest are able to hear or be part of the discussion. Never discuss one student in the presence of other students. Hallways and staff rooms are not private locations.

**Q:** What should I do if a parent volunteer asks questions about a student in my class?

**A:** Parents and volunteers do not have legitimate educational interest in any student unless the student is their own child.

Do not share information about students with them. On occasion a parent may draw conclusions about a student given information they glean from their interactions with students in the classroom or school and mention that to you or to others.

Employees are expected to know, understand and abide by confidentiality regulations. Parents and/or volunteers may not fully understand them. Take time to carefully explain to parents and volunteers why you cannot discuss any student with them and as volunteers in your classroom or school they are held to the



same confidentiality standards and should not be talking about students either.

Q: What should I do if I am asked to write a letter of recommendation for a student?

A: Get the request in writing, signed by the parent (or student if he/she is age 18 or older).

The district recommends you use a copy of the "Authorization to Use and/or Disclose Educational and Protected Health Information" form for the written request. See the Special Education Department in your school for a copy. After drafting the letter of recommendation and before sending it, ask the student and parent if the information included is acceptable and document their agreement. Never include in letters of recommendation any information that pertains to emotional, behavioral, physical and/or mental health issues, or special education unless you have an explicit, written request to do so, which is signed by the parent.

Q: May last year's PE teacher be given information about a student he/she no longer has enrolled in a class?

A: Since the PE teacher is no longer a current teacher of the student, he/she is no longer considered a person "with a legitimate educational interest."

This is a sensitive issue for educators. We naturally remain interested in the successes of our students even after they no longer attend our classes. Generally problems do not arise when information about students is positive and the student is feeling and being successful in school. Problems around confidentiality most often occur when the student has been having problems, has severe health needs, is not being successful in school, has disciplinary challenges, or is in specialized or alternative programs.

In certain cases the PE teacher may no longer have the student in class but may still retain a legitimate educational interest. The student may be on the PE teacher's athletic team and certain information about that student may be needed to appropriately coach the student. The teacher may function as a mentor in a school-designed teacher/student mentoring structure. The teacher may then still retain a legitimate educational interest. Each case should be evaluated for whether a legitimate educational interest currently exists. If in doubt, do not share information and seek advice from your school administrator.

Q: May I give student information beyond directory information to a stepparent, advocate or attorney?

A: You may not discuss a student with a parent's or child's advocate or attorney unless you have been provided signed consent to do so by the parent or adult student. Students are adults at age 18. Use the consent form provided in the district special education handbook for this purpose. If the parent brings their advocate or attorney to a meeting, they have automatically provided express consent for that person to hear any discussions that occur during the meeting.

A contact by the advocate or attorney after the meeting must have signed consent by the parent. Be cautious about having any conversations with a child's or parent's advocate or attorney even with signed consent. Seek counsel from your school administrator if you are contacted. In certain circumstances a stepparent is considered a parent under special education law or may be given legal guardianship of the child through other means. Prior to divulging any information to the stepparent ensure you know if he/she has these legal rights. Otherwise, you may not divulge any student information to the stepparent.

## **Applying For Grants**

The following is the procedure for Parkrose School District staff and central office administration interested in applying for grants.

Steps for staff and Principals:

1. Upon seeking to apply for a local, state or federal grant to benefit school district students, the first step is to confer with the building principal for approval.
2. Upon receipt of approval, the principal will check with the Director of School Improvement regarding the specific grant to make certain that others in the district are not applying for the same grant at the same time.
3. The Director of School Improvement will then pass the grant on the Business Manager to check the grant for matching funds, reporting guidelines, etc. Upon approval, the Business Manager will return the grant application to the Director of School Improvement so that they may communicate back to the principal.
4. The principal will communicate back to staff. If staff should proceed with the grant, then staff will fill out the grant application and ask the principal to review and sign the application before grant submission. Watch the due dates!
5. If grant funds are awarded, then the principal will send award information (usually a letter) to the Business Manager for Board Resolution and acceptance at the next Board Business meeting.
6. The principal will check with the Business Manager following the Board Business meeting about grant fund acceptance by the Board.
7. Standard operating procedures regarding purchasing of services and materials using accepted grand funds will be followed.
8. Steps 2-7 apply directly to principals.

Steps for Central Office Administration:

Central Office Administration seeking grants (other than federal title grants) need to send a copy of the complete grant application to the Business Office before sending it in to be approved. The Business Office will review the grant, provide feedback and send it back to the Central Office Administrator who can then send it in. Please be mindful of timing as this process takes time.

The Curriculum Office is the point of person for all district grants. As such, please make copies of all of the grants for Curriculum Office records.

# II Parkrose School District 3

Parkrose School District 3

Code: **GBDA**  
Adopted: 9/24/07  
Revised: 5.26.15

## Mother Friendly Workplace\*

The district recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast-feeding or expressing milk in the workplace. The Board directs the superintendent or designee to take measures and develop regulations to ensure that all district employees shall be provided with an adequate location for the expression of milk or breast-feeding.

The superintendent or designee shall see that the district makes a reasonable effort to provide a room or other location in close proximity to the employees' work areas, other than a restroom, where an employee can breast-feed her child or express milk in privacy. This policy directs the superintendent or designee to include the following in the development of a regulation to ensure the provisions for employees required by this policy:

1. The advice of a school nurse or health professional in determining the most reasonable facility accommodation;
2. The plan shall include an accessible, private room with a lock that would allow a mother:
  - a. To breast-feed a child brought in during a lunch or other break period;
  - b. To pump breast milk to be stored for later use.
3. The room shall include:
  - a. Electrical outlets for electric pumps;
  - b. Sanitation facilities including a sink close by, for hand washing and the rinsing of containers; and
  - c. A sign up sheet and a sign posting the room as "private during use."

A reasonable effort will be made to provide a flexible work schedule in consideration of the requirements of the staff member's responsibility.

The district shall provide the employee a 30-minute rest period to breast-feed or express milk during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period.<sup>1</sup> If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

**This policy and a list of designated locations will be published in the employee handbook.** A list of designated locations must be readily available upon request in the central office of each school facility and in the district's central office.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650](#)  
[ORS 653.077](#)

[OAR 839-020-0051](#)

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At Parkrose Middle School our designated breast feeding place is in the girls locker room.

# SAFETY



## **Parkrose Middle School** **Fire/Emergency Exit Procedures**

1. Immediately direct all students to line up in a single file line quietly and quickly, use the posted evacuation route to exit the building in a safe and orderly fashion. (Students may not stop at lockers, drinking fountains, restrooms, etc. along the way)
2. Take emergency clipboard located on right side of classroom door.
3. Turn off lights and lock door quickly so that FD knows everyone is out of classroom.
4. Follow class out of building using the nearest available exit.
5. Escort class to at least 50 feet from the building.
6. Take students to the central meeting location (CML)  
CML is located on the track
7. Keep class together and calm as you go to the CML.
8. Upon arriving at the CML help students to go to their own HR locations on the track;  
Designated location is by homeroom teacher and grade level
9. Homeroom teacher go to designated location.  
Teachers without a homeroom, office staff, and EA's without students go to the base of the stairs.
10. Homeroom teachers take attendance  
If students are all accounted for hold up "green card"

If any students are missing hold up “red card”

**Safety Team leader will come to you.**

11. Wait for Safety Team Leader and report any unaccounted students.
  - 6th grade - Lisa Robinson
  - 7<sup>th</sup> grade – Laura Queen
  - 8th grade-Kim Johns
12. Keep students lined up and quiet throughout drill.
13. Upon "all clear" signal direct and assist students to return into the building and the classroom in which students were in before drill began.
14. Teachers return to class and take attendance.
15. Report any missing students to the main office.

7.20.12

**Emergency & Security**

**Closing or Delay of School**

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules, as are appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools and early dismissal of students.

Due to the possibility of inclement weather, please listen to the radio, or check [www.parkrose.k12.or.us](http://www.parkrose.k12.or.us) when the weather is bad. We will be implementing the snow tree if we are given notice to close or delay the opening of the building. Please make sure that we have your current contact information.

We have fire drills once a month and earthquake and lock-in drills twice a year to prepare and train for an actual emergency.  
(See Drill Procedures and Safe Team protocol)



### **Parkrose Middle School** **Earthquake Procedures**

1. Immediately direct all students to "duck, cover and hold".
  - Students should drop to a crouched position with head bent to knees, hands clasped behind the neck, arms against ears, eyes closed and back toward the windows.
  - Safest areas, if indoors, would be under desks or tables as appropriate, along inside walls, in doorways or other protected areas and away from windows, cabinets, bookshelves, light fixtures or other suspended objects.
  - If outdoors during an earthquake, direct students to move away from buildings and other overhead objects such as power lines. Crouch low to the ground and protect head and neck.
2. Wait until shaking stops, remain calm and listen for directions.
3. Refer to the Fire/Emergency Exit Procedures for directions on exiting the building and reporting to the Central Meeting Location.





## **PARKROSE SCHOOL DISTRICT LOCK IN AND LOCKOUT PROCEDURE**

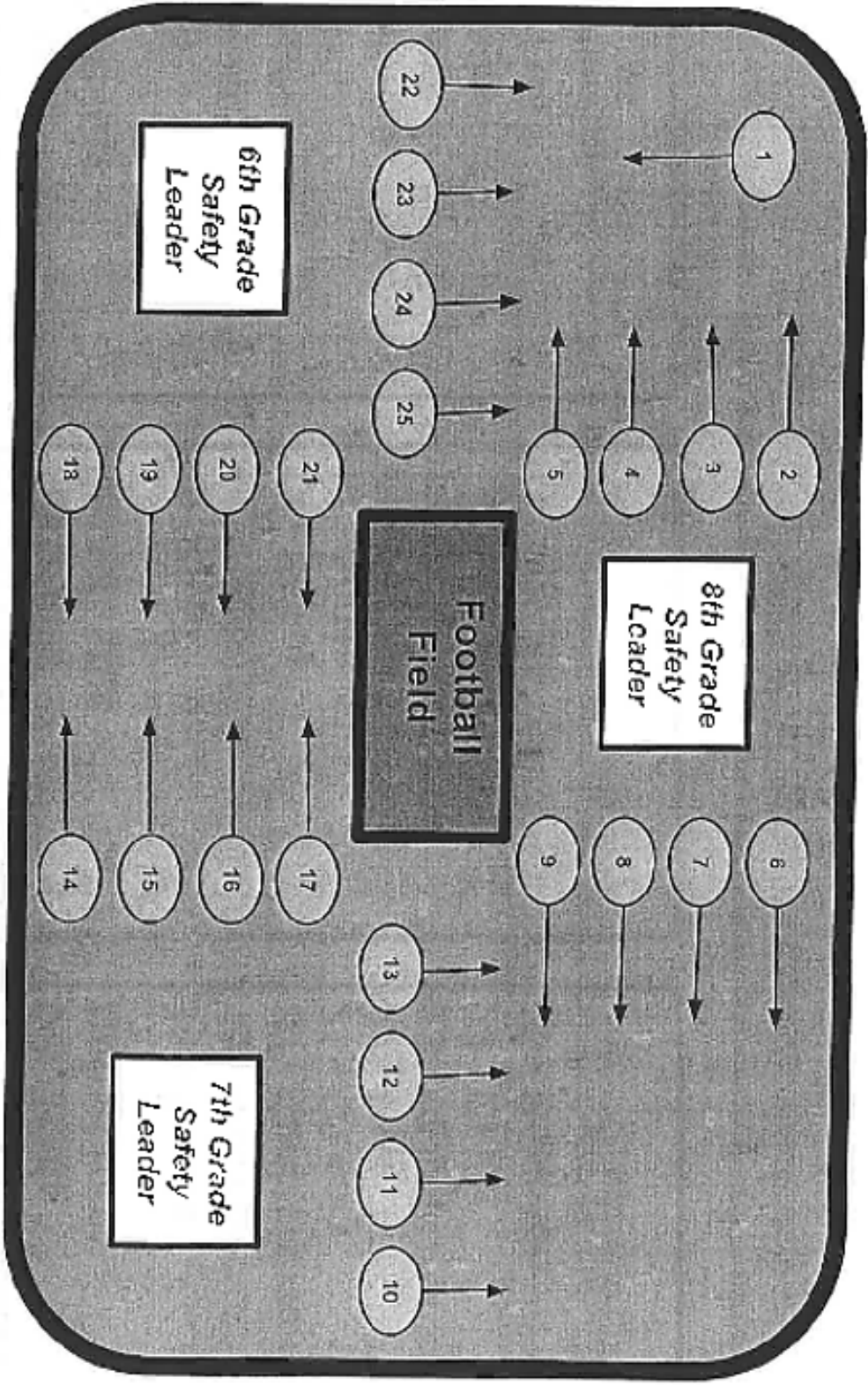
Each school, Transportation and Maintenance Department, and the District Office is required to perform at least one Lock In and one Lock Out drill during the course of the school year. The procedures listed below are the procedures we all must use. A copy of this procedure will be placed into each Emergency Manual.

1. Lock In: A Lock In indicates that there is a potentially dangerous person or already dangerous situation inside a school or office. Police may also determine that Lock In mode is necessary.  
These are the steps:
  - a. If a school or office initiates this procedure, call 911 and the Office of the Superintendent x 2135.
  - b. If police contact initiates the procedure, call the Office of the Superintendent x2135.
  - c. Administrator/Office Staff continuously sound the signal for at least 30 seconds (if possible) KNOW YOUR SIGNAL. 30 second tone
  - d. Lock exterior doors.
  - e. Teachers bring students in from the hall nearest their classroom and lock all classroom doors. (Classroom doors may be left locked at all times).
  - f. Office staff brings staff in from nearest their office and lock the office door. (Office doors may be left locked at all times).
  - g. If students are outside, gather them and take them away from the building and wait.
  - h. Turn off the lights, pull down window and door shades.
  - i. Keep students and staff away from windows and doors, keep low to the floor and be quiet.
  - j. DO NOT answer the door!!
  - k. If possible, teachers take attendance silently.
  - l. The ALL CLEAR signal may come from the Police. Other than the Police, do NOT unlock your doors! A school or district office administrator will come around and unlock your classroom or office doors.

2. Lock Out: A Lock Out indicates that there is a potentially dangerous person or situation outside of a school or office. If you are contacted by the police telling you to initiate Lock Out mode, follow these steps:
- a. Three 5 second tones will signal a lock out  
(Use the school or office Phone Tree to contact staff (intercom OK).
  - b. Lock all exterior doors immediately.
  - c. Close window shades.
  - d. During a Lock Out, staff may move from room to room but cannot leave the building, even if you have a multiple building campus.
  - e. Take attendance.
  - f. The ALL CLEAR signal/message will come from the police or an administrator (same as above# L).

SHAVER STREET

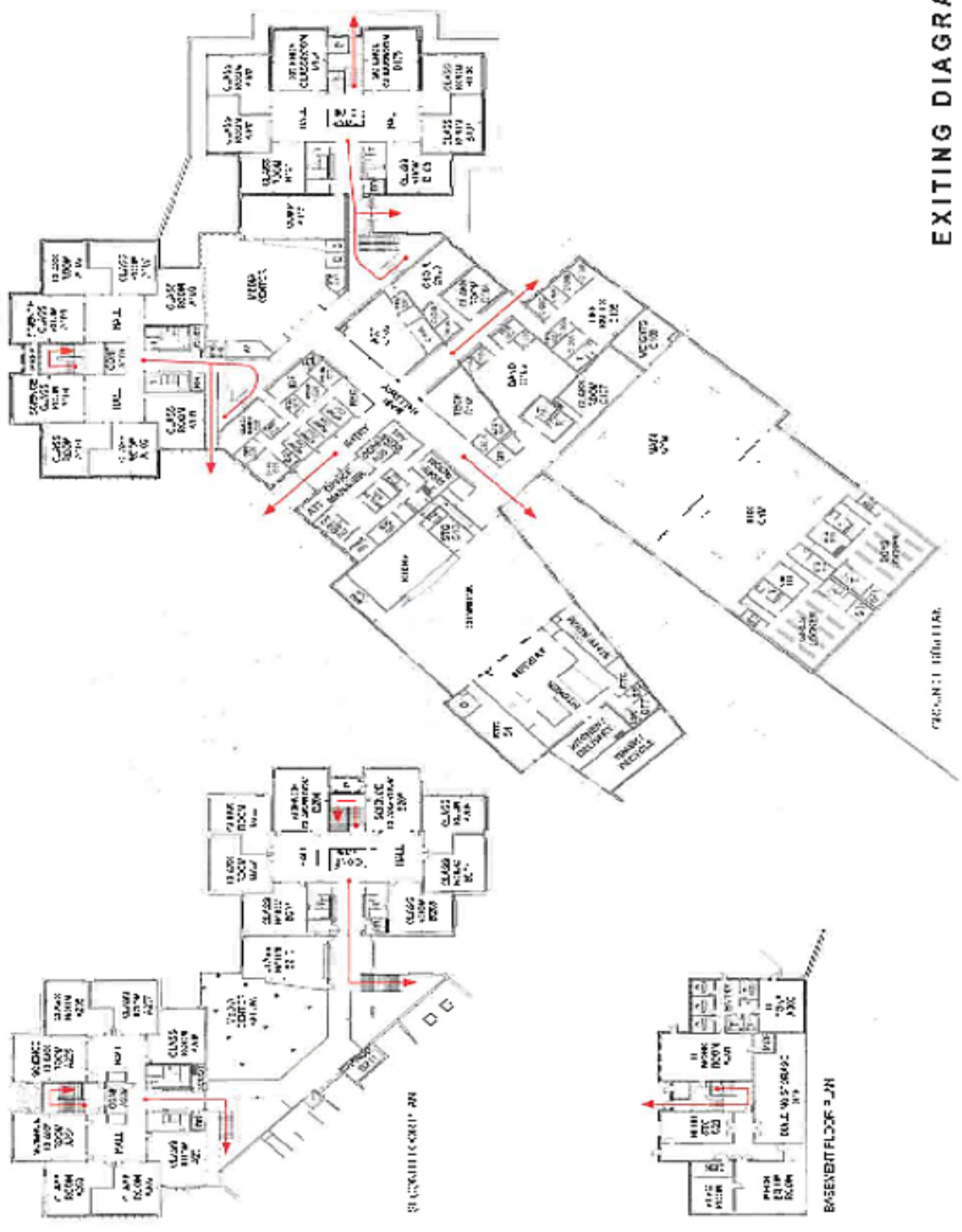
MAIN DRIVEWAY



ROSS FARM S

Parkrose Middle School  
 Central Meeting Location  
 Main Track

EA  
 Check  
 Point



**EXITING DIAGRAM**

**NEW PARKROSE MIDDLE SCHOOL BID PACKAGE 2 | Parkrose School District**

July 2014

THE ETHICAL  
EDUCATOR &  
PROFESSIONAL  
PRACTICES

## The Ethical Educator & Professional Practices

### Teacher Standards & Practices Commission

465 Commercial St

NE Salem OR 97301

#### Responsibilities of TSPC:

In 1973, the Teacher Standards and Practices Commission became an autonomous body. It was created amid demands across the nation that educators police their own ranks. As a result, one of the statutory responsibilities of TSPC is to maintain professional Standards of Competent and Ethical Performance of Oregon Educators. These Standards can be found in Oregon Administrative Rules, Chapter 584, Division 020. Approximately 200 discipline cases are investigated by the Commission each year.

What is a Competent and Ethical Educator? The The competent educator demonstrates:

- Knowledge and use of curriculum and instruction to meet the needs of all students
- Ability to provide a climate for students that is conducive to learning and respects the rights of all persons without discrimination;
- An understanding of students and ability to establish and maintain good rapport and assist the growth of students;
- Ability to work effectively with students, staff, parents and community. The ethical educator demonstrates:
- A willingness to accept the requirements of membership in the education profession
- A willingness to consider the needs of the students, the school, and the district.

The competent educator demonstrates:

- Capacity to promote equity of student access and outcomes;
- Advocacy for social justice;
- Awareness of laws and policies affecting learners;
- Creates a respectful and collaborative environment;
- Ability to navigate conflicts around race, ethnicity, religion, class, and language in a safe and productive manner;
- Ability to work collaboratively with students, staff, and parents from diverse racial, ethnic, religion, class and language background;
- Demonstrates respectful and welcoming verbal and non-verbal interactions.

What is the Responsibility of the Superintendent?

The district's chief administrator must report to TSPC within 30 days when, after appropriate investigation, the chief administrator reasonably believes that an educator has violated standards by committing acts of gross neglect of duty or gross unfitness.

What is Gross Neglect of Duty?

*Gross neglect of duty is any serious and material inattention to or breach of professional responsibilities. Some examples of Gross Neglect of Duty are: unreasonable physical force against students or fellow employees; sexual conduct with a student; appearing on duty or at any district-sponsored activity while under the influence of alcohol or any controlled substance; knowing falsification of any document or knowing misrepresentation directly related to licensure, employment or professional duties; knowing and unauthorized use of school computer equipment to receive, store, produce or send sexually explicit materials; knowing and willful failure of a chief administrator to report a violation of Commission standards; etc. See OAR 584-020-0040(4) for additional examples of Gross Neglect of Duty*

What is Gross Unfitness?

OAR 584-020-

0040(5)

*Gross unfitness is any conduct which renders an educator unqualified to perform his or her professional responsibilities. Conduct constituting gross unfitness may include conduct occurring outside of school hours and off school premises when such conduct bears a demonstrable relationship to the educator's ability to fulfill professional responsibilities effectively. Some examples of Gross Unfitness are: fraud or misrepresentation; conviction of violating any federal, state, or local law; violation of a term of probation imposed by a court; admission of or engaging in acts constituting criminal conduct, even in the absence of a conviction; etc.*

See OAR

*584-020-0040(5) for additional examples of Gross Unfitness.*

*What Happens When TSPC Recieves a Complaint?      ORS342.176*

- TSPC conducts an investigation to determine whether or not the allegation(s) is factual.
  
- The educator is notified of the complaint and encouraged to respond to the allegation(s).
  
- The Commission considers the Preliminary Investigation report and determines whether or not there is sufficient cause or evidence to charge the educator with a violation of TSPC Standards.
  
- The Commission may dismiss the complaint for lack of sufficient cause;  
*or*
  
- Enter into a settlement agreement with the educator (Order of discipline);  
*or*
  
- TSPC may inform the educator of charged and of an opportunity for hearing.

What Happens When the Educator Requests a Hearing?



## ORS 342.177(1)

The commission is represented by legal counsel from the Attorney General's Office. The educator may be represented by an attorney. Hearings are conducted by an Administrative Law Judge. Based on evidence presented at the hearing, the Administrative Law Judge makes a recommendation to the Commission regarding whether the educator has engaged in unprofessional conduct. The Administrative Law Judge submits a Proposed Order to the full Commission. The Proposed Order is advisory to the Commission which is voted on in public session.

## What Sanctions May the Commission Impose?

ORS 342.175(2) and ORS 342.177(3)

By law, the Commission must permanently revoke or deny a license to educators who are convicted of crimes listed in ORS 342.143 (sex-related crimes including prostitution). In other cases, the Commission may revoke, suspend, issue a public reprimand, or place an educator on probation depending on the facts and circumstances of the case.

## What are the Factors for Imposing Disciplinary Sanctions?

OAR 584-020-0045

- If the misconduct or violation is an isolated occurrence, part of a continuing pattern, or one of a series of incidents.
- The likelihood of a recurrence of the misconduct or violation.
- The educator's past performance.
- The extent, severity, and imminence of any danger to students, other educators or the public.
- If the misconduct was open and notorious or had negative effects on the public image of the school.

- The educator’s state of mind at the time of the misconduct and afterwards.
- The danger that students will imitate the educator's behavior or use it as a model.
- The age and level of maturity of the students served by the educator.
- Any extenuating circumstances or other factors bearing on the appropriate nature of a disciplinary sanction.

What Happens When an order is adopted by the TSPC?

ORS342.203

The educator, the educator’s school district and the complainant are notified. The Commission maintains records of all disciplined educators. Annually, the list of sanctioned educators is posted on the TSPC Website. When an Order is adopted, it is reported to the National Association of State Directors of Teacher Education and Certification (NASDTEC) which maintains a national list of disciplined educators.

What Can Educators Do To Avoid Complaints Being Filed With TSPC?

*Think about your interaction with students.*

- Do you fail to maintain professional physical and emotional boundaries with students?
- Do you flirt with students?
- Do you discuss your personal life with your students?

- Do you telephone students or send emails of a personal nature?
- Do you close your door when speaking privately with students
- Do you transport students in your personal vehicle?
- Do you fail to inform your supervisor and refer to a counselor any student who may have a romantic attachment to you?
- Do you buy gifts for students?

*Think about your knowledge of state law, school policies and procedures.*

- Do you know the laws, district policies, school rules and your rights?
- Do you know the Oregon child abuse reporting law ORS 4198.010?
- Do you know the policies in your school regarding the proper handling of money and finances?
- Do you have clear behavioral management rules?
- Do you know about corporal punishment laws ORS 339.250 and district policies?
- Do you know about confidentiality requirements?
- Do you know your districts Acceptable Use Policy regarding technology, including computers, cell phones, e-mail and internet access.

*Think about your reputation in the community.*

- Do you maintain a professional reputation in the community and school district?
- Do you communicate with parents and document that communication?
- Do you engage in behavior in the community that students may use as a positive model?

*“If I could take back those five minutes...”*

*From TSPC case files*

Use of school computer equipment to receive, store product or send sexually explicit materials OAR 584-020-0040(4)(q)

*Educator used classroom computer to access sexually explicit materials on the Internet. Educator downloaded sexually explicit materials, copied materials on school equipment and distributed to other staff.*

Sanction: 90 days suspension, special conditions for reinstatement and 2 years probation upon reinstatement.

Knowingly misrepresentation directly related to licensure OAR 584-020-0040(4)(c)

*On TSPC Application for renewal of licensure Educator failed to report a criminal conviction (Assault IV).*

Sanction: Application denied/right to apply suspended for 128 days, reinstatement requires anger management evaluation, 2 years' probation (requiring treatment/counseling if referred by evaluator)

Any sexual conduct with a student OAR 584-020-0040(4)(1) and OAR 584-020-0040(5)(c)

*Educator engaged in sexual behavior with a high school student in the Educator's home. Educator pled guilty to the crime of Official Misconduct and was convicted.*

Sanction: Revocation

Appearing on duty or at any district-sponsored activity while under the influence of alcohol OAR 584-020-0040(4)(g)

*Educator serving as athletic director attends sports events after consuming alcoholic beverages on two separate occasions. Educator required to enroll in an alcohol treatment program as a part of settlement agreement with TSPC.*

Sanction: Public reprimand and 4 years' probation (with special conditions requiring educator to continue alcohol treatment plan and submit progress reports every 6 months to Executive Director)

Conviction of violation of any federal, state, or local law OAR 584-020-0040(5){c}

*Educator convicted of Driving Under the Influence of Intoxicants. Educator required by court order to complete alcohol treatment program.*

Sanction: Public reprimand and 4 years probation (with special conditions requiring educator to abstain from consumption of alcohol, submit progress reports every 6 months to Executive Director and continue alcohol treatment plan)

Failed to refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues. OAR 584-020-0035(1){b}

*Educator exploited her professional relationship with a student to promote her own religious issues. Educator repeatedly communicated with a student suffering from an illness that religious faith would be the source of healing for her condition.*

Sanction: 6 months suspension, special conditions for reinstatement and four years probation upon reinstatement.

[072904

# SPECIAL ED/504

## **Special Education**

Students are brought up for referral through one of 3 routes: data teams, parent request or administrator request.

Data teams identify students at risk through behavioral, attendance or academic data. These students are given interventions corresponding to the deficit through the RTI\*\* process (3 rounds of intervention, each round is 6 weeks). Based on the results of ongoing data collection during the intervention process teams determine who should be referred for evaluation planning. Parents will often bring up diagnosis or concerns about their children. We move straight to evaluation planning for these requests.

At evaluation planning the team looks at the current data and determines if evaluation is indicated. If no interventions have been completed, typically we would go back and start with those; scheduling follow up meetings to monitor progress and make determinations.

\*\*Please refer to the district RTI manual for details regarding this process\*\*

## **504**

Referral for 504s go to the counselor. These usually come from parents because a diagnosis is required. If a student does not qualify for special education, but we still can identify disability; they may then qualify for a 504 plan. You can email the school psychologist or counselor with questions about 504 referral.

## Understanding the function of behavior

When a student exhibits chronic behavior that gets in the way of learning and achieving, then we need to consider putting together a plan of support. To do this, the Understanding the Function of Behavior (UFB) form is used. School psychs, counselors and sped teachers are trained in facilitating these meetings. Regular ed teachers and parents need to be present in order to create a comprehensive plan that can be carried out by everyone. These meetings always result in a support plan (See attached).

A student might have a support plan due to number of referrals or teacher, parent or administrator concern. These plans of support also offer teaching around behavior so can be used as RTI intervention.

### BEHAVIOR SUPPORT IMPLEMENTATION PLAN – Part II

Student: \_\_\_\_\_ School/Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Team Members:

As a result of:

In these situations:

we are likely to see

1.

2.

3.

In order for the student to: Goal(s):



## UNDERSTANDING THE FUNCTION OF BEHAVIOR – Part I

**Student:** Example

**Date:**

**Team Members:** Student, parent, teachers, admin, counselor, psych, sped case manager

As a result of... the student to...      in these school situations...      we are likely to see...      in order for

3. Set Up ("slow trigger")	2. Set Off ("fast trigger")	1. Problem Behavior	4. Reinforces (gain/avoid)
<ul style="list-style-type: none"> <li>*List diagnosis reported by parent or doc</li> <li>*504 or sped identified?</li> <li>*List chronic attributes that get in the way of learning (impulse control, distracted, lack of motivation, anxious, stressed)</li> <li>*Difficult transition into school?</li> <li>*Problems sleeping?</li> <li>*Poor diet?</li> <li>*Basic needs unmet as reported by parent or student?</li> <li>*Learned behavior (taught, supported or necessary in a different environment)</li> </ul>	<ul style="list-style-type: none"> <li>*Whole class instruction</li> <li>*Individual work</li> <li>*Peer group work</li> <li>*Content area</li> <li>*Time of day</li> <li>*Day of week</li> <li>*Peer interaction</li> <li>*Teacher redirect</li> <li>*Transitions (within class/school)</li> <li>*Substitutes</li> <li>*Length of assignment</li> <li>*Type of assignment</li> <li>*Classroom routines</li> </ul>	<p><u>Broad Examples:</u> Resists change, tunes out instruction, non-compliance, peer conflict, work refusal, interactions with adults are problematic</p> <p><u>Refine the broad example:</u> Describe problematic behavior in observable ways (what do teachers see/hear from the student)</p> <p>Choose 1 or 2 to address in this plan</p>	<p><u>Avoids:</u> task, demand (sit for long periods of time, for ex), correction, peer teasing</p> <p><u>Gain:</u> control of events, attention/validation of teacher, attention/validation of peers</p> <p><u>Skills:</u> lacks communication skills, self regulation skills, protect form vulnerability (social or academic), lacks social (friendship/interaction) skills</p>
▼	▼	▼	▼
5. Options, Modifications, Interventions, and Potential Support:			
Resources/Supports for Setting Events	Change the Environment and Change our Behavior	Skills to Teach	How to Reinforce New Behavior

<ul style="list-style-type: none"> <li>*Welcoming entry to school routine</li> <li>*Frequent food breaks</li> <li>*Referrals to community resources for basic needs</li> <li>*Release of info to talk with therapists, doctors, etc</li> <li>*Communication with home</li> <li>*Modify school day per developmental needs</li> </ul>	<ul style="list-style-type: none"> <li>*Clear expectations/re-teach</li> <li>*Seating</li> <li>*Modify tasks/requests of student</li> <li>*Structure peer interactions (group work)</li> <li>*Peer support</li> <li>*Pre-teach content/skills</li> <li>*Increase rapport (specific strategies for building trust and relationship)</li> <li>*Re-teach class routines</li> <li>*Decrease opportunity for exposure to trigger</li> <li>*Decrease opportunity for continued behavior (limit unsupervised peer contact for example)</li> <li>*Mentor/check in person</li> <li>*Increase predictability (timer, 2 minute warning, visual schedule)</li> <li>*Decrease verbal redirects (more visuals)</li> <li>*Checklists- visual</li> <li>*Frequent check-ins</li> <li>*Common language for redirects, presenting tasks, choices and problem solving</li> <li>*Present choices when possible</li> <li>*Build on strengths- give classroom jobs or put student in leadership role</li> <li>*Redirect sequence (give direction, walk away, continue to re-present)</li> <li>*Break protocol</li> <li>*Response plan for chronic behavior (specific language for staff, reduce demands, give space/time, etc)</li> <li>*Safety plan</li> <li>*Supervision plan</li> <li>*Active Listening</li> <li>*Motor breaks</li> <li>*Lots of positive interaction</li> </ul>	<p><u>1:1 or in small group:</u></p> <ul style="list-style-type: none"> <li>Organization check</li> <li>Positive self talk</li> <li>Communication skills</li> <li>Classroom routines</li> <li>Goal setting</li> <li>Conflict management</li> <li>How to work with a group</li> <li>Classroom survival</li> <li>Friendship skills</li> <li>Managing strong feelings</li> <li>Alternatives to aggression</li> <li>Managing stress</li> <li>Problem solving</li> <li>Asking for help</li> <li>Listening skills</li> <li>How to disagree</li> <li>Personal Accountability</li> <li>Self control/regulation</li> </ul>	<ul style="list-style-type: none"> <li>Point system tied to Behavior Education Plan- BEP (travel sheet)- for earning things like lunch, gift certs or small items</li> <li>Earn activities alone or with peers</li> <li>Earn get out of assignment cards</li> <li>Earn back lost privileges</li> <li>Charger cards</li> <li>Recognize effort even if goal is not met</li> <li>Positive reports home</li> </ul>
--	--	---	--

	*Vary mode of instruction and/or assessment *Give choices whenever appropriate *Relaxation routine *Desensitization routine		
--	--	--	--

UNDERSTANDING THE FUNCTION OF BEHAVIOR – Part I

Student

:

Date:

Team Members:

As a result of...

in these school situations...

we are likely to see...

in order for the student to...

1. Problem Behavior

2. Set Off  
("fast-trigger")

3. Set Up  
("slow trigger")

4. Reinforces (gain/avoid)

Resources/Supports for Setting Events

5. Options, Modifications, Interventions, and Potential Support:

Change the Environment  
and  
Change our Behavior

Skills to Teach

How to Reinforce

New Behavior

---

**“INTAKE” MEETING**

**PURPOSE:** To bring together a team of knowledgeable participants to plan for students who are:

- entering the district with extreme special needs
- coming from a restrictive placement, including residential or day treatment, therapeutic school
- placed in a specialized foster care/treatment program.

**TEAM PARTICIPANTS:**

- The student
- Parents
- Representatives from all outside agencies involved with the student (for example: DHS caseworker, Juvenile Justice representative, therapists, foster care case manager, etc.)
- Previous school representative

The school team includes: An administrator, counselor, special education coordinator (if student is eligible for special education), regular education representative (grade level team leader, Academy representative, etc), behavior specialist or school psychologist and others as fitting for the specific situation.

**PROCEDURES-PRIOR TO THE MEETING:**

1. Enrollment forms are completed at the school.
2. If student is in foster care, a surrogate parent is appointed (often the foster parent or a Court Appointed Special Advocate) and Surrogacy forms are completed.
3. As soon as the school learns that the student has extreme special needs or comes from a restrictive placement, the parent/guardian is notified that the student will not start school until appropriate records are obtained and a planning meeting is held. This should take place within three days of enrollment, whenever possible. If it is likely that there will be a significant delay, individual tutoring should be set up. (Note: Each day that.....)

**THE "INTAKE" MEETING**

1. Participants are introduced.
2. The facilitator states the purpose of the meeting-to develop a plan for the student.

3. Pertinent information about the student is shared with all team members, based on a summary of records received, and direct reports from team members, and the student. The focus of the discussion is to identify strategies that have been effective and approaches that are not likely to be effective.
4. The current IEP is reviewed and summarized.
5. The team develops a plan, based on the student's identified needs and consideration of the current IEP. If the plan requires changes to the IEP, those changes are written. If there is no IEP for a student who is eligible for special education, this team writes the plan as the new IEP.
6. The team decides the school start date, transportation plans, plans for communicating with school staff that are not at the meeting, ongoing communication with other team members, as needed and sets the date for any follow up meetings, if needed.
7. If the team made changes to the current IEP or placement, the special education case manager completes a Special Education Action form.
8. The meeting is adjourned.

## **Evaluation Planning Steps**

- Concern raised about disability
- Evaluation is requested
- Three year re-evaluation is coming due
- Notice of Meeting for Evaluation Planning is sent to parent
- File Review form is completed.
- Evaluation Planning Team meets  
(at least 2 school staff and parent)
- Team review of available information from:

- File Review, Parent Input, Other
  
- Team determines evaluation is needed
- Team determines evaluation is not needed

Complete

- Consent for Evaluation form
- Obtain written consent

Document

- Team decision to evaluate or not on Written Agreement between the Parent and the District

**Parkrose School District  
10636 NE Prescott Street  
Portland, Oregon 97220-2699**

**Referral for Special Education**

Student's Name \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Date of Birth \_\_\_\_\_

Student ID # \_\_\_\_\_

Home Phone: \_\_\_\_\_

Referring Person : \_\_\_\_\_

Phone: \_\_\_\_\_





-----

1. Check the specific area of concern. Next to each area of concern is listed the work samples, information or evidence that will help the Special Education Team plan an evaluation. Please provide the team with this information. You may attach work samples or a summary of specific skills in each area that is a concern.

- \_ Cognitive development/mental abilities- standardized test scores, description student skills, rate of learning.
- \_ Reading -fluency rate, unit tests, comprehension work samples, achievement test scores.
- \_ Written Language- examples of composition (best, worst, typical), dictation, copying (near and far) spelling.
- \_ Math- work samples, achievement tests, fact fluency rates
- \_ Communication- description of the speech or language problem (receptive or expressive).
- \_ Classroom Performance -grades in areas of concern, tests, work samples, rate of work completion.
- \_ Study Skills- description of organizational skills, grades, use of texts
- \_ Social Behavior- behavioral referrals, anecdotal history, observations
- \_ Motor Skills -description of skill level in PE or gross motor skills, writing sample or description of fine motor skills.
- \_ Hearing
- \_ Vision
- \_ Self-Help Skills- description of dressing, eating, toileting skills
- \_ Other

2. Review the student's records for pertinent information: Previous educational history in area of concern.

Previous report card(s)

Group achievement Tests Attendance/Health Primary language

3. Describe any interventions used to try to remediate the problem (required)

Date parent was notified of this referral:

Copy to: Due Process File, Working File, Parent

Building Administrator Signature

Revised 05/12/09



## **Talented And Gifted**

Educational services for students identified as talented and gifted (TAG) are part of the continuum of services provided for all students in the district. The goal of educational services for students identified as TAG is to challenge, enrich and accelerate each student, as well as encourage self-development. Therefore, students who are talented and gifted will be identified and provided a standards-based, qualitatively differentiated program.

The building TAG Coordinator oversees identification of TAG students, development of individual TAG education plans and provides support and resources to staff to further develop their skills in working with TAG students. The nomination/referral process for identifying a student as talented and gifted is open to students at all grade levels throughout the school year. All children are eligible for nomination, regardless of socio-economic, linguistic or ethnic background and/or disabilities. All referrals from parents, teachers, administrators or students are considered in the first step of the identification

process. In addition, the district screens all students in \_\_\_\_\_th grade by administering a nonverbal cognitive assessment. Parents must grant consent prior to administration of this test.

Each student identified as Talented and Gifted will have an individually-designed TAG Education plan. This plan is developed with the involvement of the student's teachers, parents, the student and with consultation from the TAG Coordinator. The plan is based on the student's interests and strengths. It addresses accommodations for rate and level of learning and delineates the responsibilities of the school, the parent and student in carrying out the plan. Parents receive a copy of the plan at parent conferences and the plan is updated annually.

### **Education Records/Records of Students with Disabilities Management**

#### **1. Student Education Record**

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made

and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance in the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;

- d. Records on a student who is 18 years of age or older or is attending an institution of postsecondary education, that are:
  1. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
  2. Made, maintained or used in connection with treatment of the student; and
  3. Disclosed only to individuals providing treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are maintained separately and solely by a licensed health care professional who is not employed by the district, and which are not used for educational purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date and place of birth;
- d. Name of parents;
- e. Date of entry in school;
- f. Name of school previously attended;
- g. Course of study and marks received;
- h. Data documenting a student's progress toward achievement of the state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance;
- k. Date of withdrawal for school; and
- l. Such additional information as the district may prescribe.

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the

parents or eligible students of their rights. This notification shall state that the parents or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of student's records to ensure they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that the applicable state or federal law authorized disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 CFR & 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

## **Video Cameras on Transportation Vehicles**

Revised 01/24/00

### Education Records

1. The district will comply with provisions of state and federal law regarding education records requirement including the Family Education Rights and Privacy Act and Privacy Act and the Individuals with Disabilities Education Act as applicable to the district's use of video recordings. Video recordings which become a student's education record will be maintained in accordance with established educational procedures governing access review, and release of educational records.
2. The district will include notice in parent/student handbooks that video cameras may be used in district transportation vehicles transporting students to and from curricular and extracurricular activities. The district will include, as part of its notice procedures a copy of the district's video camera policy and procedures to all students and parents accompanied by a form to be signed and returned to the district as an acknowledgement of being read and understood.
3. Students will not be notified when video camera is "on board" and in use on district vehicles.

### Staff Records

1. Video recording considered for retention as part of the employee's personnel record will be maintained in accordance with established Board of Education personnel policies, administrative regulations and labor agreements governing access, review and release of employee personnel records.
2. The district will include notice in personnel handbooks that video cameras may be used on district transportation vehicles transporting students to and from curricular and or extracurricular activities.
3. Staff will not be notified when video camera is "on board" and in use on district vehicles.

### Storage/Security

1. All video recordings will be stored and secured to ensure confidentiality.
2. Video recordings will be stored for five days after initial recording. These recordings will then be erased unless they become part of a student's education record.
3. Video recordings held for review of student or staff incident will be maintained in the original form pending resolution. The tape will then be either erased or retained as necessary as part of the student's education record and or employee's personnel record in accordance with the established district procedure.

### Use

1. Video cameras will be used on district transportation vehicles as determined by the transportation supervisor/superintendent.
2. Staff and students are prohibited from tampering with or otherwise interfering with video camera equipment.

### Viewing Request

1. Request for viewing video recordings will be limited to district officials, including teachers whom the district has determined to have legitimate educational interest, parent(s) or guardians or students 18 years or older or others specified in state and federal law and accompanying regulations.
2. Request for viewing may be made within five school days of the date of the recording.
3. Only the portion of the video recording concerning a specific incident will be made

available for viewing.

4. Approval/denial for viewing will be made within five school days of receipt of request and so communicated to the requesting individuals.
5. Video recordings remain the property of the district and may be reproduced only in accordance with law, including applicable district education records policy and procedures and district personnel records policy, procedures and applicable labor agreements.

### Viewing

1. Actual viewing will be permitted at district related sites only, including the transportation office, schools, district office or as otherwise required by law.
2. A written log will be maintained of those viewing the video recording including date of viewing, reason for viewing, the date the recording was made, vehicle video taped and driver and the signature of the viewer.
3. Video recordings remain the property of the district and may be reproduced only in accordance with law, including applicable district education records policy and procedures and district personnel records policy, procedures and applicable labor agreements.



## Parkrose Middle School Field Trip Checklist

Date:

To be approved by principal two weeks prior to trip

1. Teacher requesting field trip \_\_\_\_\_
2. Date of field trip \_\_\_\_\_
3. Specific destination and address \_\_\_\_\_
4. Departure and return time \_\_\_\_\_
5. Classes involved \_\_\_\_\_
6. Form of transportation \_\_\_\_\_
7. Funding of field trip \_\_\_\_\_
8. Cost to student \_\_\_\_\_
9. Nurse medication and training \_\_\_\_\_
10. Notified cafeteria \_\_\_\_\_
11. Provision for meals \_\_\_\_\_
  
12. Principal's Secretary \_\_\_\_\_ Date \_\_\_\_\_
  
13. Principal's signature \_\_\_\_\_ Date \_\_\_\_\_

Checklist to be completed prior to field trip:

- \_\_\_ Substitute or teacher coverage arranged.
- \_\_\_ Bus and chaperone arrangements made.
- \_\_\_ List of students going on field trip turned in to office (two days prior to trip).
- \_\_\_ Arrangements made for students NOT going on the trip.
- \_\_\_ All signed permission slips turned in.
- \_\_\_ Copy of all pertinent field trip information turned into office.
- \_\_\_ Arrangements made for students requiring medication.
- \_\_\_ Arrangements made for students not bringing lunch.
- \_\_\_ Arrangements made with the kitchen three weeks prior for requested lunches.
- \_\_\_ Student medications checked with nurse



**Parkrose  
School District**  
Portland, Oregon

Transportation Dept 503-408-2129

Request for Transportation

Date Received by Transportation \_\_\_\_\_

## REQUEST FOR TRANSPORTATION FORM

Please call or e-mail for availability. All requests must be received at least one week prior to the trip

School: \_\_\_\_\_ Today's Date \_\_\_\_\_

Date of Trip: \_\_\_\_\_ Destination: \_\_\_\_\_

Is the bus to: STAY Yes \_\_\_\_\_ No \_\_\_\_\_ Drop and Pick-up: Yes \_\_\_\_\_ No \_\_\_\_\_

Address: \_\_\_\_\_ City, State, Zip: \_\_\_\_\_

Itinerary (if more than one destination):  
\_\_\_\_\_  
\_\_\_\_\_

Teacher: \_\_\_\_\_ Phone: \_\_\_\_\_

Grade: \_\_\_\_\_

Loading Point at School Exactly: \_\_\_\_\_

Number of Passengers: Students: \_\_\_\_\_ Adults: \_\_\_\_\_ Total: \_\_\_\_\_

Special Needs Accommodations? Explain:  
\_\_\_\_\_  
\_\_\_\_\_

Type of Trip (check one): Educational \_\_\_\_\_ Recreational \_\_\_\_\_

Time to leave school: \_\_\_\_\_ Time to leave destination: \_\_\_\_\_

Time to arrive at destination: \_\_\_\_\_ Time to arrive back at school: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

**Below is For Transportation Department to Complete**

Driver: \_\_\_\_\_ Bus Number: \_\_\_\_\_

Odometer Readings: Start of Trip \_\_\_\_\_ End of Trip: \_\_\_\_\_ Total Miles: \_\_\_\_\_

Odometer Readings: Start of Trip \_\_\_\_\_ End of Trip: \_\_\_\_\_ Total Miles: \_\_\_\_\_

Driver start time (15 min. prior to P/U time if already on the clock or 30 min. prior if clocking in for trip) \_\_\_\_\_

Driver end time (includes cleaning bus/clocking out) \_\_\_\_\_ Total Trip Hours: \_\_\_\_\_

Trip Comments:  
\_\_\_\_\_  
\_\_\_\_\_

Driver's Signature: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







**Parkrose  
School District**  
Portland, Oregon

**PARKROSE MIDDLE SCHOOL  
CONFIDENTIAL  
CHILD ABUSE/NEGLECT REFERRAL**

Person initiating this referral must complete Section 1.

Submit report to principal for signature and required distribution.

ALLEGED VICTIM: Interpreter needed? Yes No Disability: \_\_\_\_\_

FIRST MI LAST

NAMES, AGES/BIRTH DATES OF OTHER CHILDREN IN THE HOME {If known).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PARENT/GUARDIAN \_\_\_\_\_

NAME OF ALLEGED ABUSER  
\_\_\_\_\_

Relationship to alleged victim: \_\_\_\_\_

INFORMATION GATHERED: Be as detailed and factual as possible without soliciting further information. Include what was said regarding Where, When, people involved, people reporting and relationship to victim. Note type of abuse (physical, sexual, emotional neglect) and indicators (use reverse side to continue):

INFORMATION GATHERED BY:

SIGNATURE

DATE

TIME

Responsibility of DHS or

{Indicate which agency, recording conversation on reverse side.

**State Department of Human Services (DHS) Involvement**

Date \_\_\_\_\_

Time: \_\_\_\_\_

Name of contact at DHS \_\_\_\_\_

Action taken by DHS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Law Enforcement Agency involvement: \_\_\_\_\_

Officers name: \_\_\_\_\_

Child taken Into protective custody: Yes      No

Person who made call:(Print) \_\_\_\_\_

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PRINCIPAL'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

\*\*\*\*\*DO NOT FILE IN CHILD'S SCHOOL RECORD\*\*\*\*\*

**PARKROSE MIDDLE SCHOOL CONFIDENTIAL CHILD  
ABUSE/NEGLECT REFERRAL**

INFORMATION GATHERED (cont'd.)

NOTES OF REPORTING CONVERSATION (cont'd.)



Parkrose  
School District  
Portland, Oregon

Parkrose School District #3  
10636 NE Prescott St.  
Portland, OR 97220

## Leave Request

*Leaves requested are granted according to Collective Bargaining Agreements.*

**Check One:**

Confidential:  Administration:  Classified:  Certified:

Employee:  Location:  Sub Required?  Y  N

**CERTIFIED STAFF**

- Sick Leave
- Family Illness Leave
- Paid Personal Leave Reason:
- School Athletics/Activity
- Bereavement Leave For Whom:
- Jury/Court (attach copy of subpoens)
- FMLA Leave (Paperwork must be submitted prior)
- Leave with Reduced Pay (must be approved by HR)
- Leave with No Pay (must be approved by HR)
- Building Workshop Account
- ELL Workshop Account
- Special Education Workshop Account
- District Business Explain:
- Workman's Comp (Paperwork is Necessary)
- OEA Business
- Other:

**CLASSIFIED STAFF**

- Sick Leave
- Family Illness Leave
- Paid Personal Leave Reason:
- School Athletics/Activity
- Bereavement Leave For Whom:
- Jury/Court (attach copy of subpoens)
- FMLA Leave (Paperwork must be submitted prior)
- OSEA Business
- Leave with No Pay (must be approved by HR)
- Building Workshop Account
- ELL Workshop Account
- Special Education Workshop Account
- District Business Explain:
- Workman's Comp (Paperwork is Necessary)
- Vacation (260 day employees only)
- Other:

**Date(s) Requested**

Starting:  Ending:

Total Hours:

Employee Signature

Date

Approved

Denied  Supervisor's Signature  Date

Approved

Denied  HR Director's Signature  Date



Parkrose School District No. 3  
 10636 N.E. Prescott  
 Portland, Oregon 97220  
 (503) 408-2100

White – Human Resources  
 Yellow – Accounts Payable  
 Pink – Staff Member  
 Updated 8/24/06

**CERTIFIED TUITION FORM**

**Reimbursement \_\_\_\_\_ or Voucher \_\_\_\_\_**

**If you are requesting a payment voucher, this form will be signed by the Human Resource Department with an amount payable to the College and returned to you. It is your responsibility to turn this form in to the Registrar's office at the College.**

Name \_\_\_\_\_ PEID Number \_\_\_\_\_ Building \_\_\_\_\_

Session: 20\_\_\_\_Summer 20\_\_\_\_Fall 20\_\_\_\_Winter 20\_\_\_\_Spring

Course No.	Course Title	Credit Hrs	College	Grade or Credit?

Principals Signature: \_\_\_\_\_

Date: \_\_\_\_\_

You must attach a copy of your registration form or catalog description with the course title, credit hours offered, and cost of the course. *If this is for reimbursement, you will need proof of payment and your grade.*

REIMBURSEMENT REQUESTED:	PAYMENT VOUCHER REQUESTED:
TO:	TO:
AMOUNT REQUESTED:	AMOUNT REQUESTED:

APPROVE \_\_\_\_\_ DENY \_\_\_\_\_ VOUCHER \_\_\_\_\_ REIMBURSEMENT \_\_\_\_\_

Human Resource Director's Signature \_\_\_\_\_

Date \_\_\_\_\_

Balance Forward:	Balance Forward:
Authorized Reimbursement :	Authorized Voucher Payment:
Balance:	Balance:
Budget Code:	Budget Code:

Business Services Director's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Staff Library Procedures

For ALL (New and Experienced) Staff OR Sub File

### Document Cameras

Each staff member who needs one will get a doc cam for their classroom. The doc cam will be checked out to you at the beginning of the year. You are responsible for keeping it clean and in good repair. If you have problems with this item, feel free to call me at x2927 or call the tech Help desk. Do NOT let students use this equipment unless supervised by you.

### LCD Projectors

LCD projectors are provided for almost every staff member in the building. If you are unsure how to use the equipment, please ask me or call the HELP desk in the tech department. Please do not leave the projector on for more than 15 minutes if not in use. The bulbs for these projectors are expensive but should last several years with good care. If your bulb burns out, please call me at x2927 or the tech dept. Help desk.

### PLEASE CLEAN THE FILTER AT LEAST ONCE PER MONTH

If you do not know how to clean the filter, please let me know and I will show you. I recommend you set up a reminder on your calendar for this task. I will also periodically remind you by email. Thank you.

### Library checkout

Please do NOT remove books or any other materials from the library without checking them out. Each staff member will have an account in the library system. If I am not in the library, please write the barcode# and item title and your name on the library checkout sheet on my office door or email me the same info.

You are responsible for items checked out from the library in your name. If the items are lost or damaged by you or a student, you are responsible for payment of that item. Do not let students remove library items from your classroom. If a student needs to use library material in your care, come to the library with the student and we will check the item out to the student and you will no longer be responsible for it.

### Student book checkout

You may send students to the library, with a pass and their ID card, during Homeroom to check out books. Please do not send more than five students at a time. Other times during the day, please call me at x 2927, to be sure there are not classes in

the library

### Videos, DVD's, Tape Recorders, cameras, Kindles

Please check out all of the above with the library staff. They are kept in the room behind the library office. There is usually someone available to help you. There will not be anyone in the library Wednesdays or Friday afternoons. If I am not available, write your name, the item's barcode# and any other info on the checkout sheet on the library office door, next to the big crossword puzzle.

### VCR/DVD and ET Cart & Mobile Lab Sign-up

These carts are kept in the back room of the library unless otherwise noted. Please schedule their use with me by phone, email, or in person. I keep a calendar of where they are at all times. All students under 16 are not allowed to move the carts. Be sure to return the carts by 3:30 each day. If you use the laptop labs, please plug them in to recharge when you return them. It is imperative that the carts are available for other staff use when needed the next morning. These are on a first come first serve basis. If you change your plans and do not need the cart, please come in, e-mail or call and let me know. If you are having difficulty with any equipment, please call the library at x2927. *Do not let students experiment with repairing any o(the equipment.*

The TV/DVD carts are available on a first come first serve basis each day. Just let me know when you have one.

### Use of the library

If you would like to use the library during school hours for research or after school, please let me know either in person, by phone or by e-mail and I will try to accommodate you. We can pull materials from our shelves and have them ready for your research. The calendar for the library is on my computer. The library is also on a first come first serve basis. The library will be closed to students and staff one day per month so that we may process books, paperwork, cataloging etc. The library is always closed all day Wednesday and Friday afternoons. If the library is unavailable when you wish to bring your students, we can accommodate you by checking out a cart full of books on the topic you need.

The Book Fair will be during conferences in October. This means the library will be closed that week for all meetings and classes. Please make alternate arrangements. Thanks!

My goal at Parkrose Middle School library is to assist students and staff with media needs in a positive and courteous manner. Please let me know if my TA's, parent volunteers or I can help you in any way.

Many thanks as always for your continuing patience, Sara Vanderstelt



**Code: JFCF**  
**Adopted: 4/26/10**  
**Revised: 12.14.15**

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

**Cyberbullying/teen Dating Violence/Domestic Violence – Student \*\***

**(Version 2)**

The Board, in its commitment to providing a positive and productive learning environment will consult with parents/guardians, employees, volunteers, students, administrators and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes. Hazing, harassment, intimidation or bullying, menacing and acts of cyberbullying by students, staff and third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment or coercion.

Students may also be referred to law enforcement officials.

The principal and the superintendent are responsible for ensuring that this policy is implemented.

#### Definitions

“District” includes district facilities, district premises and nondistrict property if the student 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 control of the district.

“Third parties” include, but are not limited to, coaches, 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 interdistrict and

intradistrict athletic competitions or other school events.

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

Physically harming a student or damaging a student’s property;

Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;

Creating a hostile educational environment including interfering with the psychological well being of the student and may be based on, but not limited to, the protected class of the person.

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

“Teen dating violence” 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” means abuse as defined by Oregon Revised Statute (ORS) 107.705 between family and household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully. Students and staff will refrain from using personal communication devices or district property equipment to violate this policy.

“Retaliation” means hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying or retaliation.

“Menacing” includes, but is not limited to, any act intended to place a district employee, student or third party in fear of imminent serious physical injury.

### Reporting

Administrators will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the Administrator who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored

activity or in a district vehicle or vehicle used for transporting students to a district activity shall immediately report the incident to the Administrator. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, menacing or an act of cyberbullying to the Administrator may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated or bullied, menaced, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the Administrator who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the Administrator who has overall responsibility for all investigations.

This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair.

The complainant shall be notified of the findings of the investigation and, as

appropriate, that remedial action has been taken. The complainant may request that the superintendent review the actions taken in the initial investigation, in accordance with district complaint procedures.

The district shall incorporate into existing training programs for students information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying.

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

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence and domestic violence and acts of cyberbullying.

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or employee handbook, school and district's website, and school and district office and the development of administrative regulations, including reporting and investigative procedures. Complaint procedures, as established by the district, shall be followed.

Domestic violence posters provided by the Oregon Department of Education (ODE)

shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

Legal Reference(s):

ORS 163.190

ORS 166.065

ORS 166.155 to -166.165

ORS 174.100(6)

ORS 332.072

ORS 332.107

ORS 339.240

ORS 339.250

ORS 339.254

ORS 339.351 to -339.366

OAR 581-021-0045

OAR 581-021-0046

OAR 581-021-0055

OAR 581-022-1140

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

R10/08/15 | PH

Continuous Nondiscrimination Notice

It is the policy of the Parkrose Board of Education and Parkrose School District that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, sexual orientation, religion, national origin, age or disability in any educational programs, activities or employment . Parkrose School District provides equal access to the Boy Scouts and other designated youth groups.

Persons having questions about equal opportunity and nondiscrimination

(Title II, Title IX and Section 504) should contact the Director of Student

Services at the Parkrose District Office, 10636 NE Prescott, Portland OR, 97220,

Phone 503/408-2118 or by e-mail: Kathy\_keimrob@parkrose.k12.or.u



**Hazing/Harassment/Intimidation/Menacing/**

**Bullying/Cyberbullying/Teen Dating Violence Complaint Form**

Name of complainant:

Position of complainant:

Name of alleged offender:

Date(s) and place of offense (s):

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Description of offence

Name of witnesses (if any)

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Evidence of offense, i.e., letters, photos, etc. (attach evidence if possible):

Any other Information:

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I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature of complainant



Code: JFCF Adopted: 4/26/10

Revised: 12.14.15

**Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating  
Violence/Domestic Violence – Student \*\* (Version 2)**

The Board, in its commitment to providing a positive and productive learning environment will consult with parents/guardians, employees, volunteers, students, administrators and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes. Hazing, harassment, intimidation or bullying, menacing and acts of cyberbullying by students, staff and third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, is

thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment or coercion. Students may also be referred to law enforcement officials. The principal and the superintendent are responsible for ensuring that this policy is implemented. Definitions "District" includes district facilities, district premises and nondistrict property if the student 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 control of the district. "Third parties" include, but are not limited to, coaches, 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 interdistrict and intradistrict athletic competitions or other school events. "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

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating  
Violence/Domestic Violence – Student\*\* - JFCF 1-

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; 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" means any act that substantially interferes with a student's educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect 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 and may be based on, but not limited to, the protected class of the person. "Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation<sup>1</sup>, national origin, marital status, familial status, source of income or disability. "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" means abuse as defined by Oregon Revised Statute (ORS) 107.705 between family and household members, as those terms are described in ORS 107.705. "Cyberbullying" is the use of any electronic communication device to harass, intimidate or bully. Students and staff will refrain from using personal communication devices or district property equipment to violate this policy. "Retaliation" means hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing,

<sup>1</sup>"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, harassment, intimidation or expression or behaviors differs from that traditionally associated with the individual's sex at birth. bullying, menacing, teen dating violence and acts of cyberbullying or retaliation. "Menacing" includes, but is not limited to, any act intended to place a district employee, student or third party in fear of imminent serious physical injury.

## Reporting

Administrators will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the Administrator who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity or in a district vehicle or vehicle used for transporting students to a district activity shall immediately report the incident to the Administrator. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, menacing or an act of cyberbullying to the Administrator may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an



anonymous report. Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated or bullied, menaced, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the Administrator who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the Administrator who has overall responsibility for all investigations. This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official. Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the superintendent review the actions taken in the initial investigation, in accordance with district complaint procedures. The district shall incorporate into existing training programs for students information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying. The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grade 7 through 12. The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence and domestic violence and acts of cyberbullying. The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or employee handbook, school and district's website, and school and district office and the development of administrative regulations, including reporting and investigative procedures. Complaint procedures, as established by the district, shall be followed. Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating  
Violence/Domestic Violence – Student\*\* - JFCF

Legal Reference(s): ORS 163.190 ORS 166.065 ORS 166.155 to -166.165 ORS  
174.100(6) ORS 332.072 ORS 332.107 ORS 339.240 ORS 339.250 ORS 339.254  
ORS 339.351 to -339.366 OAR 581-021-0045 OAR 581-021-0046 OAR

581-021-0055 OAR 581-022-1140 Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

Code:	IIBGA
Adopted:	2001
Revised:	3.16.15

### Electronic Communications System

The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The district's system will be used to provide statewide, national and global communications opportunities for staff and students.

The superintendent will establish administrative regulations for the use of the district's system including compliance with the following provisions of the Children's Internet Protection Act:

- Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
- Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
- Monitoring the online activities of minors;
- Denying access by minors to inappropriate matter on the Internet and World Wide Web;
- Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communications;
- Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
- Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;

- Installing measures designed to restrict minors' access to materials harmful to minors.

The superintendent will establish administrative regulations for use of the district's system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. Regulations shall insure compliance with privacy rights under applicable federal and state laws and regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission and will include a complaint procedure for reporting violations.

The superintendent will also establish administrative regulations for use of the district's electronic communications system to comply with copyright law.

Failure to abide by district policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access.

Additionally, student violations will result in discipline up to and including expulsion. Staff violations will also result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

#### Definitions

- "Technology protection measure," as defined by the Children's Internet Protection Act (CIPA), means a specific technology that blocks or filters Internet access to visual depictions that are:
  - a. Obscene, as that term is defined in Section 1460 of Title 18, United States Code;
  - b. Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or
  - c. Harmful to minors.
- "Harmful to minors," as defined by CIPA, means any picture, image, graphic image file or other visual depiction that:
  - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
  - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - c. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.

- “Sexual act; sexual contact,” as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
- “Minor,” as defined by CIPA, means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
- “Inappropriate matter,” as defined by the district, means material that is inconsistent with general public education purposes, the district’s mission and goals.
- “District proprietary information” is defined as any information created, produced or collected by district staff for the business or education purposes of the district including but not limited to student information, staff information, parent or patron information, curriculum, forms and like items used to conduct the district’s business.
- “District software” is defined as any commercial or staff developed software acquired using district resources.

#### General District Responsibilities

The district will:

- Designate staff as necessary to ensure coordination and maintenance of the district’s electronic communications system which includes all district computers, e-mail and Internet access;
- Provide staff training in the appropriate use of the district’s system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;
- Provide a system for authorizing staff use of personal electronic devices to download or access district proprietary information, that insures the protections of said information and insures its removal from the device when its use is no longer authorized;
- Provide a system for obtaining prior written agreement from staff for the recovery of district proprietary information downloaded to staff personal electronic devices as necessary to accomplish district purposes, obligations or duties, and when the use on the personal electronic device is no longer authorized, to insure verification that information downloaded has been properly removed from the personal electronic device;
- Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district’s system;
- Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;

- Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to the use of computers by minors, harmful to minors. A supervisor or other individual authorized by the principal may disable the technology protection measures to enable access for bona fide research or other lawful purposes, as deemed appropriate.
  
- Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web;
  
- Provide staff supervision to monitor the online activities of students to prevent unauthorized access, including “hacking” and other unlawful activities online, and ensure the safety and security of minors when authorized to use e-mail, social media, chat rooms and other forms of direct electronic communication;
  
- Provide student education about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking and social media websites and in chat rooms;
  
- Determine which users and sites accessible as part of the district’s system are most applicable to the curricular needs of the district and may restrict user access, accordingly;
  
- Determine which users will be provided access to the district’s e-mail system;
  
- Notify appropriate system users that:
  
- The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted received or contained in the district’s information system is the district’s property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district’s system are in compliance with Board policy, administrative regulations and law, the school administrators may routinely review user files and communications;
  
- Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district’s system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system;
  
- The district may establish a retention schedule for the removal of e-mail;
  
- E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;
  
- Information and data entered or stored on the district’s computers and e-mail system may become discoverable evidence if a public records request is made or a lawsuit is filed against the district. “Deleted” or “purged” data from district computers or e-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed

- necessary by the district;
- The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the supervising teacher or system coordinator stating the need for the increase;
  - Transmission of any materials regarding political campaigns is prohibited.
  - Ensure all student, staff and non-school system users complete and sign an agreement to abide by the district's electronic communications policy and administrative regulations. All such agreements will be maintained on file in the school office;
  - Notify users of known copyright infringing activities and deny access to or remove the material.

### System Access

1. Access to the district's system is authorized to:

Board members, district employees, students in grades K-12, with parent approval and when under the direct supervision of staff, and district volunteers, district contractors or other members of the public as authorized by the system coordinator or district administrators consistent with the district's policy governing use of district equipment and materials.

2. Students, staff, Board members, volunteers, district contractors and other members of the public may be permitted to use the district's system for personal use, in addition to official district business, consistent with Board policy, general use prohibitions/guidelines/etiquette and other applicable provisions of this administrative regulation. Additionally, Board member and employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 and use is under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

### General Use Prohibitions/Guidelines/Etiquette

Operation of the district's system relies upon the proper conduct and appropriate use of system users. Students, staff and others granted system access are responsible for adhering to the following prohibitions and guidelines which require legal, ethical and efficient utilization of the district's system.

- Prohibitions

The following conduct is strictly prohibited:

- Attempts to use the district's system for:
  - Unauthorized solicitation of funds;
  - Distribution of chain letters;
  - Unauthorized sale or purchase of merchandise and services;
  - Collection of signatures;

- Membership drives;
  - Transmission of any materials regarding political campaigns.
- 
- Attempts to upload, download, use, reproduce or distribute information, data, software, or file share music, videos or other materials on the district's system in violation of copyright law or applicable provisions of use or license agreements;
  - Attempts to degrade, disrupt or vandalize the district's equipment, software, materials or data or those of any other user of the district's system or any of the agencies or other networks connected to the district's system;
  - Attempts to evade, change or exceed resource quotas or disk usage quotas;
  - Attempts to send, intentionally access or download any text file or picture or engage in any communication that includes material which may be interpreted as:
    - Harmful to minors;
    - Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
    - A product or service not permitted to minors by law;
    - Harassment, intimidation, menacing, threatening or constitutes insulting or fighting words, the very expression of which injures or harasses others;
    - A likelihood that, either because of its content or the manner of distribution, it will cause a material or substantial disruption of the proper and orderly operation of the school or school activity;
    - Defamatory, libelous, reckless or maliciously false, potentially giving rise to civil liability, constituting or promoting discrimination, a criminal offense or otherwise violates any law, rule, regulation, Board policy and/or administrative regulation.
- 
- Attempts to gain unauthorized access to any service via the district's system which has a cost involved or attempts to incur other types of costs without specific approval. The user accessing such services will be responsible for these costs;
  - Attempts to post or publish personal student contact information unless authorized by the system coordinator or teacher and consistent with applicable Board policy pertaining to student directory information and personally identifiable information. Personal contact information includes photograph, age, home, school, work or e-mail addresses or phone numbers or other unauthorized disclosure, use and dissemination of personal information regarding students;
  - Attempts to arrange student meetings with anyone on the district's system, unless authorized by the system coordinator or teacher and with prior parent approval;
  - Attempts to use the district's name in external communication forums such as chat rooms without prior district authorization;
  - Attempts to use another individual's account name or password or to access restricted information, resources or networks to which the user has not been given access.
- 
- Guidelines/Etiquette

Appropriate system use etiquette is expected of all users and is explained in district training sessions.

## Complaints

Complaints regarding use of the district's Electronic Communications System may be made to the teacher, principal, employee's supervisor or system coordinator. The district's established complaint procedure will be used for complaints concerning violations of the district's Electronic Communications System policy and/or administrative regulation. See Board policy KL - Public Complaints and accompanying administrative regulation.

#### Violations/Consequences

- Students
  - Students who violate general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges.
  - Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
  - Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures.
- Staff
  - Staff who violates general system user prohibitions shall be subject to discipline up to and including dismissal in accordance with Board policy, collective bargaining agreements and applicable provisions of law.
  - Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
  - Violations of applicable Teacher Standards and Practices Commission (TSPC), Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC as provided by OAR 584-020-0041.
  - Violations of ORS 244.040 will be reported to OGEC.
- Others
  - Other guest users who violate general system user prohibitions shall be subject to suspension of system access up to and including permanent revocation of privileges.
  - Violations of law will be reported to law enforcement officials or other agencies, as appropriate, and may result in criminal or civil sanctions.

#### Telephone/Membership/Other Charges

- The district assumes no responsibility or liability for any membership or phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs incurred by any home usage of the district's system.
- Any disputes or problems regarding phone services for home users of the district's system are strictly between the system user and their local phone company and/or long distance service provider.



## Information Content/Third Party Supplied Information

- System users and parents of student system users are advised that use of the district's system may provide access to materials that may be considered objectionable and inconsistent with the district's mission and goals. Parents should be aware of the existence of such materials and monitor their student's home usage of the district's system accordingly.
- Opinions, advice, services and all other information expressed by system users, information providers, service providers or other third-party individuals are those of the providers and not the district.
- System users may, with supervising teacher or system coordinator approval, order services or merchandise from other individuals and agencies that may be accessed through the district's system. These individuals and agencies are not affiliated with the district. All matters concerning merchandise and services ordered including, but not limited to, purchase terms, payment terms, warranties, guarantees and delivery are solely between the seller and the system user. The district makes no warranties or representation whatsoever with regard to any goods or services provided by the seller. District staff and administration shall not be a party to any such transaction or be liable for any costs or damages arising out of, either directly or indirectly, the actions or inactions of sellers.
- The district does not warrant that the functions or services performed by or that the information or software contained on the system will meet the system user's requirements or that the system will be uninterrupted or error-free or that defects will be corrected. The district's system is provided on an "as is, as available" basis. The district does not make any warranties, whether express or implied including, without limitation, those of merchantability and fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein.

## R10/23/14 | PH Parkrose School District & Children's Internet Protection Act

CIPA defined -- The Children's Internet Protection Act (CIPA), enacted December 21, 2000, requires recipients of federal technology funds (eg. eRate) to comply with certain Internet filtering and policy requirements.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

## How PSD is meeting CIPA

- Access by minors to inappropriate matter on the Internet;

We use the MESD's internet filters (2014: squidGuard and PowerDNS)

We expect staff to be monitoring their students.

2. The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;

We have a leveled curriculum that all staff present to all students at the beginning of every school year. This curriculum is focused on student safety when online and being a smart user of computers/the internet.

3. Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;

Our monitoring internally and by MESD should let us know if anyone is engaging in inappropriate outgoing email. We also should get notified if any of our IPs are targeting/hacking. Then we can use historical and real time tracking to pinpoint the individual/device.

4. Unauthorized disclosure, use, and dissemination of personal information regarding minors;

Staff handbooks reference being aware of not sharing student information and the staff AUP gives guidelines about handling personal student information.

5. Measures restricting minors' access to materials harmful to them.

We use the MESD's internet filters -- squidGuard and PowerDNS

We expect staff to be monitoring their students.

Student Name (print) \_\_\_\_\_ ID# \_\_\_\_\_

## Student Acceptable Use Policy

In compliance with CIPA (Children's Internet Protection Act), students will use school technology resources, including access to the internet, for appropriate, school-related activities. In accordance with School Board policy, students will not access material that is obscene or harmful to minors, participate in inappropriate online behavior such as cyberbullying or hacking, and will learn about safe conduct of personal information on the internet and in social situations online. Further, students will respect district resources by not down- or uploading unnecessary files, only storing educationally relevant files on district servers and in district Drive accounts, and minimizing printing.

Students are permitted to use school computers, devices and other technological resources for research, education, communication, presentation and other activities appropriate to the district's mission and goals. The district utilizes CIPA compliant filtering and deliberate circumvention of filters and/or security measures on the network or individual computers, including the use of any and all proxy servers, is strictly forbidden.

Email accounts will be provided to students for the purposes of communication, research

and material development, presentation and submission. Students of many ages and levels will have access to these accounts. Student conduct in email can be monitored and will be held to the same standards of appropriateness as other student use of school resources.

District technology and administrative staff may access student accounts, email, files, online history, and any other activity on computers and devices at any time. Users need to understand that all network activity, storage, and resources are in the public domain and are not considered private. Students found using school resources for purposes inappropriate to school activities shall be subject to discipline up to and including expulsion and/or revocation of access privileges. Violations of law will be reported to law enforcement officials.

Student User Agreement:

As a user of the Parkrose School District computer network, I hereby agree to comply with the statements and expectations outlined in this document and Board policy and to honor all relevant laws and restrictions.

Student Signature:

Date:

Parent/Guardian Permission:

I understand all students are provided with access to district computer resources. As a parent or legal guardian, I understand that the above named student will access the PSD network, including the internet, in accordance with the statements and expectations outlined in this document and all relevant laws and restrictions.

Parent/Guardian Signature:

Date:

#### Staff Acceptable Use Policy

PSD staff and other, non-guest, users of the Parkrose network will abide by all relevant Board policies and laws including but not limited to

- helping to ensure the students are using the internet appropriately by
- monitoring student use
- teaching the students appropriate technology use skills
- protecting the students' personally identifiable data by
- ensuring if data is downloaded onto a personal device, it is password protected
- being aware that the district may ask to examine a personal device to ensure that any student data has been removed
- limiting interaction with students on social media to educationally appropriate situations
- ensuring that use of technology, whether on a personal or district device, does not distract from duties
- using only properly licensed software
- only using the internet appropriately, meaning no
- gambling sites

- down- or uploading copyrighted files
- sexually explicit sites
- gaming
- vending
- respecting district resources by limiting file storage and printing

All users need to be aware that web use and email on the Parkrose network are not private and browsing history, email, and files can be accessed by district staff if the need arises.

#### Staff Agreement

I certify that I understand and will abide by all district policies related to network, account and technology use including but not limited to

JOB IIBH IIBGB\_AR EH  
JFCEB IIBG IIBGA EH\_AR  
JFCEB\_AR IIBGB IIBGA\_AR EGAAA  
EDC\_KGF

By reading this training, I agree to abide by all district policies. The training will track the date read.

Signature:

Date:



## **Proposal to Site Council**

**Directions:** Please complete this form and share it with a member of Site Council. Your proposal/issue will be discussed at the next Filter Group meeting. If the Filter Group determines your proposal/issue is complete and meets criteria for Site Council consideration, it will be placed on the next Site Council agenda. Site Council will then discuss, debate and/or act on your proposal/issue. Site Council meeting(s) are public and agendas are published in advance. You are invited to attend and speak on behalf of your proposal/issue.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The group/organization you represent:

\_\_\_\_\_

I. Proposal/Issue:

II. Actions needed to implement your proposal or address the issue:

III. Budget/Time Implications: What will this cost? How are you proposing it be funded? Are there any other sources of funding available? Will your proposal need funding again (either this year, next year or even later on)? How much time will be needed to carry out your proposal? Will time implications be ongoing?

For Filter Group Only: Date Proposal Received: \_\_\_\_/\_\_\_\_/\_\_\_\_

Action(s) Taken:

For Site Council Only: Date Proposal Received: \_\_\_\_/\_\_\_\_/\_\_\_\_

Action(s) Taken:



### **Drug, Alcohol and Tobacco Intervention & Prevention**

Intervention is defined as the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally as a result of prohibited drug, alcohol and/or tobacco use.

Any staff member who has reason to suspect a student is in possession of, or

under the influence of unlawful drugs, alcohol, other intoxicants or tobacco on district property, on a school bus or while participating in any district-sponsored activity, whether on district property or at sites off district property, will escort the student to the office or designated area and will report the information to the principal or his/her designated representative.

Students possessing, using and/or selling unlawful drugs, including drug paraphernalia, alcohol and tobacco on district property, in district vehicles, at district-sponsored activities on or off district grounds shall be subject to discipline up to and including expulsion. When considering disciplinary action for a child with disabilities, the district must follow the requirements of Board policy JGDA/JGEA – Discipline of Students with Disabilities including those involving functional behavioral assessment, change or placement, manifestation determination and an interim alternative educational setting. Students may also be referred to law enforcement officials.

Drug, Alcohol and Tobacco Prevention, Health Education\*\* - IGAEB 2-2 In general, drug-related medical emergencies will be handled like a serious accident or illness. Immediate notification of the community emergency care unit is required. Trained staff members will assist the student in any way possible. Parents shall be contacted immediately. A staff member shall be designated to accompany the student to the hospital or emergency medical facility. Procedures to be taken, including those for students participating in district-sponsored activities off district grounds, shall be included in the district's comprehensive first aid/emergency plan.



## **Video Surveillance**

Code ECAC  
Adopted: 03/13/00

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors on district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

The district shall notify staff and students through student/parent handbooks that video surveillance may occur on district property.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record or a staff member's personnel record. the district shall comply with all applicable state and federal laws related to record maintenance and retention.

END OF POLICY

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Legal Reference(s):

ORS 30.864	ORS 332.105	ORS 342.850
ORS 192.42-192.505		ORS 332.107
ORS 326.565	ORS 336.187	
ORS 326.575	ORS 339.260	

OAR 581-0210210 TO 0440

OAR 581-022-1660

Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Section 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997) [P.L. 94-142 is a well known "short" reference to this federal legislation.] Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g (1988); 34 CFR Part 99 (2000). In the matter of A.O., A Minor (March 28, 1988) (Superintendent of Public Instruction Ruling).

**Code: EEACC-AR**  
**Adopted: 2204**  
**Re-Adopted 2005**  
**Re-Adopted: 04/28/2008**



## **Discipline Procedures for District-Approved Student Transportation**

All students eligible for district-approved student transportation shall receive safety instruction and a code of conduct.

Violation of the code of conduct or conduct which jeopardizes the health/safety of self and/or others may result in the loss of district-approved transportation services.

The following procedures address:

- |                        |                                |
|------------------------|--------------------------------|
| 1. Safety instructions | 6. Right of appeal;            |
| 2. Code of Conduct;    | 7. Reinstatement;              |
| 3. Violations;         | 8. Education;                  |
| 4. Suspension;         | 9. Special education students. |

### 1. Safety Instructions

a. The first six weeks of the school year the transportation supervisor will direct all bus drivers to conduct bus safety procedures with all the students in the district.

- (1) Safe school bus riding procedures, including but not limited to loading, unloading, crossing etc.
- (2) Use of emergency exits; and
- (3) Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.

b. The first six weeks of the second half of the school year the transportation supervisor will direct all bus drivers to conduct a safety procedures review with all students who are regularly transported by the district.

- (1) The drivers shall review the safe bus riding procedures.
- (2) The drivers shall review use of emergency exits.

C. The transportation supervisor will record dates and content of safety instructions by each driver. Such information shall be kept as part of the district's records.

### 2. Code of Conduct

- a. Each year the district will include the following transportation rules in the student/parent handbook or issue a code of conduct to all students and parents accompanied by the following form to be acknowledgment of being read and understood.

The district will provide interpretation to those student/parents whose primary language is not English.

While riding a schoolbus, students will:

1. Obey the driver at all times;
2. Not throw objects;
- \*3. Not have in their possession any weapon as defined by Board policy JFCJ-9. Weapons in the Schools;
- \*4. Not fight, wrestle or scuffle;
- \*5. Not stand up and/or move from seats while the bus is in motion;
- \*6. Not extend hands, feet or objects from windows or doors;
- \*7. Not possess matches or other incendiaries and concussion devices;
- \*8. Use emergency exits only as directed by the driver;
- \*9. Not damage school property or the personal property of others;
- \*10. Not do any disruptive activity which might cause the driver to stop in order to reestablish order;
- \*11. Not threaten or physically harm the driver or other riders;
- \*12. Not make disrespectful or obscene statements;
- \*13. Not possess and/or use tobacco, alcohol, or illegal drugs;
14. Not eat or chew gum;
15. Not carry glass containers or other glass objects;
16. not take onto the bus skateboards, musical instruments or other large objects which might pose safety risks or barriers to safe entry and exit from the bus;
17. Accept assigned seats;
18. Stay away from the bus when it is moving;
19. Be at the bus stop five minutes before the scheduled pick up time (schedules will be posted on all buses);
- \*\*20. Answer to coaches, teachers and chaperons who are responsible for maintaining or on trips.

\* These regulations, if broken, are SEVERE violations with severe consequences because of the threate to the safety of others.

\*\*Coaches, teachers, and chaperons; (1) must have a copy of the bus regulations and know them before going on a trip; and (2) must position themselves on the bus as to be in control of discipline at all times.

I have read the above rules and have discussed them with my student. We understand the importance of the code of conduct.

Parent \_\_\_\_\_  
Students \_\_\_\_\_

### 3. Violations

Each year the district will include the folowing procedures for violations in the student/ parent handbook.

The district will provide interpretation to those students/parents whose primary language is not English.

## DISCIPLINARY PROCEDURES FOR VIOLATIONS

1. First Citation-Warning:\* The driver verbally restates behavior expectations and issues a verbal citation.\* The driver may assign he student to a partiular seat.
2. Second Citation.\* The student is suspended from the bus ntil a conference, arranged by the principal, has been held with the student, the parent and the principal.
3. Third Citation of the year.\* The student receives a 5-to 10 day suspension and will not be able to ride the bus until a cnference, arranged by the principal, has been held with the student, the parent and

the principal. Further violations of bus regulations will be considered a severe violation.

4. Severe Violations: Any severe violation will result in the immediate suspension of the student for a minimum of 10 days and up to a 1-year expulsion. There will be a hearing at this time arranged by the principal, involving the student, the parent, and the principal.

5. In all instances, the appeal process may be used if the student and/or parent desires.

- All citations must be signed by the [arents and the principal before the studetn will be allowed to ride the bus again.

Definitions:

“Suspension” means any disciplinary removal, other than expulsion, for up to 10 school days.

“Expulsion” means any disciplinary removal beyond 10 school days up to one calendar year.

## APPEAL PROCEDURE

If a student or a parent wishes to appeal the application of the discipline policy, the steps outlined below should be used. If the student or parent wishes to complain about a school employee’s decision, use policy KL-Public Complaints about District Personel.

Step 1        The student or his/her representative will discuss the issue with the principal.

Step 2        If the student is not satisfied with the outcome of the discussion, he/she may file a written statement with the principal and transportatin 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, parents, and 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 parent.

Step 4      If after five school days from 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 student 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 the persons involved that a hearing will be held within 14 days of the receipt of the appeal. The board shall review correspondence, hear relevant facts and respond to the student within three school days following the hearing.

Please return this signed form to the driver on or before the second day of school.

I have read and understand the transportation contract plan. I understand that transportation is an important service and that the safety of my student is the primary concern.

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-Parent's signature

