

# *Parkrose Middle School*



## **Staff Handbook 2014-2015**

Ms. Molly T. Ouche, Principal  
Ms. Annette Sweeney, Assistant Principal  
11800 NE Shaver Street  
Portland, OR 97220

Parkrose Middle School	408-2900
Attendance	408-2977
Counselors District	408-2911
Office Transportation	408-2100
	408-2129

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Staff Handbook  
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## **Communication & Operations**

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

PLC Meetings  
Staff Meetings  
Committee Meetings

Minutes in all meetings are expected to be reported.

## **Information Flow and News Bulletins**

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

## **Master Calendar and Facility Use**

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

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

### **Student Support Services:**

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

### **ELL:**

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

### **TAG:**

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

## **Site Council**

### About Site Council

Parkrose Middle School's Council is Responsible for:

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

Site Council meetings

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

## **Communication & Operations**

### Complaint Procedures

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

1. Listen to the person's complaint; paraphrase to assure their point of view is understood.
2. Determine the nature of the complaint; and do one of the following based on your judgment:
  - Explain the situation from the school's point of view, or
  - Refer the person to the staff member for mutual problem solving, or
  - Offer to meet with the person and staff member for mutual problem solving, or
  - Share serious complaints with the staff members for problem solving.
  - Face to face mutual problem solving is the preferred procedure, depending on circumstances  
(complaint rescinded or resolved, etc.).

## **Emergency & Security**

### Closing or Delay of School

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

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

We have fire drills once a month and earthquake and lock-in drills twice a year to prepare and train for an actual emergency.

(See Drill Procedures and Safe Team protocol)

## **Keys and Building Alarm System**

### **Sonitrol**

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

## **Daily Staff Responsibilities**

- If you are going to leave during the day for any reason be sure you sign out and back in, in the main office.
- Check your mailbox daily before your first meeting with students.
- If you are calling in sick, please contact the sub-finder system before 6:00.
- ALL ABSENCES must be called into sub-finder even if a substitute is not required

Complete the Following trainings/documents when appropriate.

- Electronic Communications (policy)
- Attendance and Absences (policy)
- Bloodborne Pathogens Trainings
- Child Abuse: Identification & Intervention o Sexual Conduct: Staff-to-Student
- Sexual Harassment: Staff-to-Staff
- Middle School Staff Handbook (policy)

## **Teacher Expectations**

At the beginning of each new class, teachers are to teach students the routines and expectations the teacher wishes in that class including but not limited to actions:

- Independent action vs. permission for talking, sharpening pencils, getting out of seat to recycle waste paper etc.
- Method for getting permission for talking, sharpening pencils, getting out of seat to recycle waste paper etc.
- How homework and other assignments are to be turned in to the teacher (where, when).
- What the acceptable noise level is during group work and independent work.
- The teacher's preferred signal to get student attention.
- Appropriate circumstances under which they may access the classroom telephone.
- School wide behavior expectations, late work policy and procedures.
- Expectations regarding having appropriate materials in class

## **Student Teachers**

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

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

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

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

- All students will be assigned to a specific computer in order to identify testing conflict and or damages that have been done to a computer.
- The last person using the computer lab is responsible for shutting down the computers and securing the area.
- Student with parent approved *AUP form* may use the Internet. A student access list will be available for staff.
- Absolutely no edibles or drinks will be allowed in the

lab. Reference Board Policy:IIBGA

## **Substitute Teachers**

### **Staff Absences**

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

### **Substitute Teachers**

Make all substitute requests through the Sub-finder system.

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

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



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

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

## **Student Make-Up Work**

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

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

## **Field Trips**

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

### **Field Trip Process**

- Field Trip form must be completed
- An outline of the objectives that will be taught and how they align with state standards
- A list of activities that students will be completing
- The objectives need to be turned in to the principal for approval
- Complete the field trip checklist
- Completed forms must be turned in two weeks before the event

## **School/Room Maintenance Guidelines**

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

- Report any vandalism to the office immediately so administration can take action.
- The classroom will be maintained with clear pathways and exits at all times for safety.
- Classroom decorations and arrangements must meet the fire marshal's guidelines.
- No dogs are allowed on school district property (Board Policy)
- All computers need to be turned off at the end of the day

## Guest Speakers

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

Use the following guidelines:

- Notify the administration about any outside speaker
- If the speaker is speaker on a controversial topic notify parents in advance
- Pre-arrange to meet with the speaker to review materials being presented
- Communicate explicit guidelines with the speaker about what is developmentally appropriate for middle school students
- If parents ask for a student to be excused from the activity provide a **meaningful** alternative activity

## Visitors and Volunteers

Volunteer sign in:

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

# MANAGEMENT

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

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

If the item is technology- Fill out a Disposal Form and submit it to Mary Larson

<http://do.parkrose.k12.or.us/departments/forms/Business%20Office/Disposal%20Request%20Form.pdf> and then create a work ticket to have the item(s) picked up by the IT Dept. They will remove the item from our barcode system and inventory, hold the item(s) until approval for removal from the Board, and upon approval, recycle/dispose of the item(s) properly.

If the item is furniture- Fill out a Disposal Form and submit it to Mary Larson

(<http://do.parkrose.k12.or.us/departments/forms/Business%20Office/disposal%20Request%20Form.pdf>) Then put in a work-order to have the item removed from your building. We will hold the items here until the board has approved the disposal and then we will dispose of the items properly, recycling what we can.

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

### Reminders/Promising Practices

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

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

Declaring certain days as "Spring Cleaning" days where staff bring all their unwanted stuff to one place for documentation and removal may help some folks to be better about clearing out junk.

# Parkrose School District

## **Staff Participation in Political Activities**

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

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

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

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

**END OF POLICY**

Legal Reference(s):

ORS Chapter 244

ORS 260.432

Oregon Constitution, Article XV, Section 8.



**Electronic Communications System**

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

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

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

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

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

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

Failure to abide by district policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violations will result in discipline up to and including expulsion. Staff violations will also result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

<u>ORS 30.765</u>	<u>ORS 167.090</u>	OAR 581-021-0050
<u>ORS 133.739</u>	<u>ORS 167.095</u>	OAR 581-021-0055
<u>ORS 163.435</u>	<u>ORS Chapter 192</u>	<u>OAR 584-020-0040</u>
<u>ORS 164.345</u>	<u>ORS 332.107</u>	<u>OAR 584-020-0041</u>
<u>ORS 164.365</u>	<u>ORS 336.222</u>	
<u>ORS 167.060</u>	<u>ORS 339.250</u>	
<u>ORS 167.065</u>	<u>ORS 339.260</u>	
<u>ORS 167.070</u>	<u>ORS 339.270</u>	
<u>ORS 167.080</u>		
<u>ORS 167.087</u>		

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



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

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

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

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

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

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

Staff are subject to disciplinary action up to and including dismissal for using a personal communication device in any manner that is illegal or violates the terms of this policy. Staff actions on social network sites, public websites, blogs and other social media, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A "disruption" for purposes

of this policy includes but is not limited to, one or more parent threatens to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened or actual negative impact on the learning environment. The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs, will be reported to law Enforcement and/or other appropriate state or federal agencies.

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

END OF POLICY

Legal Reference(s):

ORS 167.054  
ORS 167.057  
ORS 163.432  
ORS 163.433  
ORS 163.684

ORS 163.686  
ORS 163.688  
ORS 163.689  
ORS 163.693  
ORS 163.687

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

U.S. CONST. amend. XVIII, § 1466A

U.S. CONST. amend. XVIII, § 1470

U.S. CONST. amend. XX, § 7906

U.S. CONST. amend. XX, § 6777

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (200 I).

Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

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

# Parkrose School District

Reviewed: 03113/00

## INSTRUCTIONAL TECHNOLOGY

The instructional technology plan for the district envisions the following:

From their instructional sites all students and teachers will be able to:

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

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

END OF POLICY

Legal References:

OAR 581-022-1030

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

REQUEST FOR OFF-AIR VIDEO TAPING

I, the undersigned, having requested the <District) to videotape the following program(s) within the parameters of the policy set forth by the Board, (Date), am aware of said policy, have reviewed district policy and administrative regulations and agree to accept responsibility for the use and erasure of this material prevent any infringement of copyright law in lieu of expressed written approval of the copyright proprietor.

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

Date of Program: \_\_\_\_\_ Date Program is needed: \_\_\_\_\_

Time of Program: \_\_\_\_\_ Station or Channel: \_\_\_\_\_

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

Special Instructions \_\_\_\_\_

Requestor's Name : \_\_\_\_\_ (Please print) Location \_\_\_\_\_

Signature: \_\_\_\_\_ Department: \_\_\_\_\_

PREVIEW AND EVALUATION

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

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

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

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

SENSITIVE CONTENT Is nudity, excessive violence, glamorization of drugs/dangerous substances, profanity and/or a sexual nature present in this program?  
Yes IF YES, please verify by circling the topics present.  
No

ADDITIONAL INFORMATION Ability Level \_\_\_\_\_  
Subject Area(s) \_\_\_\_\_ Grade Level \_\_\_\_\_

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

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

VIDEOTAPE STATUS- OFFICE USE ONLY

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

\_\_\_\_\_ May be retained indefinitely



\_\_\_\_\_ May be kept on an indefinite basis pending updated information on the program's future availability  
May be kept permanently on a licensed basis \_\_\_\_\_ Must be erased  
immediately

**SAMPLE LETTER:  
REQUEST FOR PERMISSION TO COPY**

Author, Publisher or Distributor  
Permission Department

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

I am requesting permission to copy and use:

Title: \_\_\_\_\_ Author/Editor; \_\_\_\_\_ Year published; \_\_\_\_\_ Number of copies:---

Will copies be sold? (Circle) YES NO

Description of materials to be copied (Photocopy enclosed): \_\_\_\_\_

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

Type of reproduction; \_\_\_\_\_

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request. Should you be unable to authorize this request, please forward this letter to the proper person/agency.

Sincerely,

Permission granted: \_\_\_\_\_ Date; \_\_\_\_\_

Conditions (if any); \_\_\_\_\_

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

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

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

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

Can a copy of this program be retained for classroom use? (Circle) YES NO

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

If Yes, specify agency distributing this program: \_\_\_\_\_  
Specify format \_\_\_\_\_ Cost (if known): \_\_\_\_\_

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

Sincerely,

Permission to retain off-air copy on a free basis: \_\_\_\_\_ Date: \_\_\_\_\_

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

# || Parkrose School District 3/1

Code: JBA/GBN  
Adopted: 10-23-95  
Revised: 3-13-2000  
Reviewed: 10-2004

## Sexual Harassment

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students or staff by other students, staff, Board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at inter-district and intra-district athletic competitions or other school events. "District" includes district facilities, district premises and non-district property if the student or employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the control of the district or where the employee is engaged in district business.

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

- I. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual



gestures or obscene jokes, touching oneself sexually or talking about one's sexuality in front of others or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

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

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

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

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

The superintendent shall ensure appropriate periodic sexual harassment training awareness or information is provided to all supervisors, staff and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students, parents of students and staff. The district's policy shall be posted in all schools. Such posting shall be by a sign of at least 8.5 by 11 inches.

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

Cross Reference Policies: GBN/JBA -GBN/JBA-AR and AC-AR

Legal Reference(s):

ORS 243.706

ORS 342.700

ORS 342.704

ORS 342.708

ORS 342.850

ORS 342.865

ORS 659.850

ORS 659A.006

ORS 659A.029

ORS 659A.030

OAR 581-021-0038

OAR 584-020-0040

OAR 584-020-0041

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

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

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

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

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

## **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).

### **END OF POLICY**

*\*Asian and White are terms used by the State of Oregon's Assessment System. Parkrose School District realizes that the terms "Asian" and "White" are used broadly as there are many ethnicities involved in each designation.*

Legal References: [ORS 329.025](#)

# Parkrose School District 3

Code: EFA-AR  
Adopted: October 2006  
Revised: 05/24/2010  
Revised: 05/29/12  
Revised: 6.23.14

## PARKROSE DISTRICT WELLNESS POLICY

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

### **Definitions:**

1. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) in food service areas during the meal periods;
2. "Dietary Guidelines for Americans" means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives and reduce chronic disease risks;
3. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits;
4. "Foods of minimal nutritional value (FMNV)" means:
  - a. In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and
  - b. In the case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are - protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium and iron;
  - c. Food that is classified into four categories:
    - (1) Carbonated soft drinks;
    - (2) Chewing gum;
    - (3) Water ices; and
    - (4) Certain candies made predominantly from sweeteners such as hard candy, licorice, jelly beans, gum drops, marshmallows, fondant, cotton candy and candy-coated popcorn.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten;
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.

## **Nutrition Education**

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

1. Age-appropriate nutritional knowledge, including the following:

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

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

- Planning a healthy meal;
- Understanding and using food labels;
- Critically evaluating nutrition information, misinformation and commercial food advertising; and age-appropriate advertisements, informed consumerism, warn against false advertising about food.

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

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

1. Nutrition instruction is closely coordinated with the school's nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating and includes social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible;

2. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) are established to: provide screening, referral and counseling for nutritional problems; inform families about supplemental nutritional services available in the community (e.g., food stamps, local food pantries, summer food services program, child and adult care food program), and implement nutrition education and promotion activities for school staff, Board members and parents;

3. In keeping with the district's nutrition program goals, the school district will strive to provide alternatives for the use of food as a reward or punishment in the classroom. When food is provided by the school as part of a celebration, the principal will approve foods provided, and healthy options will be

included (i.e., all foods served fit in a healthy diet as recommended in the Dietary Guidelines for Americans, and contribute to the development of lifelong healthy eating habits for the district's students). The district will ensure that all schools' fund raising efforts support healthy eating choices.4. Food Services Staff support nutrition education by marketing healthy meals and providing nutrition information to students and families. This information will be provided in print and on the district web site.

### **Physical Activity**

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

1. Physical education will be a course of study that focuses on students' development of motor skills, movement forms, and health related fitness;
2. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate motor skills, teaming, and good principles of sportsmanship;
3. All physical education classes will be taught by highly qualified physical education instructors;
4. A daily recess period will be provided;
5. Schools will promote opportunities for active transportation and encourage students to walk or bike to school if safe to do so;
6. Classroom teachers will provide short physical breaks between lessons or classes as appropriate, and offer physical activity opportunities in the classroom throughout the school day.
7. Teachers and other school personnel will not use physical activity (e.g. running laps, push-ups) as punishment in the classroom.
8. Teachers and other school personnel will avoid withholding opportunities for physical activity (e.g. recess, physical education) as punishment.
9. Recess is provided to give students an opportunity for social interaction, vigorous physical activity, time to develop rules for play, and a chance to practice or use skills developed in physical education class.
10. Video media will only be used during instructional hours when the content is related to the curriculum.
11. For additional guidance regarding use of electronic devices during the school day, please see Personal Communication Devices and Social Media, Board Policy JFCB-AR.
12. Alternative exercise choices such as yoga may be taught and practiced.

### **Drinking Water**

The district recognizes that children need an ongoing water supply to keep their bodies functioning optimally, and to avoid dehydration which can interfere with academic performance. Therefore, the district will promote

the consumption of water as an essential nutrient that plays a role in overall health, and will provide all students and employees with access to clean, safe and palatable drinking water free of charge at all district facilities (i.e. in the cafeteria/eating areas, hallways, play yards, and faculty lounges), throughout the school day and during extra-curricular activities as much as possible.

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

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

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

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply. There will be multiple opportunities to apply, applications posted on bulletin boards and on the district and school websites.
3. The school's NSLP/SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals in accordance with the National School Lunch Act;
4. The school's NSLP/SBP operates to meet nutrition standards in accordance with the Healthy Meals for Healthy Americans Act of 1994, as amended, and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans. Schools contracting out the food service part of their NSLP and SBP shall form a wellness advisory committee comprised of teachers, students and parents to assist in menu planning. Cultural norms and preferences will be considered and honored by incorporating culturally appropriate food items into the weekly menu rotation;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special food needs:
  - a. The district will provide substitute foods to students with disabilities upon written parental



permission and a medical statement by a National School Lunch Program (NSLP) approved

medical source that identifies the following:

Student's disability;

States why the disability restricts the student's diet;

Identifies the major life activity affected by the disability; and,

States the food or foods to be omitted and the food or choice of foods that must be

substituted;

b. Such food substitutions will be made for students without disabilities on a case-by-case basis

when the parent submits a signed request that includes a medical statement signed by a National

School Lunch Program (NSLP) medical source. The medical statement must state the medical

condition or special dietary need that restricts the student's diet and provide a list of food(s) that

may be substituted in place of the lunch or breakfast menu being served.

9. Food service equipment and facilities meet applicable local and state standards concerning health,

safe food preparation, handling and storage, drinking water, sanitation and workplace safety;

10. Meals will include healthy foods from regional and local sources to the greatest extent practicable,

by supporting partnerships with food suppliers. Parkrose schools will pursue opportunities to offer regionally grown

foods at every location in the school sight where food is sold, and at all school-sponsored events and activities.

11. Students are provided adequate time and space to eat meals in a pleasant and safe environment.

School dining areas will be reviewed to ensure:

a. Tables and chairs are of the appropriate size for students;

b. Seating is not overcrowded;

c. Students have a relaxed environment;

d. Noise is not allowed to become excessive;

e. Rules for safe behavior are consistently enforced;

f. Tables and floors are cleaned between meal periods;

g. The physical structure of the eating area is in good repair;

h. Appropriate supervision is provided;

i. School lunch programs are designed to enhance student learning and increase positive behaviors

(e.g. recess before lunch, breakfast in the classroom).

12. To the extent possible and with every effort, foods will contain as little high fructose corn syrup as

possible. Food will be less packaged and least processed as possible. Fresh foods will be served as

much as possible.

13. The guidelines for reimbursable school meals shall not be less restrictive than regulations and

guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of

the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell

National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools

## **Other School Based Activities**

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

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

## **Marketing and Promotion**

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

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

In keeping with federal regulations, the district controls the sale of FMNV and all competitive foods.

Federal regulations permit FMNV to be sold in food service areas before and after school meal periods, and outside of food service areas at any time. However, district schools are directed to prohibit or to minimize such sales on district premises and at district-sponsored events by requiring that at least 50% of all food items and beverages sold by any organization or entity at any location on district premises and at district-sponsored events meet applicable Dietary Guidelines for Americans (see appendix). Examples of such food include vending machine offerings, food served in student stores, school or district events, food sales at activity/athletic events, etc. The superintendent will strive to ensure that nutritious foods are available as an option whenever food is sold or served on district property or at district sponsored events.

The sale of all other foods, other than FMNV, in competition with the district's NSLP/SBP meals shall be permitted in school food service areas during school meal periods only when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or school or student organization as

approved by the Board.

### **Other Foods Offered or Sold Must Comply with H.B. 2650 (see appendix)**

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

### **Staff Development**

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

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

### **Family and Community Involvement**

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

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Schools will provide families a list of foods that meet the district's snack standards, as well as ideas for healthy treats for celebrations and parties.
4. Parents and other family members are invited to periodically eat with their student in the cafeteria;
5. Families are invited to attend exhibitions of student nutrition projects or health fairs;
6. Nutrition education workshops and screening services are offered;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading an

interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);

8. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;

9. School staff encourages and provides support for parental involvement in their children's physical education;

10. Materials promoting physical activity are sent home with students; and

11. Physical activity is a planned part of school-community events as often as possible.

12. Twice annually, the superintendent will meet with the Parent Advisory Council to discuss school food programs nutrition.

#### Program Evaluation

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

1. Board policy and this administrative regulation are implemented as written;

2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;

3. Nutrition education is provided throughout the student's school years as part of the district's age appropriate, comprehensive nutrition program;

4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities;

5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;

6. Teachers have received curriculum-specific training;

7. Families and community organizations are involved, to the extent practicable, in nutrition education;

8. One or more persons within the local educational agency or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with the requirements;

9. Teachers provide physical activity instruction and programs that meet the needs and interests of all students;

10. District developed survey of "Healthy Wellness Practices" given annually;

11. Each building will be encouraged to develop and implement a wellness goal each year.

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

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

1. General Responsibilities

- a. The building principal will be designated with the responsibility for disseminating and interpreting copyright regulations at the building level. He/She will provide employee training as needed, distribute and review district policy and administrative regulations with employees, control the approval process and maintain written records regarding permissions, response to requests and license agreements, as may be necessary.
- b. The building principal will ensure that budget recommendations include appropriate funds for the purchase of multiple copies of needed software.
- c. The building principal will ensure that appropriate warning notices are posted to educate and warn individuals using district equipment of the applicable provisions of the copyright law. Warning notices will be posted as follows:
  - (1) On or near all copiers;
  - (2) On all forms used to request copying services;
  - (3) On all video recorders;
  - (4) On all computers;
  - (5) At the library or other places where interlibrary loan orders for copies of materials are accepted.
- d. The building principal will ensure that building computers and computer labs are used only with proper supervision to help protect against unauthorized copying.
- e. The building principal will annually inspect the library/media center and any video collections to ensure all copies are acquired and maintained in accordance with applicable provisions of the copyright law.
- f. All computer software license agreements must be signed by the business manager.
- g. The employee reproducing a copyrighted work will determine whether copying is permitted by law in accordance with district policy and administrative regulations.
- h. The employee will obtain Written permission to reproduce material from the copyright holder(s) whenever copying does not fall within the "fair use" guidelines of copyright law. Permission forms, as provided by the district, will be used.
- i. The employee using emerging technology will be responsible to ensure that the intended use of the media does not conflict with copyright law. Such technology includes, but is not limited to, digital video, videodisk, satellite transmission, distance learning, CD-ROM, on-line data



bases (and their down-loading), informational networks and other emerging electronic information which can be manipulated into new copyrightable forms of expression.

In the absence of clearly granted rights, the employee must contact the copyright holder in writing for permission to manipulate or use these technologies in alternative ways.

Any contract provided by the distributor of such technology must be submitted to the business manager for approval.

## **Fair Use**

### 2. Printed Materials

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

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

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

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

- (a) A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length;
- (b) A complete article, story or essay of less than 2,500 words;
- (c) Prose excerpts not to exceed 10 percent of whole or 1,000 words, whichever is less;
- (d) One chart, graph, diagram, cartoon or picture per book or per issue of a periodical;
- (e) An excerpt from a children's book containing up to 10 percent of the words found in the text.

b. All permitted copying must bear an appropriate reference. References should include the author, title, date and any other pertinent information.

c. Prohibited ~~uses~~-district employees may not:

- (1) Copy more than one work or two excerpts from a single author during one class term;
- (2) Copy more than three works from a collective work or periodical volume during one class term;
- (3) Copy more than nine sets of multiple copies for distribution to students in one class term;
- (4) Copy to create or replace or substitute for anthologies or collective works;
- (5) Copy "consumable" works, such as workbooks, exercises, standardized tests and answer sheets;
- (6) Copy the same work from term to term;





- (7) Copy the same material for more than one particular course being offered (may not copy every time a particular course is offered) unless permission is obtained from the copyright owner.
- d. All sound recordings, including phonograph records, audiotapes, compact disks and laser disks, will be treated under the same provisions that guide the use of print materials unless as may otherwise be excepted by regulations governing the reproduction of works for libraries/media centers.

3. Sheet and Recorded Music

a. Permissible **uses**—district employees may:

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

b. Prohibited **uses**—district employees may not:

- (1) Copy to create or replace or substitute for anthologies, compilations or collective works;
- (2) Copy works intended to be "consumable," such as workbooks, exercises, standardized tests and answer sheets;
- (3) Copy for the purpose of performance, except as noted above (a.(1)) in emergencies;
- (4) Copy to substitute for purchase of music except as noted above (a. (1), (2) and (3));
- (5) Copy without inclusion of the copyright notice on the copy.

4. Television Off-the-Air Taping

a. Permissible uses-district employees may:

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

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

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

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

- (2) Retain videotapes of commercial programs only with written approval of appropriate copyright holders;
- (3) Use off-air recordings once for each class in the course of relevant teaching activities and repeat once only when instructional reinforcement is necessary and only within the first 10 consecutive school days of the 45-consecutive calendar day retention period;
- (4) Use off air recordings for evaluation purposes only, after the first 10 consecutive school days up to the end of the 45-consecutive calendar day retention period. Evaluation purposes may include use to determine whether or not to include the broadcast program in the teaching curriculum;
- (5) Use off-air recordings made from a satellite dish if they conform to the 45-consecutive calendar day retention period established for broadcast or cable programming and are not subscription channels;
- (6) Use copies of off-air recordings, as stipulated in these guidelines, only if the copies include the copyright notice on the broadcast program;
- (7) Request that a library/media center record and retain for research purposes commercial television news programs from local, regional or national networks; interviews concerning current events; and on-the-spot coverage of news events. Documentary, magazine-format and public affairs broadcasts, however, are not included in the definition of daily newscasts of major events of the day.

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

b. Prohibited uses—district employees may not:

- (1) Tape off-air programs in anticipation of an educator's requests;
- (2) Request that a broadcast program be recorded off-air more than once for the same educator, regardless of the number of times the program may be broadcast;
- (3) Use the recording for instruction after 45 consecutive calendar days;

- (4) Hold the recording for weeks or indefinitely because:
  - (a) Units needing the program concepts are not taught within the 45-day use period;
  - (b) An interruption or technical problems delayed its use; or
  - (c) Another teacher wishes to use it, or any other supposedly "legitimate" educational reason.
- (5) Record programs off-air without written permission from the author/producer/distributor when a special notice is provided specifically prohibiting reproduction of any kind;
- (6) Alter off-air programs from their original content: Broadcast recordings may not be physically or electronically combined or merged to constitute teaching anthologies or derivative works.

Off-air recordings, however, need not be used in their entirety.

- (7) Exchange program(s) with schools in the district or other school districts without the approval of the library/media supervisor.

Programs will be used for the specific curriculum application for which the request was intended. No other curriculum application is authorized.

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

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

## 5. Rental, Purchase and Use of Videotapes

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

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

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

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



- (2) Use rented or purchased videotapes such as feature films for assemblies, fund raising, entertainment or other applications outside the scope of direct instruction without public performance rights.

6. Computer Software

a. Permissible uses—district employees may:

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

b. Prohibited uses—district employees may not:

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

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

7. Reproduction of Works for Libraries/Media Centers

a. Permissible **uses**—district employees may:

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

b. Prohibited **uses**—district employees may not:

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

8. Performances

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

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

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





## NOTICES

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

NOTICE:

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

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

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

NOTICE WARNING CONCERNING COPYRIGHT RESTRICTIONS

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

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

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

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

NOTICE:

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

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

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

## Confidentiality Pamphlet Discussion Questions:

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

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

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

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

**A:** Parents and volunteers do not have legitimate educational interest in any student unless the student is their own child. Do not share information about students with them. On occasion a parent may draw conclusions about a student given information they glean from their interactions with students in the classroom or school and mention that to you or to others. Employees are expected to know, understand and abide by confidentiality regulations. Parents and/or volunteers may not fully understand them. Take time to carefully explain to parents and volunteers why you cannot discuss any student with them and as volunteers in your classroom or school they are held to the same confidentiality standards and should not be talking about students either.

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

**A:** Get the request in writing, signed by the parent (or student if he/she is age 18 or older). The district recommends you use a copy of the "Authorization to Use and/or Disclose Educational and Protected Health Information" form for the written request. See the Special Education Department in your school for a copy.

After drafting the letter of recommendation and before sending it, ask the student and parent if the information included is acceptable and document their agreement. Never include in letters of recommendation any information that pertains to emotional, behavioral, physical and/or mental health issues, or special education unless you have an explicit, written request to do so, which is signed by the parent.

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

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

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

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

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

A: You may not discuss a student with a parent's or child's advocate or attorney unless you have been provided signed consent to do so by the parent or adult student. Students are adults at age 18. Use the consent form provided in the district special education handbook for this purpose. If the parent brings their advocate or attorney to a meeting, they have automatically provided express consent for that person to hear any discussions that occur during the meeting. A contact by the advocate or attorney after the meeting must have signed consent by the parent. Be cautious about having any conversations with a child's or parent's advocate or attorney even with signed consent. Seek counsel from your school administrator if you are contacted. In certain circumstances a stepparent is considered a parent under special education law or may be given legal guardianship of the child through other means. Prior to divulging any information to the stepparent ensure you know if he/she has these legal rights. Otherwise, you may not divulge any student information to the stepparent.

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

2012-2013

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

Steps for staff and Principals:

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

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

2012-2013

**Steps for Central Office Administration:**

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

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

# || Parkrose School District 3

||

Code: GBDA

Adopted: 09/24/07

## MOTHER FRIENDLY WORKPLACE

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

Superintendent/designee to include the following in the development of a regulation to ensure the provisions for employees required by this policy.

The superintendent/designee shall see that the district makes a reasonable effort to provide a room or other location in close proximity to work areas, other than a restroom, where an employee can breast-feed her child or express milk in privacy. This policy directs the

1. Advice of a school nurse or health professional in determining the most reasonable facility accommodation.
2. The plan shall include an accessible , private room with a lock that would allow a mother to:
  - a. Breast-feed a child brought in during a lunch or other break period;
  - b. Pump breast milk to be stored for later use;
  - c. Inclusion of electrical outlets for electric pumps;
  - d. Sanitation facilities including a sink close by, for hand washing and the rinsing of containers;
  - e. A sign up sheet and a sign posting the room as "private during use";
  - f. A flexible work schedule in consideration of the requirements of the staff members responsibility;
  - g. Time allotted for this activity is not to exceed the normal time allowed for lunch and or breaks.

END OF POLICY

Legal Reference(s):

HB 2372





**SAFETY**

Parkrose Middle School  
Fire/Emergency Exit Procedures

1. Immediately direct all students to line up in a single file line quietly and quickly, use the posted evacuation route to exit the building in a safe and orderly fashion. (Students may not stop at lockers, drinking fountains, restrooms, etc. along the way)
2. Take emergency clipboard
  - o Located on right side of classroom door
3. Turn off lights and lock door quickly
  - o So that FD knows everyone is out of classroom
4. Follow class out of building using the nearest available exit
5. Escort class to at least 50 feet from the building.
6. Take students to the central meeting location (CML)
  - o CML is located along the back fence behind the 6th grade pod area
7. Keep class together and calm as you go to the CML.
8. Upon arriving at the CML help students to go to their own HR locations along back fence
  - o Designated location is by homeroom teacher and grade level
9. Homeroom teacher go to designated line
  - o Teachers without a homeroom go to command center
10. Homeroom teachers take attendance
  - o If students are all accounted for hold up "green" card
  - o If any students are missing hold up "red" card
    - o Team leader will come to you
11. Wait for team leader and report any unaccounted students
  - o 6th grade – Whitney Alfrey
  - o 7<sup>th</sup> grade – Laura Queen
  - o 8<sup>th</sup> grade- Ann Stinson/Kim Johns
12. Keep students lined up and quiet throughout drill
13. Upon "all clear" signal direct and assist students to return to classroom in which students were in before drill began.
  - o Re-enter building as follows:
    - 6th Grade - 6th Pod Area
    - 7th Grade - 7th Hall Door
    - 8th Grade - 8th Pod Area
14. Teachers return to class and take attendance
15. Report any missing students to the main office.

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

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

PARKROSE SCHOOL DISTRICT  
LOCK IN AND LOCKOUT  
PROCEDURE

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

1. Lock In: A Lock In indicates that there is a potentially dangerous person or already dangerous situation inside a school or office. Police may also determine that Lock In mode is necessary. These are the steps:
  - a. If a school or office initiates this procedure, call 911 and the Office of the Superintendent x 2135.
  - b. If police contact initiates the procedure, call the Office of the Superintendent x2135.
  - c. Administrator/Office Staff continuously sound the signal for at least 30 seconds (if possible) KNOW YOUR SIGNAL. 30 second tone
  - d. Lock exterior doors.
  - e. Teachers bring students in from the hall nearest their classroom and lock all classroom doors. (Classroom doors may be left locked at all times).
  - f. Office staff brings staff in from nearest their office and lock the office door. (Office doors may be left locked at all times).
  - g. If students are outside, gather them and take them away from the building and wait.
  - h. Turn off the lights, pull down window and door shades.
  - i. Keep students and staff away from windows and doors, keep low to the floor and be quiet.
  - j. DO NOT answer the door!!
  - k. If possible, teachers take attendance silently.
  - l. The ALL CLEAR signal may come from the Police. Other than the Police, do NOT unlock your doors! A school or district office administrator will come around and unlock your classroom or office doors.
2. Lock Out: A Lock Out indicates that there is a potentially dangerous person or situation outside of a school or office. If you are contacted by the police telling you to initiate Lock Out mode, follow these steps:
  - a. Three 5 second tones will signal a lock out (Use the school or office Phone Tree to contact staff (intercom OK).
  - b. Lock all exterior doors immediately.
  - c. Close window shades.
  - d. During a Lock Out, staff may move from room to room but cannot leave the building, even if you have a multiple building campus.
  - e. Take attendance.
  - f. The ALL CLEAR signal/message will come from the police or an administrator (same as above# L).

8/2/2010



# ON DISTRICT WEBSITE:

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

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

THE ETHICAL  
EDUCATOR &  
PROFESSIONAL  
PRACTICES



# The Ethical Educator & Professional Practices

Teacher Standards & Practices  
Commission

465 Commercial St

NE Salem OR 97301

Responsibilities of TSPC:

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

What is a Competent and Ethical Educator?

The competent educator demonstrates:

- Knowledge and use of curriculum and instruction to meet the needs of all students;
- Ability to provide a climate for students that is conducive to learning and respects the rights of all persons without discrimination;
- An understanding of students and ability to establish and maintain good rapport and assist the growth of students;
- Ability to work effectively with students, staff, parents and

community. The ethical educator demonstrates:

- A willingness to accept the requirements of membership in the education profession;
- A willingness to consider the needs of the students, the district and

profession. What is a Culturally Competent Educator?

The competent educator demonstrates:

- Capacity to promote equity of student access and outcomes;
- Advocacy for social justice;
- Awareness of laws and policies affecting learners;
- Creates a respectful and collaborative environment;
- Ability to navigate conflicts around race, ethnicity, religion, class, and language in a safe and productive manner;

- Ability to work collaboratively with students, staff, and parents from diverse racial, ethnic, religion, class and language background;
- Demonstrates respectful and welcoming verbal and non-verbal interaction skills.

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

OAR 584-020-

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

What is Gross Neglect of Duty?  
0040(4)

OAR 584-020-

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

OAR 584-020-

**What is Gross Unfitness?**  
0040(5)

*Gross unfitness is any conduct which renders an educator unqualified to perform his or her professional responsibilities. Conduct constituting gross unfitness may include conduct occurring outside of school hours and off school premises when such conduct bears a demonstrable relationship to the educator's ability to fulfill professional responsibilities effectively. Some examples of Gross Unfitness are: fraud or misrepresentation; conviction of violating any federal, state, or local law; violation of a term of probation imposed by a court; admission of or engaging in acts constituting criminal conduct, even in the absence of a conviction; etc. See OAR 584-020-0040(5) for additional examples of Gross Unfitness.*

What Happens When TSPC Receives a Complaint?  
ORS342.176

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

- TSPC may inform the educator of charges and of an opportunity for hearing.

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

ORS

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

### What Sanctions May the Commission Impose?

ORS 342.175(2) and ORS 342.177(3)

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

### What are the Factors for Imposing Disciplinary Sanctions?

OAR 584-020-0045

- If the misconduct or violation is an isolated occurrence, part of a continuing pattern, or one of a series of incidents.
- The likelihood of a recurrence of the misconduct or violation.
- The educator's past performance.
- The extent, severity, and imminence of any danger to students, other educators or the public.
- If the misconduct was open and notorious or had negative effects on the public image of the school.
- The educator's state of mind at the time of the misconduct and afterwards.
- The danger that students will imitate the educator's behavior or use it as a model.
- The age and level of maturity of the students served by the educator.
- Any extenuating circumstances or other factors bearing on the appropriate nature of a disciplinary

### sanction. What Happens When an Order is Adopted by TSPC?

ORS342.203

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

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

*Think about your interaction with students.*

- Do you fail to maintain professional physical and emotional boundaries with students?
- Do you flirt with students?
- Do you discuss your personal life with your students?
- Do you telephone students or send emails of a personal nature?
- Do you close your classroom door if you are talking to a student alone?

- Do you transport students in your personal vehicle?
- Do you fail to inform your supervisor and refer to a counselor any student who may have a romantic attachment to you?
- Do you buy gifts for students?

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

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

*Think about your reputation in the community.*

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

"If I could take back those five minutes..."

From TSPC case files

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

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

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

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

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

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

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

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

Sanction: Revocation

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

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

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

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

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

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

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

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

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

[072904]

**SPECIAL ED/504**

## **Special Education**

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

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

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

## **504**

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



## **Understanding the function of behavior**

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

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

**BEHAVIOR SUPPORT IMPLEMENTATION PLAN – Part II**

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

**Team Members:**

**As a result of:**

**In these school situations:**

**We are likely to see:**

- 1.
- 2.
- 3.

**In order for the student to:**

**Goal(s):**

TASKS	PERSON RESPONSIBLE	BY WHEN	REVIEW DATE:
			IMPLEMENTED: YES, NO, OR PARTIAL
<b>Prevention</b> – make problem behavior irrelevant			
▪			
▪			
▪			
▪			
▪			
▪			
<b>Teaching</b> – make problem behavior inefficient, teach new skills, alternate behavior			
▪			
▪			
▪			
▪			
▪			

<b>Reinforcement</b> – make alternate and desired behavior more rewarding than problem behavior			
▪			
▪			
▪			
▪			

<b>Responding to Problem Behavior</b> – prompt alternate behavior and consequences, make problem behavior ineffective, minimize reward/pay-off for problem behavior			
▪			
▪			
▪			
▪			
▪			
<b>Data Collection System</b>			
▪			
▪			
▪			

<b>ADDITIONAL SUPPORTS FOR EFFECTIVE IMPLEMENTATION</b>			
<b>Safety:</b> Is safety a concern?	Y	N	If yes, attach safety plan.
<b>Language:</b> Is a common language/script required?	Y	N	If yes, attach a common language protocol.

## UNDERSTANDING THE FUNCTION OF BEHAVIOR – Part I

**Student**  
:

**Date:**

**Team Members:**

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

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



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

Resources/Supports for Setting Events	Change the Environment and Change our Behavior	Skills to Teach	How to Reinforce New Behavior

--	--	--	--

CC: Cum File or Sped File

Counselor

Teacher

VP of Discipline (secondary level)

## **“RED FLAG” MEETING**

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

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

### **TEAM PARTICIPANTS:**

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

### **The school team includes:**

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

### **PROCEDURES-PRIOR TO THE MEETING:**

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

## **THE "RED FLAG" MEETING**

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

## **Evaluation Planning**

Concern raised  
about disability

Evaluation is  
requested

Three year  
re-evaluation is  
coming due

**Notice of Meeting for Evaluation Planning**  
is sent to parent

**File Review**  
form completed

**Evaluation Planning Team meets**  
(at least 2 school staff and parent)

**Team review of available information from:**

File Review, Parent Input, Other

Team determines  
evaluation is needed

Team determines  
evaluation **is not** needed

### **Complete**

- Consent for Evaluation form
- Obtain written consent

### **Document**

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



Referral for Special Education

Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Birth Date \_\_\_\_\_  
Parent/Guardian Name and Address: \_\_\_\_\_ Grade \_\_\_\_\_  
\_\_\_\_\_ Student ID # \_\_\_\_\_  
\_\_\_\_\_ Home Phone \_\_\_\_\_  
\_\_\_\_\_ Phone \_\_\_\_\_

Referring Person

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

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

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

- Previous report card(s)
- Group achievement tests
- Attendance/Health
- Primary language

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

**TAG**

## Talented And Gifted

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

The building TAG Coordinator oversees identification of TAG students, development of individual TAG education plans and provides support and resources to staff to further develop their skills in working with TAG students. The nomination/referral process for identifying a student as talented and gifted is open to students at all grade levels throughout the school year. All children are eligible for nomination, regardless of socio-economic, linguistic or ethnic background and/or disabilities. All referrals from parents, teachers, administrators or students are considered in the first step of the identification process. In addition, the district screens all students in <sup>th</sup> grade by administering a nonverbal cognitive assessment. Parents must grant consent prior to administration of this test.

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

# FORMS

## Parkrose Middle School Field Trip Checklist

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

To be approved by Principal two weeks prior to trip

1. Teacher requesting field trip \_\_\_\_\_
2. Date of field trip \_\_\_\_\_
3. Specific destination (address and phone number) \_\_\_\_\_

4. Departure and return time

\_\_\_\_\_

5. Classes involved \_\_\_\_\_

6. Form of transportation \_\_\_\_\_

7. Funding of field trip \_\_\_\_\_

8. Cost to student

\_\_\_\_\_

9. Nurse medication and training \_\_\_\_\_

10. Notified cafeteria \_\_\_\_\_

11. Provision for meals \_\_\_\_\_

12. Principal's Secretary \_\_\_\_\_

Date \_\_\_\_\_

13. Principal's signature \_\_\_\_ Date \_\_\_\_\_

### Checklist to be completed prior to field trip:

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

Parkrose  
School District

Request for Transportation  
Transportation Dept. 503.408.2129  
Date received by Transportation \_\_\_\_\_

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

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

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

Is the bus to: Stay \_\_\_\_\_ or Drop & Pickup. \_\_\_\_\_

Address \_\_\_\_\_

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

Teacher(s) \_\_\_\_\_ Phone: \_\_\_\_\_ Grade or Dept. \_\_\_\_\_ Loading Point \_\_\_\_\_

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

Special needs accommodations? Explain: \_\_\_\_\_ Type of trip \_\_\_\_\_

- 1. Time to leave school \_\_\_\_\_
- 2. Time to arrive at destination \_\_\_\_\_
- 3. Time to leave destination \_\_\_\_\_
- 4. Time to arrive back to school \_\_\_\_\_

..... Principal's Signature .....

**For Transportation:**

Driver \_\_\_\_\_ Bus number \_\_\_\_\_

Odometer readings: Start of trip \_\_\_\_\_ End of trip \_\_\_\_\_ Total miles \_\_\_\_\_

Odometer readings: Start of trip \_\_\_\_\_ End of trip \_\_\_\_\_ Total miles \_\_\_\_\_

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

Driver end time (includes cleaning bus/clocking out) \_\_\_\_\_

Trip comments. \_\_\_\_\_

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

White copy -Driver

Canary copy -Dispatcher

Pink copy- Teacher confirmation

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

White- Human Resources  
YellowAccounts Payable  
Pink- Staff Member

**CERTIFIED WORKSHOP FORM**  
or **Purchase Order**  
Reimbursement \_\_\_\_\_

Name \_\_\_\_\_ Building \_\_\_\_\_ Position \_\_\_\_\_

PEID Number \_\_\_\_\_ Workshop \_\_\_\_\_

Workshop Date(s) \_\_\_\_\_ Location \_\_\_\_\_ Substitute \_\_\_\_\_

Have you pre-registered? YES NO Confirmation Number \_\_\_\_\_

**If requesting a purchase order:**  
A copy of registration paperwork must be attached with name of course, cost and companies name, address and phone.

**If requesting a reimbursement:**  
A copy of registration paperwork and original receipts are completed and attached to be sent with payment. YES NO

\_\_\_\_\_ Date \_\_\_\_\_ Staff Sign \_\_\_\_\_

Budget Code (Mandatory) for Registration, Mileage, Meals, Lodging, etc. \_\_\_\_\_ Substitute Required? YES NO Nur \_\_\_\_\_

*Note: Substitute costs will be deducted from balance before reimbursement check is cut. BUDGET CODE MUST BE WRITTEN ON SUBSTITUTE TIME SHEET.*

Approved, \_\_\_\_\_, Denied, \_\_\_\_\_

Principal/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

School Secretary \_\_\_\_\_ Date \_\_\_\_\_

Workshop Committee \_\_\_\_\_ Date \_\_\_\_\_

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

Workshop/Seminar Registration Fee \$ \_\_\_\_\_ Budget Code \_\_\_\_\_

Mileage \_\_\_\_\_ Miles x \_\_\_\_\_ cents \$ \_\_\_\_\_ Budget Code \_\_\_\_\_

Lodging \$ \_\_\_\_\_ Budget Code \_\_\_\_\_

Substitute Salary \_\_\_\_\_, days at \$ \_\_\_\_\_ \$ \_\_\_\_\_ Budget Code \_\_\_\_\_

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

Business Services Director \_\_\_\_\_ Date \_\_\_\_\_

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

White - Human Resources  
 Yellow- Accounts Payable  
 Pink-SlaffMember

**CERTIFIED TUITION FORM**  
**Reimbursement\_\_\_\_\_ or Voucher**  
 \_\_\_\_\_

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

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

\_\_\_\_\_ Building,\_\_\_\_\_ Session: 20,\_\_\_ Summer 20\_\_\_\_\_

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

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

REIMBURSEMENT REQUESTED:

PAYMENT VOUCHER REQUESTED:

TO: \_\_\_\_\_ T

O: \_\_\_\_\_

AMOUNT REQUESTED:

AMOUNT REQUESTED:

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

Human Resource Director's Signature

Date

Balance Forward:

Balance Forward:

Authorized Reimbursement :

Authorized Voucher

Payment: Balance:

Balance:

Budget Code:

Budget Code:



Business Services Director's Signature

ate

Parkrose School District #3  
10636 NE Prescott St.  
Portland, OR 97220-2699

REPORT OF ACCIDENT

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

Complete in triplicate. Please send  
**two copies, original and second**  
copy to the Superintendent's Office  
on date of accident.

School: \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

**Parent's Name** \_\_\_\_\_

Time Parent Notified. \_\_\_\_\_

Grade \_\_\_\_\_: Hour of Accident \_\_\_\_\_: Date of Accident \_\_\_\_\_

Nature of injury \_\_\_\_\_

Where did accident occur? \_\_\_\_\_

Cause and brief details of accident (use other side, if necessary) \_\_\_\_\_

Attention given to injury \_\_\_\_\_

Probable length of absence from school \_\_\_\_\_

Witnesses \_\_\_\_\_

Report made by \_\_\_\_\_

Date noted \_\_\_\_\_

**Superintendent** \_\_\_\_\_

PARKROSE SCHOOL DISTRICT CONFIDENTIAL  
CHILD ABUSE/NEGLECT REFERRAL

Person initiating this referral must complete Section 1.

Submit report to principal for signature and required distribution.

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

FIRST MI

NAMES, AGES/BIRTHDATES OF OTHER CHILDREN IN THE HOME {If known}. \_\_\_\_\_

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

CITY

NAME OF ALLEGED ABUSER : - - - - -

Relationship to alleged victim: - - - - - , - - - - -

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

INFORMATION GATHERED BY \_\_\_\_\_ PRINTED NAME \_\_\_\_\_

SIGNATURE DATE TIME

Responsibility of DHS or  
{Indicate which agency, recording conversation on reverse side.}

State Department of Human Services (DHS) Involvement;

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

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

Action taken by DHS - - - - -

law Enforcement Agency involvement:

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

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

Child taken into protective custody: Yes No

Person who made call: \_\_\_\_\_ SIGNATURE DATE

PRINCIPAL SIGNATURE DATE

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

PARKROSE SCHOOL DISTRICT  
CONFIDENTIAL CHILD ABUSE/NEGLECT REFERRAL

INFORMATION GATHERED (cont'd.)

NOTES OF REPORTING CONVERSATION (cont'd.)

# Parkrose School District #3 LEAVE REQUEST

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

Check One:             CERTIFIED                       CLASSIFIED     ADMINISTRATIVE SUPPORT     ADMINISTRATIVE

Employee \_\_\_\_\_ Name \_\_\_\_\_ Location \_\_\_\_\_ PEID# \_\_\_\_\_

Substitute Required:     NO     YES

CERTIFIED STAFF

CLASSIFIED STAFF

Writing before using this leave)

Writing before using this leave)

Date(s) Requested : \_\_\_\_\_ thru \_\_\_\_\_ (hours requested).

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

Employee Signature

HR Director's Signature

Approved:

proved:

Ap

Denied

nied:

De

supervi  
sor's  
Signatu  
re

:

Date

Date

Date

Reason: \_\_\_\_\_

# LIBRARY PROCEDURES

## Staff Library Procedures

For ALL (New and Experienced) Staff OR SUB FILE

### Document Cameras

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

### LCD Projectors

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

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

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

### Library checkout

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

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

### Student book checkout

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



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

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

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

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

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

### Use of the library

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

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

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

Many thanks as always for your continuing patience, Claire Peterson

# Parkrose School District 3

## **Nondiscrimination**

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

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

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

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

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

END OF POLICY

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

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

**Legal Reference(s):**

ORS 174.100

ORS 192.630

ORS 326.051(1)(e)

ORS 342.934(3)

ORS 659.150

ORS 659.805

ORS 659.815

ORS 659.850

ORS 659.865

ORS 659.870

ORS 659A.003

ORS 659A.006

ORS 659A.009

ORS 659A.029

ORS 659A.030

ORS 659A.043

ORS 659A.103

ORS 659A.109

ORS 659A.112 - 659A.139

ORS 659A.142

ORS 659A.145

ORS 659A.233

ORS 659A.236

ORS 659A.309

ORS 659A.321

ORS 659A.409

OAR 581-015-0054

OAR 581-021-0044

OAR 581-021-0045

OAR 581-021-0046

OAR 581-021-0049

OAR 581-022-1140

OAR 839-003-0000

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

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

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

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

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

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

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

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

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

Americans with Disabilities Act Amendments Act of 2008.

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

Title II of the Genetic Information Nondiscrimination Act of 2008.

## **Parkrose School District 3**

### **DISCRIMINATION COMPLAINT/GRIEVANCE PROCEDURE**

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

#### **Informal Procedure**

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

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

#### **Formal Procedure**

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

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

Step III: If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within five school days of receipt of the superintendent's response to Step II. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative at the next regular or special Board meeting. A copy of the Board's decision shall be sent to the complainant within 10 days of this meeting.

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

AC-AR - Discrimination Complaint Procedure 1-2

## Discrimination Complaint Form

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Name of Person Filing Complaint

Date

School or Activity

Student/Parent

Employee

Non-employee (job applicant)

Type of discrimination: Race

Color

Religion

Sex

National Origin

Disability

Marital Status

Age

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

Remedy requested:

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



# Parkrose School District 3

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

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

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

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

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

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

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

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/ Teen  
Dating Violence Complaint Procedures – Student - JFCF-AR 2-3

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

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

R5/23/12 | RS

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/ Teen  
Dating Violence Complaint Procedures – Student - JFCF-AR 3-3

**Hazing/Harassment/Intimidation/Menacing/  
Bullying/Cyberbullying/Teen Dating Violence  
Complaint Form**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Name of alleged offender: \_\_\_\_\_

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

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Description of offense: \_\_\_\_\_

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Name of witnesses (if any) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Any other Information:  
\_\_\_\_\_  
\_\_\_\_\_

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

Signature of complainant: \_\_\_\_\_

Today's date: \_\_\_\_\_

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

Teen Dating Violence Complaint Procedures – Student-JFCF-AR

Continuous Nondiscrimination Notice

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

Persons having questions about equal opportunity and nondiscrimination (Title II, Title IX and Section 504) should contact the Director of Student Services at the Parkrose District Office, 10636 NE Prescott, Portland OR, 97220. Phone 503/408-2118 or by e-mail: [Kathy\\_keimrob@parkrose.k12.or.us](mailto:Kathy_keimrob@parkrose.k12.or.us)







