



PARKROSE SCHOOL DISTRICT

“Every child reads and thinks critically and graduates ready for college and career.”



2014 - Administrative Handbook



Welcome to your administrator handbook, where you will find all sorts of useful information about your district, your building and your community. We hope these pages will help you better serve your staff and students by providing information on who to contact for help when you need it and may even answer a few questions for you. Enjoy your school year!

DISTRICT ADMINISTRATION

Superintendent	Dr. Karen Fischer Gray – ext. 2114
Executive Director of Business Services & Operations	Mary Larson – ext. 2103
Director of Support Services	Kathy Keim-Robinson – ext. 2118
Director of School Improvement Director	Michael Lopes – ext. 2124
Director of Technology and Student Assessment	Christine Blouke – ext. 2748
Human Resource Manager	Mary King – ext. 2112
Supervisor of Maintenance	Scott Wood – ext. 2131
Supervisor of Transportation	Teresa Hooper – ext. 2149
Supervisor of Nutrition Services	Ellen Christensen – ext. 2122

SCHOOL BOARD MEMBERS

Board Chair Position #4	Ed Grassel
Board Vice Chair Position #1	MaryLu Baetkey
Board Member Position #2	James Trujillo
Board Member Position #3	Dr. Thuy Tran
Board Member Position #5	Erick Flores

UNION CONTACTS

PFA President	Beau Iwersen – ext. 2800
OSEA President	Rick Doyle – ext. 2672

ACRONYMS

ACA	Affordable Care Act
ACT	American College Test
ADA	Americans with Disabilities Act
ADEA	Age Discrimination in Employment Act
ADM	Average Daily Membership
AFT	American Federation of Teachers
AP	Advanced Placement
AVID	Advancement Via Individual Determination
AYP	Average Yearly Progress
BBP	Bloodborne Pathogen
BIC	Breakfast in the Classroom
BOE	Board of Education
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
CEP	Community Eligibility Provision
CERTIFIED	Staff who possess a teaching or therapy license
COSA	Confederation of School Administrators

DHS	Department of Human Resources
DIBELS	Direct Indicator of Basic Early Literacy Skills
DOB	Date of Birth
DOH	Date of Hire
EA	Educational Assistant
EAP	Employee Assistance Program
EBIS	Effective Behavior Intervention Support
ECE	Early Childhood Education (K-3 only)
EE	Educator Effectiveness
EEOC	Equal Employment Opportunity Commission
ELE	Elementary Education (4-?)
ELEM	Elementary
ELL	English Language Learner
ELP	English Language Proficiency
ELPA	English Language Proficiency Assessment
EOY	End-of-Year
ESL	English Second Language
ESY	Extended School Year
FBA	Functional Behavior Assessment
FMLA	Family Medical Leave Act
FERPA	Family Educational Rights & Privacy Act
FYTD	Fiscal Year-to-Date
GE	General Education
GED	General Education Development Test
HQ	Highly Qualified
HQT	Highly Qualified Teacher
HR	Human Resources
HRA	Health Reimbursement Account
HS	High School
HSA	Health Savings Account
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IT	Internet Technology
K	Kindergarten
LEA	Local Education Agency
LEP	Limited English Proficient
LTD	Long Term Disability
MHCRC	Mt. Hood Cable Regulatory Commission
MOOC	Massive Online Open Course
MS	Middle School
NAEP	National Assessment of Educational Progress
NASSP	National Association of Secondary School Principals
NCLB	No Child Left Behind
NCTE	National Council of Teachers of English
NCTM	National Council of Teachers of Mathematics
NEA	National Education Association
NSTA	National Science Teachers Association
NWEA	Northwest Education Association
OACOA	Oregon Association of Central Office Administrators
OASE	Oregon Association of School Executives
OASBO	Oregon Association of School Business Officials
OASSA	Oregon Association of Secondary School Administrators

OCR	Office of Civil Rights
OEBB	Oregon Educators Benefit Board
OEIB	Oregon Education Investment Board
OESPA	Oregon Elementary School Principals Association
OFLA	Oregon Family Leave Act
OIS	Oregon Intervention System
OKRA	Oregon Kindergarten Readiness Assessment
OMLA	Oregon Middle Level Association
OSBA	Oregon School Boards Association
OT	Occupational Therapist
PBIS	Positive Behavior Intervention and Support
PBS	Positive Behavior Supports
PD	Professional Development
PDU	Professional Development Units
PEF	Parkrose Educational Foundation
PLC	Professional Learning Communities
PLT	Professional Learning Teams
PMEP	Portland Metro Education Partnership
PSAT	Pre-Scholastic Assessment Test
PSTD	Post Traumatic Stress Disorder
PT	Physical Therapist
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
RBH	Road to Better Health – Employee Assistance Plan
RN	Registered Nurse
RTI	Response to Instruction
SAIF	Workman’s Compensation Carrier
SAT	Scholastic Aptitude Test
SC	Self-Contained Classroom
SERRA	
SIOP	Sheltered Instruction Observation Protocol
SIP	School Improvement Plan
SIS	Student Information System
SLG	Student Learning Goals
SLP	Speech & Language Program
SMART	Specific-Measurable-Appropriate-Realistic-Time-Bound
SPED	Special Education
SRP	Standard Response Protocol
SST	Student Study Team
TAG	Talented & Gifted
TITLE I	Title I - Federal Education Funds
TITLE IIA	Title IIA – Federal Funds for Professional Development
TITLE III	Title III – Federal Funds for ELL
TITLE IX	Title IX – Federal Education Act banning Sex Discrimination
TOSA	Teacher On Special Assignment
TSPC	Teacher’s Standards and Practices Commission
TSA	Tax Sheltered Annuity

??? BREAKFAST IN THE CLASSROOM???

CONTACT INFORMATION

ISSUE	NAME	PHONE NUMBER
Accident Reports	Becky Nino	503-408-2123
Accounts Payable	Zina Marchenko	503-408-2116
ADM Report – ODE	Kathy Keim-Robinson	503-408-2118
Administrative Handbook & Forms	Mary King	503-408-2112
Administrative Tuition	Mary King	503-408-2112
After School Programs	Kathy Keim-Robinson	503-408-2118
Audit	Mary Larson	503-408-2103
AVID District Coordinator	Michael Lopes	503-408-2124
Benefits	Donna Thran	503-408-2106
Bond Oversight Committee	Mary Larson	503-408-2103
Boundary Information	www.portlandmaps.com	
Budget	Mary Larson	503-408-2103
Budget Committee	Mary Larson	503-408-2103
Business Office-Executive Director	Mary Larson	503-408-2103
Child Abuse Reporting-MANDATORY		503-731-3100
Civil Rights Compliance	Kathy Keim-Robinson	503-408-2118
Classified Workshop Funds	Mary King	503-408-2112
Climate Committee	Kathy Keim-Robinson	503-408-2118
Counselors	Kathy Keim-Robinson	503-408-2118
Copying	Michelle Kent	503-408-2514
District Improvement Plan	Michael Lopes	503-408-2124
Early Leaver Report – ODE	Building Principals	
EEOC Report	Mary King	503-408-2112
Emergency Planning	Mary Larson	503-408-2103
ELL Report – ODE	Kathy Keim-Robinson	503-408-2118
English Language Learners – Title III	Kathy Keim-Robinson	503-408-2118
Equipment Disposal	Becky Nino	503-408-2123
Evaluations – Certified & Classified	Mary King/Michael Lopes	503-408-2112/503-408-2124
Extended Travel Board Approval	Andrea Stevenson	503-408-2114
Family Medical Leave Act (FMLA)	Mary King	503-408-2112
Federal Program Monitoring	Mary Larson	503-408-2103
Field Trips	Teresa Hooper & Melinda Hammond	503-408-2149/503-408-2130
Fingerprinting	Susan Fox	503-408-2100
Food Service	Ellen Christensen	503-408-2122
Food Service Administrator	Mary Larson	503-408-2103
Focus Grant	Jayson Smith	503-408-2104
Graduation Report – ODE	Jared Freeman	503-408-2661
Grants	Scotti Erickson	503-408-2105
Health Clinic Based at High School	Main Number	503-988-3392
Highly Qualified Status for Teachers and EA's	Mary King	503-408-2112
Homeless Gateway Project	Kathy Keim-Robinson & Sonny Snyder	503-408-2118/503-408-2692
Homeless Report - ODE	Kathy Keim-Robinson	503-408-2118
Home Tutoring	Kathy Keim-Robinson	503-408-2118
Human Resources	Mary King	503-408-2112
ID Photos	Susan Fox	503-408-2100
Inclement Weather	Mary Larson	503-408-2103
Insurance Benefits	Donna Thran	503-408-2106
Inter & Intra-District Transfers	Susan Fox	503-408-2100
Inter-District Mail - Pony Mail	Michelle Kent	503-408-2514

IT Director	Christine Blouke	503-408-2748
IT Help Desk	Rick Doyle or Freeland Church	503-408-4357
Job Injuries	Becky Nino	503-408-2123
K-12 Instruction	Michael Lopes	503-408-2124
Keys	Tom Dufresne	503-408-2132
Labor Management	Mary King	503-408-2112
Leave Oversight	Mary King	503-408-2112
Mail Pick-up	Michelle Kent	503-408-2514
Maintenance	Scott Wood	503-408-2131
Maintenance Administrator	Mary Larson	503-408-2103
Materials Adoption	Michael Lopes	503-408-2124
Media Phone Calls or walk-ins	Karen Gray & Andrea Stevenson	503-408-2114
Medicaid Administrative Claiming	Kathy Keim-Robinson	503-408-2118
MESD Health Services	Kathy Keim-Robinson	503-408-2118
Multnomah Educational Service District Nurse	Main Number	503-255-2676
New Babies Added to Insurance	Donna Thran	503-408-2106
New Teacher Orientation	Mary King	503-408-2112
New Hires	Mary King	503-408-2112
Occupational Therapist	Christy Strange	503-408-2870
Oregon Intervention System (OIS)	Kathy Keim-Robinson	503-408-2118
Oregon Family Leave Act (OFLA)	Mary King	503-408-2112
Parkrose Educational Foundation		503-408-2108
Payroll	Donna Thran	503-408-2106
Physical Therapist	Pauline Parrett	503-408-2870
PLC's	Michael Lopes	503-408-2124
Police Non-Emergency Number		503-823-3333
Police School Resource Officer at High School	Jason Mills	503-408-2626
Portland Metro Education Partnership	Michael Lopes	503-408-2124
Positive Behavior Intervention Support	Kathy Keim-Robinson	503-408-2118
Press Phone Calls or walk-ins	Karen Gray & Andrea Stevenson	503-408-2114
Professional Development Systems	Michael Lopes	503-408-2124
Professional Learning Communities	Michael Lopes	503-408-2124
Public Relations	Karen Gray & Andrea Stevenson	503-408-2114
Purchase Orders	Zina Marchenko	503-408-2116
Response to Instruction	Kathy Keim-Robinson	503-408-2118
School Improvement Director	Michael Lopes	503-408-2124
Security Badges	Tom Dufresne	503-408-2132
Smart Find Sub System	Mary King	503-408-2112
Sonitrol Security		503-223-5822
Special Education	Kathy Keim-Robinson	503-408-2118
Spouses Added to Insurance	Donna Thran	503-408-2106
Special Education Report – ODE	Kathy Keim-Robinson	503-408-2118
Staff Assignment Report – ODE	Mary King	503-408-2112
Staff Position Report – ODE	Mary King	503-408-2112
Student Body Accounts	Mary Larson	503-408-2103
Student Information System - SYNERGY	Christine Blouke	503-408-2748
Student Teachers	Mary King	503-408-2112
Summer Programs	Kathy Keim-Robinson	503-408-2118
Superintendent	Dr. Karen Fischer Gray	503-408-2114
Superintendent Designee – Dr. Gray absent	Mary Larson	503-408-2103
Support Services Director	Kathy Keim-Robinson	503-408-2118
Synergy – Student Information System	Christine Blouke	503-408-2748
Talented and Gifted (TAG)	Kathy Keim-Robinson	503-408-2118
Teacher Tuition	Mary King	503-408-2112
Technology	Christine Blouke	503-408-2748
Technology Plan	Christine Blouke	503-408-2748
Title I Grant	Michael Lopes/Jayson Smith	503-408-2124/503-408-2104
Title II A – Professional Development & HQ	Michael Lopes	503-408-2124
Title III	Kathy Keim-Robinson	503-408-2118

Trainings – Mandatory thru SafeSchools	Mary King	503-408-2112
Transportation	Teresa Hooper	503-408-2149
Transportation Administrator	Mary Larson	503-408-2103
Travel Arrangements (Tickets, Hotel, etc.)	Susan Fox	503-408-2100
TSA's	Donna Thran	503-408-2106
Tutoring	Kathy Keim-Robinson	503-408-2118
Unemployment Forms or Calls	Becky Nino	503-408-2123
Volunteer Clearance	Susan Fox	503-408-2100
Work Orders for IT	Got to PSD Website-do Help Desk Ticket	www.parkrose.k12.or.us
Work Orders for Maintenance	Got to PSD Website-do Help Desk Ticket	www.parkrose.k12.or.us
Workman's Comp	Becky Nino	503-408-2123

ELEMENTARY CALENDAR OF ACTIVITIES

JULY	AUGUST
<p>Complete Hiring Staff Assignments Finalized & sent to HR Student Teacher Assignments Supplies Ordered Update Staff & Student Handbooks - Print Work Orders submitted for building repair</p>	<p>August 4 – Administrators Report to Work Prepare Staff Welcome Back Letter Prepare Student Welcome Back Letter Plan first staff meeting & Back-to-School Night August 8 – Secretary Meeting - DO August 11 – 15 Admn In-Service Week August 25 – New Teacher Orientation – DO August 26 – Staff Return – Breakfast – HS August 27 – 28 – In-Service Days Educational Assistant Schedules to HR by Aug 22nd Register New Students Continues Balance Class Enrollment Continues Goal Setting for yourself with Dr. Gray Meet with HR to review staff assignments/budget codes Plan Monthly Fire Drills & Earthquake Drills Plan Lock In and Lock Out Drills for the year School Picture Days Scheduled Staff Telephone Tree Completed</p>
SEPTEMBER	OCTOBER
<p>Back-to-School Night – Wed – Sept 17th Bus Evacuation Drill within 6 wks of start date Connect with PTO and Site Council Goal Setting begins for Licensed Staff IEP & 504 copies to designated staff Kindergarten Students Report September 8 Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meetings Start by Law Plan Parent/Teacher Conferences School Improvement Plan Work with SI Director State Testing Dates shared with Staff Vision & Hearing Screenings Scheduled with nurse TAG student lists from Coordinator</p>	<p>October 10th – No Students-State-wide In-service Day October 15th – Licensed Staff Goal Planning Due October 22nd – Half In-service/Half Planning Day Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Notify HR of Licensed Staff Concerns Observations begin for licensed staff Parent Teacher Conferences Oct 30th & 31st Schedule Picture Re-takes School Improvement Plan Due to SI Director</p>
NOVEMBER	DECEMBER
<p>November 2, 2014 – Clocks Fall Back One Hour November 7, 2014 – Grading Day November 11, 2014 – Veteran’s Day – No School November 27-28, 2014 – Thanksgiving Weekend Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting</p>	<p>Dec 22- Jan 2nd Winter Break Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Notify HR of Licensed Staff Concerns</p>

<p>Notify HR of Licensed Staff Concerns Review Cold Weather Plan with Maintenance Sprvsr Identify at risk students, notify counselors, plan interventions</p>	
JANUARY	FEBRUARY
<p>January 5, 2015 – Staff Planning Day Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting</p> <p>Notify HR of Licensed Staff Concerns State Testing</p>	<p>Notify HR of Licensed Staff Concerns Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Immunization Exclusion Month – work with Secretary Job Fair Preparation – April 7th</p>
MARCH	APRIL
<p>March 1st – Probationary & Summative Evals Due March 2nd – 6th – Classified Appreciation Week March 1st – Due date if returning from LWOP March 6, 2015 – Grading Day March 8, 2015 – Clocks Move Forward One Hour March 12th & 13th – Conferences March 15th – Licensed Staff next year Contracts Due March 23 – 27 – Spring Break March 31 – Post next year Teacher Job Openings Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting</p>	<p>April 1st – Teacher transfer requests due April 7th – <i>Oregon Job Fair – Convention Center</i> April 22nd – Secretary/Admn Assistant Day Bus Evacuation Drill Check Work Sample Progress Classified Recess Letter due by April 30th Hiring work for Teacher Staff Next Year’s Calendar Work with SI Director Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Post Summer School Positions if applicable</p>
MAY	JUNE
<p>May 4 – May 8 – Teacher Appreciation Week Hiring work for Teacher Staff Issue Staff Calendars for next year Kindergarten Round-Up Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting May 27th – Half In-Service/Half Planning Day Notify Extra Duty Position Staff by June 30th if position not renewed for next school year Administrative Team End-of-Year Dinner Retiree’s Recognized at Board Business Meeting Staff Check-out Sheets Printed Next Year’s Calendar Issued to all staff – Have them sign, date and return original to HR</p>	<p>June 11th – Last Day for Students June 12th – Grading Day June 13th – Work Day for Teachers-Last Day Certified end-of-year evaluations due to HR Classified Evaluations due on their last work day Extra Duty non-renewal notices due by end of month Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Plan staffing for next year Review SIP ODE Student Discipline Report Due by Principal Update Staff & Student Handbooks Summer School Plans and hire names due to HR</p>

SECONDARY CALENDAR OF ACTIVITIES

JULY	AUGUST
<p>Complete Hiring Mail out Registration Materials Staff Assignments Finalized & sent to HR Student Teacher Assignments Supplies Ordered Update Staff & Student Handbooks - Print Work Orders submitted for building repair</p>	<p>August 4 – Administrators Report to Work Prepare Staff Welcome Back Letter Plan first staff meeting & Back-to-School Night August 8 – Secretary Meeting - DO August 11 – 15 Admn In-Service Week August 25 – New Teacher Orientation – DO August 26 – Staff Return – Breakfast – HS August 27 – 28 – In-Service Days Educational Assistant Schedules to HR by Aug 22nd Registration of Students Balance Class Enrollment Continues Goal Setting for yourself with Dr. Gray Meet with HR to review staff assignments/budget codes Plan Monthly Fire Drills & Earthquake Drills Plan Lock In and Lock Out Drills for the year School Picture Days Scheduled Staff Telephone Tree Completed</p>
SEPTEMBER	OCTOBER
<p>Back-to-School Night – Wed – Sept 17th Bus Evacuation Drill within 6 wks of start date Connect with PTO and Site Council Goal Setting begins for Licensed Staff IEP & 504 copies to designated staff Kindergarten Students Report September 8 Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meetings Start by Law Plan Parent/Teacher Conferences School Improvement Plan Work with SI Director State Testing Dates shared with Staff Vision & Hearing Screenings Scheduled with nurse TAG student lists from Coordinator</p>	<p>October 10th – No Students-State-wide In-service Day October 15th – Licensed Staff Goal Planning Due October 22nd – Half In-service/Half Planning Day Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Notify HR of Licensed Staff Concerns Observations begin for licensed staff Parent Teacher Conferences Schedule Picture Re-takes School Improvement Plan Due to SI Director</p>
NOVEMBER	DECEMBER
<p>November 2, 2014 – Clocks Fall Back One Hour November 7, 2014 – Grading Day November 11, 2014 – Veteran’s Day – No School November 27-28, 2014 – Thanksgiving Weekend Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Notify HR of Licensed Staff Concerns Review Cold Weather Plan with Maintenance Sprvsr Identify at risk students, notify counselors, plan interventions</p>	<p>Dec 22- Jan 2nd Winter Break Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Notify HR of Licensed Staff Concerns</p>
JANUARY	FEBRUARY
<p>January 5, 2015 – Staff Planning Day Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Notify HR of Licensed Staff Concerns State Testing</p>	<p>Notify HR of Licensed Staff Concerns Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Immunization Exclusion Month – work with Secretary Job Fair Preparation – April 7th</p>
MARCH	APRIL
<p>March 1st – Probationary & Summative Evals Due March 2nd – 6th – Classified Appreciation Week</p>	<p>April 1st – Teacher transfer requests due April 7th – <i>Oregon Job Fair – Convention Center</i></p>

March 1 st – Due date if returning from LWOP March 6, 2015 – Grading Day March 8, 2015 – Clocks Move Forward One Hour March 15 th – Licensed Staff 15-16 Contracts Due March 23 – 27 – Spring Break March 31 – Post next year Teacher Job Openings Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Parent Teacher Conferences	April 22 nd – Secretary/Admn Assistant Day Bus Evacuation Drill Check Work Sample Progress Classified Recess Letter due by April 30th Hiring work for Teacher Staff Next Year’s Calendar Work with SI Director Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Post Summer School Positions if applicable
MAY	JUNE
May 4 – May 8 – Teacher Appreciation Week Hiring work for Teacher Staff Issue Staff Calendars for next year Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Notify Extra Duty Position Staff by June 30 th if position not renewed for next school year Administrative Team End-of-Year Dinner Retiree’s Recognized at Board Business Meeting Staff Check-out Sheets Printed Next Year’s Calendar Issued to all staff – Have them sign, date and return original to HR	June 11 th – Last Day for Students June 12 th – Grading Day June 13 th – Work Day for Teachers-Last Day Certified end-of-year evaluations due to HR Classified Evaluations due on their last work day Monthly Fire Drills & Earthquake Drills Monthly Safety Committee Meeting Plan staffing for next year Review SIP ODE Student Discipline Report Due by Principal Update Staff & Student Handbooks Summer School Plans due to HR

ABSENCES

Licensed Staff

- ❖ All licensed staff members unable to report to work for any reason must use the SmartFind Express® system to report their absence and to make arrangements for a substitute, if one is required.
- ❖ Note: Licensed staff members must use the SmartFind Express® system regardless of whether a substitute is required or not.
- ❖ SmartFind Express® is accessed via the internet at <https://cta.eschoolsolutions.com/logOnInitAction.do> and is available 24 hours per day.
- ❖ At the time of the reported absence, a staff member may request a particular substitute and/or leave specific instructions via the SmartFind Express® system.
- ❖ Under no circumstances may staff members arrange coverage for their absence through personal arrangements with substitutes. You must go through your building secretary.
- ❖ Substitute coverage for absences during work hours due to illness or emergency will be arranged as needed by notification to the principal’s secretary.
- ❖ An absence/leave request form must be completed and returned to the school office for all staff absences, regardless of the reason.
- ❖ Personal business leave must be pre-approved by the building principal, and must meet the criteria for personal business leave as identified in the contract, Article 19.3.4. At least three days advance notice is required, except in case of emergency.
- ❖ Leave without pay must be pre-approved by the building principal and by the **Human Resource Manager**. At least five days advance notice must be given.

Lesson Plans:

The quality of the instructional program reflects the effort invested by teachers in developing lesson plans consistent with district curriculum and appropriate to the individual needs of students.

Teachers are expected to prepare lesson plans on a weekly basis. Lesson plans are to be kept by teachers in a place known to and accessible to the building principal. **Synergy®** has the ability to hold lesson plans and

gives substitute teachers access to taking attendance in Synergy. Teachers may be required to provide copies of lesson plans to the office at reasonable times and intervals as determined by the building principal.

Lesson plans should be of sufficient length and substance to allow a substitute teacher to carry on the course of study and to provide a means by which the building principal may monitor instruction to assure that the educational program in a particular class or activity is consistent with the district-approved course of study.

An up-to-date seating chart, class schedules and information identifying any classroom student aides or other special student needs should be included in all lesson plans. General plans, which cover the length of the course of study, should also be prepared and readily available for building principal and / or student and parent review.

Educational Assistants

- ❖ All educational assistants unable to report to work for any reason must use the SmartFind Express® system to report their absence and to make arrangements for a substitute, if one is required and available.
- ❖ Note: Classified staff must use the SmartFind Express® system regardless of whether a substitute is required or not.
- ❖ SmartFind Express® is accessed via the internet at <https://cta.eschoolsolutions.com/logOnInitAction.do> and is available 24 hours per day.
- ❖ At the time of the reported absence, a staff member may request a particular substitute and/or leave specific instructions via the SmartFind Express® system.
- ❖ Under no circumstances may staff members arrange coverage for their absence through personal arrangements with substitutes. This leads to duplicate substitutes which are very costly. You must go through your building secretary.
- ❖ Substitute coverage for absences during work hours due to illness or emergency will be arranged as needed by notification to the principal's secretary.
- ❖ An absence/leave request form must be completed and returned to the school office for all staff absences, regardless of the reason.
- ❖ Personal business leave must be pre-approved by the building principal, and must meet the criteria for personal business leave as identified in the contract, Article 11.2. At least three days advance notice is required, except in case of emergency.
- ❖ Leave without pay must be pre-approved by the building principal and by the **Human Resource Manager**. At least five days advance notice must be given.

Bus Drivers, Custodians, Maintenance and Secretaries – Contact your Supervisor.

ACCIDENT AND INCIDENT REPORTS

Send to the Business Services Administrative Assistant all accidents/incidents occurring on district property or during the course of school-sponsored activities, including field trips and other away events, are to be reported to the building principal or appropriate supervisor immediately.

ANIMALS IN THE WORKPLACE

Due to air quality issues there are to be no personal pets at school. Animals are permitted in the classroom when approved by the building principal based on educational objectives, but if any child, parent, or staff has asthma or allergic issues, all animals will be banned.

ATTORNEY CONTACTS

Parkrose School District Attorney Procedures:

There may be times when the building principal has a need to obtain legal advice. The following procedures must be followed.

Do not make any contacts with the school district attorney without first obtaining permission from the Superintendent.

- Call the Superintendent or the Superintendent's Administrative Assistant and explain the legal concern that you have.
- Obtain permission from the Superintendent to contact the attorney.
- The Superintendent or the Superintendent's designee may speak directly with the attorney and pass along advice to you.
- If the Superintendent or the Administrative Assistant is unavailable, contact the Executive Director of Business Services or the Human Resource Manager.

Attorney Information Requests for Students Procedures:

- Fax the request to the Human Resource Office at 503-408-2140. The Human Resource Manager will contact you and your secretary with instructions after checking with individual Directors.

CASA - COURT APPOINTED SPECIAL ADVOCATES

In cases where the courts have taken custody of children, they are required by law to appoint a CASA worker to the child. CASA works have full access to students and their confidential information.

Procedures:

Following are relevant excerpts from the Juvenile Code Chapter 419A, Court Appointed Special Advocates.

- (2) Subject to the direction of the court, the duties of the court appointed special advocate are to:
 - (a) Investigate all relevant information about the case;
 - (b) Advocate for the child or ward, ensuring that all relevant facts are brought before the court;
 - (c) Facilitate and negotiate to ensure that the court, Department of Human Services, if applicable, and the child or ward's attorney, if any, fulfill their obligations to the child or ward in a timely fashion; and
 - (d) Monitor all court orders to ensure compliance and to bring to the court's attention any change in circumstances that may require a modification of the court's order.
- (7) Upon presentation of the order of appointment by the court appointed special advocate, any agency, hospital, school organization, division, office or department of the state, doctor, nurse or other health care provider, psychologist, psychiatrist, police department or mental health clinic shall permit the court appointed special advocate to inspect and copy any records relating to the child or ward involved in the case, without the consent of the child, ward or parents.
- (8) All records and information acquired or reviewed by a court appointed special advocate during the course of official duties are deemed confidential under ORS 419A.255.

CASH IN DISTRICT BUILDINGS

Money collected by staff as a result of fund raisers or other school-related purposes is to be deposited in the office, whenever the sum accumulated in any one day by a class, staff member or others exceeds \$25.00. At no time are substantial amounts of money to be kept overnight or held during holidays or for long periods of time in classrooms, cars or at home. Staff members are asked to emphasize to students the importance of promptly depositing money collected with appropriate school officials. (Board Policies DH, DM, IGDF)

CHECK-OUT

WORK DAY CHECKOUT

Teachers may leave the building and district grounds during lunch as necessary. The building principal or assistant principal must approve departures during preparation periods.

Classified staff are permitted to leave the building and district grounds during their lunch break.

All employees are required to sign in and out with the office when they leave the premises for either lunch or on a preparation period. This will enable office staff to respond appropriately in the event of message and emergency situations that may arise.

YEAR END CHECKOUT

The building principal or head secretary will collect all staff keys and access cards prior to the last day of school for all employees. All staff will complete required checkout forms and procedures available from the school office. See under Forms on the website under Departments/Administrative Resources/Forms.

CHILD ABUSE REPORTING - 503-731-3100

All staff will be required to participate in annual training in the prevention and identification of abuse of a child and the obligations of reporting.

Any staff member who has reasonable cause or reasonable suspicion to believe that any child under 18 years of age with whom the employee has come in contact has suffered abuse or neglect, by any adult or by a student with whom the employee is in contact has abused a child, shall immediately orally report to the Oregon Department of Human Services, Community Human Services, or local law enforcement agency. The principal is also to be immediately informed. In the event the designated person is the suspected abuser, the Human Resource Manager shall receive the report of abuse.

Written documentation of this report must be completed and submitted to the principal. Forms are available in the office. See under Forms on the website under Departments/Administrative Resources/Forms. Oregon law recognizes these types of abuse:

1. Physical;
2. Neglect;
3. Mental injury;
4. Threat of harm;
5. Sexual abuse or sexual exploitation.

Failure to report a suspected abuse of a child or to comply with the confidentiality of records requirements is a violation punishable by law and by district disciplinary action up to and including dismissal.

A staff member who, based on reasonable grounds, participates in the good faith making of a abuse of a child report shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed as provided by law. A substantiated report of abuse by an employee shall be documented in the employee's personnel file.

Intentionally making a false report of abuse of a child is a Class A violation.

CLASSROOM POSTINGS, RESOURCES & MATERIALS

Every classroom should minimally have the following items:

Postings

- Evacuation Route Map
- Earthquake Procedure Chart
- Rainy Day Recess Procedures for Elementary
- Guidelines for Success/Class Rules
- Fire extinguisher label on door if there is an extinguisher located in the room

Resources

- Crisis Plan Folder
- Sub Folder

Materials

- Blood Spill Kit

CRISIS SUPPORT COMMUNICATION PROTOCOL

In the event of a major life-altering crisis, such as a death, that affects the climate of the school, the building administrator will determine the support needed for staff and students and contact the Director of Support Services.

Regarding threats made – Kathy Keim-Robinson, Support Services Director is quoted saying, “listen to children. Listen to exactly what they say and report it clearly.”

Below is the Crisis Response link given to administrators from the Support Services Director.

<https://sites.google.com/a/parkrose.k12.or.us/crisis-planning-response/>

Each building has a SMART Binder with their principal, counselor and psychologists. There are pages that must be update each year with the principal.

COMP TIME – FLEX TIME

Under certain conditions, compensatory or flex time may be earned and used by employees. Procedures for licensed employees and classified employees are different.

Procedures for Classroom Teachers

- Employees are expected to use “flex work hours,” if available, before they accrue “comp time.” Flex work hours are defined as: adjusting the work week hours so that the total work time does not exceed their scheduled hours in a week or a day. The employer has the right to adjust work hours to avoid overtime or comp time.
- The principal, with assistance from the building secretary, is responsible to keep the record of earned and used comp time. Information is to be recorded regarding the date earned, the event (cause) of the missed music or media instruction, the number of minutes earned, and the date of use of earned comp time on the monthly time sheets.
- Comp time earned must be used by the end of the school year.

Procedures for Classified Employees

- Flex Time/Comp Time is regulated by State Law and is enforced by BOLI (Bureau of Labor and Industries). Hourly employees, which ALL classified are, are expected to use “flex work hours” before they accrue “comp time.” Flex work hours are defined as: adjusting the work week hours so

that the total work time does not exceed their scheduled hours in a week or a day. The employer has the right to adjust work hours to avoid overtime or comp time.

- Comp time is earned when an employee is required by the supervisor to work beyond **40 hours in a week**. Comp time is earned in the same manner as overtime, at the rate of 1.5 times the hours worked. The employee must arrange with the supervisor when to take any accrued comp time, but it must be taken within one week of earning it.
- The employee **MUST** have pre-approval before working or taking comp or flex time. This should always be done with the use of a leave request form.
- When taking flex or comp time, the employee must sign-in and out on those days, showing the actual work hours. Accumulation and use of Comp time must be documented on the time sheet.
- The PSD work week is defined starting on Sunday and going through Saturday.

CONFIDENTIALITY EXCEPTIONS

Confidentiality of school-related issues is not only a standard, it is a law. All staff are expected to maintain confidentiality regarding information related to students and their families. Discussing student information outside of the professional context is strictly prohibited. This includes public discussion of a student's "at school" behavior. All staff is admonished that disclosure of information outside of the professional context is considered a serious breach of ethical duty, which could lead to disciplinary action up to and including dismissal. In addition, employees who are subpoenaed to testify in any civil or criminal proceeding regarding their personal conversations with students are required to contact the Superintendent and Human Resource Manager. Failure to maintain confidentiality may result in license revocation in accordance with ORS 40.245. Additionally, release of student records without proper authorization or outside of District policy or state law may result in civil penalties. (OAR 581-21-420)

There are cases in which district personnel may disclose confidential student information.

Procedures:

District personnel may disclose personally identifiable information from education records without parental consent in the following cases:

- To law enforcement officials who are trying to locate a child who may have been a victim of kidnap, abduction, or custodial interference.
- To law enforcement OR child protective services personnel who are responding to a report of child abuse or neglect.

When asking for information in person, photo-identification is required before releasing information. The ID should be photocopied as documentation of to whom the information was released to.

If a phone call is received from someone identifying himself or herself as affiliated with law enforcement or child protective services, school personnel are to verify their identity by taking their phone number and returning their call prior to disclosing any personally identifiable information. A phone book listing can make acceptable verification or by the answering service's official agency greeting when you return the call.

DRUG FREE WORKPLACE

No staff member engaged in work in connection with a direct federal grant or contract of \$100,000 or more shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcohol, as defined in schedules I through V of section 202 of the *Controlled Substances Act* (21 U.S.C. Section 812) and as further defined by regulation at 21 CFR 1308.11 through 1308.15.

"Workplace" is defined to mean the site for the performance of work done in connection with a federal grant or contract. That includes any school building or any school premises; any school-owned vehicle or any other school approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district where work on a federal grant is performed.

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to anyone age Birth through 21 with whom the employee has had contact as part of the employee's district duties; or knowingly endorse or suggest the use of such substances.

Each staff member engaged in work related to a direct federal grant or contract of \$100,000 or more must notify his / her supervisor of his / her conviction of any criminal drug statute based on conduct occurring in the workplace, as defined above, no later than five days after such conviction.

Each staff member engaged in work related to direct federal grant or contracts of \$100,000 or more must abide by the terms of the district's drug-free workplace policy.

The district, upon determining that a staff member has engaged in the manufacture, distribution, dispensation, possession or use, on or in the workplace, of a controlled substance or alcohol or upon having reasonable suspicion of a staff member's use of a controlled substance or alcohol in the workplace, shall, pending any criminal drug statute conviction for a violation occurring in the workplace, take action with regard to the employee determined to be appropriate. Such action may include transfer, granting of leave with or without pay, suspension with or without pay or dismissal.

Within 30 days of a staff member's criminal drug statute conviction for a violation occurring in the workplace, the district shall:

1. Take action with regard to the employee determined to be appropriate which may include discipline up to and including dismissal and/or;
2. Require satisfactory participation by the employee in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency. (Board Policy GBEC)

EARLY DISMISSAL

Wednesdays are early dismissal days in the Parkrose School District.

ELECTRONIC COMMUNICATIONS

The district communicates through e-mail and expects staff to check their e-mail daily. Mail boxes are set up in each building and it is expected that each staff member will check their mail box daily.

Announcements are prepared at each building and distributed according to procedures established at each site. All staff are to provide time at the beginning of class each day to communicate to their students as necessary to keep them informed about District and school activities and to help promote the school's effort to recognize the accomplishments of staff and students.

EMERGENCY SCHOOL CLOSURE/LATE START

In the event of hazardous or emergency conditions all district schools or selected schools or grade levels may be closed or schedules altered to provide delayed openings of school and / or early dismissal of students as appropriate.

A phone tree will be distributed to all staff for use in the event of delayed openings or school closures. Additionally, staff may check <http://flashalert.net/news.html?id=68> or our district Facebook page.

Staff members should refer to their collective bargaining agreements if there are questions about whether they are required to report to work on school closure days. (Board Policy EBCD)

EMPLOYEE ASSISTANCE PROGRAM (EAP)

Our Employee Assistance Program (EAP) provides services to help staff privately resolve problems that may interfere with work, family and other areas of life. EAP services include counseling, work-life balance, and wellness resources. As an OEBC member, there is no cost to you or your family members for using EAP services. Contact the Human Resource Department for more information or you may contact:

My Road to Better Health

www.MyRBH.com – Access code is: OEBC

1-866-750-1327

EMPLOYMENT OUTSIDE THE DISTRICT

Outside work is of concern to the District as it may:

1. Prevent the employee from performing her responsibilities in an effective manner;
2. Be prejudicial to her effectiveness in the position; or might compromise or embarrass the District;
3. Raise a question of conflict of interest – for example, where the employee's position in the District gives her access to information or another advantage useful to an outside employer;
4. Prevent the individual from assuming emergency duties required by the regular position.

Employees are prohibited from performing duties related to an outside job during regular work hours. Staff are not to use District materials, equipment, or facilities in performing outside work. (Board Policies GBC,GCQA/GCQA)

EQUIPMENT DISPOSAL

Capital assets may not be disposed of without Board Approval. Contact Becky Nino at ext. 2123 with any questions See under Forms on the website under Departments/Administrative Resources/Forms.

EQUITY POLICY

Racial Equity Policy: A Roadmap for Closing the Gap

The mission of the Parkrose School District is for each student to reach high levels of reading and critical thinking, graduating college and career ready who become contributing members of society. Our vision is that our students' successful future is not determined by their race. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the access, opportunity and support to meet his or her highest potential. We believe that equity of opportunity and equity of access to all of our educational programs, services, and resources are critical to the achievement of successful outcomes for all of the children whom we serve.

The Board acknowledges that some groups in the Parkrose community are treated inequitably because of individual and systemic biases based on race, religion, culture, ethnicity, gender, sexual orientation, disability and socio economic status. The Board further recognizes that such inequitable treatment leads to educational, social, and career outcomes that do not accurately reflect abilities, experiences and contributions of our students. This inequitable treatment, based on consistent educational data, has led to a persistent, pervasive, institutional and systemic achievement gap between white and Asian students, and other students of color in our school district.* The responsibility for these disparities rests with the adults, and not the students.

For the district to meet its mission, the achievement gap must close. Race, gender, sexual orientation, culture, ethnicity, disability and socio economic status cannot continue to be the predictor of student academic success in our district. In order to close this persistent achievement gap, students, teachers, staff and families need to work together to grow and support each student's individual determination to reach high levels of academic achievement. Furthermore, the Parkrose School District will work actively to remove any barriers to achievement that prevent students from reaching their fullest potential, including barriers of institutional racism.

The Board of Education welcomes and empowers all of our families, including underrepresented families, as essential partners in their students' education, school planning and district decision-making. We believe that communities, teachers and community-based organizations have unique and important solutions to improving outcomes for all of our students. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen and have the courage to share decision-making, control and resources.

The Board of Education of the Parkrose School District directs the superintendent to convene, on a monthly basis, a Racial Equity and Data Team composed of a broad variety of membership. The superintendent will, in conjunction with the Equity Team, create Administrative Rules corresponding to this policy that provide actionable steps to reaching the Board's mission of closing the achievement gap. The superintendent will present measurable indicators of success in this endeavor to the school board each year in the month of May. Finally, the superintendent is directed to continue to provide staff training on culturally responsible educational practices such as restorative justice, culturally responsive teaching practice, and AVID (Advancement Via Individual Determination).

EVALUATION OF STAFF

The purpose of the district's evaluation program is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. The district's program also provides for the assessment of classified employees and current performance of their job assignments.

The district's evaluation program is designed to provide an opportunity for staff to set goals and objectives, including plans for professional growth and career opportunities and receive administrative responses to them; to have formal and informal observations of the teaching of licensed staff and the performance of assigned duties and job responsibilities of all other staff; to receive verbal and written comments and suggestions for improvement(s) from supervisors; and to have clear opportunities to make improvement within specific timelines.

The evaluation program also provides a tool for administrators who are responsible for making decisions about promotion, demotion, contract extension, contract non-extension, contract renewal or non-renewal, dismissal and discipline.

It is advisable to e-mail certified and classified staff at the beginning of the year with all evaluation deadlines. Keep a copy in your evaluation notebook of this e-mail and all other yearly reminders.

Licensed staff: Evaluations shall be customized based on collaborative effort and include the core teaching standards adopted by the Oregon State Board of Education. Licensed employees are evaluated according to the evaluation handbook developed by the Evaluation committee and approved by the Board of Education. See under Forms on the website under Departments/Administrative Resources/Forms.

Classified staff will be formally evaluated at least twice during their first year of employment with the district and annually thereafter. See under Forms on the website under Departments/Administrative Resources/Forms.

Evaluation of all staff will be conducted in accordance with established Board policy and applicable district evaluation procedures, collective bargaining agreements and *Oregon Revised Statutes*. (Board Policy GCN/GDN)

EXTENDED TRAVEL

Any trip for staff or students that is over 200 miles one way needs to be pre-approved by the Board of Education. This requires getting your forms and documentation to the Superintendent's Administrative Assistant two weeks before the next Board Meeting. See under Forms on the website under Departments/Administrative Resources/Forms.

FAMILY MEDICAL LEAVE

Please have employees contact the Human Resource office directly to assist them with their questions surrounding medical leave. There are different requirements for Federal and Oregon Medical leaves. Employees must qualify. Please have them call 503-408-2112 or e-mail Mary King at mary_king@parkrose.k12.or.us.

FIELD TRIP PROCEDURES

Field trips must be scheduled through the Supervisor of Transportation after being pre-approved by the building administrator. See under Forms on the website under Departments/Administrative Resources/Forms.

FIRE & EARTHQUAKE DRILL PROCEDURES

Every school is required to conduct monthly fire drill evacuations. Building-wide earthquake drills are required twice a year.

Procedures:

Fire Drill

- Before setting off the alarms, remember to notify the security company
- Make sure every room has an evacuation route map posted that displays primary and secondary evacuation routes. This includes having a map posted in the common areas.
- Make sure maps and procedures are listed in your staff handbook.
- The principal, custodian or designee should set off an alarm at a fire pull box. The pull box should be different each month, systematically rotating throughout the building to assure that all pull boxes are working.
- When students hear the fire alarm bell they should:
 - Stop what they are doing and quickly and quietly line up at the door.
 - Walk quickly and quietly out the door to the designated spot. Classroom doors must be closed and lights left on.
 - Stand quietly and look to the teacher for further directions.
- The teacher needs to take keys and a class roster with them. Teachers need to take roll and account for missing students. A good way to account for missing students is to have every teacher also take a red/green card out with them. If all students are accounted for the teacher holds up a green card. If a student is missing the teacher holds up a red card. Educational assistants or other designated employees sweep the school campus looking for teachers with red cards. The educational assistant stops at the teacher with a red card and gets the name of the student missing. The teacher should have an idea where the child is, resource for example. The educational assistant continues walking past all teachers until arriving at the resource teacher. The educational assistant will ask if the student is there.

- Students and teachers remain outside until the all clear bell rings.
- Call Security and inform them that the fire drill is completed.
- Reset the alarm that was pulled.
- Principals or designee should fill out the Fire Drill form and e-mail it to the Supervisor of Maintenance's office.

Earthquake Drill

When students and teachers hear the signal for an earthquake drill students are to do the following:

- Stop.
- Drop to the floor and get under a desk or table.
- Cover your head and wait for the shaking to stop. If this is a drill, the students wait until they receive the designated signal.
- Students quickly and quietly line up at the door and exit the building.
- Go to the designated spot outside.
- Move away from the building to the safest possible spot.
- The teacher should take keys and a class roster. The red/green card system works well for earthquake drills.
- Wait outside until the all clear bell sounds and then return to class.
- Fill out the Earthquake/Fire Drill form and email it to the Supervisor of Maintenance.

FINGERPRINTING

All newly licensed or registered educators are required to submit to a nationwide criminal records check including fingerprinting in accordance with rules established by the Teacher Standards and Practices Commission (TSPC). This includes any individual registering with TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist who has not submitted to a criminal records check within the previous three years.

Additionally, all staff not requiring licensure or registration as a teacher, administrator, personnel specialist or school nurse and newly hired are required to submit to a nationwide criminal records check including fingerprinting as required by Board policy and law. Employment will be offered pending the return and disposition of such checks. All offers of employment are contingent upon the results of such checks.

Fees for individuals subject to the checks including fingerprinting, including non-licensed applicants, shall be paid by the individual.

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment. All appeals regarding a determination which prevents his/her employment or eligibility to contract with the district will be directed to the Oregon Superintendent of Public Instruction.

FIRE PREVENTION POLICY

The Parkrose School District is regulated by the Local and State Fire Marshal. The following rules and guidelines shall be followed to protect students, parents, staff and district property.

Procedures

Fire Extinguishers:

- Operation-think “PASS” (Pull pin, Aim Nozzle, Squeeze trigger, Sweep toward base of fire).
- Check fire extinguishers in your area to ensure they are fully charged and ready for use. A contract service does inspect fire extinguishers on an annual bases but pressure can be lost even if a fire extinguisher has not been used.
- Immediately notify maintenance if fire extinguishers are not properly charged or missing.

Exits and Doors:

- Keep paths clear in case of an emergency evacuation. Always make sure aisles and exits remain clear of desks, chairs, boxes or any items obstructing a clear path.
- Keep all doors closed when possible. Doors should not be propped or held open. Doors can be opened and held open if a magnetic door hold is used. A magnet door hold will automatically close the door when the fire alarm is triggered. Closed doors will help contain a fire from spreading.
- Know the evacuation routes. If the building is evacuated, go to the assigned assembly area and account for all students and staff. Report anyone missing.

Displays in classrooms and hallways:

- Paper materials such as artwork and decorations should be secured flat against the wall or bulletin board.
- Displays, decorations or artwork can only cover up to 20% of a hallway wall area and 10% of classroom walls. Ceilings cannot be covered with flammable materials.
- Classroom and hallway doors must be clear of all displays, decorations or artwork.
- Materials suspended from the ceiling must hang at least 24 inches below the ceiling. Items suspended from the ceiling cannot interfere with exiting.

Appliances and Extension Cords:

- Personal appliances need to be approved at the Director level. Personal appliances can pose a fire and safety hazard if not properly maintained.
- Use UL approved power strips with circuit breakers. Plug power strips directly into wall outlets and never into another power strip.
- Use extension cords only with portable appliances. Do not use extension cords across traffic paths.
- Immediately notify maintenance if extension cords are damaged. If animals are in a classroom, make sure all heating devices are UL approved and properly secured.

Housekeeping:

- Always keep exits clear.
- Do not pile flammable debris such as paper.
- Keep storage areas neat and clear.
- Store chemicals in a safe and secure area away from a heat source.

FIRST DAY STUDENT COUNT

Elementary schools should be very diligent in following the First Day Student Count Procedures for the beginning of the school year. Principals are responsible for ensuring that all procedures and timelines are followed.

Procedures:

DAY 1

- No-Show (NS) all pre-enrolled students who did not attend school on Day 1 (Menu code: .S1). **EXCEPTION:** If you have **first-hand knowledge** (parent has called) that the student will be in school but is sick or out of town the first day, they may be marked absent..
- Quick enroll all new students by 2:00 P.M. Begin entering full enrollment data on new students in the computer ASAP.
- A visual count of all students should be taken and reconciled with computer numbers. Repeat as necessary throughout the week to make sure all enrollment numbers are correct.
- Even though kindergarten students do not attend the first day of school, they should still be enrolled (or quick enrolled). **No-Show (NS) all missing kindergarten students on their first full day of kindergarten, even if they were assessed and attended orientation. EXCEPTION:** If you have **first-hand knowledge** (parent has called) that the student will be in school but is sick or out of town, they may be marked absent. If you receive prior notice that a kindergarten student will not be attending school, drop them at that time.

DAY 2 - 5

- Double check classroom counts. Check to see if students who were absent the first day have shown in class.
- Enter enrollment information on as many new students as.

GRADE BOOK – ARCHIVING

At the end of each school year, teachers are required to archive their Teacher’s Desktop Grade Book in order to comply with OAR 166-400-0060 (13). Archiving can also be done on a quarterly basis. Archiving can be accomplished by saving the Student Assignment Report to a .pdf file. It is not necessary to print the grade book.

Procedures

- To view the list of reports that are available from the Grade Book, click the Grade Book Reports tab. The Grade Book Reports that are available to choose from, are listed on the left side of the window
- Once you select a report, the options that are available within that report will display. Also, the list of students currently displayed in the Grade Book grid will become active (located in the right portion of the window), so that you may select the students you wish to include in your Grade Book report. If no students are selected, all students will be included in the report.
- Use Ctrl/Click to deselect a student.
- The student list can be sorted by any of the columns, by clicking on the column heading.
- To back up the full year, select All Terms from the Term selection menu.
- Once you have selected the students and report options, click the Generate Report button, and a preview of the report will display in a separate window.
- Save the report as a .pdf file. To do so, click the ‘Save File’ icon in the Print Preview window. In the ‘Save As’ window that opens, navigate to the folder you wish to save the .pdf file into, name the file, and click on Save.
- This report always includes all listed students and all assignments. **IMPORTANT REMINDER:** Only students currently displayed in your Grade Book grid will be displayed in your Grade Book Reports student list.
- All grade book .pdf files should be saved in a folder on a central drive in the office, e.g. principal or office manager’s drive for easy access if requested.

HAZING, HARASSMENT, INTIMIDATION, MENACING, BULLYING AND CYBER BULLYING

Hazing, harassment, intimidation or bullying, menacing and cyber bullying by students, staff or third parties toward staff is strictly prohibited and shall not be tolerated by the district. Staff whom are found to be in violation of this policy will be subject to discipline up to and including dismissal. Individuals may also be referred to law enforcement officials and staff will be reported to the Teacher Standards and Practices Commission (TSPC). Students will be subject to discipline up to and including expulsion.

Failure of an employee to report an act of hazing, harassment, intimidation or bullying, menacing, cyber bullying or teen dating violence of a student to the designated district official may be subject to remedial action, up to and including dismissal.

HIGHLY QUALIFIED STATUS

Teachers:

- Core content teachers must meet HQT requirements at the time of assignment or the time of hire. Check with Human Resources for any questions about HQ status. A highly qualified teacher:

- Holds a minimum of a Bachelor's degree, and
- Has attained full state licensure, and
- Demonstrated subject matter competence (NES Orela Test for elementary & Praxis test for 7-12 or hold a graduate degree in the core academic subject matter area through a HOUSSE worksheet) in each of the core academic subjects the teacher teaches. See the following link for more specifics.
- Info on HQ Elementary and Secondary HOUSSE - <http://www.ode.state.or.us/search/page/?id=2219>

- **Full State Licensure means:**

- Basic Teaching License; or
- Standard Teaching License; or
- Initial I, Initial II Teaching License; or
- Continuing Teaching License; or
- Five-Year Elementary Teaching License; or
- Five-Year Secondary Teaching License; or
- NCLB Alternative Route Teaching license; or
- Charter School Registry

- **Core Academic Subjects:**

- English
- Reading
- Mathematics
- Science
- Foreign Language
- Civics and Government
- Economics
- History
- Geography
- Arts (Art and Music)

- **Special Education Teachers:**

- K-8 must demonstrate elementary education competency

- 9-12 teachers whose students are receiving core content credit for graduation must demonstrate subject matter competency in each subject matter credit is awarded.
- 9-12 teachers whose students are working toward an Alternative Certificate must demonstrate elementary education competency.
- Special Education teachers providing supplemental support/reinforcement are not considered to be teaching core academic subjects and thus do not need to meet the highly qualified requirements.

• **Alternative Education Teachers:**

- Alternative Education Teachers must meet the requirement of HQT in all core academic subjects they are assigned to teach.
- Bilingual and ESL teachers must meet the requirement of HQT in all core academic subjects they are assigned to teach.

• **Charter School Teachers:**

For Charter School teachers, the term HQT means that the teacher meets the requirements set forth in Oregon public charter school law. The District and the Charter School need to work together to ensure that all teachers are highly qualified at time of hire or assignment.

- Any person employed as a teacher in a public charter school shall be licensed or registered by TSPC.
- HQ Licensed = a bachelor's degree, a valid license and demonstrated subject matter knowledge by testing, major coursework, or graduate degree in subject.
- HQ Registered = a bachelor's degree, a valid charter school registry, and demonstrated subject matter knowledge by testing, major coursework, or graduate degree in subject.
- In a public charter school, at least 50% of total teacher and administrator FTE must be licensed (Basic, Continuing, Initial and Standard) and up to 50% may be registered by TSPC. ORS 338.135(7)
- Teachers teaching at a virtual public charter school who are licensed by TSPC must provide 95% of the school instructional hours. ORS 338.120(1)(f)(B)

• **Substitute Teachers:**

Substitute teachers must be considered highly qualified if teaching in one position for 20 consecutive days.

• **Educational Assistants:**

All Educational Assistants must have an Associates Degree in an academic program; or, 74 quarter hour credits in academic subject matter; or, pass the ETS ParaPro Educational Assistant Test.

HIRING PROTOCOL

BEFORE YOU START, REVIEW THE EQUITY POLICY ABOVE UNDER "E"

If you are considering hiring an employee from another PSD school, please contact the principal before you interview them as a professional courtesy so they will know.

HIRING PROTOCOL CHECKLIST

1. Request to Fill a Position Form submitted to Human Resources
2. Approval of Vacancy Request
3. Position Posted
4. Give Human Resources a list of applicants you are interested in interviewing and licensure will be checked prior to setting up an interview.
5. Applications screened (see rating sheet under Forms)
6. List of candidates to be interviewed, interview questions, skills assessment if applicable, date of interview and interview team names to Human Resources.
7. Human Resources will send out confidentiality form to all interview team members.
8. Interviews held, candidates rated by interview committee using rating sheets
9. Principal or Supervisor will check references (see reference form under Forms)
10. Recommendation to Dr. Gray and Mary King to Hire
11. Dr. Gray gives final approval to hire to principal or supervisor
12. Position offered to candidate
13. Recommendation to hire form and a copy of the interview process sheets used by the interview team submitted to Human Resources.
14. Principal or Supervisor contacts candidates who were interviewed but not selected for position being filled.
15. Human Resources contacts new employee to set up appointment to complete hiring paperwork.

RELATIONSHIPS MATTER

It takes 20 years to build a reputation and five minutes to ruin it.” Warren Buffet

- Monthly meetings with Union leaders and key administrators
- No surprises philosophy – always provide “heads up” to local reps and Uniservs
- Transparency in staffing, budgeting and resourcing

A teacher hired today who has a thirty year career will.

- Cost over \$2 million dollars
- Spend approximately %,100 days with our students
- Impact up to 4500 student during their career

SO, CHOOSE WISELY...

One critical function of school management is the employment of outstanding people for the provision of services to students. The intent of this process is to best meet the goals of having the highest quality staff employed by the District and bringing added strengths to an individual school or department as well as meeting the priority needs of the District.

When a vacancy occurs (a resignation or retirement letter is necessary or a RIF/Transfer notice) and the need for a replacement is determined, the following steps will be followed:

HIRING PROTOCOL

The principal/supervisor will:

1. Complete the Request to Fill Position Form. See under Forms on the website under Departments/Administrative Resources/Forms.
2. Review the job description for the position and, if advisable, recommend changes to the Human Resource Manager.
3. In consultation with the Human Resource Manager, assess school needs and determine special preferred skills.
4. Determine whether transfer procedures or requests are applicable.

Upon notification of a vacancy in a school or department, the human resource department will:

1. Determine whether the vacancy may be filled.
2. Specify position control number and salary range.
3. Post the position as required by the collective bargaining agreement.
4. Determine adequacy of applicant pool.
5. Post on TalentEd.

Upon reviewing the application files, the principal or supervisor will:

1. Using Screening tool to determine candidates. See under Forms on the website under Departments/Administrative Resources/Forms.
2. Form a committee consisting of a minimum of three members.
3. Inform the screening/interview committee(s) that the final decision regarding recommendation for hire rests with the Superintendent.
4. Inform the screening committee(s) of the necessity of confidentiality of all papers reviewed and civil rights requirements (use of same questions). See under Forms on the website under Departments/Administrative Resources/Forms.
5. Establish uniform criteria to apply in the selection process.
6. Interview selected candidates.
7. Develop consensus recommendation of finalists for hiring consideration by the Superintendent and Human Resource Manager.

The principal will:

1. Call references (minimum of three) on finalists; keep records of contacts (use the same questions). See under Forms on the website under Departments/Administrative Resources/Forms.
2. Arrive at a tentative decision as to which finalist(s) to recommend to the Superintendent and Human Resource Manager for employment.
3. Provide to the Human Resource Manager the Hiring Recommendation Form and attach all interview questions with notes, applications, reference check sheets, etc. See under Forms on the website under Departments/Administrative Resources/Forms.

The Superintendent and Human Resource Manager will:

1. Verify Highly Qualified Status for Licensed and Classified if required.
2. Interview finalist(s) if necessary
3. Select final candidate.
4. Review decision with building team if necessary.
5. Call the Principal so he/she can offer the candidate position contingent upon Board approval.
6. Bring candidate's name to the Board for approval.
7. Human Resource Manager will work with the successful candidate to complete necessary employment forms.

INTERVIEW QUESTIONS "NOT TO ASK"

If a candidate reveals information that you are not allowed to ask, don't pursue the topic further. The "they brought it up" excuse won't fly in court, so change the subject right away. Don't ask different questions of female or male candidates

Parkrose School District complies with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADA), and Section 504 of the Rehabilitation Act of 1973 and the Immigration Reform and Control Act of 1986 as amended. Americans with Disabilities Act = (ADA)

- Age – The Age Discrimination in Employment Act (ADEA) protects people over the age of 40, who work in companies with more than 20 employees, from employment discrimination. You may ask:
 - Are you the minimum age required to perform this job?
 - Are you 18 or older?
- Alcohol – Per the ADA, you may not ask a candidate if they are an alcoholic. You may ask:
 - "Can you perform the basic functions of this position with or without accommodation?"
- Appearance - Do not ask height or weight. You may ask:
 - Are you able to reach items on a shelf that is five feet tall?
 - Are you able to lift boxes weighing up to 50 pounds?
- Arrests – You may not ask "have you ever been arrested?" – A person is innocent until proven guilty; therefore, it is illegal for an interviewer to ask if the candidate has been arrested.
- Bankruptcy – You may not ask questions about a candidate's financial status.
- Child-care – You may not ask what kind of child-care arrangements a candidate has planned. You may not ask what you will do if your children get sick.
- Commute – You may not ask "how far is your commute or how do you get to work?" You may ask:
 - Are you able to start work promptly at 8:00 a.m.?
- Date of Birth – as above
- Date Graduated from High School – as above
- Disability – Under Title I of the Americans with Disabilities Act (ADA), an employer may not discriminate against a qualified candidate who is disabled, and must make "reasonable accommodations" for physically or mentally impaired employees.

- Drugs – Per the ADA, you may not ask if a candidate has ever been treated for drug abuse. You may ask:
 - “Can you perform the basic functions of this position with or without accommodation?”
- Family Questions – You may not comment on an apparent pregnancy, nor ask if the candidate plans on having a family. You may ask:
 - Do you have other responsibilities that may interfere with your ability to meet the requirements of the job – such as overtime or travel?
- Finances – You may not ask if the candidate has any debts.
- Gender – You may not ask “what is your gender?” There is no alternative question. You may not make this inquiry. Questions about gender violate the Civil Rights Act.
- High School – You may not ask when a candidate graduated from high school. You may ask:
 - Do you have a high school diploma?
- Housing - You may not ask a candidate “How long have you lived here? You may ask:
 - What is your current address and phone number?
 - If you have no phone, how can we contact you or how can we reach you?
 - Are you willing to relocate?
- Language – If another language is relevant to the performance of the job, you may not ask “what is your native language?” nor “Is English your first language?” You may ask:
 - This job requires someone who speaks more than one language. What languages do you speak or write fluently?
- Marital Status – Cannot discriminate on marital status – do not ask how a candidate likes to be addressed such as Miss, Mrs. or Ms. This violates the Civil Rights Act
 - National Origin/Citizenship – You may not ask if they are a U.S. citizen, where they were born, or remark upon their accent.
- Maiden Name – Can’t discriminate against on basis of gender or marital status.
- Military – You may not ask “what type of military discharge did a candidate receive?” You may ask:
 - What skills and education did you obtain while in the military?
- National Guard – You may not ask a candidate if they are a member of the National Guard or Reserves. You may ask:
 - Do you have any upcoming events that would require extensive time away from work?
- Organizations – It is inappropriate for an interviewer to ask whether a candidate is affiliated with or a member of any political, social or religious groups – including unions. You may ask:
 - Is a candidate a member of a professional organization?
- Religion – You may not ask about a candidate’s religion, what church they attend or what holidays they observe. There is no alternative question. You may not make this inquiry.
- Sexual Orientation – You never ask a candidate their sexual orientation. There is no alternative question. You may not make this inquiry.
- Sick Time – The ADA says you cannot ask “how many days were you sick last year?”
- Retire? – You may not ask a candidate “how much longer do you plan to work before you retire?” You may ask:

- What are your long-term career goals?
 - Where do you see yourself in five years?
- Work Years – You may not ask a candidate “how long have you been working?” – It allows employers to guess a candidate’s age. You may ask:
 - How long a candidate has been working in a certain industry or field?
- Worker’s Comp - The ADA says you cannot ask “have you ever filed for worker’s compensation?”

SUGGESTIONS:

- If a candidate reveals information you are not allowed to discuss **DO NOT PURSUE THE TOPIC FURTHER.**
- Only ask questions that are specifically related to the job and its daily functions.
- Make sure the candidates read the job description before the interview starts. All candidates must be asked this question, not a select few.
- After the interview, ask the candidates - “Can you perform the basic functions of this position with or without accommodation?”
- Your last question should be something like “Is there anything else you would like the panel to know about you and your qualifications as you are considered for this position, or any questions you may have?”
- Do not make comments or notes on interview sheets about gender or physical attributes. Ask candidate’s “we are looking for employees with a commitment to this position. Are there any reasons why you might not stay with us?”
- Ask candidates “do you know of any reason why you would not be able to get to work on time and on a regular basis?”
- Do not make your first Question “Tell us about yourself.” This opens up the possibility that they will discuss areas that are prohibited in an interview such as personal information. You may ask:
Please describe your education, skills and experience and how they have prepared you for the role of _____ for the Parkrose School District.

HIRING TIPS:

- Do not make your first Question “Tell us about yourself.” This opens up the possibility that they will discuss areas that are prohibited in an interview such as personal information. You may ask:
 - Please describe your education, skills and experience and how they have prepared you for the role of _____ for the Parkrose School District.
- If a candidate reveals information you are not allowed to discuss **DO NOT PURSUE THE TOPIC FURTHER.**
- Only ask questions that are specifically related to the job and its daily functions.
- **Make sure the candidates read the job description before the interview starts. All candidates must be asked this question, not a select few.** After the interview, ask the candidates - “Can you perform the basic functions of this position with or without accommodation?”
- Your last question should be something like “Is there anything else you would like the panel to know about you and your qualifications as you are considered for this position, or any questions you may have?”
- Do not make comments or notes on interview sheets about gender or physical attributes.
- Ask candidate’s “we are looking for employees with a commitment to this position. Are there any reasons why you might not stay with us?”

- Ask candidates “do you know of any reason why you would not be able to get to work on time and on a regular basis?”

HOME VISITS

Home visits for the purpose of gathering additional information about a student or family is allowed, but not encouraged. It may be necessary for school personnel to visit homes when a specific concern arises about a student.

Procedures

- The principal should approve all home visits, noting the intent of the visit.
- School personnel should not visit the home alone. School personnel should visit in pairs, at a minimum.

ID BADGES

To help ensure the protection of staff and students and reduce the possibilities of theft, vandalism and loss of district property, all district employees shall be issued and wear identification badges when on district property.

1. Identification badges are the property of the district for use by district employees. Any employee who duplicates or lends his/her identification badge will be subject to disciplinary action;
2. All identification badges are to be worn in plain sight when the employee is engaged in the performance of district duties while on district property; (Board Policy ECAAA)
3. A report of a lost or stolen badge must be made to the appropriate administrator immediately;
4. An identification card lost, stolen or damaged due to circumstances beyond the employee's control will be replaced by the district at no cost to the employee. Other replacement costs will be charged to the employee;
5. The district will not disclose the identification badge or card of an employee without the written consent of the employee if:
 - a. The badge or card contains the photograph of the employee;
 - b. The badge or card was prepared solely for internal use by the district to identify employees.

The district will not disclose a duplicate of the photography used on the badge or card.

IN-SERVICE TRAININGS TO BE CONDUCTED ANNUALLY

The following topics are to be addressed annually with staff in every building.

Here is the link to the training site for login

<http://www.parkrose.or.safeschools.com/login>

ALL Staff

- Attendance Policy
- Blood Borne Pathogens
- Child Abuse
- Crisis Plan – utilize SRO as needed
 - Monthly fire drills
 - Twice yearly earthquake drills
 - Twice yearly lock-down drills in conjunction with SRO

- Drug Free Workplace
- Electronic Communications
- Hazardous Communications
- Safety Data Sheets
- Sexual Harassment Staff-to-Staff
- Sexual Misconduct Staff-to-Student
- Staff Handbook

Selected Staff

- Medication administration
- Epi-pen
- First Aid – one staff member for every 60 students enrolled
- Glucagon
- Homeless Students

INVESTIGATIONS

IT MAINTENANCE REQUESTS

All requests for maintenance can be made on the website on the helpdesk page (look on the green bar). Pick IT or Maintenance Help and fill out the form.

JOB INJURIES

All injuries/illnesses sustained by the employee while in the actual performance of the duty of the employee, occurring on district property or during the course of school-sponsored activities, including field trips and other away events, are to be reported to the Supervisor and the Business Office Administrative Assistant immediately. A completed injury/illness report form must be submitted to the Business Office within 24 hours or the next scheduled district workday, as appropriate.

JUST CAUSE



“Just Cause” includes the concept of due process, but extends far beyond such minimal procedural rights. Just cause is a set of seven “tests” that has been accepted as the standard of fairness in employee discipline.

Just cause rights, however, can only be executed if specifically provided for in the contract:

THE SEVEN TESTS FOR JUST CAUSE INCLUDE:

1. **Notice**
 Did the employer adequately give the employee warning or foreknowledge of the possible or probable disciplinary consequences of the employee’s conduct?

2. **Reasonable Rule**

Was the employer's rule or managerial order reasonable related to a) the orderly, efficient and safe operation of the District and b) the performance that the employer might properly expect of the employee?

3. Investigate Before Acting

Did the employer, before administering discipline to an employee, make an effort to discover whether the employee did, in fact, violate or disobey a rule or order of management?

4. Fair Investigating

Was the employer's investigation conducted fairly and objectively?

5. Evidence of Guilt

At the investigation, did the "judge" obtain substantial evidence or proof that the employee was guilty as charged?

6. Equitable Application of Rules

Has the employer applied its rules, order and penalties even-handedly and without discrimination to all employees?

7. Reasonable Discipline

Was the degree of discipline administered by the employer in a particular case reasonable related to a) the seriousness of the employee's proven offense and (b) the record of the employee in his service with the District?

JUST CAUSE & DUE PROCESS AGENDA:

Of course, since arbitrator Daugherty's *Enterprise Wire* decision in 1966, arbitrators have continued to struggle with due process issues in discipline cases. The book was by no means closed in 1966 with these seven tests. A review of post-*Enterprise Wire* decisions reveals some of the following additional consideration that might affect an arbitrator's finding of just or sufficient cause.

WERE THERE MITIGATING CIRCUMSTANCES?

There may be circumstances which partially reduce the guilt of the employee and, therefore, might be used to plead for a reduction or lessening of the discipline imposed.

WAS PROGRESSIVE DISCIPLINE USED?

The idea of discipline is to get the offender back on track and not just to punish him or her for the offense. For less severe causes, therefore, the employer may be expected to begin with lighter disciplinary actions and resort to termination only when every attempt has been made to correct the offending behavior.

For example, the following sequence of disciplinary actions is commonly employed:

1. Oral Reprimand
2. Written Reprimand
3. Short-term suspension (week or less)
4. Long-term suspension (30 days or less)
5. Termination

Whatever system is used, it must be carefully and consistently applied to avoid violating Just Cause Test #6.

WERE THE DISCIPLINARY PROCEEDINGS CONDUCTED IN PRIVATE?

No employee should be reprimanded or interrogated in such a way so as to humiliate him or her in front of co-workers or the general public. With the exception of the union representative, all employees should be disciplined in private.

DID THE EMPLOYER STRIKE OR ASSAULT THE GRIEVANT?

It is inappropriate for any employer or supervisor to grab, poke, push, pat or in any way touch an employee being reprimanded or disciplined.

WAS THE DISCIPLINE RELATED TO OFF-DUTY/OFF PREMISES CONDUCT?

If the disciplinary action is based on the grievant's behavior off-duty or off the employer's premises (like fighting with the supervisor in a bar on his night off), then the employer's action may be improper. The employer would have the burden of showing the work connection.

WAS THE GRIEVANT PLACED IN DOUBLE JEOPARDY?

According to this principle, it is improper to try or punish an offender twice for the same offense. Therefore, once discipline for a given offense has been imposed, it may not thereafter be increased. This defense is applicable where management unduly delays the assessment or enforcement of discipline.

LICENSE REQUIREMENTS FOR LICENSED STAFF

For teachers offered employment, the district must be able to verify the current license before the Board will consider approving their employment. Applicants whose license cannot be verified prior to the beginning of school or the first day of employment will not be employed until such license is verified and includes all endorsements. It is the responsibility of each licensed staff member to keep his/her license and all endorsements current.

Teachers are cautioned that failure to maintain license and endorsements may invalidate their contract with the district. In the event the district is required to forfeit any State School Fund moneys as a result of a teacher failure to meet license requirements as set forth by the Teacher Standards and Practices Commission (TSPC), the district is entitled to recover one-half of the amount of the forfeiture from the teacher whose unlicensed status caused the forfeiture. Recovery may not exceed one-half of the amount forfeited that is attributable to the particular licensed person.

LOCK IN DRILLS

Each school, Transportation, Maintenance and the District Office are 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 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.**
- 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.

LOCK OUT DRILLS

Each school, Transportation, Maintenance and the District Office are 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 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. 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 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.

MAINTENANCE REQUESTS

All requests for maintenance can be made on the website on the helpdesk page (look on the green bar). Pick IT or Maintenance Help and fill out the form.

MATERIAL DISTRIBUTION

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials are to be referred to the Superintendent. There is a distribution request form to submit for authorization. Materials to students for classroom use or to take home are to be referred to the building principal. The materials and proposed method of distribution will be reviewed and a decision made based on the educational concerns and interests of the district. See under Forms on the website under Departments/Administrative Resources/Forms.

MILITARY LEAVE

Please have the employee contact the Human Resource Department.

MOTHER FRIENDLY WORKPLACE

An adequate location for the expression of milk or breast feeding will be provided to an employee, including a 30 minute, paid rest period to express milk or breast feed during each 4-hour work period. (Board Policy GBDA)

OIS TRAINING – OREGON INTERVENTION SYSTEM

The Support Services Director will be responsible for identifying all staff required to take the OIS training which is necessary before being asked to “restrain a student.”

OUT-OF-BUILDING PROCEDURES FOR PRINCIPALS

Elementary Principals should notify and/or request permission from the Superintendent when they are going to be out of their buildings for leave or a professional obligation. Principals should also identify a partner principal who can respond to emergencies when the principal is out of the building. Should the building Administrative Assistant not be available on the same day the principal is gone, the principal should discuss the need for a substitute with the Superintendent. All leaves, including professional development, are to be documented on the time sheet.

Procedures:

- Principals should notify the Superintendent if they are going to be out of their buildings due to illness, family illness, or bereavement. They can either call the Superintendent at home the evening prior to the absence or notify them the morning of the absence.
- Personal leave should be approved by the Superintendent at least 24 hours prior to the leave.
- All out-of-district travel must be approved by the Superintendent and/or Cabinet. Submit an Extended Travel form to the Superintendent for approval.

PARENTAL RIGHTS

Staff are advised that parents of students may inspect any survey created by a third party before the survey is administered or distributed by the school to students. Parents may also inspect any survey administered or distributed by the district or school containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally-recognized privileged or analogous relationships such as those of lawyers, physicians or ministers;
7. Religious practices, affiliations or beliefs of the student or the student’s parents;
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

A student's personal information (name, address, telephone number, social security number) will not be collected, disclosed or used for the purpose of marketing or for selling that information without prior notification, an opportunity to inspect any instrument used to collect such information and permission of the student's parent(s) or the student, if age 18 or older.

Instructional materials used as part of the school's curriculum may also be reviewed by the student's parent(s).

PARENT VISITATIONS/OBSERVATIONS

There are a variety of reasons why parents want to visit our schools and classrooms. We should make every effort to welcome parents and accommodate requests for visits while at the same time protecting valuable teaching time.

Procedures

General Visitations:

1. All school buildings will adhere to a strict policy regarding visitors on campus.
2. All visitors must report to the Main Office in order to sign in with the staff in the Office.
3. The sign-in procedure should include the name of the visitor, who they are going to see, the classroom they are going to and the reason for the visit.
4. If the visitor is at the school to visit with a student, prior to permission being granted, the student's information should be checked to confirm that person is allowed to visit with the student.
5. No visibly upset or agitated person should be allowed in to visit a staff member they are upset with. Notify the Building Administrator, and if needed to police, to deal with this situation.
6. Prior to being allowed into the school, the visitor's ID must be checked to confirm the person is who they claim to be.
7. A Visitors Pass will then be given to the visitor, and this pass must be visible the entire time the visitor is on the campus.
8. Visitors on campus without a visitor's pass must be challenged by staff members to see who the person is, where they are going, and to be directed to the office to check in.
9. If a person refuses to identify themselves, refuses to go to the office, or is argumentative or confrontational with staff members, the police should be called.
10. Parents who are regular visitors to the campus do not need to show their identification each time, but they must have a legitimate reason to visit the classroom or student.
11. At the conclusion of the visit, the visitor must return to the office in order to sign out. This is needed so that the office staff members know the visitor is no longer on the campus.
12. Visitors who are not the parents of a student cannot remove a student from campus without prior permission of the parent.

Parent Observation of Special Education Class or Regular Education Class:

If a parent expresses interest in observing a program or classroom the parents should schedule an appointment with the office. The principal or principal's designee should meet with the parents, answer questions and share vital information about the Parkrose School District. Parents should be offered copies of the school's parent handbook and given the district e-mail address. Parents should be given a tour of the building, if this is desired. The principal may or may not stay with the parents while they observe the classroom or program.

Teacher Shopping: If parents are visiting for the purpose of selecting a teacher the principal should meet with the parents, answer questions and share information. The principal should assure parents that thoughtful consideration of their child's specific needs will be given before a placement decision is made. The principal should make it clear that parent requests are considered but not necessarily accommodated.

Parents should always be reminded that the teacher's primary responsibility is to continue teaching and the learning environment may not be disrupted.

PAYDAYS

Payday is on the twenty-sixth of each month. If the twenty-sixth falls on a weekend or holiday, payday will be the last workday proceeding the weekend or holiday. Time sheets must be submitted by the payroll cut-off date listed annually on the payroll schedule that is distributed to each building. Time sheets received after the payroll cut-off date will be paid the following month.

PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS

Classes to fulfill your obligation for an administrative program and licensing are approved directly by the Superintendent. Complete the form, attach a class description showing credits and attach a copy of the bill from the university. Give this form to the Human Resource Manager.

PROFESSIONAL DEVELOPMENT CALENDAR 2014-2015

See the Professional Development Calendar in your Google Documents share by Michael Lopes.

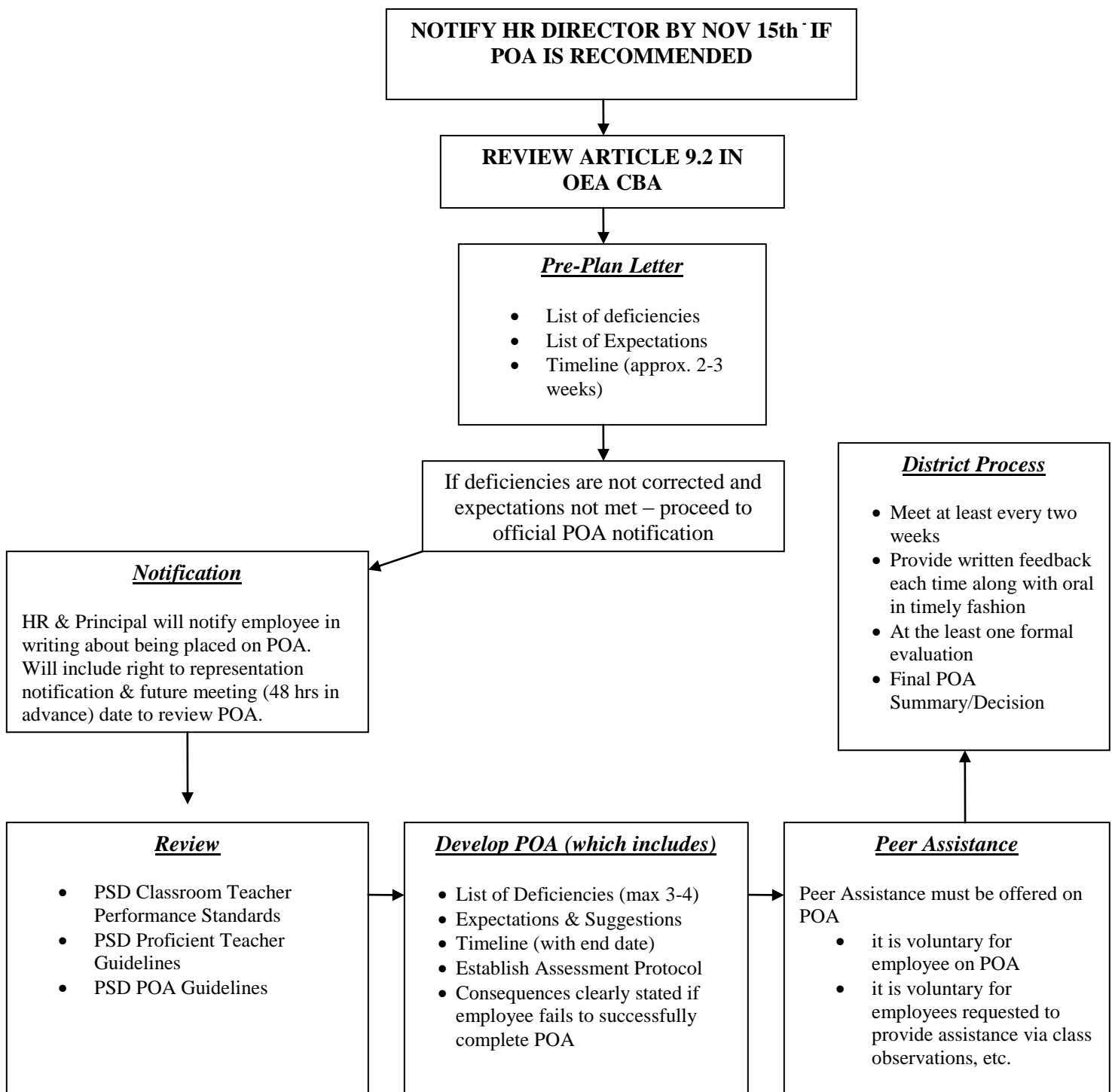
PROFESSIONAL DEVELOPMENT (PDU'S)

Licensed employees are required to track completed PDU's and enter them on a log; and ensure that the PDU's fit under one of seven "domains" found in the TSPC PDU Activity Booklet per OAR 584-090-0110. Not all licensed employees are required by TSPC to participate in a PDU plan. Those members on an Initial or Initial I license will not require any PDU's. They require credit hours to renew their license.

All licensed employees who have obtained a final license type will be required to complete Professional Development Units (PDU's) to renew, regardless of employment status. A "final license type" is defined as a license that an educator could choose to renew indefinitely, for the remainder of a career. Licensed employees contracted half-time or more with a district still need to complete the same number of PDU's as previously. This means that educators on a three-year license complete 75 PDU's and those on a five-year license complete 125 PDU's. However, these licensed employees no longer have to develop a Continuing Professional Development (CPD) Plan. Licensed members employed half-time or more by a school district need to report PDU's to their school district. School districts will then continue to report those PDU's to TSPC on the PEER forms.

TSPC will randomly audit individual licensed members. Licensed members should keep copies of all records showing completion of PDU's for at least six years. The School Improvement office will issue PDU certificates for their trainings. Each Principal will issue PDU certificates for their trainings.

PROGRAMS OF ASSISTANCE



LICENSED EMPLOYEE – PROGRAM OF ASSISTANCE (ORS 342.805 – 342.930)

OEA CBA ARTICLE 9.2 PROGRAM OF ASSISTANCE

9.2.1 An employee may be placed on a program of assistance at any time based on the job description and/or performance standards. A “contract teacher” will be placed on a program of assistance as of the time when the Board elects to non-extend the employee’s contract by March 15 of the first year of his/her two (2) year contract cycle.

9.2.2 A contract employee shall be entitled to a program of assistance if the District is considering termination (via non-renewal or dismissal) for performance reasons, as cited in the evaluation.

9.2.3 An employee will be notified in writing that said employee will be placed on a program of assistance and has a right to representation in meetings concerning the program of assistance. The employee shall then receive a written statement of the deficiencies and an initial copy of the program of assistance during a meeting with the evaluator. Opportunity for employee input into the plan shall be provided prior to finalization of the plan and its implementation.

9.2.4 “Program of Assistance for Improvement” means a written plan for an employee that with reasonable specificity:

9.2.4.1 Identifies deficiencies in the employee’s conduct or performance;

9.2.4.2 Sets forth expectations and corrective steps the employee may pursue to overcome or correct the deficiencies;

9.2.4.3 Sets forth the assistance to be provided by the District;

9.2.4.4 Sets forth a timeline for improvement (including a schedule of conferences and written progress reports);

9.2.4.5 Establishes the assessment techniques to be used by the District; and,

9.2.4.6 Identifies what will occur if the program of assistance is or is not met.

9.3 Peer Assistance

9.3.1 The District will offer peer assistance to any employee who is placed on a program of assistance whenever practical and reasonable to aid employees to better meet the needs of students.

9.3.2 Participation in peer assistance is voluntary for both the employee offered assistance and the person asked to provide assistance.

9.3.3 The District may provide additional release time for both employees.

9.3.4 No witness or document relating to peer assistance will be used for any purpose, without the mutual consent of the District and the employee provided with peer assistance.

9.4 Disputes

Disputes over the procedure of evaluation/program of assistance/peer assistance shall be resolved through the grievance procedure outlined in Article 2 of this Agreement, if there is an alleged violation of the provisions of this Article. Disputes over the substance of an evaluation or program of assistance for improvement are not grievable.

THE PROGRAM OF ASSISTANCE FOR IMPROVEMENT INCLUDES:

The teacher does not have to fully agree to the plan, but the teacher’s input and opportunity to seek clarification is necessary. You must review the plan with teacher and provide any clarification requested. *Otherwise, it is evidence that the plan is not being offered to improve instruction, but rather for dismissal.*

1. Written list of deficiencies in the employee’s conduct or performance.

2. A maximum of three or four areas of deficiency can be included, especially if the plan requires improvement in a short period of time. Too many and the plan becomes unreasonable.
3. Written suggestions on how to overcome those deficiencies.
 - Give clear and sound suggestions and techniques to improve effectiveness.
 - Sets forth expectations and corrective steps the employee may pursue to overcome or correct the deficiencies.
 - What is required of the District is “reasonable notice” of expectations, reasonable opportunity for correction of deficiencies and some measure of cooperation with the teacher’s efforts to bring about the needed change.
 - Set forth the assistance to be provided by the District.
4. Set forth a timeline for improvement (including a schedule of conferences and written progress reports).
5. Establish the assessment techniques by which the District will measure and determine whether the teacher has sufficiently corrected the deficiencies to meet District standards.
6. The document **must** clearly advise the teacher that he/she is on a program of assistance for improvement and they must make changes or adverse action will follow such as this is a threat to their employment. This is no time to be subtle.
7. **Peer Assistance** must be offered to any employee who is placed on a program of assistance.
 - Peer Assistance will be arranged upon request by the employee and a mutually-agreed upon teacher, from within or outside the building.
 - Participation is voluntary for both the employee offered assistance and the person asked to provide assistance.
 - The District may provide additional release time for both employees.
 - No witness or document relating to peer assistance will be used for any purpose, without the mutual consent of the District and the employee provided with peer assistance.
 - Written observation notes without suggestions for improvement do not constitute assistance.

Where a program of assistance is implemented in the **middle of the year**, the plan should incorporate, not ignore, performance goals set early that year, if applicable.

WHAT ASSISTANCE MUST THE TEACHER BE PROVIDED?

- The primary assistance is the supervisor’s timely and detailed feedback on performance, whether through observation reports or comments on lesson plans, or communication of parent or student complaints, or review of data such as enrollment numbers, grading curve, student assessment, etc. ***Written feedback should be as soon as possible (within one to two days). Arbitrators have found delayed feedback not adequate assistance to a teacher.***
- For probationary teachers on 2-3 month plans, additional assistance is not generally required, but short-term and immediately available assistance (such as observing another teacher, or having a mentor observe and provide feedback) should be provided instead of long-term assistance, such as taking a class.

- For contract teachers, supervisors should look at the results from one type of assistance and then change or at least supplement with other types of assistance if progress is not noted. Giving the teacher a “menu” of possible assistance is a productive strategy as long as it is clear that the teacher must initiate the request for any of the assistance options.

WHAT ARE REQUIREMENTS OF OBSERVATIONS & DOCUMENTATION?

- Oregon Statutes require “multiple observations” before the completion of any evaluation. In most cases, it is best to do at least one pre-planned (“formal”) observation near the beginning of the plan to give the teacher the opportunity to prepare and demonstrate optimal performance. However, it is important that “drop-in” (“informal”) observations be used for the most part, in order to assess the typical performance of the teacher. In some cases, where a specific part of the instructional period or day is of concern, the administrator may make a series of short (10-15 minute), drop-in observations; otherwise, a significant part of a teaching period should be observed.
- **In any case, written feedback in the form of observation reports must be given.** Ideally, those reports contain an objective statement of what was observed, followed by a section that offers positive reinforcement for teacher behaviors to be encouraged and specific critical comments and suggestions for improvement in areas where satisfactory performance was not observed. Supervisors can end by identifying what they will be looking for (2-3 demonstrated skills or process) when they return for the next observation.
- Other forms of documentation of the degree of success in meeting expectations must be produced in a timely fashion and given to the teacher, with an opportunity to review with the supervisor. This information can be discussed with the teacher first and then a “conference summary” prepared, or a written memo can be prepared for the discussion with the teacher at an evaluation conference.
- **Observation discussions must always take place outside the presence of students.**

DURATION OF PLAN:

- A shorter plan will be supported if there has been substantial preliminary notice of deficiencies and efforts to assist the teacher prior to initiation of a plan.
- A more senior teacher will generally be deemed to need a more extensive opportunity to retrain and revise teaching methods and classroom management practices.
- The more years a teacher has had satisfactory evaluations, the greater the time that may be needed to make a change after notice of unsatisfactory performance is provided. On the other hand, notice of deficiencies in prior years suggests that the teacher should have been taking action to change teaching practices prior to the plan.
- More time is needed to learn new and complex teaching skills, such as differentiated instruction or managing a difficult student population. If the deficiencies are simple failure to complete tasks on time or perform simple duties (i.e., grades or paperwork not submitted on time, failure to schedule students and follow the schedule by an itinerant teacher, failure to return parent phone calls, etc.), a few weeks should be sufficient to make the change.

- Other factors, such as medical condition or transfer may complicate a teacher's task of making changes, and may therefore be argued to make a longer plan of assistance necessary.

CAN A TEACHER BE NON-RENEWED OR DISMISSED AFTER THE COMPLETION OF A PROGRAM OF ASSISTANCE OR FOR DEFICIENCIES NOT INCLUDED IN A PROGRAM OF ASSISTANCE?

- Generally, the supervisor determines whether sufficient progress has been made on the plan to conclude it at the fixed end date. Otherwise, the supervisor could elect to extend the program of assistance. The supervisor may also decide to mark some part of the expectations as "achieved, but need to be maintained," or may modify the plan by adding new areas where a need for specific improvement has been documented during the first phase of the program of assistance. Finally, the supervisor may recommend to the Superintendent that the teacher be dismissed.
- A teacher making substantial progress on a program of assistance is not, under general practice and district policies, to be terminated solely because the plan was not totally fulfilled.
- If a teacher had been on a plan and improvement had been noted and communicated during one period of time, but the teacher's performance slips back again, the district needs to renew its threat that failure to comply may bring nonrenewal or dismissal; otherwise, the teacher is justified in thinking that problems are being satisfactorily resolved.

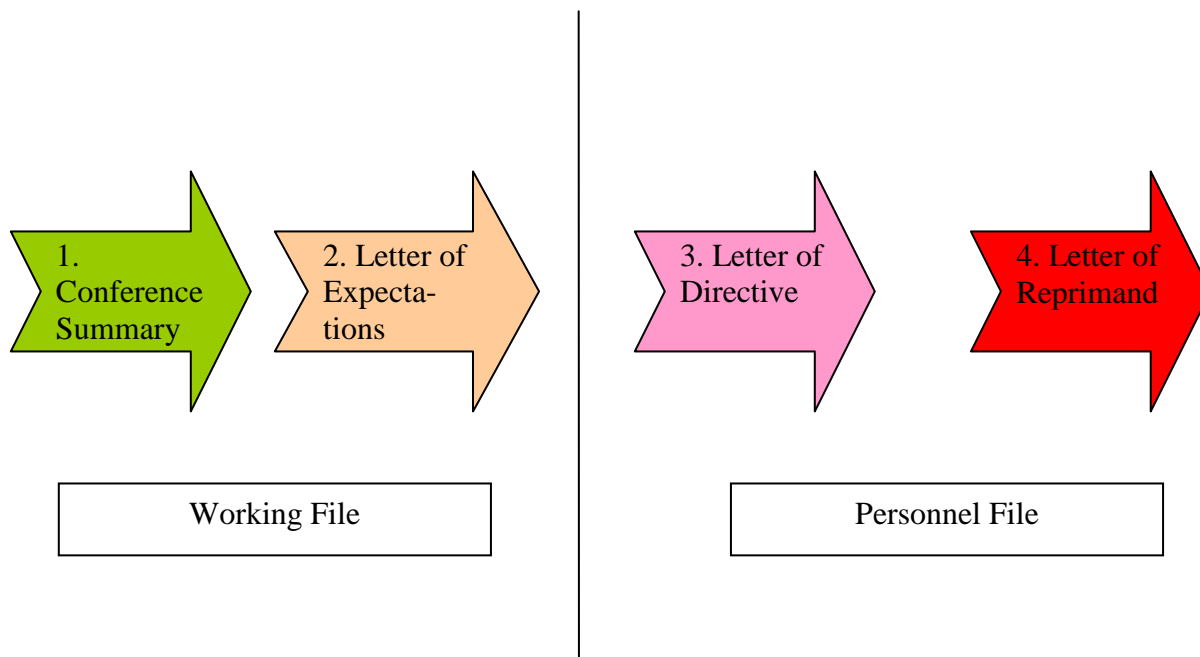
DISTRICT PROCESS IF PROCEEDING WITH DISMISSAL:

- If the Principal & Human Resource Director determines that they will recommend dismissal, they will present the Superintendent a written recommendation listing all evidence and conclusions that led to such a recommendation. A copy of this letter goes to the employee and the OEA no later than March 15.
- Provided that the District School Board has not extended the teacher's contract for a new two-year term, the District Board, upon recommendation of the Superintendent, may elect by written notice to the teacher no later than March 15 of the second year of the teacher's contract not to extend the teacher's contract based on any ground specified in ORS 342.865. A contract teacher whose contract is not extended may appeal the non-extension to the Fair Dismissal Appeals Board.
- The Superintendent will review all documentation. If the Superintendent decides to proceed with termination, he/she writes a letter of recommendation to terminate employment to the Board of Education. Per ORS 342.895 – at least twenty (20) days before recommending to a Board the dismissal of a contract teacher, the District Superintendent shall give written notice to the contract teacher by certified mail or delivered in person of the intention to make a recommendation to dismiss the teacher. The notice shall set forth the statutory grounds upon which the Superintendent believes such dismissal is justified, and shall contain a plain and concise statement of facts relied on to support the statutory grounds for dismissal. If the statutory grounds specified are those specified in ORS 342.865 (1)(a), (c), (d), (g) or (h), then evidence shall be limited to those allegations supported by statements in the personnel file of the teacher on the date of the notice to recommend dismissal, maintained as required in ORS 342.850. Notice shall

be sent to the District School Board and to the Fair Dismissal Appeals Board. A copy of ORS 342-805 to 342.937 shall also be sent to the contract teacher.

- Notice of the Board's action shall be given to the contract teacher as soon as practicable by certified mail, return receipt requested or in the manner provided by law for the service of a summons in a civil action.
- Upon recommendation of the District's Superintendent, the School Board may extend a contract teacher's employment for a new two-year term by providing written notice to the teacher no later than March 15 of the first year of the contract. Any new contract that extends the teacher's employment for a new term shall replace any prior contracts.
- If the School Board does not extend a contract teacher's contract by March 15 of the first year of the contract, the District Superintendent, or designee, shall place the teacher on a Program of Assistance for Improvement.
- Provided that the School Board has not extended the teacher's contract for a new two-year term, the School Board, upon recommendation of the Superintendent, may elect by written notice to the teacher no later than March 15 of the second year of the teacher's contract not to extend the teacher's contract based on any ground specified in ORS 342.865. A contract teacher whose contract is not extended may appeal the non-extension to the Fair Dismissal Appeals Board.

PROGRESSIVE DISCIPLINE PROCESS IN DOCUMENTATION – THIS IS NOT PLANS OF ASSISTANCE



1. Friendly conversation about issue followed up by e-mail to confirm you talked. Put e-mail in working file. Always note on your calendar (Mark the appointment PRIVATE) when you have spoken to an employee about an issue. Put notes in the description box.
2. Make an appointment for a meeting to write on information letter of expectations-Representative welcome – Notify Human Resources first so we may notify the PFA or OSEA President
3. Make an appointment, encourage representation and have the employee sign that they received the letter of directive. Notify Human Resources.
4. Human Resources must be involved before this step is taken.

DISCIPLINE TIPS:

- Don't give too many letters and keep them in a "working" file. You must move toward progressive discipline. The first step is a letter of reprimand in the employee's file. Those letters may be used in arbitration.
- If you recommend to the Board of Education to terminate an employee, you must freeze the personnel file twenty (20) days before the date of the recommendation letter. So, make sure you have all documents signed by the employee so you can enter into the personnel file. In arbitration, you cannot use a working file.
- Also, in the letter to the employee you must notify them that you are recommending termination to the Board, state WHY you are making this recommendation and tell them they have the right to request to be heard by the Board. They have a right to be HEARD (no more than 10 minutes usually) by the Board, but this is NOT A HEARING.
- Don't use the phrase "I have had a complaint about you" in a letter. Instead, use the phrase "I have heard of a concern"
- How close a relationship is too close when involved in disciplining an employee? You must discuss any such relationship with the Human Resource Department. A different strategy might have to be worked out for this employee.
 - Are you both members of a church organization and work together closely?
 - Do you participate in a team sport together?

- Do you coach the employee in a sport outside of work?
 - Do you have a contentious past with the employee?
 - Often, teachers become principals and they might have a very serious issue with another teacher they are now evaluating or having to discipline.
- Uniserve (Union Reps) do not have the right to postpone the district's investigations.
 - Type up your informal notes of an investigation and then shred the handwritten notes.
 - Keep working files indefinitely for use with progressive discipline.
 - Keep all substantive investigative files forever.
 - TSPC investigation letters go in the working file if unsubstantiated.
 - TSPC investigation letters with reprimand go in personnel file but you should have your own signed letters in there to back it up by the time you get TSPC's letter.
 - Work with unions to get resignation agreements in lieu of termination.
 - LETTER OF EXPECTATIONS – A letter of expectations for future behavior and expectations usually goes in the working file.
 - LETTER OF DIRECTIVE – A letter of directive for future behavior and expectations usually goes in the personnel file.
 - LETTER OF REPRIMAND – A letter of reprimand follows the letter of directive. It finds fault of rules violated. This needs the employee's signature and goes in the Personnel file and is step 1 of Progressive Discipline.

DOCUMENT, DOCUMENT, DOCUMENT

- Establish a climate that “everything will get subpoenaed sooner or later”
- It's the early-on informal stuff that often gets you in a bind
- Write it all down (emotions, questions, answers and UniServ involvement)
- Finalize notes in formal (digital) manner for future purposes, discard “rough draft” notes

PURCHASE ORDERS

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

All building purchase orders to be processed must be completed with the following information:

1. Date
2. Vendor
3. Delivery address
4. Item quantity
5. Item description

6. Unit value
7. Total amount
8. Budget code
9. Name of requestor

All other purchases are subject to the Board's policy governing bidding requirements, administrative regulation specifying exemptions from competitive bidding and such other requirements as may be specified by law. Staff members with questions should contact the Executive Director of Business Services for details.

RESIGNATION OF STAFF

A resigning licensed staff member is required to deliver a written and signed notice of resignation to the Office of the Superintendent and the Department of Human Resources. If the Superintendent decides to accept the resignation, acceptance shall be by letter from the superintendent to the employee. The resignation shall be effective as of the date specified in the notice. If no effective date is specified in the notice, the resignation shall be effective as of the date specified in the superintendent's acceptance letter.

A licensed staff member who wishes to resign from his/her position with the district must give written notice at least 60 days prior to the date he/she wishes to leave district employment. The superintendent may accept the resignation effective the day it is received and either release the teacher immediately or inform the teacher that he/she must continue teaching for part or all of the 60-day period.

Where less than a 60-day notice is given, the Board may request the Teacher Standards and Practices Commission to suspend the teacher's license for the remainder of the school year. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

A resigning classified employee is expected to submit a written and signed notice of resignation at least two weeks prior to the date he/she wishes to leave district employment. (Board Policy GCPB/GDPC)

RETIREMENT

To assist the district in its planning efforts, staff members considering retirement are encouraged to notify the district as early as possible, preferably at the beginning of the school year in which the retirement will take place. A letter stating the date of retirement and a signature on the letter are required by the Board of Education.

SAFETY COMMITTEES (BUILDING)

Monthly building safety committee meetings are mandatory by law. Minutes of each meeting must be sent too the Supervisor of Maintenance and posted in each building's staff room. A building safety committee has been established to help implement the district's safety program and as a part of an ongoing effort to help ensure the safety and health of student, staff and others while on district property.

The building safety committee meets monthly and conducts workplace safety inspections to locate and identify safety and health hazards and makes recommendations for corrections as needed. All significant safety-related incidents are investigated to help prevent similar events from reoccurring. All potential hazards are to be reported immediately to a safety committee member or to the office.

SCHOOL BOARD POLICY

Please see the district website at www.parkrose.k12.or.us

Under School Board on the left grey box, click on Policies – then you can do a search. J is student issues and G is staff issues. Or, you may just type in a topic you are looking for at the time.

STAFF CONDUCT

Good public relations are an essential part of the service every employee provides to the District. No matter what the position, the community will judge the school system by the conduct and attitude of its employees. Confidence and goodwill are generated when employees are considerate, helpful, friendly and understanding.

All staff are expected to conduct themselves in a manner that conforms to applicable job descriptions, Board policy and administrative regulations. As representatives of the school system, all personnel are expected to conduct themselves in a manner which reflects credit upon themselves and the District.

Additionally, all licensed staff are expected to adhere to the Standards for Competent and Ethical Performance of Oregon Educators as specified in Oregon Administrative Rules

The Competent Educator

The teacher demonstrates a commitment to:

1. Recognize the worth and dignity of all persons;
2. Encourage scholarship;
3. Promote democratic citizenship;
4. Raise educational standards;
5. Use professional judgment.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available;
5. Skill in the selection and use of teaching techniques conducive to student learning

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Ways to assess progress of individual students;
2. Skill in the use of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by district policies and procedures;
4. Using district lawful and reasonable rules and regulations.

Human Relations and Communication

The competent educator works effectively with others – students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others;
2. Skill in communicating with students, staff, parents and other patrons.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing, the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues;
3. Maintain an appropriate professional student-teacher relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to the educator's supervisor if the educator has reason to believe a student is, or may be, becoming romantically attached to the educator.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties;
5. Not use the districts or school's name, property or resources for non-educational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential, as appropriate.

STAFF ETHICS

Staff members are prohibited from engaging in, or having a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as employees of the district.

This means that:

1. Staff members shall not solicit for financial remuneration from students, parents or other staff;
2. Any device, publication or any other item developed during the staff member's paid time shall be district property;
3. Staff members shall not further personal gain through the use of confidential information gained in the course of or by reason of their position or activities in any way.

All staff are expected to maintain appropriate confidentiality. Staff learns many things about school business or records which shall be regarded as confidential and therefore, not shared with others. Though the majority of information regarding school operations is open to examination by the public, it is the role of administrative staff to present and interpret this information. Employees shall refer inquiries to the principal or their supervisor. Release of identifiable student information carries both civil and criminal penalties. Do not discuss identifiable student information on a cell phone or cordless phone because transmissions can be picked up by anyone. (ORS 40.245 and OAR 581-21-240)

All staff are to regard information regarding students, with the exception of specifically identified directory information, as strictly confidential. **Student records and behavior at school is never to be discussed in public or in areas of the school where such conversations might be overheard by students or staff who do not have a legitimate interest in the matter. Failure to maintain confidentiality regarding student records and performance may result in disciplinary action, up to and including dismissal.**

Staff members are prohibited from performing any duties related to an outside job during their regular working hours or during the additional time needed to fulfill the position's responsibilities. District facilities, equipment or materials may not be used in performing outside work.

STUDENT TEACHER PLACEMENTS

To have a student/practicum teacher in Parkrose you need to meet the following criteria. This is a baseline and the principal and/or district office can deny a request at anytime before or during the process.

1. Teacher must be on Professional Growth cycle, not Formal. If a teacher remains on PG cycle for some reason they will not be allowed to have a student teacher two years in a row.
2. Teacher cannot be in the three year probation period.
3. Teacher must be **Proficient** or better in **ALL** areas of their last two years of evaluations.

The District has the responsibility to:

- Provide a mentor teacher or administrator and facilities for the supervision of the student.
- Provide Universities with District Policies, regulations and procedures relative to the student experience.
- Reserve the right to interview and approve students proposed for placement consistent with the District's non-discrimination policy.
- Encourage student teachers to join in in-service education.
- Verify number of hours student teacher participated in program.
- Provide an evaluation of each student's performance at the end of each placement.
- Maintain confidentiality of student teacher information.

SUPERVISION OF STUDENTS

Staff members are responsible for the supervision of all students while in school or engaged in school-sponsored activities.

All teachers are expected to be in their classrooms *prior to the arrival of students*.

Under no circumstances are classrooms or other areas where students are under the supervision of assigned staff to be left unattended while students are present. Teachers who may need to temporarily leave the classroom or their assigned duties in an emergency situation while students are present are expected to contact the office to arrange for temporary coverage.

No other staff member may leave his/her assigned group unsupervised except as appropriate supervision arrangements have been made to take care of an emergency. During school hours, or while engaged in school-sponsored activities, students may be released only into the custody of parents or other authorized persons.

All building staff that are not on a scheduled break or preparation period are expected to provide supervision of students during assemblies. Duty schedules for supervision of students at other times of day, such as before and after school, noon, recess and breaks between classes, shall be established by the principal. Staff are expected to be in their assigned supervision areas.

Staff supervising students during extra-curricular activities, especially on overnight excursions, must assure that students in their charge are supervised at an appropriate level. Even when not directly responsible for students, or when supervision of students has been temporarily assumed by another chaperone, the consumption of alcohol or other illegal substances by a staff member acting as a chaperone or advisor is strictly prohibited. (Board Policy JHFA)

TSPC

Here is the web link to the license lookup – for a quick view enter the first and last name or just the last name. Check with Human Resources for any questions about licensing.

http://www.tspc.oregon.gov/lookup_application/lookup_query.asp

TUTORING

No private tutoring for which a staff member receives a fee is permitted in district schools on school time and no district-owned materials or equipment may be used except as follows:

1. Private lessons, such as music lessons and other enrichment activities that are clearly beyond the scope of the regular curriculum may be given for remuneration outside of school time and away from school property;
2. Teachers may tutor for remuneration, outside of normal school hours, students eligible for homebound services according to district procedures;
3. District authorized and /or sponsored programs. (Board Policy GCQBA)

VOLUNTEERS

SCHOOL VOLUNTEERS:

Volunteers must be cleared through the District office every two years. Each building secretary has forms or volunteers may see the receptionist at the District Office. There is a \$3.50 fee for each volunteer. This covers the cost of the criminal history background check which is necessary.

ATHLETIC VOLUNTEERS:

Athletic volunteers must go through the Oregon Department of Education Fingerprint clearance procedure. The cost to the employee is \$77.00. High School athletic volunteers must also meet all of the required OSAA regulations and trainings.

EMPLOYEE VOLUNTEERS

Nonexempt district employees may not volunteer to perform services on behalf of the district unless they are considered “bona fide volunteers.” An employee is a bona fide volunteer if:

1. The employee’s services are offered freely and without pressure or coercion, direct or implied, from the district; and
2. The employee does not engage in the same or similar type of volunteer services as he/she performs in his/her regular job.

As provided by law, nonexempt employees will not be permitted to volunteer to perform their regular work duties or the same type of duties off the clock and without compensation. The requirements of the Fair Labor Standards Act (FLSA) cannot be waived by the employee or the district. Nonexempt employees who volunteer to perform services for the district will be required to complete the district’s Volunteer Agreement form verifying that they are volunteering to perform services and such services are not performed in the course of their regular employment.