

Parkrose Middle School



Staff Handbook 2015-2016

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**Parkrose Middle School
Staff Handbook
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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 problem solving 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.

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;

Site Council meetings

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

Communication & Operations

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 based on your judgment:
 - 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.).

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 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)

Keys and Building Alarm System

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, 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

Complete the Following trainings/documents when appropriate.

- Electronic Communications (policy)
- Attendance and Absences (policy)
- Bloodborne Pathogens Trainings
- Child Abuse: Identification & Intervention o Sexual Conduct: Staff-to-Student
- Sexual Harassment: Staff-to-Staff
- 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 to recycle waste paper etc.
- How homework and other assignments are to be turned in to the teacher (where, when).
- 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 edibles or drinks will be allowed in the

lab. Reference Board Policy:IIBGA

Substitute Teachers

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

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.
- 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 at the end of the day

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
- If the speaker is speaker on a controversial topic notify parents in advance
- Pre-arrange to meet with the speaker to review materials being presented
- Communicate explicit guidelines with the speaker about what is developmentally appropriate for middle 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

MANAGEMENT

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 Mary Larson (<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%20Office/disposal%20Request%20Form.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, whatever) 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 Form) 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 help some folks to be better about clearing out junk.

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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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

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 civil 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

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:

1. 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;
2. 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;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communications;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;
8. 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.

END OF POLICY

Legal Reference(s):

ORS 30.765	ORS 167.080	ORS 339.270
ORS 133.739	ORS 167.087	
ORS 163.435	ORS 167.090	OAR 581-021-0050
ORS 164.345	ORS 167.095	OAR 581-021-0055
ORS 164.365	ORS Chapter 192	OAR 584-020-0040
ORS 167.060	ORS 332.107	OAR 584-020-0041
ORS 167.065	ORS 336.222	
ORS 167.070	ORS 339.250	

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l) (2008); 47 CFR Section 54.520 (2001).
Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).
Oregon Attorney General's Public Records and Meetings Manual, pp. 24-26, Appendix H, Department of Justice (2001).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.
Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.
Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).
Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, 103 Stat. 1928.
Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).
Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).
No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.
Americans with Disabilities Act Amendments Act of 2008.

Electronic Communications System

Definitions

1. "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.
2. "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.
3. "Sexual act; sexual contact," as defined by CIPA, have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. "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.
5. "Inappropriate matter," as defined by the district, means material that is inconsistent with general public education purposes, the district's mission and goals.¹
6. "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.
7. "District software" is defined as any commercial or staff developed software acquired using district resources.

¹As inappropriate matter is not defined in the CIPA or regulations, districts should define the scope of what it will regard as inappropriate matter. The language provided in #5. is intended as a guide only.

General District Responsibilities

The district will:

1. 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;
2. 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;
3. 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;
4. 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;
5. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's system;
6. 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;
7. 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;
8. Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web;
9. 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;
10. 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;
11. 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;
12. Determine which users will be provided access to the district's e-mail system;

13. Notify appropriate system users that:
 - a. 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 are 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;
 - b. 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;
 - c. The district may establish a retention schedule for the removal of e-mail;
 - d. 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;
 - e. 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;
 - f. 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;
 - g. Transmission of any materials regarding political campaigns is prohibited.
14. Ensure all student, staff and nonschool 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;
15. 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.

1. Prohibitions

The following conduct is strictly prohibited:

- a. Attempts to use the district's system for:
 - (1) Unauthorized solicitation of funds;
 - (2) Distribution of chain letters;
 - (3) Unauthorized sale or purchase of merchandise and services;
 - (4) Collection of signatures;
 - (5) Membership drives;
 - (6) Transmission of any materials regarding political campaigns.
- b. 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;
- c. 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;
- d. Attempts to evade, change or exceed resource quotas or disk usage quotas;
- e. 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:
 - (1) Harmful to minors;
 - (2) Obscene or child pornography as defined by law or indecent, vulgar, profane or lewd as determined by the district;
 - (3) A product or service not permitted to minors by law;
 - (4) Harassment, intimidation, menacing, threatening or constitutes insulting or fighting words, the very expression of which injures or harasses others;
 - (5) 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;
 - (6) 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.
- f. 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;
- g. 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;
 - h. 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;
 - i. Attempts to use the district's name in external communication forums such as chat rooms without prior district authorization;
 - j. 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.
2. 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

1. Students
- a. 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.
 - b. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
 - c. Disciplinary action may be appealed by parents, students and/or a representative in accordance with established district procedures.
2. Staff
- a. Staff who violate 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.
 - b. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions.
 - c. 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.
 - d. Violations of ORS 244.040 will be reported to OGEC.
3. Others
- a. 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.
 - b. 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

1. 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.
2. 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

1. 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.
2. 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.
3. 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.
4. 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.

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:

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

How PSD is meeting CIPA

1. **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			

Staff Signature: _____ **Date:** _____

Parkrose School District

Adopted: 6/28/10

Revised: 7/9/12

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, portable 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 TV.

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 are 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

ORS 163.686
ORS 163.688
ORS 163.689
ORS 163.693
ORS 163.687

ORS 163.700
ORS 326.011
ORS 326.051
ORS 332.D72
ORS 332.107

U.S. CONST. amend. XVIII, § 1466A

U.S. CONST. amend. XVIII, § 1470

U.S. CONST. amend. XX, § 7906

U.S. CONST. amend. XX, § 6777

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. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

Parkrose School District

Reviewed: 03113/00

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).

REQUEST FOR OFF-AIR VIDEO TAPING

I, the undersigned, having requested the <District) to videotape the following program(s) within the parameters of the policy set forth by the Board, (Date), 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 of Program: _____ Date Program is needed: _____

Time of Program: _____ Station or Channel: _____

Length of Program: _____

Special Instructions _____

Requestor's Name = _____ (Please print) _____ Location _____

Signature: _____ Department: _____

PREVIEW AND EVALUATION

Yes Did you want the videotape 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	5	4	3	2	1	0
Instructional Design	Well-organized, content-load appropriate, maturity level consistent with the content.	5	4	3	2	1	0
Content	Accurate, authentic, current, thorough, relevant.	5	4	3	2	1	0
Curriculum Match	Supports what is commonly taught in this subject at this grade level.	5	4	3	2	1	0
Interest	Supports or enhances communication of content.	5	4	3	2	1	0
S=Exemplary 4=Desirable (very good) 3=Desirable (good) 2=Fair 1=Poor 0=Unacceptable							
OVERALL (AVERAGE) RATING OF QUALITY:							

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

ADDITIONAL INFORMATION

Subject Area(s) _____ Grade Level _____ Ability Level _____

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

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

VIDEOTAPE STATUS- OFFICE USE ONLY

AVAILABLE: Format: 16mm 3/4" 1/2" VHS Other (Specify) _____
Price: _____

_____ May be retained indefinitely

_____ 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,

Permission granted: _____

Date: _____

Conditions (if any): _____

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

Network Address (ABC, NBC, CBS-not affiliate)
Permission Department

I am requesting information on the availability and retention of the following

program: Title: _____

Air date: _____

Can a copy of this program be retained 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.

Sincerely,

Permission to retain off-air copy on a free basis: _____

Date: _____

Conditions (if any): _____

Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the district shall adopt an integrated pest management plan (IPM)¹ which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
 - a. Protect the health and safety of students and staff;
 - b. Protect the integrity of district buildings and grounds;
 - c. Maintain a productive learning environment; and
 - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;
10. Gives preference to the use of nonchemical pest control measures;

¹See Model Integrated Pest Management Plan for Oregon Schools at http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html

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 USEPA² 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.

²U.S. Environmental Protection Agency

END OF POLICY

Legal Reference(s):

[ORS 634.116](#)

[ORS 634.700 to-750](#)

Student Transportation Services *

School transportation services will be provided for students to and from school and for transporting students to and from curricular and extracurricular activities sponsored by the district. Transportation will be provided for homeless students to and from the student's school of origin¹ as required by the No Child Left Behind Act of 2001 (NCLBA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board.

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.

Miles from school will be determined by the transportation supervisor in accordance with OAR 581-023-0040 (1)(c).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds² or through cooperative agreements with local victims assistance units for a student to attend a safe district school³ out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

¹"School of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled.

²Federal funds means funds available through Title IV, Part A, and Title V, Part A.

³If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under ORS 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.⁴ A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus or vehicle driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal and/or transportation supervisor.

The designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

The school bus or vehicle driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

END OF POLICY

Legal Reference(s):

ORS 327.006	ORS 339.240 to-339.250	ORS 811.215
ORS 327.033	ORS 343.155 to-343.246	ORS 815.055
ORS 327.043	ORS 343.533	ORS 815.080
ORS 332.405	ORS 343.155 to-343.243	ORS 820.100 to-820.190
ORS 332.415	ORS 811.210	

⁴“Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

[OAR 581-021-0050 to-0075](#)
[OAR 581-022-1530](#)
[OAR 581-023-0040](#)
[OAR 581-053-0002](#)
[OAR 581-053-0003](#)
[OAR 581-053-0004](#)

[OAR 581-053-0010](#)
[OAR 581-053-0031](#)
[OAR 581-053-0040](#)
[OAR 581-053-0053](#)
[OAR 581-053-0060](#)
[OAR 581-053-0070](#)

[OAR 581-053-0210](#)
[OAR 581-053-0220](#)
[OAR 581-053-0230](#)
[OAR 581-053-0240](#)
[OAR 735-102-0010](#)

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6315, 7912.

Elementary and Secondary Education Act (ESEA) Flexibility Waiver, July 18, 2012.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2005).

Local Wellness Program

The Board recognizes that childhood obesity has become an epidemic in Oregon as well as throughout the nation. Research indicates that obesity and many diseases associated with obesity are largely preventable through diet and regular physical activity. Additional research indicated that healthy eating patterns and increased physical activity are essential for students to achieve their academic potential, full physical and mental growth and lifelong health and well-being.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that promotes healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including but not limited to, physical education and school health professionals), students, parents, the public, representatives of the school food authority and public health professionals will be encouraged. The superintendent will develop administrative regulations as necessary to implement the goals of this policy throughout the district.

Nutrition Promotion and Nutrition Education

Nutrition promotion supports the integration of nutrition education throughout the school environment. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, prekindergarten through grade 12, and coordinated with the district's nutrition and food services operation.

Nutrition Guidelines

It is the intent of the Board that district schools be proactive in encouraging students to make nutritious food choices. All food and beverage items sold in a K-12 public school as part of the regular or extended school day shall meet the minimum state and federal standards. Exceptions to this requirement include items that are part of the USDA National School Lunch Program or School Breakfast Program. Other exceptions are foods and beverages provided in the following instances:

1. When the school is the site of school-related events or events for which parents and other adults are a significant part of an audience; or
2. The sale of food or beverage items before, during or after a sporting event, interscholastic activity, a play, band or choir concert.

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

*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.

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"¹ 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

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)²; 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 sodium³ per item as packaged or served.

²Effective 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.

³On 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

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.¹
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.²

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.

¹The 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.

²According 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.³
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,

³For 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.⁴

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

⁴Modify 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.

6. The district will ensure that potable drinking water will be available to students, free of charge for consumption in the place where meals are served during meal service.⁵

7. The district allows no meal charges. The district's meal charging requirements are as follows:

A charge account for students paying full or reduced price for meals may be established with the district. Students may not charge meals. Any student failing to keep his/her account current as required by the district shall not be allowed to charge the price of further meals until the account has been paid in full but will be allowed to purchase a meal if the student pays for the meal when it is received. Students or parents of students may prepay meal costs.⁶

8. The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.

Record Keeping

9. All currently approved and denied confidential applications for free and reduced price meals and all current direct certification documents will be maintained for three years after the current school year. Records will be maintained longer in the event of an unresolved audit(s), until the audit(s) has been completed.

10. All currently approved and denied confidential applications for free and reduced price meals and all current direct certification documents will be readily retrievable by school or site and made available to state or federal reviewers upon request.

11. The district will maintain financial records that account for all revenues and expenditures of the nonprofit school nutrition and food services programs for a period of three years after the school year to which they pertain.

⁵New requirement under Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. 1751 §§ 203.

⁶Language is suggested only. Revise to reflect district's meal charging requirements and ensure information is communicated to students and parents.

| Parkrose School District 3/1

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 Policies: GBN/JBA -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 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: **GBK/JFCG/KGC**
Adopted: 2/06 (10/95 KGC)
Revised: 6.22.15

Tobacco-Free Environment (Version 1)

It is the school's obligation to protect the health, welfare and safety of students. In light of scientific evidence that the use of tobacco is hazardous to health, and to be consistent with district curriculum and Oregon law, student possession, use, distribution or sale of tobacco in any form on district premises, at school-sponsored activities on or off district premises, in district-owned, rented or leased vehicles or otherwise, while the student is under the jurisdiction of the school is prohibited.

For the purposes of this policy, "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, snuff, in any form, nicotine or nicotine delivering devices, chemicals or devices that produce the physical effect of nicotine substances or any other tobacco substitute (e.g., e-cigarettes). This does not include FDA-approved nicotine replacement therapy products used for the purpose of cessation.

Tobacco use, distribution or sale by staff and all others is also prohibited on district premises in any building, facility, or vehicle owned, leased, rented or chartered by the district, school or public charter school and at all school-sponsored activities.

Violation of this policy will lead to appropriate disciplinary action up to and including expulsion for students. 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 of placement, manifestation determination and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or as part of student discipline.

Violation of this policy by nonstudents may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times. The superintendent will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.222](#)
[ORS 336.227](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 433.835 to- 433.990](#)
[OAR 581-021-0050 to- 0075](#)
[OAR 581-021-0110](#)
[OAR 581-022-0413](#)

[OAR 581-053-0230\(9\)\(s\)](#)
[OAR 581-053-0330\(1\)\(m\)](#)
[OAR 581-053-0430\(12\)](#)
[OAR 581-053-0531\(11\)](#)
[OAR 581-053-0630](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2006).
R2/24/11 | RS

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.

**Parkrose School District
Equity Policy: Eliminating Disparities in Exclusionary Discipline**

The Parkrose School District believes that the purpose of student discipline is to teach students effective behavior so that they know and understand the rules of society that allow them to reach their fullest potential.

We believe that it is crucial to include students in the discipline process and decision as these actions have crucial consequences for their lives today and in the future.

Parkrose School District believes that in order for its students to receive their maximum educational benefit, they must attend school as much as possible. To this end, we, as a school district, are committed to minimizing the number of exclusions from instruction as a consequence for student behavior.

We as a school district believe that we have a pervasive issue with disparities in the number and frequency of disciplinary exclusions of students from school by race and this policy seeks to change that fact. We believe that there are promising and best practices to reduce exclusionary practice that the school district has begun to implement and further explore.

Promising Practices include, but not limited to:

Culturally Responsive Teaching Practice
Restorative Justice
Trauma Training
HB 2192 "Zero Tolerance" – Alternatives to Zero Tolerance (HB2192)
Treatment for Drug and Alcohol Abuse
School Based Health Centers
Hearings Officer Training
Student Management Specialists

The Superintendent is responsible for the creation of the Administrative Regulations to accompany this policy that provide clear direction for the implementation as well as measurement methodology to ensure the success of this policy.

Parkrose School District 3

Code: **JFG**
Adopted: 3/13/00
Revised: 5.26.15

Student Searches**

The Board seeks to ensure a learning environment which protects the health, safety and welfare of students and staff. To assist the Board in attaining these goals, district officials may, subject to the requirements below, search a student's person and property, including property assigned by the district for the student's use. Such searches may be conducted at any time on district property or when the student is under the jurisdiction of the district at school-sponsored activities.

All student searches conducted by the district shall be subject to the following requirements:

1. The district official shall have individualized, "reasonable suspicion" based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school;
2. The search shall be "reasonable in scope." That is, the measures used are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and the area(s) which could contain the item(s) sought and not excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction.

Routine inspections of district property assigned to students may be conducted at any time.

Use of drug-detection dogs and metal detectors, or similar detection devices, may be used only on the express authorization of the superintendent.

District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

Students may be searched by law enforcement officials on district property or when the student is under the jurisdiction of the district. Law enforcement searches ordinarily shall be based upon a warrant.

District officials may attempt to notify the student's parent(s) in advance and parents may be present for searches.

The superintendent shall develop an administrative regulation for implementing this policy in a manner which protects students' rights and provides a safe learning environment without unreasonable interference. Provisions for staff, student and parent notice of the Board's policy and accompanying regulation shall be included.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[OAR 581-021-0050 to -0075](#)

New Jersey v. T.L.O., 469 U.S. 325 (1985).
State ex. rel. Juv. Dept. v. M.A.D., 233 P3d. 437, 348 Or. 381 (2010).

Student Searches**

1. Definitions

- a. "Reasonable suspicion" is based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses a risk of immediate and serious harm to the student, school officials and/or others at the school. The official's knowledge may be based upon relevant past experience of the official, observation by the official and/or credible information from another person.
 - (1) "Past experience" may provide the district official with information relevant to the violation as well as information which enables the official to evaluate the credibility of information from another person.
 - (2) "Credible information from another person" may include information which the district official reasonably believes to be true provided by another district employee, a student, a law enforcement or other government official or some other person.
- b. "Reasonable in scope" means that the manner and extent of the search are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and limited to the particular student or students most likely to be involved in the infraction and the area(s) which could contain the item(s) sought, and not excessively intrusive in light of the student's age, sex, maturity and the nature of the infraction.

2. Routine Inspection of District Property Assigned to Students

- a. Lockers, desks and other storage areas provided by the school and assigned to a particular student(s) are the property of the district, remain in the possession of the district and are under the control of the principal. Students have no expectation of privacy regarding these items/areas.
- b. Students may use district-owned storage areas for the limited purpose of temporarily keeping items needed for attendance and participation in school instructional and activity programs only. No other purpose is permitted.
- c. Students shall be provided notification that district-owned storage areas assigned to students are subject to routine inspection without prior notice for the following reasons:
 - (1) Ensure that no item which is prohibited on district premises is present;
 - (2) Ensure maintenance of proper sanitation;
 - (3) Ensure mechanical condition and safety;
 - (4) Reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the district.

3. Voluntary Consent

When a district official has the requisite justification to search either a particular district-owned storage area assigned to a student or the clothing or the personal property of a student, the official has the option of making a search or asking the student to voluntarily provide the item(s) sought. Before making a search, the official should ordinarily ask for the student's voluntary consent by requesting the student to empty the contents of the storage area, clothing or personal property. If the student refuses consent for his/her personal property, the official may elect to contact the student's parents to obtain consent for the search of personal property.

4. Search Procedures

- a. With the requisite justification, a school official may search an individual student, a district-owned storage area assigned to a student or the personal property of a student. Personal property of a student includes, but is not limited to, wallets, purses, lunch boxes/sacks, book bag, backpack or other containers used to carry belongings.
- b. All searches of a student or a student's personal property shall be based on the required reasonable suspicion/risk of immediate and serious harm and shall be reasonable in scope. A "strip search," requiring a student to remove clothing down to the student's underwear or including underwear is prohibited by the district.
- c. Searches will generally be conducted by an administrator or by other school personnel only as authorized by the administrator. In certain circumstances an administrator may be assisted by a law enforcement official(s).
- d. The student will generally be permitted to be present during a search of a district-owned storage area assigned to the student or during a search of the student's personal property. The student's presence is not required, however.
- e. Search of a student's clothing will be limited to the student's "outer clothing" only. "Outer clothing" means the student's coat, jacket or other such outerwear garments worn by a student. A search of the clothing may include the search of a container inside the clothing, provided that the container is of a size and shape to hold the object of the search.
- f. Searches of a student's outer clothing will be conducted by a district official of the same sex as the student.
- g. Where the object of the search may be felt by a "pat down" of clothing or personal property, the district official may first pat the clothing or property in an attempt to locate the object before searching inside the clothing or property.
- h. Searches will be conducted in privacy, out of the view of other students, staff and others and in the presence of an adult witness of the same sex as the student.
- i. Any item removed from the student as a result of the above procedures which is not evidence of a violation of a law, Board policy, administrative regulation or school rule may be returned to the student, as appropriate.

5. Other Searches¹

- a. Student vehicles may be parked on district property on the condition that the student and his/her parent(s) allow the vehicle and its contents, upon reasonable suspicion/risk of immediate serious harm, to be examined.

¹Consult with legal counsel prior to implementing procedures in this section, modifying as appropriate to meet local needs.

If a student or parent(s) refuses to allow access to a vehicle when requested under the circumstances described above, the student's privilege of bringing a vehicle onto district property will be terminated for the remainder of the school year. Law enforcement officials may be notified.

- b. Metal detectors, including walk-through and hand-held devices, may be used when the Superintendent determines that there is a need for such detectors based upon reasonable information of a history of:
 - (1) Weapons or dangerous objects found at school, on district property, at a school function or in the vicinity of the school; or
 - (2) Incidents of violence involving weapons at a school, on district property, at a school function or in the vicinity of the school.

Upon positive detection, a student will be asked to voluntarily remove the metal item. If the student refuses consent, the student will be held (will not be allowed further entrance into the building) and any personal property will be seized and secured while the parent(s) and law enforcement officials are summoned.

- c. Drug-detection dogs may be used when the Superintendent determines that there is a need for use of such dogs based upon reasonable information of a history of:
 - (1) Drugs and/or drug paraphernalia use/possession at school, on district property, at a school function or in the vicinity of the school; or
 - (2) Incidents of violence or health emergencies involving drugs and/or drug paraphernalia at a school, on district property, at a school function or in the vicinity of the school.

After such need has been determined, drug-detection dogs may be used to sniff out contraband in district-owned storage areas or in student vehicles parked on district property upon reasonable suspicion to believe that contraband is in the area or vehicle.

Drug-detection dogs will not be used for general or "dragnet" searches.

- d. Body fluid searches of students for the presence of alcohol or drugs are prohibited by the district unless specifically authorized by the Board as part of its athlete drug-testing program.
- e. The district may deploy breathalyzer devices at extracurricular events and activities. Students may be subject to testing procedures as a prerequisite to attending the event/activity. If a student refuses testing, he/she will be detained and parents will be contacted to come and take the student home.

6. Discipline

- a. Possession or use of unauthorized, illegal, unhealthy or unsafe materials will result in the following:
 - (1) Seizure of the material:

- (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
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Nonprescription Medication**/*

The district recognizes that administering of nonprescription medication to students and/or self-medication may be necessary when the failure to take such medication during school hours, would prevent the student from attending school. Consequently, students may be permitted to take nonprescription medication at school.

The district reserves the right to reject a request to administer or allow self administration of a nonprescription medication when such medication is not necessary for the student to remain in school.

A request to the district to allow a student to self medicate with a nonprescription medication shall include written permission and instruction from a parent or guardian, and shall include an assurance from the parent or guardian that the student has received appropriate instruction for its use.

A request to the district to administer a nonprescription medication shall include written permission and instruction from a parent or guardian.

The district shall designate staff authorized to administer medication to students. Training shall be provided as required by law.

Nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable or injectable, or prescription or nonprescription medicines to students, including procedures for the disposal of sharps and glass.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, Oregon Administrative Rules and for the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 109.640](#)
[ORS 339.866 to -339.871](#)
[ORS 433.800 to -433.830](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)

[OAR 581-021-0037](#)
[OAR 581-022-0705](#)

Prescription Medication/***

The district recognizes that the administration of prescription medication to students and/or student self-medication may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of students who require regular doses or injections of medication as a result of experiencing a severe allergic reaction, or have a need to manage hypoglycemia, asthma or diabetes. When a licensed health care professional is not immediately available, a designated trained staff member may administer to a student, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law.

When directed by a physician or other licensed health care professional, students in grades K-12 will be allowed to self-administer prescription medication, including medication for asthma or severe allergy as defined by state law, and subject to age-appropriate guidelines.

A written treatment plan for a student who self administers medication will be developed and signed by a physician or other Oregon licensed health care professional and kept on file. A written request and permission form signed by a parent or guardian is required and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

A request for the district to administer prescription medication to a student shall include the written permission of the parent or guardian and shall be accompanied by written instruction from a physician, physician assistant or nurse practitioner. A prescription label prepared by a pharmacist will be deemed sufficient to meet the requirements for a physician's order.

The district reserves the right to reject a request to administer or allow self administration of a medication when such medication is not necessary for the student to remain in school.

A premeasured dose of epinephrine may be administered by designated, trained district staff to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

A process shall be established by which, upon parent written request, a backup prescribed autoinjectable epinephrine is kept at a reasonable, secured location in the student's classroom as provided by state law.

Training shall be provided to designated staff as required by law in accordance with approved protocols as established by the Oregon Health Authority. Staff designated to receive training shall also receive bloodborne pathogens training. A current first-aid and CPR card will also be required.

Prescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable or injectable, or

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.

Public Complaint Procedure

The following procedure will be used for all complaints:

1. A student or parent with a complaint shall generally first present it orally and informally to his/her teacher or the appropriate school employee;
2. If the complaint is not resolved, the complainant may formally present the complaint in writing (including all supporting statements and evidence) within 10 working days of the informal conference to the principal. The principal shall evaluate the evidence and render a decision within five working days after receiving the complaint;
3. If the complainant deems it desirable to carry the complaint beyond the decision reached by the principal, he/she may, within 10 working days, file the complaint with the superintendent or his/her designee. The superintendent or his/her designee shall evaluate the evidence and render a decision within 10 working days after receiving the appeal;
4. If the complainant deems it desirable to carry the complaint beyond the decision reached by the superintendent or his/her designee, he/she may within five working days request a review by the Board at its next regularly scheduled meeting. A final determination shall be made within 20 working days from receipt of the appeal by the Board;
5. Persons may, after exhausting local complaint procedures, appeal in writing to the Superintendent of Public Instruction.

Time

The number of days given at each level shall be regarded as a maximum and every effort will be made to expedite the process. The time limits stated may be extended by mutual agreement of the complainant and the administration.

Withdrawal

A complaint may be withdrawn by the complainant at any level without prejudice, reprisal or record.

Meetings and Decisions

At each of the levels the complainant shall be given the opportunity to be present and to be heard. All decisions at each level shall be in writing and include supporting rationale with the exception of the initial informal contact. Copies of all decisions and recommendations shall be furnished promptly to all parties of interest.

Public Complaints* (Version 5)

Board members recognize that complaints about schools will be voiced by employees, students and patrons from time-to-time. When such complaints are made to a Board member, he/she shall refer the person making the complaint to the Superintendent. A Board member shall not attempt to consider such complaints in any official capacity acting as an individual Board member.

If the person making the complaint does discuss the matter with the appropriate administrator, that administrator shall attempt to resolve the complaint or identify the reasons for not resolving the issue.

In the event a complaint is not resolved within 10 working days at the building level, the complainant may file a formal, written complaint with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent of the written complaint, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled Board meeting. Any written complaint bearing the signature of a district patron, which is presented to the Board, may be considered by the entire Board. A final determination shall be made within 20 working days from receipt of the complaint by the Board.

Complaints alleging violation of standards for public elementary and secondary schools shall be made in writing and presented to the superintendent.

In the event that a complaint alleges a violation of state standards and is not resolved at the Board level, then the district will supply the complainant with appropriate information in order to file a direct appeal to the State Superintendent of Public Instruction as outlined in Oregon Administrative Rules.

END OF POLICY

Legal Reference(s):

[ORS 192.610 to -192.690](#)
[ORS 332.107](#)

[OAR 581-022-1940](#)
[OAR 581-022-1941](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Parkrose School District 3

Code: **LBEA**
Adopted: 5.26.15

Resident Student Denial for Virtual Public Charter School Attendance**

(This policy is required if the district plans to deny a student the right to attend a virtual public charter school.)

The district will by December 1¹, calculate the percentage of the number of students residing in the district, who are enrolled in a virtual public charter school not sponsored by the district. When the established percentage is more than three percent, the district will not approve additional students enrollment to a virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305 (2).

The district may send a notice of approval or disapproval to a parent² of a student who has sent a notice to the district of intent to enroll the student in a virtual public charter school not sponsored by the district (See OAR 581-026-0305 (3)).

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

END OF POLICY

¹Per OAR 581-026-0305 (7)(a) the district must choose annual, semi-annual or other date used for calculation; dates are provided as a recommendation only.

²"Parent" means parent, legal guardian or person in "parental relationship" as defined in Oregon Revised Statute (ORS) 339.133.

Legal Reference(s):

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

[OAR 581-022-1940 \(1\)\(b\)](#)

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.

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

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

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

Parkrose School District 3

Code: EGAAA-
AR Adopted: 3-13-
2000

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 individuals 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 interlibrary 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;
- (c) Prose excerpts not to exceed 10 percent of whole or 1,000 words, whichever is less;
- (d) One chart, graph, diagram, cartoon or picture per book or per 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:

- 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 term;
- (4) Copy to create or replace or substitute for anthologies or collective works;
- (5) Copy "consumable" works, such as workbooks, exercises, standardized tests and 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 the 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 performable 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 constructing aural exercises or examinations and retained for the same purposes.
 - b. Prohibited uses—district employees may not:
 - (1) Copy to create or replace or substitute for anthologies, compilations or collective works;
 - (2) Copy works intended to be "consumable," such as workbooks, exercises, standardized tests and answer sheets;
 - (3) Copy for the purpose of performance, except as noted above (a.(1)) in emergencies;
 - (4) Copy to substitute for purchase of music except as noted above (a. (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:

Guidelines for the Use of Copyrighted Materials - EGAAA-AR

3-10

- (1) 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
 - (e) 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) Use only rented lawfully-made videotapes;
- (3) Arrange for the local school to transmit videotapes over their closed circuit Television systems for direct instruction;
- (4) 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:

- (2) Use rented or purchased videotapes where a written contract specifically prohibits such use in the classroom or direct teaching situation;

- (2) 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 a sales 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 license 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 license permitting the user 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 or access any data base or electronic bulletin board;
- (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 or 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, transmitted or even given away to other users;
- (9) Make multiple copies of the printed documentation that accompanies copyrighted software.

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

7. Reproduction of Works for Libraries/Media

a. Permissible **uses**-district

employees may:

- (1) Arrange for interlibrary 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 or 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, provided the material becomes the property of the student for private study, scholarship or research;
- (4) Make a copy of an unpublished work for purposes of preservation, of a published work to 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

a. Permissible **uses**-district employees must:

- (1) 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

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.

Parkrose School District
Grant Procedure for Staff, Principals
and
Central Office Administration

2012-2013

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.

Parkrose School District
Grant Procedure for Staff, Principals
and
Central Office Administration
2012-2013

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.

|| 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.¹ 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

Legal Reference(s):

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

[OAR 839-020-0051](#)

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 along the back fence behind the 6th grade pod area
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 along back fence
 - designated location is by homeroom teacher and grade level
9. Homeroom teacher go to designated line
 - Teachers without a homeroom go to command center
10. Homeroom teachers take attendance
 - If students are all accounted for hold up "green" card
 - If any students are missing hold up "red" card
 - Team leader will come to you
11. Wait for team leader and report any unaccounted students
 - 6th grade – Whitney Alfrey
 - 7th 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 to classroom in which students were in before drill began.
 - Re-enter building as follows:
 - 6th Grade - 6th Pod Area
 - 7th Grade - 7th Hall Door
 - 8th Grade - 8th Pod Area
14. Teachers return to class and take attendance
15. Report any missing students to the main office.

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).

ON DISTRICT WEBSITE:

**EMPLOYEE EVALUATIONS
PROFESSIONAL GROWTH TIMELINE
EVALUATION CYCLE TIMELINE**

<http://do.parkrose.k12.or.us/Depmiments/HumanResources/Evaluation.php>

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 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 district and

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 interaction skills.

What is the Responsibility of the Superintendent?
0041(2)

OAR 584-020-

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?
0040(4)

OAR 584-020-

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?
0040(5)

OAR 584-020-

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 charges and of an opportunity for hearing.

What Happens When the Educator Requests a Hearing?
342.177(1)

ORS

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 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 classroom door if you are talking to a student alone?

- 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, 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

Knowing 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 504 goes 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 school situations: _____

We are likely to see: _____

1. _____
2. _____
3. _____

In order for the student to: _____

Goal(s): _____

TASKS	PERSON RESPONSIBLE	BY WHEN	REVIEW DATE:
			IMPLEMENTED: YES, NO, OR PARTIAL
Prevention – make problem behavior irrelevant			
①			
②			
③			
④			
⑤			
⑥			
Teaching – make problem behavior inefficient, teach new skills, alternate behavior			
①			
②			
③			
④			
⑤			

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...

3. Set Up ("slow trigger")	2. Set Off ("fast trigger")	1. Problem Behavior	4. Reinforces (gain/avoid)



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

--	--	--	--

CC: Cum File or Sped File

Counselor

Teacher

VP of Discipline (secondary level)

“RED FLAG” 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 "RED FLAG" 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

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 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 not to evaluate on
Written Agreement between the
Parent and the District

Referral for Special Education

Student's Name _____
School _____
Parent/Guardian Name and Address: _____

Birth Date _____
Grade _____

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 of student's 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:

Building Administrator Signature

Copy to: Due Process File, Working File, Parent

Revised 05/12/03 Page _____

TAG

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.

FORMS

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 (address and phone number) _____

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: _____



Incident/Accident Report

A reportable incident is an accident or sudden illness occurring to an employee, patron, or student while on district premises resulting in damage to property or suspected bodily harm that may require first aid and possible medical attention.

School: _____ Date of Incident: _____ Approx. time: _____

Name of Injured Person: _____ grade, job
title or other: _____

Address of Injured Person: _____

Parent/Emergency contact name: _____ contact phone: _____ time contact notified: _____

Incident Scene	Cause of Injury	Incident Type	Nature of Injury	Part of Body
Athletic Field	Altercation	Bitten	Black Eye	Abdomen
Bathroom	Animal/Insect	Bodily Reaction	Bruise/Bump	Arm / Elbow L / R
Bus	Athletic Equipment	Choking	Burn	Back / Ribs
Bus Stop	Bodily Motion (Self)	Electric Shock	Concussion	Chest
Cafeteria	Bodily Motion (Others)	Fall	Cut/Gash/Scratch	Eye L / R
Classroom	Chemicals	Interscholastic Sport	Dislocation	Foot / Toes L / R
Gym	Class Equipment	Over Exertion	Fainting/Unconscious	Hand / Wrist L / R
Hallway	Collision	Pushed	Fracture	Head / Neck
Multipurpose Room	Electrical	Poisoning	Multiple Injuries	Knee / Leg L / R
Playground	Play Equipment	Poke/Stab	Pulled Muscle	Mouth / Teeth
Stairs	Seizure	Struck	Puncture	No Apparent Injury
Other:	Slip/Trip	Tackled	Sprain	Nose
	Steps/Stairs	Other:	Twist/Jar/Jam	Respiratory System
	Vehicle		Other:	Other:
	Other:			

Describe Incident:

Immediate Action Taken/First Aid Administered:

Staff Administering
First Aid:

Sent Home: YES / NO Called 911: YES / NO If 911 Called, notified D.O.: YES / NO

Staff Reporting

Incident: _____ Witness(s): _____

Signature of Building Administrator: _____ Signature of Superintendent or Designee: _____

Administrator: _____ or Designee: _____

PARKROSE SCHOOL DISTRICT 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

NAMES, AGES/BIRTHDATES OF OTHER CHILDREN IN THE HOME (If known). _____

PARENT/GUARDIAN _____ LAST NAME

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 _____ PRINTED NAME _____

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:

Date: _____ Time: _____

Officers name: _____

Child taken into protective custody: Yes No

Person who made call: _____ SIGNATURE _____ DATE _____

PRINCIPAL _____ SIGNATURE _____ DATE _____

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

PARKROSE SCHOOL DISTRICT
CONFIDENTIAL CHILD ABUSE/NEGLECT REFERRAL

INFORMATION GATHERED (cont'd.)

NOTES OF REPORTING CONVERSATION (cont'd.)

Date(s) Requested : _____ thru _____ (hours requested).

My request does not exceed the negotiated hours stated in the applicable agreement or contract.

Employee
Signature _____

supervi

HR
Director
's
Signatu
re

0 Approved:

0

proved:



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 subpoena)
- 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 subpoena)
- 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

CLASSIFIED WORKSHOP FORM

Reimbursement _____ or Purchase Order _____

Name _____ Building _____ Position _____

PEID Number _____ Name of Workshop _____

Workshop Date(s) _____ Location _____

Substitute Required? _____ Full Day(s) _____ Half Day(s) _____

Budget Code for Sub-workshop account does not cover substitutes: _____

Have you pre-registered? YES NO Confirmation Number _____

If requesting a purchase order:

A copy of registration paperwork must be attached with name of course, cost and where to send purchase order.

If requesting a reimbursement:

A copy of registration paperwork and original receipts are completed and attached to be sent with payment. YES NO

Please explain how this course or workshop will improve your academic background and skills in your job area: _____

(The classified workshop funds will not cover any course work or licensing that are required as a condition of employment and listed on the job description)

Staff Signature _____ Date _____

Principal/Supervisor _____ Date _____

Approved _____ Denied _____

If this workshop is over 200 miles one-way, have you filled out an extended travel form and had it approved by the Board? Registration or reimbursement cannot be done without prior board approval.

PURCHASE ORDER REQUEST or REIMBURSEMENT CLAIM

Workshop/Seminar Registration Fee \$ _____ Budget Code _____

Substitute Salary _____ days at \$ _____ Budget Code _____

School Secretary _____ Date _____

Human Resource Director _____ Date _____

Business Services Director _____ 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 _____

LIBRARY PROCEDURES

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 of 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, cataloguing 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 cartful 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

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 orientation¹, 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 issues². 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 the rights guaranteed under the Act.

END OF POLICY

¹“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.

²Districts 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

ORS 659A.109

ORS 659A.112 - 659A.139

ORS 659A.142

ORS 659A.145

ORS 659A.233

ORS 659A.236

ORS 659A.309

ORS 659A.321

ORS 659A.409

OAR 581-015-0054

OAR 581-021-0044

OAR 581-021-0045

OAR 581-021-0046

OAR 581-021-0049

OAR 581-022-1140

OAR 839-003-0000

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2006).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2006); 29 C.F.R. Part 1626 (2006).

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).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2006).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2006).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2006); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2006).

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

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

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212.

Title II of the Genetic Information Nondiscrimination Act of 2008.

Parkrose School District 3

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 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.

Parkrose School District 3

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/ Teen Dating Violence Complaint Procedures – Student (Version 2)

Administrator(s) have responsibility for investigations concerning hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

All complaints will be investigated in accordance with the following procedures:

Step 1: Any hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to the Administrator. Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2: The district official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3: If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days.

Step 4: If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

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

**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): _____

Description of offense: _____

Name of witnesses (if
any) _____

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

Any other Information:

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

Signature of complainant: _____

Today's date: _____

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/

Teen Dating Violence Complaint Procedures – Student-JFCF-AR

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.us

