

Substitute Teacher Handbook 2010-2011

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PORTLAND PUBLIC SCHOOLS

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Mailing Address: P.O. Box 3107 / Portland, Oregon 97208-3107
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DEPARTMENT OF HUMAN RESOURCES

July 19, 2010

Dear Portland Public Substitute Teachers:

On behalf of the Board Members, Superintendent and the staff of Portland Public Schools, we welcome you. The role of the substitute teacher is a valued and challenging one, and one that brings many rewards. With increased expectations for schools to raise the achievement bar for every single child, maximizing each day of a student's education is an absolute imperative. The services of a dependable, well-prepared substitute are essential to providing continuity in student academic achievement. We are delighted you accepted this opportunity to assist in the growth and success of Portland's greatest asset – its students.

This handbook, along with assistance from school principals and classroom teachers, will enable you to make an important contribution to the instructional program for students. In addition, it will help you understand your other key responsibilities as a Substitute Teacher, while maintaining a safe, attractive, and supportive educational environment for the students entrusted in your care. The handbook is just one of the ways we will work to support you during your time with us.

We are pleased that you have chosen to join the rest of the staff in their efforts to fulfill the mission of the Portland Public Schools. Have a great year!

Sincerely,

Hank Harris
Executive Director Human Resources

Important Contact Information

Portland Public Schools District Office.....	503-916-2000
Health and Welfare Trust.....	503-454-3873
Human Resources.....	503-916-3544
PAT (Portland Association of Teachers).....	503-233-5018
Payroll.....	503-916-3302
Portland Public Schools Website.....	www.pps.k12.or.us
SmartFind Express	503-916-2101
(Substitute Employee Management System) Automated Calling System	Available 24 hours a day
SmartFind Express online.....	http://sub.pps.k12.or.us
Substitute Teacher Help Desk.....	503-916-3330
Sub Office Hours of Operation – 7:00 a.m. – 4:30 p.m.	

Open Phone Hours

7:00 am - 10:00 am
11:30 am - 12:30 pm
2:30 pm - 4:30 pm

Substitute Teacher Webpage.....	http://www.hr-substitute.pps.k12.or.us
Teachers Standard and Practices Commission (TSPC).....	503-378-3586
www.tspc.state.or.us	
Workers Compensation/Risk Management.....	503-916-3204
Employee Assistance Program – The Walker Group (RBH)	800-927-9432
Professional Library.....	503-916-3267
Fax – 503-916-3022, Email – profilib@pps.k12.or.us	
MapQuest.....	www.mapquest.com
Tri-met.....	www.tri-met.org

Sub Office

Patty Blanchard	pblancha@pps.k12.or.us	Substitute Office Manager	503-916-3330
Travis Brown	tbrown1@pps.k12.or.us	Substitute Office Specialist	503-916-3330
Tiffany Bonjernoor	tbonjern@pps.k12.or.us	Substitute Office Representative	503-916-3330

MULTNOMAH COUNTY SCHOOL DISTRICT NO. 1
PORTLAND PUBLIC SCHOOLS
501 N. DIXON STREET
Portland, Oregon 97227

JOB DESCRIPTION – SUBSTITUTE TEACHER

Position Summary:

The Substitute Teacher performs under the supervision of a principal or other designated supervisor, and has the responsibility to continue the instructional program according to the directions left by the absent teacher. The Substitute Teacher functions in accordance with established policies, rules and regulations and the performance standards of the District.

Major Duties and Responsibilities:

1. Makes every effort to continue the instructional program according to the directions left by the absent teacher.
2. Confers with the principal or designated supervisor concerning the completion of any reports that may be necessary.
3. Instructs students appropriately in citizenship and interpersonal relationships, and responsibilities.
4. Provides instruction, organization, and management in the classroom, which creates an environment conducive to learning.
5. Supervises classified employees who are assigned to assist the absent teacher.
6. Maintains records of student performance and attendance.
7. Displays judgment that supports professional standards of conduct.
8. Communicates with the absent teacher by telephone or in writing.
9. Maintains school property.

Other Duties and Responsibilities:

1. Observes the specified length of day.
2. Keeps abreast of the developments in education through professional reading, and by attendance at institutes and other educational meetings.
3. Performs other reasonably related duties as assigned.

Minimum Qualifications:

Credential - Meets current certification requirements as set forth in OREGON RULES FOR CERTIFICATION OF SUBSTITUTE TEACHERS.

7/00

General Information

- 1) **Pre-employment** – All PPS job offers are contingent on the satisfactory completion of a background check, including fingerprinting and criminal records, Child Abuse Prevention/ Sexual Conduct Training, appropriate Oregon licensure, sexual conduct verification (new Oregon Statute requirement) and professional references.
- 2) **Licensure** – Public school teachers in the state of Oregon must hold an Oregon teaching license. If you have questions regarding your license please contact Teacher Standards and Practices Commission (TSPC) via phone (503) 378-3586, or email via their website www.tspc.state.or.us. **The substitute office does not expedite licenses for substitutes.** According to TSPC's regulations (OAR 584-050-0040), in order for the 120 day grace period to be in effect, you must submit renewal materials to TSPC prior to the expiration date on the face of your license. If you have not completed all the requirements for renewal or the next license type (e.g., have not received test scores), at a minimum, a C-1 application and renewal fees must be submitted to TSPC prior to the license expiration date in order for the grace period to begin. If you do not, your license becomes inactive, and you may not work as an educator. Intentionally working on an expired license is a violation of educator standards and Oregon law.
- 3) **Licensure Renewal** – When you renew your Oregon Teaching License the substitute office will (if your PEER form was filled out by PPS) update the necessary information to your profile. If you renew your license and no information was necessary from PPS you will be required to call our office to notify us of the new license so we can get the information from TSPC.
- 4) **Delays or School closure due to weather** – Media announcements may not be the most reliable source of school closure information. For the most accurate, up-to-date school closure information, go to <http://www.pps.k12.or.us> or <http://www.pdxinfo.net/>. The information at those site is provided by the district's Communications Department and is the most current and accurate information available.
 - a) **Delays** – Substitutes scheduled to work when there is a delay in opening school are required to be at work, prepared and available 15 minutes before the first scheduled classes. (on the delay bell schedule)
 - b) **Closures** –Substitutes and hourly employees that were scheduled to work at a school that closes for the day due to weather or unforeseen circumstances are not paid. Substitutes receiving extended pay will not be paid for the closure dates. If when the schools re-open and you are still working the same job your extended pay will be re-instated.
- 5) **Report to Office** –Make sure you plan enough time to report into the school office upon your arrival.
- 6) **Cell Phone Usage** – Cell phones are not to be used for personal use during class instructional times. Please follow the building rules while on assignment for approved usage.
- 7) **Half-day Rules** – Substitute teachers should have a clear understanding of whether they are substituting for a whole day or a half-day assignment before accepting jobs. When accepting two half-day jobs, it is the substitute's responsibility to insure he/she will be able to finish the morning job and to reach the afternoon job before the start time. A substitute who works two half-day jobs on the same date will be paid at the full day rate.
- 8) **Leaving Early** – When accepting an assignment, it is your responsibility to be aware of the end time of the job. You must work the scheduled day you have agreed to accept. If you are unable to work the scheduled time do not accept the assignment. The school's expectation is that you will be able to fulfill the whole assignment once you have accepted.
- 9) **Arriving Late** – The District expects that you will arrive on time to every assignment you accept. If there is an emergency please contact the school directly. Please do not accept a job if you cannot arrive within one hour of accepting it.
- 10) **Minimum Days Worked** – Although substitutes may work in other districts, have commitments, etc., this District expects a balancing of work availability. Master List substitutes who fail to work the contractual minimum of 20 days per school year when work is available may be removed from the list.

- 11) **Workday** – For the first 10 consecutive days of an assignment, the workday for full day substitutes shall start fifteen (15) minutes before the student day and end fifteen (15) minutes after the last regular student period, but not less than seven (7) hours. After working 10 consecutive days in the same assignment, the workday and schedule for full-day substitutes shall be the same as that of regular teachers. (See Article 20.A., 1-6, 8-9 of the 2006-2008 PAT Teachers' contract)
- 12) **Address Change** –Update your address with the District and the Substitute Office by filling out the Employee Personal Information Form. Go to <http://inside.pps.k12.or.us> scroll to the bottom of the page to Forms and Processes, choose Forms, then go to Human Resource Forms and choose the Employee Personal Information Form fill out and drop off, fax or mail to Human Resources. The District must have your current address to send you your paycheck.
- 13) **Changes in the Personal Profile Information** – The substitute is responsible for updating any personal information to SmartFind Express, Substitute Office and District.
- 14) **Email** – PPS has provided all substitute teachers with a District email account. If you are unsure of your email address or login please contact the IT department at 503-916-3375.
- 15) **Substitute Mailboxes** – Every school should have a substitute mailbox available for information from PAT and the district pertaining to substitutes.
- 16) **Student Assault or Battery on a Unit Member** – Please refer to Article 6 Sections L & M of the collective bargaining agreement for rights and responsibilities if you are the victim of a student assault or battery.
- 17) **School Locations** – Information is available from the sub office of all school locations. It is your responsibility to locate Portland Public Schools and have resources available if you are unsure of directions or location. Resources available: Google Maps, MapQuest, Yahoo Maps, Maps.com, Thomas Guide, City map of Portland, etc.
- 18) **Renewal Process** – You will receive renewal information if eligible at the end of each school year to renew for the next school year.
- 19) **Child Abuse Prevention & Sexual Conduct Training** – The District requires all employees to receive Child Abuse Prevention & Sexual Conduct Training yearly at the start of each school year. The sub office will notify all substitutes of when training must be completed to remain in compliance.
- 20) **Break in Service** – A break in service (e.g., failure to renew annually, a resignation, deactivation, or removal due to excessive unavailability) means starting with a new hire date in the event that the application for substitute teaching is received and accepted by the District.
- 21) **Master List** – Master List substitutes must be available for any assignment within their teaching license. Master List substitutes will be offered assignments before Restricted List substitutes. An exception will be made when a request for one substitute for a specific assignment is received. Article 7 of the PAT/PPS Substitute Teacher Agreement also describes Substitute Listings.
- 22) **Restricted List** – Substitutes who are retired PPS Teachers, or who renew their application annually and have a substitute hire date prior to January 1, 1995 with no break in service may be eligible for the Restricted List. Eligible substitutes may limit their assignments to particular subjects, and/or grade levels, and/or locations, and/or time of day or days of the week. They must be available for assignments within those stated limits. Article 7 of the PAT/PPS Substitute Teacher Agreement also describes Substitute Listings

General Information – SmartFind Express

- 1) **Accepting and Canceling Jobs** – Whenever possible, you should accept the job you are offered through SmartFind Express. Once you have done so, you should write down the job number, date, time, location, teacher, and any other information pertinent to the assignment. If you need to cancel a job after accepting it, you should do so at the earliest possible opportunity. This can be done by simply calling SmartFind Express and following the prompts to cancel a job. If you are cancelling a job within 45 minutes of the start time you must call the help desk. The system will not let you cancel the job.

- 2) **Teacher Requests** – If a teacher asks you to substitute teach for him/her always call the SmartFind Express line to make sure the system has put you into the job, or to accept the job if it is waiting for you to accept. If you arrive at a school and find a double booking for the job that you have accepted please call the sub help desk 503-916-3330. **The job will go to the substitute that accepted the job through the SmartFind Express system.**
- 3) **The times SmartFind Express will call out Jobs** - The system will call in the A.M. only for jobs that day. The system will not leave a message on an answering machine in the morning for a job that morning. It will start to call out for future jobs in the afternoon. If you have the answering machine option on your phone the system will leave you a message. Once the system leaves the message, you have now accepted that job. If you do not want that job it is your responsibility to cancel the job through the SmartFind Express system. If you are a specified substitute for a job, the system will start to call you in the afternoon and will try every hour until 9:00pm. If the system is unable to reach you, it will then call you once on the morning of the job. If you still do not answer, the job will be offered to someone else on the sub list. The system will start to call out for future jobs two weeks before the start of the job.

	Current Jobs	Future Jobs
Monday - Thursday	5:30am--12:00pm	3:30pm-9:00pm
Friday	5:30am--12:00pm	No Calls
Saturday	No Calls	No Calls
Sunday	No Calls	1:00pm--9:00pm
Holiday	No Calls	1:00pm--5:00pm

- 4) **Late Cancellations** - A cancellation is considered late when it is called in less than 12 hours before the job starts. We understand that some late cancellations are unavoidable. However, in order to give the system adequate time to find a replacement for you, cancellations should be made as early as possible. On high call-out days with over 300 jobs in the system, a late cancellation increases the odds that a job may be unfilled, placing undue stress on students and faculty.
- 5) **Unavailability** – If you know of an unavailability date in the future please make yourself unavailable for that date. If you tell the system you are unavailable today when the system is calling you it will only make you unavailable for that job and the system will continue to call you. You need to call the SmartFind Express system to say you are unavailable for the whole day to stop the system from calling you. This will alleviate the receipt of multiple calls on your phone and the District believing you are available.
- 6) **Answering Machine Option** - This option allows SmartFind Express to automatically assign you a job. It is your responsibility to cancel any jobs you do not want, maintain the working order of your machine, monitor your messages, and review future assignments on the system after 9 pm to make sure no jobs are missed. If your answering machine or service does not function with the SmartFind Express system, please contact the substitute help desk so the feature can be disabled.
- 7) **No Shows** - One of the most common reasons for no shows is because a job was left on an answering machine, or voice mail message and the substitute did not get that message. Other reasons include, substitute mixed up assignments (location or date), substitute thought he or she canceled the job, and the substitute made him/herself unavailable for a period of time, but failed to cancel job assignments. One way to avoid "no shows" is to always call SmartFind Express after 9 pm and listen to future jobs, ensuring you are aware of all future assignments. SmartFind Express is available 24 hours a day to review or cancel jobs. The answering machine feature can be removed at any time, if it fails to work properly. Also, making yourself unavailable does not automatically cancel any assignments you have already accepted/been assigned. During the period of unavailability, you are responsible for canceling each individual job. When a substitute does not report for an assigned job the substitute help desk calls the substitute with all the information on the job. We then will ask for a response as to why you did not report to the assigned position. If the reason for the "no show" is related to the answering machine feature, after two such "no shows" the answering machine feature will be removed for the remainder of the year.
- 8) **Emergency Calls** – When emergency needs arise due to a heavy demand for substitutes, all substitutes, both Master and Restricted List, may be called for any assignment.

Medical Insurance Information

Qualifying for Substitute Teacher Insurance

To obtain twelve months of coverage from October 1 through September 30 of the following year, you must work the equivalent of 70 full work days during the preceding school year. If a substitute teacher accepts an offer to fill a temporary position, days worked in the temporary position **shall count** towards the qualifying requirement for insurance eligibility.

Enrollment

Eligible substitute teachers will receive enrollment forms and information mailed to their homes by the Trust Office on or before September 15 for coverage beginning October 1.

Rates

Rates are subject to change. Please call the Trust office at (503) 454-3873 for current rates and benefit plan options.

FREQUENTLY ASKED QUESTIONS AND COMMENTS:

I am covered under sub insurance currently, but haven't worked enough days to continue coverage for the new school year. Do I have another option for coverage?

- Contact the Trust Office (503-454-3873) to obtain information for self-pay insurance beginning October 1.

I am now a temporary teacher and have been enrolled in substitute insurance, what happens to my benefits?

- When you become a temporary teacher, you cannot remain on substitute insurance once eligible for active teacher insurance. When the temporary assignment is complete and you return to substitute teaching the Trust Office will coordinate your enrollment in substitute benefits.

Employee Assistance Program

Provides free and confidential counseling and referral service to all benefits eligible employees and their families. This plan is limited to five sessions per situation, per year, and includes 24-hour emergency crisis intervention when experiencing personal, emotional or substance dependency problems. Call 1-866-750-1327 or go online to www.MyRBH.com – access code: pps.

Personal Injury Benefits and Property Loss

- 1 Any case of assault upon a substitute while acting within the scope of his/her duties shall be promptly reported in writing to the building administrator who shall forward a copy to the appropriate Central Office Administrator for investigation and resolution.
- 2 The District shall reimburse substitutes for loss or destruction of personal property excluding vehicles under following circumstances:
 - a. When the loss is a result of any assault on the substitute's person suffered during the course of employment.
 - b. When the substitute has exercised reasonable care to protect his/her personal property.
 - c. When use of personal property for instructional purposes has been approved in writing by the building administrator and the substitute has exercised reasonable care to protect such property.

Reimbursement shall be at replacement cost (not to exceed actual cost) less any insurance or worker's compensation reimbursement. Reimbursement shall not be made for losses of less than Five Dollars (\$5.00) or that portion in excess of Four Hundred Dollars (\$400.00) and shall not be made when carelessness or negligence on the part of the substitute was evident.

The substitute shall cooperate and support the District in its investigation and resolution of any reported loss. The District will provide assistance in attempting to investigate and/or reclaim other stolen or damaged personal property including automobiles. Source: PPS/PAT Substitute Teachers Agreement 2007-2012 Article 6M

OPSRP - Oregon Public Services Retirement Plan (formerly PERS)

Employees hired on or after August 29, 2003 are eligible for OPSRP. This state retirement plan is for employees who work at least 600 hours per calendar year and is mandatory by law. Membership is established after completion of 6 months of qualified employment, and requires an employee contribution of 6% of gross salary on a pre-tax basis. This contribution is not subject to Federal and State taxes until it is withdrawn from the retirement system. Additionally, the District contributes an amount to OPSRP for each covered employee. Vesting usually occurs after 5 years of working at least 600 hours per calendar year. Members automatically vest at age 65, even if they have worked fewer than five years. Complete information about the Oregon State retirement plan is available at <http://www.oregon.gov/PERS>.

Your hours as a substitute will be reported to PERS as four hours for each half-day or eight hours for each full day worked.

If you work, or have worked, for more than one public employer, your cumulative hours may qualify you for PERS membership. If you achieve member status based on multiple public employers, PERS may determine a retroactive eligibility date and require retroactive contributions from both you and the District. If this happens, the District will notify you of your contribution amount that will be deducted from your paycheck. If you work in multiple school districts please inform PPS payroll at (503) 916-3302.

Substitute Teacher Time Report & Payroll Information

➤ Payroll Cutoff Dates for 2010-2011

Note: this information is subject to change.

<u>Payroll Period</u>	<u>Pay Date</u>
7/16/10 – 8/15/10	8/31/2010
8/16/10 – 9/15/10	9/30/2010
9/16/10 – 10/15/10	10/29/2010
10/16/10 – 11/15/10	11/30/2010
11/16/10 – 12/3/10	12/17/2010
12/4/10 – 1/15/11	1/31/2011
1/16/11 – 2/15/11	2/28/2011
2/16/11 – 3/15/11	3/31/2011
3/16/11 – 4/15/11	4/29/2011
4/16/11 – 5/15/11	5/31/2011
5/16/11 – 6/15/11	6/30/2011

**2010-2011
Substitute Teacher Salary Schedule**

Full Day	\$168.93
½ Day	\$84.46
Extended rate**	\$188.87 (168.93+19.94)

**Extended rate (Step 1 BA divided by 190 days, or $168.93+19.94=188.87$) is earned after working 10 consecutive days on the same job.

If you find any discrepancies on your paycheck regarding hours, please contact the substitute office at 503-916-3330.

Your Day as a Substitute Teacher

1. Arrive on time.
2. Report and sign in at the main office upon arrival.
3. Receive instructions and materials, including classroom keys that have been left for you. If no instructions are available please contact the office or principal.
4. Get information from school staff about the bell schedule and any special activities for the day.
5. Maintain confidentiality with all student records and information.
6. Maintain the same professional and ethical standards as the classroom teacher when dealing with students, parents and school staff.
7. Review and follow the lesson plans furnished by the regular teacher (within the substitute workday defined in Article 8 of the Substitute Teachers' Agreement), but not limited to, the following:
 - a. Start class promptly after the bell.
 - b. Contact the principal or designee if lesson plans are not available.
 - c. Be prepared in advance for emergencies by having plans for alternative activities.
8. Assume the duties of the regular teacher (within the substitute workday defined in Article 8 of the Substitute Teacher's Agreement), which include, but are not limited to:
 - a. Securing materials and equipment necessary to complete the lesson plans.
 - b. Performing additional supervision responsibilities.
 - c. Maintaining good housekeeping.
 - d. Grading, if needed
 - e. Other duties as may be directed, i.e., recess, lunch, or bus duties.
9. Keep the atmosphere of the room as normal as possible by following the regularly scheduled activities and teaching plan. Encourage the students to leave the room in an orderly condition at the end of the day.
10. If a problem occurs that you are unable to manage, contact the principal or designee immediately for assistance. Notify the school administrator immediately should an accident, illness or discipline problem occur.
11. If in doubt about anything – **ASK THE SCHOOL OFFICE!**
12. Write the teacher a note explaining the day's events
 - a. Identify helpful students
 - b. Identify both completed and not completed assignments/lesson plans
 - c. Identify student(s) who become ill or hurt
 - d. Leave the classroom in "proper" order. You are responsible for the students, equipment, and materials. Return all materials to the proper location. Check out through the main office.

Tips for Success

Substitute teachers have a responsibility to conduct themselves in a professional manner at all times when carrying out their duties.

1. Confidentiality – Substitute teachers have a grave responsibility to treat with confidentiality most matters pertaining to students. Student behavior, performance, and achievement levels should not be the subject of general conversation and should not be discussed outside of the school setting. When working with special needs students, substitutes should exercise an even greater degree of caution.
2. Substitute/Student Relationship – Substitute teachers should exercise extreme caution and good judgment in verbal and physical relationships with students. Substitutes should establish a position of authority with the students; they may “be friendly” without “befriending” the students. Substitute teachers should not search students’ personal belongings. Berating students, calling students derogatory names, and using insults or other threatening verbal attacks is not acceptable practice.
3. Firm, Fair and Consistent – Most literature on substitute teaching indicates that in order to be successful in their treatment of students, the substitute needs to treat students in a firm, fair, and consistent manner. Fairness and consistency are key issues with students. The substitute must be impartial when dealing with student behavior or performance.
4. The discipline policy and procedures for the school district and each school should be followed. If the regular classroom teacher does not leave a copy of the discipline policy and/or procedures check with the office for a copy
5. Remain alert and engaged while with students.
6. Other Duties as Assigned – The substitute teacher shall assume the duties and schedule of the regular teacher within the substitute workday. Occasionally, a substitute may be asked to teach in a classroom other than the one agreed upon through SmartFind Express. The substitute will normally cooperate with the school administration in its attempt to meet the instructional and safety needs of the students under their care. If, however, a substitute feels unprepared to take on an assignment different than the one agreed upon through SmartFind Express, the substitute may refuse the assignment. In that case, the substitute should notify the building administrator to make alternative arrangements. If the building is unable to make alternative arrangements with the substitute, the substitute should contact the substitute office.
7. Unattended Classroom – As a general rule, for student safety, a substitute should never leave the classroom unattended, except in unusual circumstances and cases of emergency. For example, if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance and they will handle the situation. If the substitute needs to leave the classroom, a nearby teacher should be notified so that the classroom will be supervised.
8. Leaving the Campus – The care and supervision of the students assigned to the substitute should be of paramount importance. At no time during the day other than duty free lunch should the substitute leave campus unless authorized to do so. Substitute teachers should check out through the school office before leaving at the end of the school day.
9. At the End of the Day – After students have been dismissed for the day or placed safely on the correct school bus, the room should be checked to ensure that it is restored to the way the substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Any keys issued need to be returned to the school office. Successful substitutes will take a few minutes to leave a detailed note for the teacher.
10. Transporting Students - Reasonable care requires that field trips be planned and conducted in a manner so that students will not be exposed to situations inherently dangerous and that activities will be avoided in which it is reasonably foreseeable that an accident or injury may occur. **The School Administrator’s approval is required.**

(Private Transportation is addressed in Administrative Directive 6.50.001-AD. See Appendix)

Classroom Management

Classroom management and behavior management are interconnected. Behavior management refers to teacher activities designed to promote positive behaviors in students. The objective of behavior management is to prevent disruptive behaviors and to promote positive social behaviors. Classroom management refers to all of the things teachers do to organize students, space, time and materials to maximize effective teaching and student learning. (Wong & Wong, 1998)

Behavior and classroom management begin with having expectations for the student, learning environment, instruction and procedures. Your ability to effectively manage the classroom environment and student behavior is essential for student learning and participation. Examples and explanations of each of these expectations are:

- 1 **Classroom Expectations** are the rules that are used to help the students remain focused; they are the standards that guide student behavior. It is imperative for the substitute teacher to uphold these standards or classroom expectations.
- 2 **Instructional Expectations** are the tasks and assignments that the students need to complete according to the lesson plans.
- 3 **Procedural Expectations** are the methods and ways the student must complete the tasks and assignments. (Substitute Teaching Institute, p.13)

Here are some examples of behavior management strategies that can be used in the classroom:

- Set limits for behavior by telling students your tolerance level.
- Ignore behaviors that might increase if given attention.
- Develop a signal to let students know behavior is unacceptable.
- Reinforce students for appropriate behavior.
- Provide students with breaks from work when they become agitated or bored.
- Redirect bored students back to task by offering to help, discussing the assignment or complimenting the student's accomplishment on the completed part of the task.
- Always treat students with respect.
- Always do what is best for the student and have the student's best interests in mind.
- Seek solutions, not blame.
- Model respectful behavior
- Use the least intrusive intervention possible.
- Make a connection with the students.
- Instill hope for success
- Never display behavior that is disrespectful, illegal, immoral, ineffective and bad for health/safety.
- Never give up on a student, be perturbed with the actions of a student, but continue to believe in his/her ability to change for the better.
- Model the behaviors you want your students to engage in.
- Make your initial contact with each student a positive one. Each day say "Good morning!" or "How are you?"

Use these strategies to improve your classroom management:

- Circulate through the room. Physical proximity to students can stop inappropriate behavior before it starts.
- Say please and thank you every chance you get.
- Use the lesson plans.
- Post a schedule or agenda. Make sure your students know what to do in the classroom.
- Use positive praise. Tell students you appreciate their efforts and class contributions.
- Have a back-up activity for those unexpected events.
- Know the procedures for student tardiness, bathroom breaks and lack of ready-to-use supplies.
- Have something for students to do when they complete assignments early.
- Use cooperative learning strategies.
- Catch students being good and reinforce that behavior.

Child Abuse Reporting

All District employees are required to report Child Abuse under Oregon State Law. Every employee must receive training on child abuse reporting procedures every year. The Child Abuse Training can be accessed using the PPS Learning Campus.

The procedures for reporting child abuse and resource materials are described in “Child Abuse Reporting Procedures and Reference Materials” in the Appendix to this Handbook.

Emergency Plans and Procedures

Each school shall establish procedures and programs to assure the safety of all personnel in the school. A copy of the school’s emergency procedures should be included in the Substitute Folder prepared by the school office.

Copies of Board Policy 3.40.010-P, Emergency Plans and Procedures, and Administrative Directive 3.40.050-AD, Storm or Other Emergency Considerations, are included in the Appendix to this Handbook.

First Aid, Safety and Confidentiality

Follow the normal school procedures when handling emergencies. You should not send a seriously injured student to the office alone, contact the office for assistance.

As a substitute you are responsible for the safety of the students’ learning environment. You should not put students in a dangerous situation. Always use caution and due care.

Students’ should never be released or be allowed to leave the school without express consent from the office.

State and federal law prohibits the release or disclosure of confidential information about students. Having a casual conversation that includes confidential information about a student (especially medical or learning disability, grade, and behavior) should be avoided.

See the Substitute Folder provided by the school office for emergency numbers and specific school safety procedures and resources.

All accidents in which injury occurs must be reported on the appropriate accident report form. See the building administrator to obtain and submit such a form.

Illness of Pupils

If a student is required to take medication while attending school, the parent may request the school nurse or clinic aide to assume the responsibility of dispensing the medication to the child at the scheduled time. All such requests should be reviewed with the school nurse before they are honored. This service may be given only upon written request by the attending physician stating dosage, type of medication, possible side effects, and how it is to be administered. Whenever possible, parents are requested to administer medication at home. Substitutes **should not dispense medication of any kind (over the counter or prescription) to a student**. Students should be sent to the office or health office. The office or health office will have written documentations containing information about administering medications to the student. **NO MEDICATION SHOULD BE DISPENSED IN THE CLASSROOM!!**

Disabilities and Special Education

In compliance with the Individual with Disabilities Education Act (IDEA), there will be students with mild, moderate, and/or severe disabilities in regular education classrooms **for varying times during the school day**. The IDEA requires that all students with disabilities be served in the least restrictive environment. This means that students with disabilities should when possible be educated in general education classes with their peers. Students with disabilities will have either an IEP or 504 Plan. These plans are designed to provide structure for the students' learning.

The IEP is an individual educational plan for students with special educational needs. This plan is written in collaboration with the general education and special education teachers at the school. The plan contains the services to be given to the student, and the students' learning goals and objectives for a specific time period. The 504 Plan provides classroom accommodations for students.

Substitute teachers are required to follow the information that is outlined in the regular classroom teacher's lesson plans regarding IEP or 504 Plan. The information regarding the student's plan is not always outlined in the regular classroom teacher's daily lesson plan. Following the directions and information provided in the lesson plan will help the student with continuity and keep behavior issues at a minimum. In a classroom where there is an educational assistant or a second classroom teacher, the substitute teacher is responsible for the duties of the teacher whom he or she is subbing. It is not the responsibility of the Para Educators to manage the class; this is the role of the substitute teacher. In some classes Para educators are assigned to students according to the needs of the student.

Student Discipline

A copy of a particular school's discipline plan should be contained in the Substitute Folder provided by the school office. Each school is also subject to "PPS Guide to Policies, Rules, and Procedures on Student Responsibilities, Rights and Discipline".

Article 6.L. of the PAT/PPS Substitute Teachers Agreement also describe substitute teachers' rights and responsibilities regarding student discipline.

A copy of the District's Administrative Directive 4.30.021-AD is included in the Appendix to this Handbook.

No Child Left Behind

Highly Qualified Teachers

The No Child Left Behind (NCLB) Act requires that all teachers of core academic subjects must be highly qualified in the core subject(s).

Reporting: Each school and the district must report annually to the Oregon Department of Education (ODE) on the number of highly qualified teachers. In addition, Title 1 principals must notify parents of students with teachers not meeting the highly qualified requirements and teaching more than four weeks in the classroom; **this includes substitute teachers.**

Core academic subjects are *reading, language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and the arts.* Oregon defines “the arts” as any subject for which there is a specific license endorsement (Visual Arts, Music, Drama).

Highly qualified means that the teacher:

- Has obtained full State certification as a teacher and; does not have a provisional license; (Note: At this time, the Oregon definition of “provisional” includes Emergency, Restricted Transitional, and Limited licenses.); and
- Holds a minimum of a bachelor’s degree; and
- Has demonstrated subject area competence in each of the academic subjects in which he/she teaches.

NCLB Law requires that all teachers be highly qualified in core content areas (including Special Education and ESL where core content is taught) when teaching more than 4 weeks and parents must be notified in Title1 schools.

Obtaining Highly Qualified Designation from TSPC

You may request that the Teacher Standards and Practices Commission (TSPC) review your employment and education documents for the purposes of designating you as meeting the *Highly Qualified* criteria. If you have enough teaching experience and college credits in the subject, you may receive the *Highly Qualified* designation. Subject specific exams are an additional avenue for obtaining NCLB Highly Qualified status.

Check TSPC’s website www.tspc.state.or.us for updates on the *Highly Qualified* Criteria.

To obtain an “Individual HQ Evaluation Request” form and directions:

http://www.tspc.state.or.us/forms_inst.asp?id=16

(This form can be used for SPED, Alternative Education, ESL, as well as Middle School)

APPENDIX

PORTLAND SCHOOL BOARD POLICIES AND ADMINISTRATIVE DIRECTIVES

You might find these policies and directives to be useful. You may use these policies and directives as a reference as some may pertain to you.

REPORTING CHILD ABUSE

REPORTING PROCEDURES

The following reporting procedures are to be followed by public school employees all of whom are mandated reporters according to Oregon State law:

- 1) **Employees are required to report the facts of suspected child abuse to the principal (or principal's designee) immediately.** The school employee who suspects, observes signs, or becomes aware of any of the following should report immediately:
 - Physical abuse, with or without injuries
 - Sexual abuse
 - Sexual exploitation
 - Neglect
 - Emotional abuse
 - Threat of harm

- 2) **Without delay**, the employee, the principal, or principal's designee, reports to the Child Abuse & Neglect Hotline.

Best practice would have the employee and principal reporting together, completing a child abuse reporting form as the report is made. Employees who choose to make the report independently must notify the principal and/or principal designee immediately, to ensure the school office is ready to receive case workers and/or law enforcement officials. In the rare case of principal or principal designee making a report for an employee, he/she will notify the employee that the report was made and document that information in writing. The employee should check back if he/she does not hear from the principal or designee in a timely manner. **However, if the employee does not hear back from the principal or principal's designee by the end of the workday, the employee shall make the report directly to the Child Abuse & Neglect Hotline.** In all cases, a reporting form must be completed and filed with the principal's office immediately.

Child Abuse & Neglect Hotline: 503-731-3100
--

Please have ready the following information for the Hotline worker:

- Student's full name
- Date of birth
- Parent or guardian's name
- Student's home address
- Student's home phone number

All this information is on the student's registration form located in the school office.

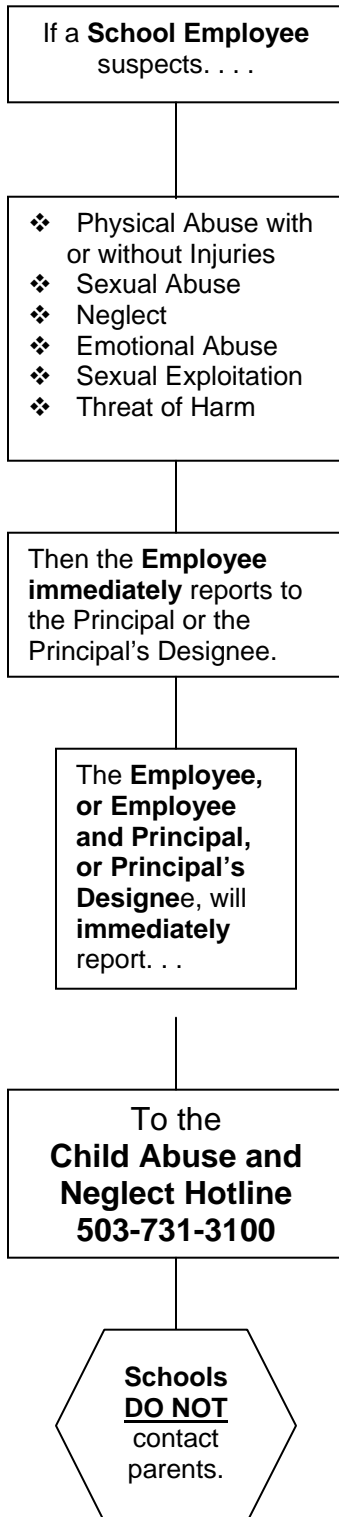
Contacting the Child Abuse & Neglect Hotline to make a report fulfills the legal obligation of mandated reporters to report suspected abuse. The Child Abuse & Neglect Hotline will communicate with Portland Police to coordinate response services for each situation. The principal, principal's designee, or employee may request information on what action will be taken.

It is the responsibility of the employee who observes the abuse or determines the concern to report it or cause it to be reported. In the rare case when the principal or principal designee is making the report for an employee, the employee must follow up with the principal or designee to make certain the report was made. Documentation of each report should be recorded and kept on file in the school office (see attached Child Abuse Report Log.) The employee's mandatory reporting obligation is not fulfilled until he or she confirms that the report is made.

It is critical that the report be made as early in the school day as possible. This is to help avoid the situation in which a child is sent home prior to Portland Police or Hotline workers being able to conduct an interview, if deemed necessary, with the child at school.

- 3) If District staff members observe other District staff abusing or possibly abusing a student, the staff member should immediately report the facts to his or her principal. The employee or principal and employee will then contact the Child Abuse & Neglect Hotline. The principal will also contact the appropriate Deputy Superintendent and Jeff Fish, Human Resources Legal Counsel, at (503) 916-3025. These procedures will ensure that the Department of Human Resources is notified of the incident and that there is a uniform District response.
- 4) **Suspected child abuse should not be delegated to a third party** such as the school counselor or Child Development Specialist prior to reporting to the Child Abuse & Neglect Hotline. Once a child discloses, no further interviews should take place unless directed otherwise by the police or Child Protective Services workers. It is appropriate to inform the school counselor of an abuse report in order that follow-up support can be provided if necessary.
- 5) **Under no circumstances should any school employee contact the parents of a child about whom a report has been made.** It is the responsibility of the Portland Police or Child Protective Services workers to contact the parents and follow up with the school.
- 6) When the principal is out of the building and the principal's designee is not available, the employee shall report the suspected child abuse directly to the Child Abuse & Neglect Hotline at (503) 731-3100 and complete the reporting form in the principal's office immediately. Each Building shall have a written procedure to follow up on for reports when the principal and principal designee are not available.
- 7) This procedure will be communicated to the staff at the beginning of the school year along with information about the legal responsibility of mandated reporters.
- 8) MESD, Multnomah County nurses, and staff from other outside agencies are authorized to report directly to the police or Child Abuse & Neglect Hotline, after which the principal or designee is notified in person or in writing.

Child Abuse Reporting Procedures



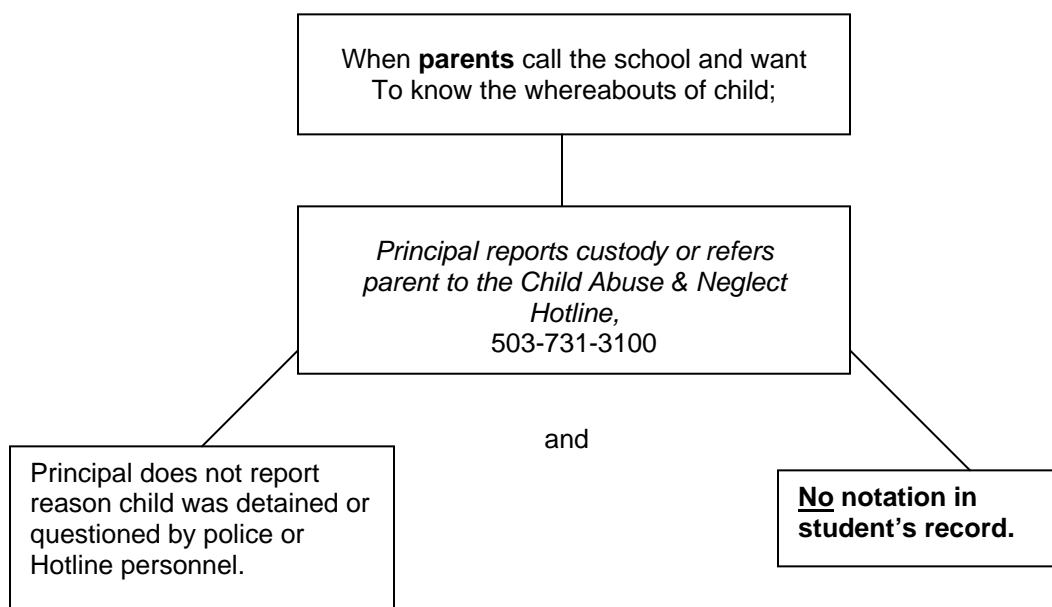
- Oregon law states that **all** school employees are mandated reporters and must report suspected child abuse. School employees are mandated reporters seven days a week, 24 hours a day, year round.
- **Without delay** the employee, or the employee jointly with the principal or principal's designee reports to the Child Abuse & Neglect Hotline. Best practice would have the employee and principal reporting together, completing a child abuse reporting form as the report is made. Employees who choose to make the report independently must notify the principal and/or principal designee immediately, to ensure the school office is ready to receive case workers and/or law enforcement officials. In the rare case of principal or principal designee making a report for an employee, he/she will notify the employee that the report was made and document that information in writing. The employee should check back if he/she does not hear from the principal or designee in a timely manner. The employee has the obligation to confirm that the report was made. In all cases, a reporting form must be completed and filed with the principal's office immediately.
(See attached Child Abuse Report Log.)
- If, for any reason, the principal is unavailable, the employee should report directly to the principal's designee. If neither the principal nor principal's designee is available, the employee should call the Child Abuse & Neglect Hotline directly.
- If the employee reports suspected child abuse directly the Child Abuse & Neglect Hotline, the employee must also notify the school principal in person or in writing. See attached Child Abuse Report Log.

IF THE STUDENT IS TO BE INTERVIEWED:

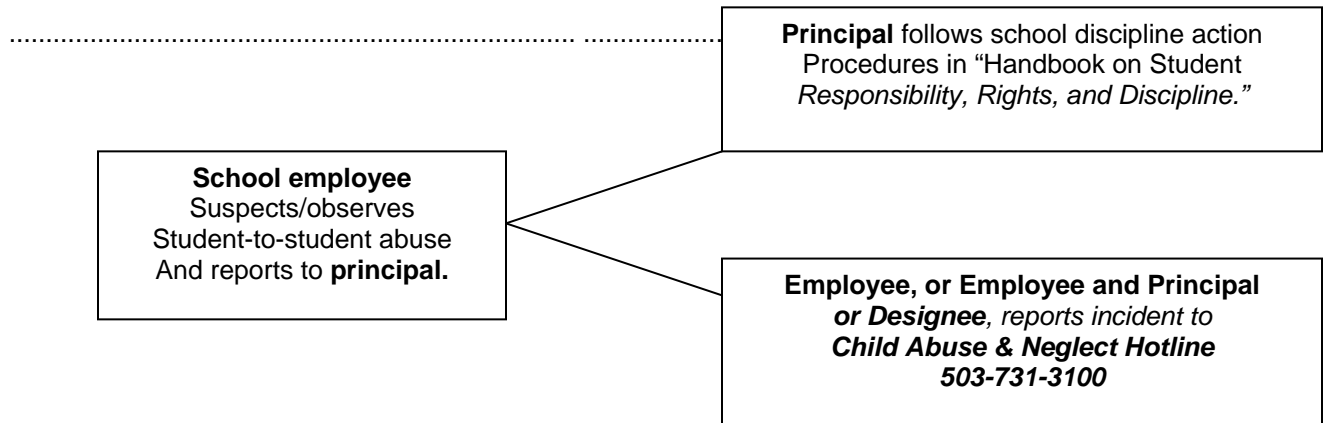
- 1) If the Portland Police or Child Protective Services should decide to interview the student at school, the principal will secure the name, badge identification number, and phone number of the officer or worker. This information should be recorded, along with other information requested, on the Child Abuse Report Log (see attached) and kept on file in the school office for documentation.
- 2) The officer or worker may request to speak with the employee, principal, or principal's designee prior to speaking with the student. School employees should share all detailed information with the officer or worker.
- 3) The student should be interviewed in a private and secure place within the school. A school employee can request to be present in the interview to help the student feel more comfortable. However, it is up to the judgment of the Portland Police or worker to interview the student alone.
- 4) If the student is receiving Special Education services, it may be necessary to provide either a Special Education teacher or an assistant to help the student during the interview. If the student is receiving ESL (English as a Second Language) services, it may be necessary to provide an interpreter for the student. The school should assist with helping to arrange for an interpreter. The school can contact David Lee Interpretation and Translation Services, at 503-916-3427.
- 5) At the conclusion of the interview, the officer or worker will determine the next step and inform the school – particularly if he or she intends to contact the parents. If the officer does not inform school personnel, ask for information before the officer or worker departs.
- 6) **If the parent calls the school:**

If the interview takes place at the end of the school day and the student is held after school, parents may call asking about their child. The principal should simply report the child's whereabouts and ask the parent to contact the Hotline at 503-731-3100 for further information. The principal should not give the parent the reason the child is being held at school.

Responses to Parent Inquiry



Student-to-Student Abuse Procedures



Student-to-Student Abuse is defined as physical abuse of another, but not mutual combat; may include the use of a weapon and sexual assault.

RESPONDING APPROPRIATELY

1. Remain calm. Overreacting can frighten a student.
2. Comment on suspicious injuries. Ask non-leading questions about suspicious injuries.
3. Emphasize that the student did the right thing by telling. "I'm glad you told."
4. Stress that the student is not to blame. "It wasn't your fault."
5. Avoid making promises you can't keep. For example, don't tell the child that he/she will never have to talk about it again.
6. Follow the guidelines in this document for reporting child abuse.

Additional Helpful Tips Regarding Appropriate Adult Behavior:

Be aware of your own behavior and maintain appropriate boundaries. If you are unsure if something is appropriate or not, seek advice from your supervisor. When in doubt, err on the side of caution. Examples of potentially inappropriate behavior might include:

- buying gifts for students
- inviting students to your home
- asking students to work for you outside of school
- transporting students in your vehicle
- touching students or making inappropriate comments
- posting inappropriate material or communicating with students via the internet

Helpful Hints When Reporting Child Abuse for Students Eligible for Special Education

The following points can be useful for encouraging mandatory reporters to understand their role as critical to the protection of children with disabilities.

1. Mandatory reporters can assist in the investigation of suspected abuse and neglect of children with disabilities by providing information about the disability.

People who investigate reports of suspected maltreatment in children with disabilities need to have specialized information about the disability. Supplying information about the disability can help. This information includes the fact that the child has a disability, what you know about the disability, and who else has information about how the disability affects the child's development.

2. Why is it important to mention that the child has a disability when reporting suspected child abuse or neglect?

People who are inexperienced with disabilities may not recognize them. If a child looks like other children his or her age, an investigator may assume that he or she has the same abilities as his or her peers. The investigator may assume that the child can hear, see, talk and think the same as others the same age. The investigator will hold the same expectations for the child and may think he or she is purposely being uncooperative.

Investigators can confuse symptoms of abuse with symptoms of a disability. This can work both ways: people who abuse can claim that the injuries are a part of the child's disability; and investigators can mistake symptoms of a disability for abuse. For maltreatment within the context of the disabilities, there are some conditions in which children actually wound themselves by biting their hands and arms, scratching away skin with their fingernails or banging their heads against walls. There are conditions in which the child has extremely brittle bones that can break with activity that other children consider routine, and there are people who batter their children and claim that they have one of these conditions.

Mandatory reporters are not expected to decide if indeed a child has been abused. Their job is to report suspected abuse and to have investigators gather the evidence.

3. When reporting suspected maltreatment of a child with a disability, why should I also tell how the disability affects the child's development?

A disability can affect all areas of a child's development. A physical disability involving all parts of the body, such as cerebral palsy, can affect not only a child's ability to walk, but to speak and to learn from exploring the environment.

It will be helpful to tell what you know about the disability and how it affects the child's development in the basic domains (cognitive, language, fine and gross motor, social-emotional).

The fact that a child has a disability could be a factor in the abuse or neglect.

4. What good will it do to include in my report the names of other people who have specific information about the child's disability?

Good investigation of abuse and neglect of children with disabilities requires the knowledge and skills of someone who has "disabilities expertise." Police officers and child protective workers are unlikely to have this particular expertise. However, they can look for "disabilities expertise" resources.

People with this expertise may be anyone who provides medical, therapeutic, or educational services to the child such as a physician, occupational therapist or preschool teacher. It may be a child-care provider who has had special training about disabilities. It may be a relative in the nuclear family or in the extended family who has helped care for the child.

5. Why is it necessary to have someone with “disabilities expertise” involved in the investigation of suspected maltreatment of children with disabilities?

Disabilities in children present such a complex set of factors that the perspectives of many different professionals and family members are essential to understanding and effectively addressing the needs that result from the disabilities. When issues of child maltreatment are added to this mix, it is essential that there are also people who have specialized knowledge about both child maltreatment and disabilities. This expertise helps them interpret accurately the disability's effect on the child's ability to learn, to communicate, to develop social relationships and to get his/her basic needs met. It is necessary that someone understand the disability and issues related to dependence and independence. Without this expertise, investigators may fail to recognize the high risk and occurrence of maltreatment of children and youth with a disability. They may fail to gather needed information for investigation, and to make appropriate reports and referrals.

RECOGNIZING CHILD ABUSE

What is child abuse? There are five main categories of abuse:

1. Physical Abuse:

- Any physical injury to a child which has been caused by other than accidental means, including any injury which appears to be at variance with the explanation given for the injury.
- Possible physical indicators: Bruises, welts, burns, lacerations and fractures.

2. Sexual Abuse and Sexual Exploitation:

- Child sexual abuse occurs when a person (adult or child) uses or attempts to use a child for their own sexual gratification. This includes incest, rape, sodomy, sexual penetration, fondling, voyeurism, sexual harassment, exposure to pornography and exposure to sexual activity
- Sexual exploitation is using children in a sexually explicit way for personal gain. Examples include: to make money, to obtain food stamps or drugs, or to gain status. It also includes using children in prostitution and using children to create pornography.

3. Mental Injury and Abandonment:

- Mental injury/psychological maltreatment is the result of cruel or unconscionable acts and/or statements made, threatened to be made or permitted to be made by the caregiver(s) which have a direct effect on the child or the caregiver's failure to provide nurturance, protection or appropriate guidance. The caregiver's behavior, intentional or unintentional, must be related to the observable and substantial impairment of the child's psychological, cognitive, emotional and/or social well-being and functioning. This may include habitual ridicule, scapegoating and threats to health or safety.
- Abandonment is parental behavior showing intent to permanently give up all rights and claims to a child.

4. Neglect:

- Negligent treatment or maltreatment of a child which causes actual harm or substantial risk of harm to a child's health, welfare, and safety.
- Examples include:
 - Failure to provide adequate supervision
 - Failure to provide life necessities (food, clothing, shelter, etc.)
 - Failure to provide necessary medical care

5. Threat of Harm:

- Subjecting a child to a substantial risk of harm to the child's health or welfare.
- Examples include:
 - Exposure to domestic violence
 - A child living with a person convicted of child abuse or neglect
 - A child living with a person who is involved with child pornography
 - Caregiver behavior which is out of control and threatening to a child's safety (e.g., drug or alcohol abuse, mental illness)

POINTS TO REMEMBER

All school employees are mandated reporters twenty-four hours a day, seven days a week throughout the year, whether or not they are at work. School employees cannot make discretionary judgments about whether or not to contact the Hotline. Oregon school employees can be and have been prosecuted for failure to report suspected child abuse.

If a concerned person in the community calls the school to report possible abuse, the school employee may refer them to the Child Abuse & Neglect Hotline. **However, the school employee as a mandated reporter is also required to contact the proper authorities.** Merely referring a concerned citizen to the Hotline is not fulfilling the legal obligation. In such a case it would be appropriate to follow the procedures for reporting suspected abuse outlined in this document.

If a parent, or another individual, informs a school employee of abuse that occurred previously in a child's life and states that it was reported to the authorities, the school employee needs to contact the Child Abuse & Neglect Hotline to confirm that the report was made. It is not appropriate to assume an abuse report was made because a parent, or other individual, assures the school. **It must be confirmed.**

Actions taken by the authorities vary according to individual cases. It is difficult for the school to predict whether or not a child will be taken into protective custody or how parents will react to an allegation of abuse. By law, authorities cannot reveal to parents the name of the individual who makes a report. However, it is not unusual for students to tell their parents that they talked with someone at school, and parents can often make correct assumptions about the source of an abuse report.

School employees are not expected to talk with parents who are angry or upset. If an angry or upset parent calls or approaches a school employee about an allegation of abuse, contact the principal immediately. If a school employee is threatened or intimidated by a parent or another individual, the employee is encouraged to call the police.

ORS 339.377

In 2007, Senate Bill 379 was entered into law (ORS 331.377). Prior to Senate Bill 379, the District was only required to train school district employees in child abuse reporting procedures. ORS 339.377 requires school districts to train employees not only in child abuse reporting procedures, but also train them in the identification of and prevention of child abuse each school year.

Furthermore, ORS 339.377 requires the District to make training on the identification and prevention of child abuse available to parents and legal guardians of students attending a Portland Public School.

Representatives from multiple education service districts, school districts and child welfare organizations have worked together to create an internet-based training tool that is grounded in best practice to meet the school district employee and parent/legal guardian training requirements of ORS 339.377.

It is strongly suggested that you allocate time in your August professional development schedule to have your staff complete this internet-based training, and review this document. All school district employees are required to complete this training each school year. This internet-based training replaces the video training used in prior school years. 13

School district employees can access the training through the PPS Learning Campus. Parents/legal guardians can be directed to the training through the Portland Public Schools public homepage.

Portland Public Schools' Board of Education Instructions to the Superintendent Regarding Child Abuse Reporting Procedures:

- Every two years all administrators are directed by the Superintendent to have child abuse reporting procedures presentations, including viewing the child abuse reporting video, for all Portland Public School employees.
- All school district employees are required to attend these presentations once every two years.
- Any new public school employee hired shall, within six months of their employment, view such a presentation.

To assist the schools in meeting the requirements of the Board Policy relating to child abuse reporting and the responsibilities of public school employees, all of whom are **mandated reporters** according to Oregon State law, resource materials and information are provided and described in this publication.

DISTRICT RESOURCES

Training: School district employees can access training on the identification, prevention and reporting of child abuse through an internet-based training within the PPS Learning Campus.

Hand out: Copies of this document, "PPS Child Abuse Reporting Procedures and Resources Materials," are distributed through the Student Services Department – Portland Public Schools – Child Service Center – 503-916-5460.

RESOURCES FOR STAFF PRESENTATIONS

- A video produced by the Committee For Children, *Identifying, Reporting And Handling Disclosure Of The Sexually Abused Child*, (362.78 IDE), can be borrowed from the Student Services Department, 503-916-5460.
- *What You Can do About Child Abuse*, Department of Human Services (December, 2004). Copies are available upon request from the Student Services Department, 503-916-5460.
- *Helping children Heal - What School Personnel Need to Know* and *Child Abuse - What Oregon School Personnel Need to Know* by Judith Burks, (362.76 BUR). These excellent resource books describe responses to child abuse by the courts and gives helpful information for all staff in continuing to work with students. Books may be borrowed from the Student Services Department, 503-916-5460.

DISTRICT RESOURCES AND CURRICULUM MATERIALS FOR USE WITH STUDENTS

For information on personal safety materials to use with elementary students call the Student Services Department at 503-916-5460 or search the library at <http://cms7.pps.k12.or.us/docs/pg/10622> click on Library Catalog, and use "d4pac" login for Student Services Library or "pac" login for the Professional Library. The Student Services Library has a variety of books, videotapes and kits available for check out, including:

- *Talking About Touching, A Personal Safety Curriculum*, (362.76 TAL), activities and poster pictures for Pre-K-Kindergarten, 1st -3rd grades.
- *Child Sexual Abuse: A Solution*, (362.76 CHI), videotape for students K-6th grade, staff and parents.
- *Safe Child Program*, (362.7044 SAF), videos and lessons for students K-3rd grade. Teacher and parent training video.
- *Breaking the Silence: Kids Against Child Abuse* (1994) (V06924, PPS AV Library). Grades 1-5.

COMMUNITY RESOURCES FOR USE WITH STUDENTS

- **Listen to Kids**, "Kids Can: Confidence Building for Children," is a multi-faceted approach to child abuse prevention. "Families and feelings," is a domestic violence program for elementary students. For further information about the programs contact Tasha Miniszewski at 503-280-1388. www.listentokids.org
- **The American Red Cross Program** "When I'm in Charge" instructs 3rd, 4th, and 5th graders under the age of 11 on prevention and safety tips should they find themselves home alone or without adult supervision. Information about this program can be obtained by calling Daniel Soule, American Red Cross, Oregon Trail Chapter at 503-528-5639.

RESOURCES FOR FAMILIES - WHERE TO FIND HELP

- **Morrison Child and Family Services web site**, www.morrisonkids.org, click on Resources.
- **Parents Anonymous Helpline**: This confidential, anonymous support line offers crisis assistance, emotional support, and information and referrals to local community resources for anyone in a parenting role experiencing stress or concerns in the tri-county area. 503 258-4557, Monday – Friday, 9 am – 4 pm.
- **Multnomah County Mental Health Crisis Line**, 503-988-4888. The service provides crisis intervention and can assist in evaluating suicidal children/adults; it also makes referrals.
- **Child Abuse & Neglect Hotline**, 503-731-3100. The 24-hour hotline handles Multnomah County calls for the Department of Human Services.
- **Kids Preventing Child Abuse Program** of CARES (Child Abuse Response and Evaluation Services) Northwest presents to babysitting-aged youth and young parents about Shaken Baby Syndrome, domestic violence and bullying, and the effects of drugs and alcohol on babies. <http://www.caresnw.org>, 503-276-9000
- **National Child Abuse & Neglect Hotline**: (800) 4-A-Child. For questions, referrals and crisis intervention.
- **Oregon Virtual School District**: Internet-based parent education regarding the identification and prevention of child abuse. <http://inside.studentservices.pps.k12.or.us/docs/pg/12620>

Portland Public Schools Child Abuse Report Log

(To be kept on file in the school office)

Date: _____ **School:** _____ **Grade:** _____

Student's Name: _____ **Date of Birth:** _____

Parent/Guardian: _____ **Teacher:** _____

Student's Address: _____

Home Phone: _____ **Student Social Security #:** _____

Date Of Alleged Abuse: _____

Alleged Incident: _____

Hotline Contact:

Employee reporting suspected abuse to principal or principal's designee: _____

Hotline Person Contacted: _____

Principal/Staff Member Reporting to the Hotline: _____

Agency responding (check one): Police Hotline

Name of Police Officer/Hotline Worker Responding: _____

Badge Identification Number: _____ **Phone Number:** _____

Date and time of call: _____

Comments: _____

If Student is Taken Into Custody At School:

Date: _____ **Time:** _____

This report filled out by: _____

DO NOT PLACE IN STUDENT'S CUMULATIVE FOLDER

Drug Free Workplace Act

Federal Law

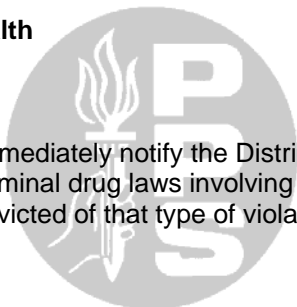
The Portland Public School District is subject to the requirements of the **federal Drug Free Workplace Act of 1988**. This **Notice to Employees of Portland Public Schools** is given to comply with that Federal law.

1. This notice is part of the District's Drug Free Awareness Program. ***It is our policy that the workplace is to be free of illegal drugs and the effects of these drugs.***
2. Employees affected by illegal drugs and certainly the use of drugs in the workplace are both very serious problems that affect safety, productivity, and our responsibility as role models to encourage our students to reject drug use as unacceptable. Drug use in the workplace can create a safety hazard to other persons and has proved to reduce productivity, to increase the rate of job errors, and to increase the incidence of on-the-job injuries.
3. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace. Employees who violate that rule or are affected by illegal drugs at work are subject to discipline, which can include dismissal. If the employee is not dismissed, other discipline may be combined with a requirement of completion of a drug treatment and rehabilitation program.
4. Employees who use drugs are strongly encouraged to seek treatment before their drug use affects the workplace and, therefore, jeopardizes their employment. ***Assistance in obtaining drug counseling is available through the Employee Assistance Program:***

Reliant Behavioral Health
866-750-1327
www.MyRBH.com

5. All employees are required to immediately notify the District's Human Resources Department if they are convicted of a violation of criminal drug laws involving the workplace, or if they become aware that another employee has been convicted of that type of violation.

Human Resources Department
3/20/02



EMPLOYEE DISCIPLINE

Source: PPS / PAT Substitute Teachers' Agreement 2007-2012 Article 6G, 1, 2, 3, 4

G. Employee Discipline.

No substitute shall be disciplined without just cause. Reprimands shall be made privately. Materials relating to the disciplinary action shall be placed in the personnel file. "Substitute Performance Complaint" forms maintained by the District separate from the substitute's personnel file and which are older than one (1) year shall be discarded at the end of each school year. Use of the reports that are sent to the substitutes for the purpose of progressive discipline shall be as follows:

1. A first report shall be sent to the substitute for information only.
2. A second report shall result in a conference with the representative of the Human Resources Department.
3. A third report shall result in the substitute being placed on "request only" status or other type of restriction and the substitute shall be notified that any subsequent report shall result in the substitute being removed from the substitute list.
4. A fourth report shall result in removal of the substitute from the substitute list.

A request that a substitute not return to a particular classroom shall be honored if the teacher has made a good faith effort to contact the substitute prior to the request. Notice of such a request, including the stated reason by the teacher, shall be given to the substitute. The substitute shall have the right to request a meeting with such teacher. A request by a supervisor that a substitute not return to a particular building shall be honored as long as there was a substantive reason and such reason was within the control and responsibility of the substitute. Prior to such a determination by the Human Resources Department, a meeting of the substitute, an Association representative, if requested, the supervisor or designee and a Human Resources Department representative will be held. The first such building restriction shall be considered the same as Step 1 of progressive discipline above and the second such building restriction shall be considered the same as Step 2 above. Steps 3 and 4 above shall be subject to just cause including any reliance on reports at Step 1 and 2. Action by the District may commence at any of the above steps depending on the severity of the report.

Physical examinations of substitutes shall not be required. However, the District may require that the substitute provide medical documentation, that s/he is medically and physically able to perform the job duties of a substitute teacher.

Student Education Records 2.50.020-P

1. Education records are those records maintained by the district that are directly related to a student.
2. In addition to the protection and procedures included in this policy and accompanying administrative directive, students with disabilities and their parents have additional rights under federal and state law with regard to student education records. Those rights and procedures have been included in the Special Education Manual located on the district website
3. The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.
4. It is the policy of the district to keep education records for students to conform with state and federal laws and regulations.
5. Information recorded on official education records should be carefully selected, accurate and verifiable, and should have a direct and significant bearing upon the student's educational development.
6. The district will develop administrative directives for the maintenance, access and release of education records as well as for preserving confidentiality and for challenging the content of those records.
7. The district may withhold the grade reports, diploma or other records of students who owe fees, fines or damages until those fees, fines or damages are paid. Students or parents will receive written notice stating the district's intent to withhold records. The notice will include an itemization of the fees, fines or damages owed and will notify parents of their right to request a hearing. The district may waive fees, fines and charges if the student or parents cannot pay.
8. Records requested by another school district to determine a student's appropriate placement may not be withheld.
9. The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. However, once the student reaches age 18 those rights transfer to the student.

A copy of this policy and administrative regulation shall be made available upon request by parents and students 18 years or older or emancipated.

2.50.020-P Student Education Records

Legal References: ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ORS 339.260; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to 581-0440; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR Section 300.501 (2000).

History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424

Tobacco Possession and Use 3.30.021P

Tobacco use is the single most preventable cause of death in the United States.¹ Nearly all (80 percent in Oregon²) first-use of tobacco and most addiction (89percent³) occurs before young people graduate from high school. Tobacco is often the first illegal drug used by young people who use alcohol and other illegal drugs. Schools have the opportunity to help prevent tobacco use for the health and well being of students and staff, and to prepare students for smoke-free work environments. A Portland Public Schools Strategic Plan core value states: “Adult behavior is a powerful teacher for young people.”

- (1) For the purposes of this policy, “tobacco” includes, but is not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette or any smoking product or spit tobacco product such as smokeless tobacco, dip, chew or snuff, in any form. The use of any of these products is prohibited by all parties on or about district properties including buildings, grounds, vehicles and any other property.
- (2) The possession or distribution of tobacco products and tobacco paraphernalia (e.g., lighters, rolling papers) shall be prohibited on or about district properties including buildings, grounds, vehicles and any other property by all students, regardless of age.
- (3) Students, regardless of age, are prohibited from using, possessing, or distributing tobacco products during any school activity including, but not limited to:
 - (a) The school day;
 - (b) Club meetings, regardless of the meeting location and time; and
 - (c) Athletic practices and activities. Students participating in school athletic programs are subject to the tobacco prohibition and usage at all times.
 - (d) School dances.
- (4) Tobacco use shall be prohibited on all school buses and other district-provided transportation when transporting students for school activities. Tobacco use is prohibited at all times in any district-owned or leased vehicles.
- (5) Advertising of tobacco products and/or tobacco companies shall be prohibited in all school publications, in all district buildings and at all school functions. This prohibition includes, but is not limited to:
 - (a) Tobacco industry sponsorship, gifts, funding or other marketing incentives; and
 - (b) Tobacco promotional items, including clothing, bags, lighters, and other personal articles and paraphernalia, shall not be permitted on school grounds, in school vehicles, or at school-sponsored activities.
- (6) Tobacco prevention education shall be included within a plan for prevention, integrated within the health education program. The educational program shall be based on theories and methods that have been proven effective by published research and consistent with the district and state health education standards.
- (7) Individuals (parents, volunteers etc) supervising students off school property while engaged in a school sponsored activity, shall not use or distribute any tobacco products while in the presence of students, or at any time while engaged in any activities directly involving students.
- (8) The superintendent shall develop administrative directives to implement this policy, including processes for:
 - (a) Student sanctions;
 - (b) Collection of tobacco products;
 - (c) Staff sanctions, as governed by the individual’s collective bargaining agreement;
 - (d) Visitor and volunteer sanctions;
 - (e) Cessation support; and
 - (f) Notifying students, families, personnel and school visitors of the district’s policy on tobacco possession and use.

Legal References: ORS 167.400; ORS 339.865; ORS 192.710; OAR 581-022-1210; OAR 581-022-0413; OAR 581-053-015; OAR 581-053-434; 1998 Master Settlement Agreement; BR 4079, 3/11/93. History: Adpt. as AR 1/15/96; Amd 8/12/02, BA 2385, and made a policy. 1 Centers for Disease Control and Prevention, 2000. 2 Tobacco Prevention Program, Oregon Health Division, 1993. a) 3 CDC Preventing Tobacco Use and Addiction, June 1997.

Weapons, Explosives And Fire Bombs 3.40.014-P

- (1) No person except a Peace Officer shall have or enable another to have a weapon [or replica of a weapon] on district property. "Weapon" for purposes of this policy, and as defined by state and federal law, includes:
 - a) "Dangerous weapon" - any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
 - b) "Deadly weapon" - any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
 - c) "Firearm" - any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any other destructive device as defined by federal law.
 - d) "Destructive device" - any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device, which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line throwing, safety or similar device.
- (2) No person except a Peace Officer shall have or enable another to have an explosive or fire bomb on district property. "Explosive" includes a device, which by heat, impact, friction or detonation will explode with such force as to injure a person or damage property. "Fire bomb" means a breakable vessel containing a substance with a flash point below 151 degrees Fahrenheit that includes a device for its intentional ignition.
- (3) No student shall bring, possess, conceal or use a weapon on or at activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization approved by the State Board of Education.
- (4) The superintendent or designee may, as provided by law, authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.

Legal References: ORS 161.015; OAR 581-021-0050 to -0075; ORS 166.210 - 166.370; OAR 581-053-0010 (5); ORS 332.107; OAR 581-053-0015 (7)(k); ORS 339.115; OAR 581-053-0545 (4)(c),(w); ORS 339.240; OAR 581-053-0550 (5)(y); ORS 339.250; ORS 339.260; ORS 809.060; ORS 809.260
History: Adpt 2/14/91; Amd 9/9/02; BA 2419

First Aid And Emergency Care

Administrative Directive - 3.40.100

(1) Building Plan and Organization.

a) Plan for Employee/Student Emergency Care and First Aid.

- A. All school and other district buildings shall have a definite plan of action to be followed in the event of an emergency to ensure the rapid provision of first aid or medical care to ill or injured students and school employees. The building administrator, in cooperation with other building personnel, shall be responsible for the development of the plan.
- B. A plan for the immediate response to life-threatening or major emergencies is of primary importance (See 2.a.)
- C. The building administrator shall inform the building personnel of the general emergency plan annually and, in the case of the school building, at the beginning of each school year before students are in attendance.

b) Trained Personnel.

- A. The majority of school district buildings are located within reasonable accessibility of a hospital where physicians and medical technicians can provide emergency care.
- B. In addition, building personnel can readily obtain emergency services and life-saving equipment from the fire and police bureaus and nearby ambulance companies when an accident or health crises occurs.
- C. In compliance with Oregon Administrative Rules, each building will have one staff member qualified designated as a first aid person provider (one who has a current recognized first aid American Red Cross card) for each 60 students or an emergency response team per building. Such team shall consist of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans. The building may find it advisable to have assigned certain of these persons the responsibility for the care of students and school employees in the event of accident or illness. The persons so assigned shall be made known to all employees in the building.
- D. Staff designated as first aid providers or who have occupational exposure as determined by the district shall receive blood-borne pathogens training as required by the Oregon Occupational Safety and Health Division (OR-OSHA) followed by an offer of immunization for Hepatitis B vaccine and vaccination series.

c) Space for Ill or Injured Persons.

- A. In each building, space shall be designated to permit ill or injured persons to lie down.
- B. This place shall not be used for any additional purposes, which would make it unavailable for immediate use in rendering prompt first aid.

d) First Aid Equipment and Supplies.

- A. Each building shall have first aid supplies as recommended by the School Nurse in accordance with the Oregon State Health Division, Occupational Health Regulations. Subject to said regulations, no other items shall be stored in the first aid container without physician's approval.
- B. Supplies shall be kept in a moisture/dust-proof container clearly marked, readily accessible, and not locked. These supplies shall be kept in a central area as well as in potentially hazardous areas around the building, such as gymnasium, workshops, science labs, home economics classrooms, art classrooms, and cafeteria.
- C. The location of first-aid supplies shall be made known to building personnel, and the supplies shall be readily accessible to all.

e) Emergency Telephone Numbers. The following names and telephone numbers shall be conspicuously posted near the telephone in the main office and by all other "outside" telephones:

- A. School Police 331-3307;
- B. Emergency number 911;
- C. Poison Control 494-8968;
- D. School Nurse or Multnomah Education Service District (MESD), Department of Health Services, 257-1732.

- f) **Emergency Address.** The address and location of the two nearest fire stations, hospitals, and physicians shall be maintained in a convenient and visible location in the office. (Get permission of the physicians.) This information may be useful if a major disaster disrupts normal emergency response.
- g) **Medical Information.**
 - A. Parents shall be asked to provide the school with medical information about their children, which may affect first aid treatment or emergency care to be given. Such information will be provided by parents on district registration forms.
 - B. Staff members shall be asked to provide pertinent medical information concerning themselves for reference in an emergency.
 - C. All such information shall be treated as confidential.

(2) **Building Procedures.**

- a) **Medical Emergencies.**
 - A. "Major Medical Emergency" is when a major body function, breathing, heart, or consciousness has perceptibly declined; or head, neck, or back injury is suspected; or core body temperature has declined or heat stroke is suspected; or there are major burns; or there is a fracture of a major bone or a compound fracture or fracture of a facial bone.
- a) **Priority for Allocation of Resources:**
 - A. Major Medical Emergency.
 - B. Other Medical Emergencies.
- b) **Behavioral Emergencies.**
 - A. "Behavioral Emergency" is a situation where the student is a threat to himself/herself or to other members of the school community. The cause of the emergency may be mental, drug, alcohol, or unknown.
 - B. In any behavioral emergency situation, the parent/family and building principal, school police campus monitor and school nurse should be notified as quickly as possible, and the person should be kept under control/observation until they arrive. Monitor for deterioration of life signs and re-evaluate, if necessary, as a medical emergency.
 - C. School staff shall not to transport students in emergency situations without advice and assistance from the school police.
- c) **The principal or his/her designee shall notify the parent or, if not available, the parent's designee as indicated on the student's school registration form.**
 - A. Talk with the physician and learn why there is a need to proceed before a parent can be contacted.
 - B. To the extent possible, and under the circumstances, the physician should inform the student of the condition, the proposed treatment, and that you may authorize treatment.
 - C. If the student objects to your authorizing treatment, do not do so unless you are advised by the physician that a delay could be adverse to the best interest of the student.
 - D. Students 15 years or older can provide medical authorization themselves.
- d) **Non-major Urgent Injuries and Illnesses** (Cuts, minor burns, splinters, nausea, etc. which do not ordinarily require medical care.)
 - A. It is recommended that care of urgent injuries and illnesses not considered major medical emergencies be given according to instructions in the MESD School Health Services "School Emergencies Manual" or in the current Red Cross first aid textbook, Standard First Aid and Personal Safety.
 - B. A copy of these instructions manual shall be on display or easily made available in the main school office and in other strategic places throughout every building of the district.
 - C. Parent shall be notified as required by the circumstances.
- e) **Procedures for Sending a Student Home.**
 - A. The principal or his/her designee shall be notified of the illness or injury.
 - B. The principal or his/her designee then notifies the parent of the child's condition; if the parent is not available, the principal/designee shall notify the parent's designee as indicated on the student's registration form.
 - C. The parent or parent's designee may call for the child or make arrangements for another responsible adult to take the child home. The school shall be informed as to whom the child is to be released.

- D. The student shall be kept at school if the parent or parent's designee cannot be contacted. If conditions warrant immediate medical assistance, contact the School Nurse or refer back to "Medical Emergencies" beginning at paragraph "a" of this section, as appropriate.
 - E. The child shall be isolated if suspected of having a communicable disease.
- f) Medications. See Administrative Regulation 4.50.021, Health Services — Implementation, Board Policy 4.50.026, Administering Non-injectable Medicines to Students, and Administrative Regulation 4.50.027, Procedures for Administering Non-injectable Medicines to Students.

(3) Accident Reports.

- a) All accidents in which injury occurs must be reported on the appropriate accident report form.
- b) Accident reports must be completed and signed by the staff member witnessing the accident. The building administrator or department head shall sign all accident reports and forward to the Office of Risk Management. If the building administrator is absent from the building for some reason, the person fulfilling his/her responsibilities must sign and forward the report. In addition, when in the judgment of the administrator the accident is extremely serious, telephone notification should be made to the District's Risk Management Department (RWBESC).
- c) Procedures to be followed with regard to the care of injuries and the reporting of accidents which occur in the athletic program during after-school activities and away from school premises will be found in Administrative Regulation 3.50.120, Athletic Injury — Emergency Procedures.
- d) Each school will maintain an Accident Log or Incident Report File for five years following the accident year.

(4) First Aid Training for School Personnel

- a) It is recommended that all school personnel have current first aid training.
- b) First aid training approved by the district will be available to all members of the staff. See also: Emergency Procedures Manual, and Instructions for Completing an Accident/Injury Report, located in the red volume of the Resource Manual.

Policy Implemented:

History: Adpt. 6/71; Amd. 7/75; Amd. 7/80; Amd. 9/83; Amd. 9/83; Amd. 11/85; Amd.2/99; Amd. 9/01/02

Student Suspension & Expulsion Procedures

Administrative Directive 4.30.021

I. Overview

- (A) This directive establishes procedures to clarify the rights of students and define responsibilities of district staff in the suspension and expulsion discipline process. These procedures support Board goals in the Student Conduct and Discipline Policy (4.30.010-P) by providing consistent interventions and consequences for all District schools to ensure equitable outcomes in discipline and eliminate disparities in applying discipline across all protected classes (see 1.80.020-P Non-Discrimination).
- (B) To maximize the time students spend in school, exclusionary discipline practices are the action of last resort unless there is extreme disruption of the educational process, behavior that poses a danger to persons or property, or behavior for which exclusion is mandated by District standards of conduct.

II. Definitions

- (A) Delayed expulsion: offered at the discretion of the hearing officer. Delays the expulsion period pending the completion of agreed upon consequence/intervention. Expulsion does not go into effect if sanctions are satisfactorily completed
- (B) District standards of conduct: rules and expectations as defined by District policy, related administrative directives, applicable state and federal laws and regulations, the *Guide to Policies, Rules, and Procedures on Student Responsibilities, Rights and Discipline*, the *Handbook on Student Responsibilities, Rights and Discipline*, the school-based Student Conduct and Discipline Plan, and other related guidelines
- (C) Expulsion: denies the student the right to attend school, including all classes and school activities, and to come onto any district property for up to one calendar year
- (D) Hearing: a formal meeting to review information pertaining to suspected misconduct and to make a decision regarding disciplinary action
- (E) Hearing officer: a principal or other person designated by the Superintendent to conduct a hearing
- (F) Mandatory 365 day expulsion: required one calendar year expulsion for weapons or firearm violations
- (G) Modify: change the decision (e.g. offer suspension instead of an expulsion; decrease length of expulsion)
- (H) Preponderance of the evidence: more likely than not
- (I) Remand: on appeal, the appeals hearing officer may decide to require a new hearing with a new hearing officer
- (J) Reverse: change the decision (e.g. decide not to expel the student)
- (K) Suspension/in-school: temporarily denies a student the right to attend scheduled classes and instead be required to attend a program in the school for a period up to ten (10) consecutive school days
- (L) Suspension/out-of-school: temporarily denies a student the right to attend school, including all classes and school activities and to come onto any district property, for a period up to ten (10) consecutive school days

III. Suspension Procedures

- (A) General procedures: When a student's conduct may involve a suspension, the principal or designee shall:
 - a. Follow the initial procedures for discipline referrals in 4.30.020-AD.
 - b. Ensure that suspension is appropriate as a discipline option for the suspected misconduct.
 - c. Conduct an informal suspension meeting with the student to inform the student of the suspected misconduct in language the student can understand and give the student the opportunity to explain his/her side of the story. The principal or designee shall decide on any appropriate disciplinary action and may consider in-school suspension as an option if facilities and staff are available.
 - d. Make a good faith effort to notify the parent/guardian by phone and shall also notify the parent/guardian in writing in the student's home language, including the conditions for reinstatement and appeal procedures, if the student is suspended in-school or out-of-school. Personal contact shall be made with a parent/guardian before an elementary or middle school student or a student with disabilities may be sent home.
 - e. Provide homework upon request to students who are suspended out of school. To ensure continuation of learning, suspended students are expected to complete schoolwork during their time of suspension. Upon request the student shall be told of assignments during the period of suspension. Students shall be given make-up assignments, projects, or

examinations only when those activities will be graded and used to determine a grade for the course. Teachers are not required to spend time working with a student to prepare assignments because of the student's misbehavior.

- (B) When suspension takes effect: A student's in-school or out-of-school suspension becomes effective after the informal suspension meeting and notification of the parent/guardian or at the end of the school day. A meeting with the parent/guardian ordinarily must be held prior to a student returning to school after a period of suspension to seek resolution of the misconduct and review ways of improving student behavior. A parent/guardian may request a meeting with the principal or designee to develop a plan of action for the student to prevent further incidents.
- (C) Emergency suspension: When there is a health or safety emergency requiring immediate exclusion of a student from the learning environment, the principal or designee shall notify the parent/guardian. The informal suspension meeting may be delayed for up to three (3) working days.
- (D) Contesting a suspension: A student or parent/guardian may contest the suspension first by requesting a conference with the principal if the principal did not make the initial suspension decision, and then by requesting a review by the district staff responsible for supervising the school the student attends. This is the final level of review for suspension.

IV. Initiating Expulsion Procedures

- (A) Authority to initiate expulsion procedures: When the evidence from the investigation and/or informal suspension meeting indicates possible grounds for expulsion, the principal shall be informed. Expulsion procedures may be initiated only by the principal.
- (B) Suspension prior to an expulsion hearing: Students shall be suspended in school or out of school pending the expulsion hearing. After ten consecutive school days on suspension prior to the expulsion hearing, the student must be readmitted to school until the expulsion hearing unless:
 - a. In the judgment of the principal or designee, the student's return would pose a threat to the safety of any person or to the orderly operation of school programs. There must be clear evidence of such a threat, and this delay cannot be for an extended period of time; or
 - b. The expulsion hearing has been postponed by an agreement with the family because of the physical or mental illness or incarceration of the student, or similar reasons.
- (C) Notice of expulsion hearing: Notice of the expulsion hearing shall be sent by certified regular mail to the parent/guardian in the student's home language. The principal or designee shall make a good faith effort to notify the parent/guardian by phone in the student's home language as well. District staff shall make a good faith effort to find a mutually agreeable time for the hearing.
- (D) Enrollment status: Students are not required to be enrolled at the time of the hearing. If the student has withdrawn prior to the hearing and the misconduct is thought to have occurred prior to the student's withdrawal, the hearing is still required and a decision must be made.
- (E) Hearing required: A student may not be expelled without a hearing.

V. Expulsion Hearing Process

- (A) Hearing officer: The Superintendent may appoint designated hearing officers for expulsion hearings. The principal generally acts as the hearing officer; however, there may be situations in which a designee is needed.
- (B) Hearing: The hearing officer shall allow those involved in the hearing to clearly explain their respective points of view and to submit whatever information or evidence they have that is relevant to the case. A record of the hearing shall be made.
- (C) Making a decision: After the hearing, the hearing officer shall make a decision based on the evidence presented. If a preponderance of the evidence shows that an expellable offense occurred, the hearing officer shall determine the level of discipline (i.e. expulsion, delayed expulsion, or mandatory 365 day expulsion). The hearing officer may consider the student's disciplinary history in making a decision. If the hearing officer determines by a preponderance of the evidence that the student has committed one of the weapon or firearms violations defined under state or federal law, there is no discretion and the student must receive a mandatory one-year or 365 day expulsion.
- (D) Notice of decision to family: The hearing officer shall inform the family by phone of his/her decision within one working day of the hearing. Within three working days of the hearing, the hearing officer shall mail the family a letter with the decision in the same manner as described for the notice of the expulsion hearing.
- (E) Failure to attend the hearing: Reasonable effort shall be made to ensure parent/guardian and student attendance. If despite all efforts, the family fails to attend the hearing, the hearing officer shall hold the hearing and mail the family a letter with the decision in the same manner as described for the notice of the expulsion hearing.

- (F) Expulsion following delayed expulsion: If the decision by the hearing officer is to delay the expulsion and:
 - a. The school is informed that the student has not complied with any imposed intervention services conditions, the expulsion shall go in to effect
 - b. The student has committed a new expellable violation; the school shall notify the family of a new hearing date and time and shall conduct an expulsion hearing before implementing the expulsion

VI. Expulsion Appeal

- (A) Request for appeal: A student or parent/guardian may appeal the decision to expel by requesting a review in writing or by phone within five working days of when the family receives notice of the decision. Requests for review are made to the district staff responsible for supervising the school the student attends.
- (B) Pre-hearing procedures: The person to whom the appeal is made shall review the record and notify the family of the date set for the appeal hearing and act as the appeals hearing officer.
- (C) Hearing: The hearing officer shall allow the student's family to clearly explain their point of view and to submit any new evidence relevant to the case.
- (D) Making a decision: Within two working days, the hearing officer shall make his/her decision based upon the preponderance of the evidence and may choose to uphold, modify, remand, or reverse the decision to expel. If the decision is to modify a mandatory 365 day expulsion, the hearing officer decision is forwarded as a recommendation to the Superintendent, who has the sole authority to make such a modification.
- (E) Notice of the Decision: The hearing officer shall notify the student's family in writing of the decision. The notice shall state that the family may appeal to the Board in writing or by phone to the Office of the Superintendent within five days.

VII. Expulsion Appeal to the Board

- (A) Request for appeal: A student or parent/guardian may appeal the hearing officer's decision to the Board in writing or by phone within five working days of when the family or representative receives notice of the decision. Requests are made to the Office of the Superintendent.
- (B) Making a decision: The Superintendent or designee shall review the record, meet and prepare a summary with a recommendation for the Board. The family may prepare a written statement to accompany the record and recommendation sent to the Board. If the appeal requests modification of a mandatory 365 day expulsion, the Superintendent has sole authority to make such a decision which is final.
- (C) Board vote: The Board shall vote on the appeal at the next regular Board of Education Meeting scheduled at least ten (10) days following the Superintendent's summary and recommendation. The Board may uphold, modify, or reverse the appeals hearing officer decision.
- (D) Notice of the decision: The Superintendent's Office or designee shall notify the student's family of the Board's decision or the Superintendent's decision to grant or deny modification of a mandatory 365 day expulsion.

VIII. Modifying an Expulsion Post-Appeal

- (A) Request for modification: After the time for an expulsion appeal has passed, any interested party, including the student, student's parent/guardian, school, district staff, or community-based program may at any point during an expulsion request a modification of the terms of the expulsion (i.e. length). The request shall be based on mitigating circumstances and may not include a request to reverse the original expulsion decision.
- (B) Procedure: The interested party shall submit a written request to the Superintendent that includes the reason for requesting the modification along with any supporting documentation.
- (C) Making a decision: The Superintendent or designee shall consider the initial record for the expulsion, the written request, and any additional information obtained through consultation with the school in making a modification decision.
- (D) Notice of the decision: The Superintendent or designee shall notify the student's family of the decision.
- (E) Appeal: The Superintendent's decision is final and cannot be appealed.

IX. Readmission Following Expulsion

- (A) Expelled students may not be enrolled in other District schools during the expulsion, except for an approved violence prevention, behavior, or alcohol and drug program as recommended by the Superintendent or designee.
 - a. Students expelled from schools outside the District will not be admitted to a District school for the balance of the period the expulsion is effective even if he/she has become a resident of the District.
- (B) Alternative education or home instruction will be provided as required by law to expelled students who are or become residents of the District during the period of expulsion.
- (C) When it becomes necessary for a student to be expelled from school before the end of a semester, loss of credit at the time of expulsion is presumed for the semester involved; however, at the point of readmission, a review of the student's academic status by the principal may determine that some credit should be granted for work completed prior to the expulsion.
- (D) Expelled students shall be readmitted to school after the period of expulsion. When the student is readmitted to school, all reasonable efforts will be made to help the student plan to complete his/her educational program.
 - a. Students on transfer who are expelled have a right to return to the transfer school when the expulsion period has ended.
 - b. Students expelled due to drug-related activities shall be readmitted to school only if conditions outlined in 4.30.022-AD are met.

X. Other Provisions

- (A) The District shall comply with all notice and other requirements for alternative instructional program placement in 4.30.031-AD.
- (B) Additional procedures apply for suspension or expulsion of students with a 504 or Individualized Education Plan are in 4.30.025-AD.
- (C) Copies of the letter informing families of decisions regarding suspension or expulsion shall be placed in the student's file.

Policy Implemented: 4.30.010-P

History: History: Adpt. 7/71; Amd. 9/71; Amd. 6/72; Amd. 1/73; Amd. 8/73; Amd. 8/74; Amd. 11/75; Amd. 2/76; Amd. 9/77; Amd. 12/77; Amd. 12/78; Amd. 7/79; Amd. 3/80; Amd. 12/80; Amd. 2/81; Amd. 7/82; Amd. 5/84 ed.; Amd. 7/90; Amd. 11/20/91; Amd. 9/01/02; Amd. 2/10

Legal References: ORS 339.115, ORS 339.240, and ORS 339.250; OAR 581-021-0050 to -0055; OAR 581-021-0065 to -0071; Safe and Drug-Free Schools and Communities Act

Sexual Harassment - 5.10.060-P

- (1) It is the policy of the Portland school district to maintain a work environment that is free from any form of harassment, including sexual harassment. All employees must avoid any conduct or action that could be characterized as sexual harassment.
- (2) Sexual harassment includes any unwelcome sexual advances, unwelcome requests for sexual favors, unwelcome physical contact, or any other unwelcome conduct, verbal or nonverbal, of a sexual nature when:
 - (a) The employee's submission to the conduct is made either an implicit or explicit term or condition of employment (including but not limited to wages, evaluation, advancement, retention, assigned duties or other employment-related matters);
 - (b) The employee's submission to, or rejection of, the conduct is the basis for decisions affecting employment;
 - (c) The conduct by supervisors, other employees or non-employees has the purpose or effect of substantially interfering with an individual's work performance; or
 - (d) The conduct by supervisors, other employees or non-employees has the effect of creating an intimidating, hostile or offensive working environment.
 - (A) **Verbal conduct** includes sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions and threats.
 - (B) **Nonverbal conduct** includes sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting noises, obscene gestures, whistling and leering.
 - (C) **Physical conduct** includes unwanted physical contact such as touching, pinching, brushing the body, coerced sexual intercourse or assault.
- (3) No employee may use the authority of his or her position to subject any other employee to sexual harassment, as described above, or to coerce, encourage or force another into a romantic relationship.
- (4) When it is brought to their attention, administrators and supervisors must take affirmative steps to stop sexual harassment by subordinates or non-employees, including warning, discipline and recommending possible dismissal of the offending employee.
- (5) The superintendent will establish regulations for reporting, investigating, and taking appropriately corrective action in response to a sexual harassment complaint. Employees who experience, or who are aware of sexual harassment should inform the Executive Director of Human Resources or designee. The district will make every reasonable effort to safeguard employee privacy and preserve confidentiality to the extent the investigative process allows.
- (6) There will be no retaliation by any district official or employee against any person who in good faith reports conduct believed to constitute sexual harassment. The district reserves the right to discipline employees who provide false information or make a complaint in bad faith.

Legal References: ORS 243.706; ORS 659.010 (14); OAR 584-020-0040; ORS 342.700; ORS 659.020; OAR 584-020-0041; ORS 342.704; ORS 659.029; ORS 342.708; ORS 659.030; ORS 342.850; ORS 659.040; ORS 342.865; ORS 659.150; Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C.A., Section 2000(e) et seq. (West 1985); Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C.A., Section 621 (West 1985); Age Discrimination Act of 1975, as amended, 42 U.S.C.A., Section 6101 (West 1985); Equal Pay Act of 1963, as amended, 29 U.S.C.A., Section 206(d) (West 1985); Title IX of the Education Amendments of 1972, 20 U.S.C.A., Sections 1681, 1682 and 1683 (West 1985); Rehabilitation Act of 1973, 29 U.S.C.A. Sections 504, 791, 793 and 794 (West 1985); Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630

History: Adpt. 9/25/97; Amd. 2/99

Sexual Harassment Complaint Procedure

Administrative Directive - 5.10.061

The procedure for reporting, investigating and obtaining corrective action for sexual harassment is as follows:

(1) Reporting:

- (a) Any employee who believes he or she has been sexually harassed at work by anyone (including supervisors, co-workers or visitors) should immediately bring the problem to the attention of the supervisor or manager. The supervisor or manager in turn should report the matter to the Executive Director of Human Resources or designee;
- (b) If the complaint involves the employee's supervisor or someone in the direct line of supervision, or if the employee is uncomfortable in dealing with his or her immediate supervisor, the employee may go to another supervisor or directly to the Executive Director of Human Resources or designee;
- (c) Similarly, if the employee believes his or her complaint has not been resolved by the supervisor, it should be reported to the Executive Director of Human Resources or designee.

(2) Investigation:

- (a) Inquires and/or complaints will be investigated promptly by an appropriately trained representative from the Department of Human Resources. The complaining party may request a male or female investigator;
- (b) Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses;
- (c) Employees shall be given a fair and impartial opportunity to communicate their complaint, defend their actions or report their observations;
- (d) All employees will be protected from coercion, intimidation, retaliation, interference or discrimination for filing a complaint or assisting in an investigation;
- (e) All complaints will be handled in a confidential manner to the extent that confidentiality is compatible with a thorough investigation of the complaint. The purpose of this provision is to protect the confidentiality of the employee who files a complaint, to encourage the reporting of any incidents of sexual harassment, to protect the privacy of all employees and to protect the reputation of any employee wrongfully accused of sexual harassment.

(3) Corrective Action:

- (a) Any employee determined by an impartial investigation to have violated the sexual harassment policy or the district's standard of conduct for employees will be subject to appropriate disciplinary action, up to and including dismissal;
- (b) Any non-employee who subjects an employee to sexual harassment in the workplace will be informed of the Portland school district's harassment policy. Other necessary remedial action may also be taken.

(4) Responsibilities:

- (a) Each supervisor is expected to be knowledgeable of issues on sexual harassment in the workplace, be watchful for problems, inform employees of appropriate behaviors, assist employees if problems occur, and report such instances of sexual harassment to the Executive Director of Human Resources when efforts to resolve concerns fail to correct or abate such problems;
- (b) It is the responsibility of the Executive Director of Human Resources or designee to confidentially discuss with employees sexual harassment complaints brought to his or her attention; investigate complaints as necessary; advise employees of the rules; advise them where and how an official complaint can be filed; and, if they wish, to help them seek resolution of the problem with their supervisors.

Policy Implemented:
History: Adpt. 9/25/97; Amd. 2/99

Sexual Harassment – Staff To Student - 5.10.062-P

(1) Sexual Harassment.

- (a) It is the policy of the Portland school district to maintain a school environment free of sexual harassment of students. No student shall be subjected to sexual harassment by its staff and volunteers or its contractors.
- (b) Sexual harassment is a form of sexual discrimination. Sexual discrimination and thus sexual harassment are distinct from sexual abuse and sexual assault.
- (c) Sexual harassment includes conduct, verbal or nonverbal, which denigrates or shows hostility to a student or students by reason of their gender. Examples of sexual harassment include:
 - (A) Language or action demeaning to students on the basis of gender;
 - (B) Ridicule and abuse on the basis of gender;
 - (C) Penalties or disadvantages imposed by reason of gender.
- (d) No employee or volunteer in the Portland school district shall subject any student to sexual harassment or require any student to submit to sexual harassment.
- (e) The district has an obligation to provide training to employees and volunteers in order to prevent sexual harassment of students.
- (f) The superintendent shall establish by regulation an effective complaint process, which shall be referenced in the "Handbook on Student Responsibilities, Rights and Discipline."
 - (A) District staff shall promptly respond to complaints of sexual harassment.
 - (B) District staff shall conduct a thorough, fair and impartial investigation of complaints. The investigation shall examine the instance alleged to determine if it constitutes a crime, professional misconduct, student discipline or need for supervisory action. An investigation shall respect all rights of all parties to a complaint.
 - (C) If investigation determines that corrective action is necessary, the district shall take such action.
 - (D) The district may take appropriate disciplinary action against individual members of the staff or volunteers if there is a true finding of misconduct. Actions taken shall be appropriate to the severity of the misconduct and designed for the purpose of ending misconduct and protecting the learning environment.

(2) Additional Protections.

- (a) It is the policy of the Portland school district that each school shall take affirmative steps to assure that students are not subjected to any form of sexual harassment by staff or volunteers in any school, in any school program or at any time by any district staff or volunteer of their school.
- (b) Sexual harassment for the purposes of this section shall include any attempt by action or words to establish with a student an amorous, sexual, lascivious or lewd relationship, knowingly using lascivious or lewd language or gestures in the presence of a student, or permitting a student to continue acts or statements which can be reasonably perceived as attempting to establish an amorous or sexual relationship with the staff member or volunteer. Staff and volunteers shall promptly report any attempt by a student to establish an amorous or sexual relationship with a staff member or volunteer.
- (c) Staff or volunteers becoming aware of a violation of this section shall report the information to the principal. Principals shall immediately report to the school police for investigation every such incident, which comes to their attention. If staff or volunteers by action or words have attempted to establish with a student an amorous, sexual, lascivious or lewd relationship or permitted a student to continue to pursue such a relationship, it shall be clear grounds for dismissal, and a copy of the school police report documenting the circumstances shall be referred to the Teacher Standards and Practices Commission and the Personnel Office for appropriate action. Making an intentionally false report of sexual harassment shall also be grounds for dismissal. Failure of a staff member or volunteer to promptly report a student's romantic advances shall be handled by the principal.

Legal References: ORS 243.706; ORS 659.010 (14); OAR 584-020-0040; ORS 342.700; ORS 659.020; OAR 584-020-0041; ORS 342.704; ORS 659.029; ORS 342.708; ORS 659.030; ORS 342.850; ORS 659.040; ORS 342.865; ORS 659.150; Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C.A., Section 2000(e) et seq. (West 1985); Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C.A., Section 621 (West 1985); Age Discrimination Act of 1975, as amended, 42 U.S.C.A., Section 6101 (West 1985); Equal Pay Act of 1963, as amended, 29 U.S.C.A., Section 206(d) (West 1985); Title IX of the Education Amendments of 1972, 20 U.S.C.A., Sections 1681, 1682 and 1683 (West 1985); Rehabilitation Act of 1973, 29 U.S.C.A. Sections 504, 791, 793 and 794 (West 1985); Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630 History: Adpt. 8/11/94

Affirmative Action – Sex Discrimination

Administrative Directive - 5.50.050

The district shall develop in-service programs, which provide for the following:

- (1) For teachers and counselors to develop greater sensitivity in and skills needed to comply with the spirit and letter of Title IX;
- (2) For principals and physical education staffs to clarify conditions under which segregated physical education classes can and cannot be maintained and to increase understanding of the requirement to provide comparable activities for girls during periods when boys are engaged in contact sports;
- (3) For coaching staffs to alleviate deficiencies in the skills and number of persons qualified for coaching of girls athletics;
- (4) For the development of leadership skills of women in preparing more candidates for administrative positions;
- (5) For all staff to increase general understanding of the spirit and letter of Title IX and district policies in connection with sex discrimination.

Policy Implemented:
History: Adpt. 9/76

Private Transportation

Administrative Directive - 6.50.011

Principals may authorize adult volunteers and staff members to use private vehicles to transport students on field trips (not regularly scheduled classes off campus) or on other school activities, provided:

- (a) The school administrator has approved the activity, and the adult volunteer or staff driver of the private vehicle has knowledge of the automobile's safety equipment. A safety belt and/or a booster seat (if applicable) must be available for and used by each passenger.
- (b) A permission slip signed by the student's parent/guardian has been received by the principal or his/her designee granting permission for the student to participate in the field trip and to ride in a private vehicle.
- (c) The adult volunteer or staff member is properly licensed to drive, has the minimum insurance mandated by the State of Oregon, will operate the vehicle according to the Oregon Motor Vehicle Code and is in compliance with other District requirements.
- (d) The District provides excess automobile liability insurance for adult volunteers and staff members driving private vehicles on field trips. This insurance is for liability coverage only and is in excess of any other insurance.
- (e) Drivers who are not District staff must have a criminal records check. Drivers must agree to comply with all District policies, including refraining from smoking and use of alcohol and drugs.
- (f) Students, even those 18 and older, may not participate as field trip drivers. With administrative and written parental permission, students with valid drivers' licenses may drive themselves to and from a field trip location.
- (g) In no circumstances shall a student who is not the child of the driver be alone in the car with the driver (i.e. there must be at least two students in each car).

EMPLOYEE ACCEPTABLE USE

Administrative Directive - 8.60.041

I. Network Use Policy.

- (1) All electronic communication shall conform to the policy Computer Network Use 8.60.040-P.

II. System Security and Use of the Network, Hardware and Software.

- (1) The district retains ownership and control of its network, computers, hardware and software at all times. All communications and stored information transmitted, received or contained in the district's information systems may be construed as district property, except that this provision shall not, by itself, create any district rights in any employee's intellectual property. These rights will be governed by state and federal law regarding intellectual property.
- (2) All users authorized to access the eSIS Student Information System, Data Warehouse, or the Portal/Dashboard(s) are required to abide by the policies governing review and release of student education records. The Family Educational Rights and Privacy Act (FERPA) mandates that information contained in a student's education record must be kept confidential and outlines the procedures for review, release, and access of such information. Access to student information systems will be granted only to those individuals who have been determined to have a legitimate educational interest in the data. Individuals who have been granted access must understand and accept the responsibility of working with confidential student records.
- (3) Files and other information, including e-mail, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on the district network. In addition, information and data stored on the district's network may become discoverable evidence if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from the district network may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district.
- (4) District employees shall take reasonable precautions to prevent others from using their accounts. Passwords are issued to district employees and shall not be provided to any other person by the employee. District employees shall not use another person's password to access the network.
- (5) District employees shall not use software or hardware tools designed to interfere with security mechanisms or utilize software or hardware applications that are not approved for business use. See also Section II(8) below.
- (6) District employees shall cancel discussion-group subscriptions before any foreseeable period of non-use extending more than one calendar month.
- (7) Employees will not attempt to gain unauthorized access to the district network or to any other computer system through the district network or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files.
- (8) Employees will avoid the inadvertent spread of computer viruses by following district virus protection procedures.
- (9) Employees will check their e-mail frequently, delete unwanted messages promptly and stay within their e-mail quota. Employees will not download large files of stream videos or audio that interfere with network performance or use excessive network bandwidth.

III. Acceptable Uses.

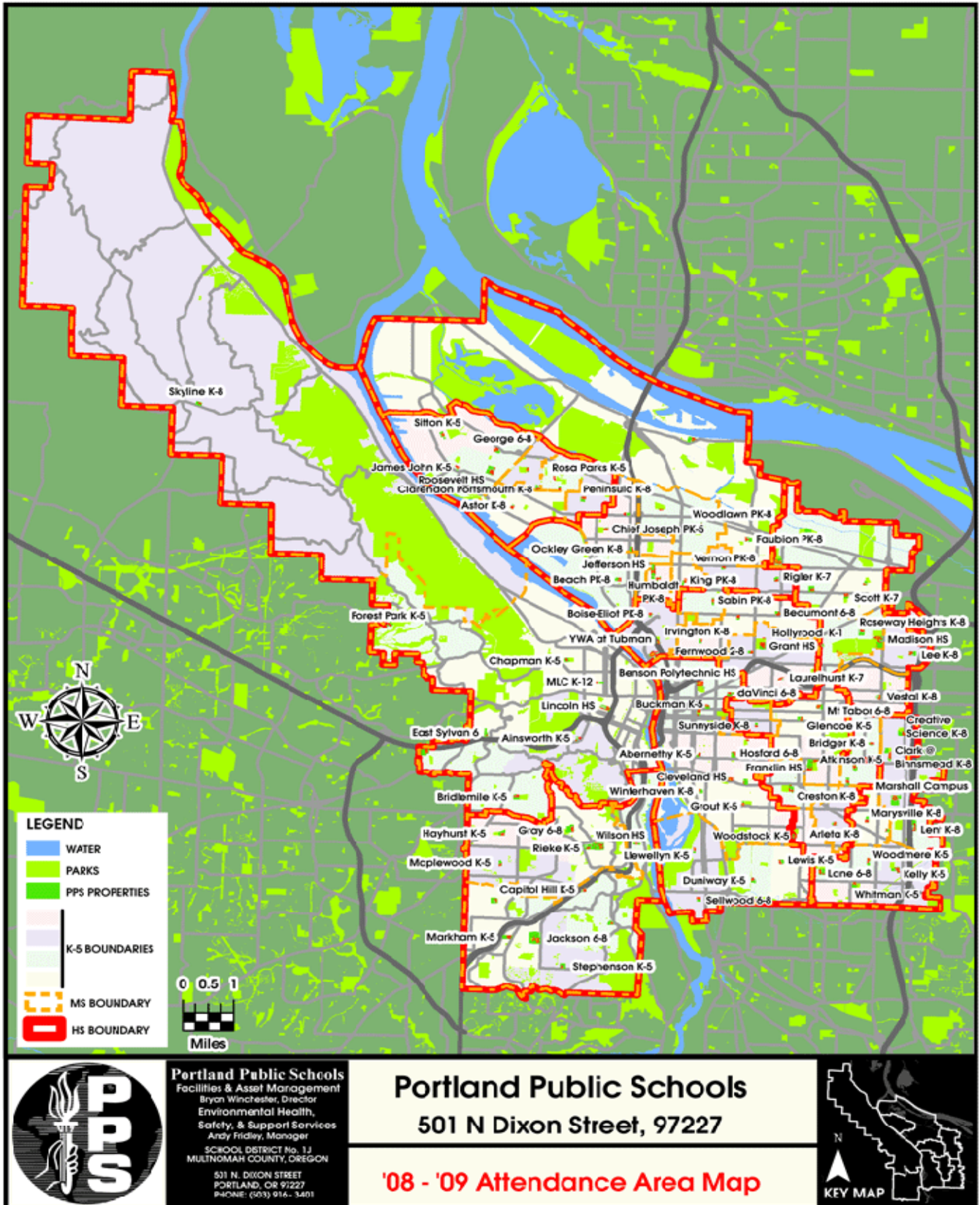
- (1) The district network is intended for educational and administrative purposes. Use of district equipment or software for inappropriate purposes is prohibited. District employees may use the network for incidental personal use, but this use should be limited to non-work hours and must be in accordance with all district policies, administrative directives, and other guidelines regarding computers, networks and Web pages, including but not limited to the resource limits as set forth in Section II(8) above. The district network may not be used for solicitation, advertising, personal gain or personal fundraising activities.
- (2) District employees shall not use the district network to engage in spamming. Spamming is sending an annoying or unnecessary message to a large number of people with the intent or effect of harming the network.
- (3) District employees shall not use the district network to send chain e-mail. Chain e-mail is an e-mail instructing the recipient to send out multiple copies, primarily to increase circulation and with the intent or effect of harming the network.
- (4) District employees should be aware that a copyright mark on an item is not required for copyright protection. Therefore, if a district employee is unsure whether certain material may be used, the employee should request permission from the creator of the material.
- (5) All district policies prohibiting discrimination and harassment, including but not limited to sexual harassment, apply to the use of the district's network.
- (6) District employees shall not post or distribute personal information about other district personnel on the district Web site without the employee's permission. District employees shall not make any reference to confidential student information on the district Web site.
- (7) District employees shall not use the network to access obscene material, including pornography, or any other material that is harmful to the district's educational purpose and mission. If such material is inadvertently accessed, a district employee should notify his or her supervisor as soon as reasonably possible.

IV. Violations

- (1) If a district employee has allegedly violated any district computer policy or administrative directive, the employee will be provided with a written notice of the violation and be given an opportunity to present an explanation before any disciplinary action is taken. All disciplinary procedures will be conducted in accordance with state and federal law, and, where applicable, the appropriate collective bargaining agreement.
- (2) When possible, disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the district employee in gaining the self-discipline necessary to behave appropriately on the district's network. Nevertheless, violations may result in the revocation of network access or any other sanctions up to and including dismissal. When applicable, sanctions will be in accordance with the appropriate collective bargaining agreement. Violations of the law will be reported to law enforcement officials.

Policy Implemented: 8.60.040-P Computer Use
History: Adpt. 2/11/02; Amd. 10/28/02; Amd. 12/07

NEW: View Portland Public Schools maps in photographic detail with [Google Earth](http://www.google.com/earth/). Unlike the maps we've posted before, you get views of our school buildings and their neighborhoods, combined with maps of our buildings, the school property lines, surrounding roads and neighborhoods and neighborhood association boundary lines. You can zoom in on buildings or get a districtwide overview.





Policies and Procedures Acknowledgement Form

I acknowledge that I have received copies of the following policies and will be responsible for complying with them. I understand that if I have any questions regarding the policies that I should direct them to my supervisor or to the Human Resources Department.

- Child Abuse Reporting Procedures
- Drug Free Workplace Act
- Employee Discipline
- Student Education Records – 2.50.020-P
- Tobacco Possession and Use Policy – 3.30.021-P
- Weapons, Explosives and Fire Bombs – 3.40.014-P
- First Aid and Emergency Care – 3.40.100-AD
- Student Suspension & Expulsion Procedures– 4.30.021-AD
- Sexual Harassment Policy – 5.10.060-P
- Sexual Harassment Complaint Procedure – 5.10.061-AD
- Sexual Harassment - Staff to Student – Policy – 5.10.062-P
- Affirmative Action – Sex Discrimination – 5.50.050-AD
- Private Transportation – 6.50.011-AD
- Employee Acceptable Use (Computer) – 8.60.41-AD

Signature

Date

Printed Name

cc: Personnel File