

ASHLAND PUBLIC SCHOOLS

STAFF HANDBOOK

JULY 2008

Emergency Closures

Page 28

Revised January, 2014



Inspiring learning for life.

Ashland School District Staff Handbook
(First Edition: October 2003)

The material covered within this staff handbook is intended as a method of communicating to employees regarding general district information, rules and regulations and is not intended to either enlarge or diminish any Board policy, administrative regulation or collective bargaining agreement. Material contained in this handbook may be superseded by newly adopted Board policy, administrative regulation, collective bargaining agreement or changes in state or federal law.

Any information contained in this staff handbook is subject to unilateral revision or elimination from time to time without notice.

No information in this document shall be viewed as an offer, expressed or implied or as a guarantee of any employment of any duration.

The district will practice equal employment opportunity and treatment regardless of race, color, national origin, religion, sex, sexual orientation¹, age, marital status and disability if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The Superintendent has been designated to coordinate compliance with these legal requirements, including Title VI, Title VII, Title IX and other civil rights or discrimination issues, and the Health Insurance Portability and Accountability Act (HIPAA). The Director of Student Services will coordinate the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. They may be contacted at the district office for additional information and/or compliance issues.

¹Sexual orientation is defined as an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from the traditionally associated with the individual's sex at birth. (SB2)

TABLE OF CONTENTS

| | |
|---|----|
| Absences..... | 7 |
| Announcements..... | 26 |
| Associations | 6 |
| Board Meetings/Communications..... | 6 |
| Board Members..... | 6 |
| Breaks | 11 |
| Bulletins | 26 |
| Care/Use of District Property | 12 |
| Cash in District Buildings | 12 |
| Checkout..... | 13 |
| Child Abuse Reporting..... | 13 |
| Classroom Security | 13 |
| Communicable Disease/Blood borne Pathogens/Infection Control Procedures | 14 |
| Community Use of Building | 7 |
| Compensation..... | 18 |
| Comp Time (Fair Labor Standards Act) | 29 |
| Complaints | 16 |
| Computer Use..... | 16 |
| Conferences..... | 17 |
| Contracts..... | 17 |
| Co-Pay Privileges | 50 |
| Copyright..... | 18 |
| Criminal Records Checks..... | 24 |
| Curriculum | 26 |
| Discipline and Discharge | 27 |
| District Office Hours..... | 7 |
| Drug-Free Workplace..... | 27 |
| Emergency Closures..... | 28 |
| Emergency Procedure and Disaster Plans | 28 |
| Evaluation of Staff | 29 |
| Facilities Rentals | 7 |
| Fair Labor Standards Act | 29 |
| Family Medical Leave Act..... | 8 |
| Field Trip Guidelines | 30 |
| Fingerprinting..... | 24 |
| Fundraising..... | 30 |
| Gifts and Solicitation..... | 33 |
| Guest Speakers/Controversial Speakers..... | 34 |
| Hazing/Harassment/Intimidation/Bullying/Menacing | 34 |
| Health Insurance Benefits | 35 |
| Health Insurance and Portability and Accountability Act (HIPAA)..... | 35 |
| Injury/Illness Reports | 35 |
| International Travel | 33 |
| Job Sharing..... | 36 |
| Keys | 36 |

TABLE OF CONTENTS (continued)

Leave Requests..... 7

Lesson Plans 37

License Requirements 37

Mail and Delivery Services 37

Materials Distribution 38

Maternity Leave/Parental Leave 8

Meetings and Professional Duties 38

Mother Friendly Workplace 12

Oregon Family Leave Act 8

Overtime 29

Parental Leave/Maternity Leave 8

Parental Rights/Surveys 38

Personnel Records 39

Political Activities 39

Progress Reports..... 40

Purchase Orders..... 40

Release of General Staff Information..... 41

Research/Copyrights and Patents 41

Resignation of Staff..... 42

Retirement 42

Safety Committee 43

Sexual Harassment 43

Site Council 45

Special Interest Materials 45

Staff Conduct..... 46

Staff Co-Pay Privileges 50

Staff Development..... 49

Staff Dress and Grooming 51

Staff Ethics 51

Staff Health and Safety 51

Staff Involvement in Community Activities 53

Staff Involvement in Decision Making 53

Staff/Parent Relations..... 53

SubFinder 54

Supervision of Students..... 56

Teaching about Religion 56

Telephones/Fax 57

Tobacco-Free Environment..... 57

Travel and Reimbursement 57

Tutoring..... 57

Unpaid Leaves and Health Insurance Coverage 35

Use of Private Vehicles for District Business 58

Vacations..... 7

Volunteers 58

Weapons 58

APPENDIX

| | |
|---|-----|
| Accident Report..... | 60 |
| Board Policies: | |
| DLC – Expense Reimbursement | 61 |
| DLC – AR | 62 |
| EHA – Health Insurance Portability and Accountability Act | 67 |
| GBDA – Mother Friendly Workplace..... | 70 |
| GBN/JBA – Sexual Harassment | 71 |
| GBN/JBA – AR – Sexual Harassment Complaint Procedure | 74 |
| IIBGA – Electronic Communications System | 78 |
| IIBGA – AR | 80 |
| IICAA – AR International Travel | 88 |
| JFCJ –Weapons in the Schools | 97 |
| KJA – Materials Distribution | 100 |
| | |
| KJA-AR – Materials Distribution Guidelines | 101 |
| | |
| Certified Staff Job Descriptions: | |
| Classroom Teacher | 103 |
| Education Resource Center Teacher | 105 |
| Learning Center Teacher | 106 |
| Child Development Specialist..... | 107 |
| Special Education Transition Center Teacher | 108 |
| Speech-Language Pathologist | 110 |
| High School Counselor | 111 |
| Middle School Counselor..... | 113 |
| Dean of Students | 115 |
| Media Specialist/Librarian | 117 |
| School Psychologist | 119 |
| Child Abuse / Neglect Referral | 121 |
| Employee Leave Request | 122 |
| Equipment Loan Request / Agreement | 123 |
| Teacher Evaluation System..... | 124 |

GENERAL INFORMATION

ASSOCIATIONS

The Ashland Education Association represents the bargaining unit for all licensed staff.

Association Presidents are as follows:

- Daniel Cazares– AEA Co-President
- Hazel Smith – AEA Co-President

The Oregon Schools Employee Association represents the bargaining unit for all classified staff.

Association Presidents are as follows:

- Shawn Grimmesey – OSEA Local Co-President
- Callie Mercer – OSEA Local Co-President

Collective Bargaining Agreements are available to all employees from their building reps, and should be kept in this staff handbook for reference

BOARD MEMBERS

The Legislature of the state of Oregon delegates to the Board responsibility for the conduct and governance of district schools. Board members, as elected by residents of this district, are as follows:

| | |
|----------------|-------------------------|
| Ruth Alexander | Term Expires: June 2009 |
| Heidi Parker | Term Expires: June 2011 |
| Mat Marr | Term Expires: June 2009 |
| Keith Massie | Term Expires: June 2011 |
| Amy Patton | Term Expires: June 2009 |

BOARD MEETINGS/COMMUNICATIONS

Regular Board meetings are held on the second Monday of the month at the Ashland City Council Chambers, 1175 East Main St., Ashland. Meetings begin at 7:00 PM. All regular and special meetings of the Board are open to the public unless as otherwise provided by law. The regular Board meetings are televised on the Rogue Valley Community Television Network.

All staff members are welcome to attend Board meetings. All formal communications or reports to the Board are to be submitted through building supervisors and administrators to the superintendent in accordance with established lines of authority, as approved by the Board. This does not restrict protected labor relations communication of bargaining unit members.

All official Board communications, policies and information of staff interest will be communicated to staff through the superintendent to local building supervisors and administrators. Board agendas and minutes and all Board policies are posted to the district web-site. (www.ashland.k12.or.us).

The Board may hold additional meetings including study sessions, community in-put sessions, or informational meetings. These meetings are scheduled as needed and are open to the public.

COMMUNITY USE OF BUILDING

The building is open to community groups during the week and weekends for approved use when such use does not interfere with district programs. Community groups must arrange for use of district facilities through Pat Turner in the Athletic Office.

As classrooms may be scheduled outside regular building hours, all staff members are encouraged to leave their rooms in order and to secure personal items. The district is not responsible for personal items left on district property.

DISTRICT OFFICE HOURS

The district office is located at 885 Siskiyou Boulevard, Ashland. Office hours are 8:00 AM to 4:30 PM during the school year, Monday through Friday.

During summer months and other times during the school year when school is not in session, the office is open between 8:00 AM and 4:00 PM, Monday through Friday. The district office is closed between the hours of 12:00 PM and 1:00 PM during the summer.

STAFF OPERATIONS

ABSENCES

Staff members unable to report to work for any reason must notify SubFinder at 541-608-7209 or at <http://webconnect.soesd.k12.or.us/wc2> as soon as possible to ensure that appropriate substitute arrangements may be made. Substitutes are assigned on a daily basis unless a longer duration is specified. Please refer to the “SubFinder” section later in this handbook.

In order to facilitate continuity during absences, staff members unable to return to their duties the following day should contact SubFinder by 3:30 PM. Whenever possible, and as appropriate, substitutes will be retained for the entire absence period.

Staff members may, at the time of reporting the absence to SubFinder, request a particular substitute. Staff members may also prearrange substitutes through SubFinder. Employees may submit substitute preference lists to the district office. See the “SubFinder” section in the appendix for more information.

Requests that a particular substitute not be called must be made in advance through the building principal only. The principal will notify the district office in writing when the decision is made to exclude a substitute at the building level. Final decisions regarding substitute use or nonuse will

be made by the district. Substitute coverage for absences during work hours due to illness or emergency will be arranged as needed upon notification to the office manager.

Employees absent for any reason must sign the Employee Absence/Substitute Log maintained in the school/building office. An Employee Leave Request form must be completed and returned to the office manager for all staff absences except personal illness. Please refer to this form in the Appendix. Forms are also available through the school office and on the Intranet.

Paid and unpaid leaves are provided in accordance with collective bargaining agreements, established Board policy and law.

Federal Family and Medical Leave Act (FMLA)/Oregon Family Leave Act (OFLA)

Family and medical leave is unpaid time off work you may take to tend to your own serious health condition, the serious health condition of a family member, parental leave, sick child leave, and injured service member leave. Federal and Oregon law determine if you are eligible for these leaves, the reasons you may take the leave, and how much leave you are allowed. FMLA and OFLA leave is protected time off, which means you generally have a right to return to your job, or another job; however, family and medical leave is not necessarily paid leave.

Length/Purpose of Leave

Employees eligible for FMLA leave under federal law and/or OFLA leave under state law are entitled to take 12 work weeks of leave within a 12-month period for the:

1. Birth of the employee's child (eligibility expires 12 months after the birth);
2. Placement of a child for adoption or foster care when the child is under 18 or older than 18 if incapable of self-care (eligibility expires 12 months after placement);
3. Care of a family member with a serious health condition; or
4. The staff member's own serious health condition.

Additionally, an employee eligible for OFLA leave is entitled to such leave for the care of a sick or injured child who requires home care but who is not suffering from a serious health condition. An additional 12 work week leave within any one-year period is available for an illness, injury or condition related to pregnancy or childbirth that disables the employee from performing her work duties.

Contact Anita Charters in the District Office for additional information regarding length of leave entitlements under state and federal law.

“Serious health condition” and “eligible family member” are defined differently under federal and state law. Contact Anita Charters for details.

Eligibility for Leave

To be eligible for FMLA leave, an employee must have worked at least 12 months (which do not

have to be consecutive) for the district, and have worked at least 1,250 hours during the twelve months immediately before the date FMLA leave begins.

To be eligible for OFLA parental leave, an employee must be on the job at least 180 days to take leave to care for a newborn or newly-adopted child. For all other OFLA leave benefits, workers must be employed at least 180 days and work an average of 25 hours or more per week. Time worked when counting the 1,250 hours for FMLA or the 25 hours per week for OFLA is the actual hours worked, including overtime, but excluding paid sick leave, holidays and vacations.

Intermittent Leave and Alternate Duty

The district may transfer an employee, with the employee's voluntary consent, on intermittent OFLA leave or a reduced work schedule into an alternate position with the same or different duties to accommodate the leave provided certain criteria are met.

Additionally, the district may transfer an employee recovering from a serious health condition to an alternate position that accommodates the serious health condition provided certain criteria are met.

Calculating the 12-Month Period for Leave

The district will use the employee's work year (July through June) for calculating the 12-month period in which the 12 work week FMLA and OFLA leave entitlement occurs for all employees.

Paid/Unpaid Leave

Family leave under federal law is generally unpaid. Under state law employees are entitled to access any accrued paid leave including paid sick leave for any OFLA qualifying event. The district requires that an employee's accrued paid leave, including sick leave, personal leave and vacation leave, must run concurrently with FMLA/OFLA leave. Employees are not permitted to use paid leave first, followed by FMLA/OFLA leave.

The district will notify the employee that the requested leave has been designated as FMLA and/or OFLA leave and that accrued paid leave shall be used during the leave period. Such notification will be given to the employee prior to the commencement of the leave or within five working days of the employee's notice of an unanticipated or emergency leave.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than five working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Application

Staff members requesting FMLA and/or OFLA leave shall submit to the district a written request at least 30 days prior to the anticipated leave date if the leave is foreseeable based on planned medical treatment. The notice shall include the anticipated starting and ending dates of the requested leave and an explanation of the need for the leave. Staff members are expected to schedule treatment, including intermittent leave and reduced hours, so as to not unduly disrupt the operation of the district.

If advance notice of FMLA leave, under federal law, is not possible, for example due to a change in circumstances or medical emergency, notice must be given as soon as practicable. "As soon as practicable" means at least oral notification within one or two business days of when the leave becomes known to the employee.

Failure to provide the required notice for FMLA leave may result in the district delaying the staff member's leave for up to 30 days after the notice is ultimately given.

If advance notice of OFLA leave is not possible due to an unanticipated or emergency leave situation, oral or written notice is required within 24 hours. The district realizes that there may be circumstances when it is not possible to provide a 24-hour oral notice. Therefore, the staff member may designate a family member or friend to notify the district during that period of time. In either case, proper documentation must be submitted within three working days of the employee's return to work.

Failure to provide the required notice for OFLA leave may result in the district deducting up to three weeks from the staff member's leave period.

Medical Certification

If the staff member provides 30 or more days notice when applying for FMLA and/or OFLA leave, he/she may be required to provide medical documentation when appropriate to support the request for leave. The district will provide written notification to employees of this requirement within five working days of the staff member's request for leave. If the staff member provides less than 30 days notice, he/she is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

Under federal law, a second medical opinion at the district's expense may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health-care provider may be selected by the district. The health-care provider shall not be an individual employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health-care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for a staff member to obtain such opinions will be paid for by the district.

Under state law, the district may require a second opinion and designate the health-care provider. Should the two opinions conflict, the district may require a third opinion and that the two providers designate the third health-care provider. The third opinion will be final. Second and third opinions and the actual travel expenses for a staff member to obtain such opinions will be paid for by the district.

If the leave is for the purpose of an employee's own serious health condition, he/she may also be required to provide a fitness-for-duty medical release from the health-care provider before returning to work.

The district may require a staff member using OFLA leave to care for a sick child to provide medical certification after the use of more than three consecutive days of such leave in a one-year period. The district will pay the cost of the medical certification not covered by insurance or other benefit plans.

Continuation of Health Insurance Benefits

Under FMLA leave, group health insurance benefits and premium payments must be continued on the same basis as coverage would have been provided and premiums paid in the absence of the leave. The district will continue to pay the district's contribution toward the employee's premium. The employee will continue to pay the employee's share of premiums, if any. A 30-day grace period will be allowed for receipt of employee contributions. The district's obligation to maintain the employee's benefits will cease if the employee's contribution is more than 30 days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

Return to Work

Following an FMLA or OFLA leave, a staff member is generally entitled to be returned to his/her former position or to an equivalent job with equivalent benefits, pay and other terms and conditions of employment, with certain exceptions. See Jeanne Peterson for details of this or any other provision of FMLA or OFLA leave.

BREAKS

Scheduled breaks are provided to all nonexempt (e.g. classified and confidential) employees to ensure safety, efficiency and to meet the requirements of law. All classified staff members are entitled to a 15 minute break for each 4 hours worked. Any employee who works 5 or more hours is entitled to an unpaid 30-minute lunch break. Those working 8-hour days are entitled to two 15 minute breaks and a 30 minute lunch break.

Nonexempt employees are expected to adhere to the break schedule established by their supervisor. Deviation from the regularly scheduled break period requires prior supervisor approval.

MOTHER FRIENDLY WORKPLACE

An adequate location for the expression of milk or breastfeeding will be provided to an employee, including a 30 minute, unpaid rest period to express milk or breastfeed during each four hour work period. For additional information, please refer to Board Policy GBDA in the appendix.

CARE/USE OF DISTRICT PROPERTY

All staff members are encouraged to exercise continuous and vigilant care of all district-owned property. Such items as computer, video equipment and musical instruments have a high potential for theft and damage.

Incidents of theft or willful destruction of district property through vandalism or malicious mischief should be reported immediately to the building principal.

Certain district-owned equipment, including computers, may be checked out by staff and district patrons. **Such equipment may not be used for personal financial gain or avoidance of personal financial loss.** An equipment use form must be submitted and approved. Please see the appendix. Forms are also available in the office or on the Intranet.

In the event of loss or damage, a fee will be assessed by the district according to the repair or replacement costs.

CASH IN DISTRICT BUILDINGS

Money collected by staff as a result of fund raisers or other school-related purposes is to be deposited in the office whenever the sum accumulated in any one day by a class, staff member or others exceeds \$25. At no time are larger amounts of money to be kept overnight or held during holidays or for long periods of time in classrooms.

Staff members are asked to emphasize to students the importance of promptly depositing money collected with appropriate school officials.

Staff members may not set up individual class room bank accounts. All funds must be deposited in the appropriate student body account, which is subject to district accounting procedures and financial audits.

CHECKOUT

Workday Checkout

Teachers may leave the building and district grounds during lunch, as necessary. **Departures during preparation periods must be approved by the building principal or designee.**

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

All staff are required to follow site procedures for checking in and out. This will enable office staff to respond appropriately in the event of message and emergency situations that may arise.

CHILD ABUSE REPORTING

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

Any staff member who has reasonable cause or reasonable suspicion to believe that any child under 18 years of age with whom he/she has come in contact has suffered abuse or neglect, or that any adult with whom he/she is in contact has abused a child, shall immediately orally report to the Oregon Department of Human Services, Community Human Services (776-6120), or local law enforcement agency. The building principal, or designee, is also to be immediately informed. A copy of the Child Abuse reporting form is included in the appendix.

Oregon law recognizes these types of abuse:

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

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

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

CLASSROOM SECURITY

When leaving the classroom, locker room or other work areas between classes or at the end of the day, teachers are expected to turn out the lights and secure all doors. Windows should also be secured at day's end.

All staff are asked to refrain from keeping personal items of value in or about their desks. Purses should never be left unsecured. Students should be instructed to leave valuables at home. The district will not be responsible for the loss of or damage to, personal property due to such causes as fire, theft, accident or vandalism.

COMMUNICABLE DISEASE/BLOODBORNE PATHOGENS/INFECTION CONTROL PROCEDURES

The district provides for the reasonable protection against the risk of exposure to communicable disease to all staff while engaged in the performance of their duties. Protection is provided through immunization and exclusion in accordance with Oregon Revised Statutes and Oregon Administrative Rules. Infection control procedures, including provisions for handling and disposing of potentially infectious materials have also been established through Board policy and administrative regulations for staff and student protection.

All staff shall comply with measures adopted by the district and with all rules set by the Oregon Department of Human Services, Health Services, and the county health department.

Staff members have a responsibility to report to the district when infected with a communicable disease unless otherwise stated by law.

Hepatitis B Vaccine/Blood borne Pathogens Training and Immunization

Staff members designated as primary first-aid providers, or who may otherwise incur occupational exposure to blood or other potentially infectious materials in conjunction with their assigned duties as determined by the district, will receive appropriate information and training as follows:

1. At the time of initial assignment to tasks where occupational exposure may take place;
2. At least annually thereafter and within one year of their previous training;
3. When changes such as modification of tasks or procedures or new tasks or procedures affect the staff member's occupational exposure.

Additionally, HBV vaccination and vaccination series will be made available after training and within 10 days of initial assignment to all staff that have been identified by the district as having risk of occupational exposure. Report any occupational exposure to blood borne pathogens to the building principal. Following a report of an exposure incident, the district will immediately make available to the exposed staff member a confidential post exposure evaluation and follow-up.

Employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) will annually be provided an opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate.

Infection Control Procedures

Appropriate hygienic and sanitation practices have been established by the district as follows:

1. Standard precautions are to be followed at all times. Standard precautions require the assumption that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV*, HBV and/or blood borne pathogens;
2. Whenever possible, students should be directed to care for their own minor bleeding injury. This includes encouraging students to apply their own Band-Aids. If assistance is required, Band-Aids may be applied after removal of gloves if caregiver will not come into contact with blood or wound drainage;
3. Food and Drug Administration (FDA) approved gloves are required for all tasks in which an individual may come into contact with blood or other potentially infectious materials. Such tasks include cleaning body fluid spills, emptying trash cans, handling sharps/containers, handling contaminated broken glass, cleaning contaminated equipment and handling contaminated laundry/clothing. This also includes assisting with any minor wound care, treating bloody noses, handling clothes soiled by incontinence, diaper changing and cleaning up vomit;
4. Immediate, complete and effective hand washing with soap and running water of at least 30 seconds duration should follow any first aid or health care given a student or contact with potentially infectious materials;
5. If exposure to blood or other potentially infectious materials occurs through coughing, any first-aid procedure or through an open sore or break in the skin, thorough washing, preferably with germicidal soap, is necessary;
6. In the event hand-washing facilities are not readily available, thorough cleaning using an antiseptic cleanser and clean cloth/paper towels or antiseptic towelettes provided by the district as an alternative is necessary. In the event alternatives are used, hands must be washed with soap and running water as soon as feasible;
7. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures; immediately or as soon as feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials; and at the end of the work shift if the surface may have become contaminated since the last cleaning. Clean surfaces with soap and water and then rinse with an Environmental Protection Agency (EPA) approved disinfectant** following labeling instructions for use, or a freshly-made solution of one part bleach to nine parts water, and allow to air dry. These surfaces include equipment, counters, mats (including those used in physical education classes and athletic events), toys or changing tables.
8. An EPA-approved disinfectant must be used when cleaning fluids such as blood or vomit from the floor or other such contaminated surfaces;
9. Contaminated laundry such as clothing and towels must be placed and transported in bags and containers in accordance with the district's standard precautions. All such items must be laundered in hot or cold water and soap and placed in a dryer; Needles, syringes, broken glassware and other sharp objects found on district property must not be picked up by students at any time, or by staff without appropriate puncture-proof

gloves or mechanical device such as a broom, brush and dust pan. Any such items found must be disposed of in closable puncture resistant, leak proof containers that are appropriately labeled or color-coded;

11. All wastebaskets used to dispose of potentially infectious materials must be lined with a plastic bag liner that is changed daily;
12. Gloves and repellent gowns, aprons or jackets are required for tasks in which exposure to blood or other potentially infectious materials can be reasonably anticipated to contaminate street clothing. Type and characteristics of such protective clothing will depend on the task. Such tasks may include diapering/toileting with gross contamination, assisting with wound care, sorting or bagging contaminated laundry/clothing and disposing of regulated waste with gross contamination;
13. Maximum protection with gloves, face and/or eye protection and gowns are required whenever splashes, spray, spatter or droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated. Such tasks may include feeding a student with a history of spitting or forceful vomiting and assisting with severe injury and wound with spurting blood;
14. If a first-aid situation occurs, students should report to a person in authority, staff should report to a supervisor.

*HIV - Human Immunodeficiency Virus

HBV - Hepatitis B Virus

** Disinfectants which can be used include Lysol, Purex, Clorox, Tough Act bathroom cleaner, Dow bathroom cleaner, Real Pine liquid cleaner, Pine Sol, Spic and Span, Tackle liquid, Comet and other products with EPA numbers. Other disinfectants as recommended by the Center for Disease Control may be used.

COMPLAINTS – Refer to Collective Bargaining Agreements for these procedures

COMPUTER USE

Staff may be permitted to use the district's electronic communications system for personal use, in addition to official district business, consistent with Board policy and the general use prohibitions/guidelines/etiquette and other applicable provisions set forth in administrative regulations. Personal use of district-owned computers including Internet and E-mail access by employees should be limited to break times and non-work hours. Additionally, employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 (which prohibits the use of district owned resources for personal gain). Use is under the same terms and conditions provided to the general public under the district's policy governing use of district equipment and materials. Staff who violate Board policy or administrative regulations, including general system user prohibitions, shall be subject to discipline up to and including dismissal. Violations of law will be reported to law enforcement and violations of applicable Teacher Standards and Practices Commission (TSPC) Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC. See Board Policy and Administrative Regulations IIBGA, which are included in the appendix.

The district retains ownership and control of its computers, hardware, software and data at all times. **All communications and stored information transmitted received or contained in the district's information system are the district's property and are to be used for authorized purposes only.** Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications.

Files and other information, including E-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned E-mail system.

CONFERENCES

Planned conferences between teachers and parents are essential to the district's efforts to further understanding and close cooperation between the home and school. Parent-teacher conferences are scheduled each fall and spring. In most cases, the student is included in the conference, unless a teacher or parent requests otherwise.

Conferences should be treated as an opportunity for constructive, mutual exchange of information and ideas for the welfare and continued academic growth of the student.

Occasionally, teachers or parents may arrange for conferences outside regularly scheduled conference dates, to meet more immediate student needs. Teachers should be prepared to provide after-school or before school time to meet with students as necessary.

CONTRACTS

Contracts will be issued for all licensed district employees.

Contract teachers are employed pursuant to two-year employment contracts. "Contract teacher" means any teacher who has been regularly employed by a school district for a probationary period of three successive school years and who has been retained for the next succeeding school year.

The Board may enter into agreements that provide for a shorter probationary period of not less than one year for teachers who have satisfied the three-year probationary period in another Oregon school district.

Upon recommendation of the superintendent, the Board may extend a contract teacher's employment for a new two-year term by providing written notice to the teacher no later than March 15 of the first year of the contract. Any new contract that extends the teacher's employment for a new term shall replace any prior contracts.

If the teacher's contract has not been extended for a new two-year term, the Board, upon recommendation of the superintendent, may elect by written notice to the teacher no later than March 15 of the second year of the teacher's contract not to extend the teacher's contract based on any ground specified in ORS 342.865. A contract teacher whose contract is not extended may appeal the non-extension to the Fair Dismissal Appeals Board.

COMPENSATION

Salaries, including compensation for extracurricular assignments over and above the duties associated with a staff member's regularly assigned duties, will be determined in accordance with salary schedules and salary placement guidelines established by the Board and/or policies adopted by the Board which are consistent with salary schedules and salary placement provisions of collective bargaining agreements.

It is the staff member's responsibility to provide all information necessary for placement on the salary schedule in accordance with timelines established by the district and collective bargaining agreements.

Notice will be given to staff in compliance with rules of the insurance carrier and the current relevant collective bargaining agreement regarding domestic partner benefits.

All teacher paychecks will be available on the last banking day of the month, including June, July and August. All other staff member paychecks will be available on the last banking day of the month. Extra Duty stipends will be paid over equal monthly payments for the year.

COPYRIGHT

A variety of machines and equipment for reproducing materials to assist staff in carrying out their educational assignments is available to staff in both the school and home setting.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audiotape, video or computer-programmed materials, is a serious offense against federal law, a violation of Board policy and contrary to ethical standards required of staff and students.

All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

“Fair use” guidelines are as follows:

Fair Use

I. Printed Materials

A. Permissible uses — district employees may:

1. Make a single copy of the following for use in teaching or in preparation to teach a class:
 - a. A chapter from a book;
 - b. An article from a periodical or newspaper;
 - c. A short story, short essay or short poem, whether or not from a collective work;
 - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
2. Make multiple copies for classroom use (not to exceed one copy per student in a course) from the following:
 - a. A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length;
 - b. A complete article, story or essay of less than 2,500 words;
 - c. Prose excerpts not to exceed 10 percent of whole or 1,000 words, whichever is less;
 - d. One chart, graph, diagram, cartoon or picture per book or per issue of a periodical;
 - e. An excerpt from a children’s book containing up to 10 percent of the words found in the text.

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

C. Prohibited uses — district employees may not:

1. Copy more than one work or two excerpts from a single author during one class term;
2. Copy more than three works from a collective work or periodical volume during one class term;
3. Copy more than nine sets of multiple copies for distribution to students in one class term;
4. Copy to create or replace or substitute for anthologies or collective works;
5. Copy “consumable” works, such as workbooks, exercises, standardized tests and answer sheets;
6. Copy the same work from term to term;
7. Copy the same material for more than one particular course being offered (may not copy every time a particular course is offered) unless permission is obtained from the copyright owner.

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

II. Sheet and Recorded Music

A. Permissible uses — district employees may:

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

B. Prohibited uses — district employees may not:

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

III. Television Off-the-Air Taping

A. Permissible uses — district employees may:

1. Record a broadcast program off-air simultaneously with the broadcast transmission, including simultaneous cable or satellite retransmission, and retain the recording for a period not to exceed the first 45 consecutive calendar days after the date of the recording. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy will be subject to all provisions governing the original recording. Unless authorized by the library/media supervisor, at the conclusion of the retention period, all off-air recordings shall be erased or destroyed immediately. Individuals who wish to retain programs beyond the 45-day period must obtain permission from the library/media supervisor.
2. Retain videotapes of commercial programs only with written approval of appropriate copyright holders;

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

B. Prohibited uses – district employees may not:

1. Tape off-air programs in anticipation of an educator’s requests;
2. Request that a broadcast program be recorded off-air more than once for the same educator, regardless of the number of times the program may be broadcast;
3. Use the recording for instruction after 45 consecutive calendar days;
4. Hold the recording for weeks or indefinitely because:
 - a. Units needing the program concepts are not taught within the 45-day use period;
 - b. An interruption or technical problem delayed its use; or
 - c. Another teacher wishes to use it, or any other supposedly “legitimate” educational reason.
5. Record programs off-air without written permission from the author/producer/distributor when a special notice is provided specifically prohibiting reproduction of any kind;
6. Alter off-air programs from their original content. Broadcast recordings may not be physically or electronically combined or merged to constitute teaching anthologies or derivative works. Off-air recordings, however, need not be used in their entirety;
7. Exchange program(s) with other schools in the district or other school districts. Programs will be used for the specific curriculum application for which the request was intended. No other curriculum application is authorized.
8. Use the recording for public or commercial viewing;
9. Copy or use subscription programs transmitted via subscription television cable services, such as HBO or Showtime. Such programs are licensed for private home use only and cannot be used in public schools. 12. “Pay” programs received via satellite dish are also subject to these prohibitions.

IV. Rental, Purchase and Use of Videotapes

A. Permissible uses — district employees may:

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

B. Prohibited uses — district employees may not:

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

V. Computer Software

A. Permissible uses — district employees may:

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

B. Prohibited uses — district employees may not:

1. Load the contents of one disk into multiple computers at the same time in the absence of a license permitting the user to do so;
2. Load the contents of one disk into local network or disk-sharing systems in the absence of a license permitting the user to do so;
3. Make or use illegal copies of copyrighted programs on district equipment;
4. Allow any student to surreptitiously or illegally duplicate computer software or access

- any database or electronic bulletin board;
5. Make copies of software provided by a software publisher for preview or approval;
 6. Make multiple copies of copyrighted software (or a locally-produced adaptation or modification) even for use within the school or district;
 7. Make replacement copies from an archival or back-up copy;
 8. Make copies of copyrighted software (or a locally-produced adaptation or modification) to be sold, leased, loaned, transmitted or even given away to other users;
 9. Make multiple copies of the printed documentation that accompanies copyrighted software.
- C. With permission from the copyright holder, prohibitions may be significantly modified or removed altogether.

VI. Reproduction of Works for Libraries/Media Centers

A. Permissible uses — district employees may:

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

B. Prohibited uses — district employees may not:

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

VIII. Performances

- ### A. Permissible uses — district employees must:
- Contact the copyright holder in writing for permission whenever copyrighted works such as plays and musical numbers are to be performed. This is particularly important if admission is to be charged or recordings of the performance are to be sold.

IX. Violations

Employees in violation of copyright law may be required to remunerate the district in the event of loss due to litigation and may be subject to discipline up to and including dismissal.

CRIMINAL RECORDS CHECKS/FINGERPRINTING

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

Additionally, all staff not requiring licensure or registration as a teacher, administrator, personnel specialist or school nurse and newly hired into a position having direct, unsupervised contact with students are required to submit to a nationwide criminal records check and fingerprinting as required by Board policy and law.

The district has determined that individuals hired into the following positions may have such contact:

1. Educational assistants;
2. Library/Media assistants;
3. Special education assistants;
4. Secretaries;
5. Office managers;
6. Attendance coordinators;
7. Food service workers;
8. Bus Drivers;
9. Crossing guards;
10. Custodians;
11. Maintenance workers;
12. Substitutes for all listed employees;
13. Coaches/Athletic trainers;
14. Contractors and sub-contractors;
15. Home school staff
16. Registrar;
17. System coordinator;
18. Technicians;
19. Technical service coordinators;
20. Transition specialists;
21. Club, organization or other such extracurricular advisors not requiring licensure;
22. Others as identified by the superintendent as having a job description not requiring licensure and providing the opportunity and probability for such contact with students.

Employment will be offered pending the return and disposition of such checks. All offers of employment are contingent upon the results of such checks.

Fees as required by the Oregon Department of Education (ODE) for individuals currently employed by the district and not requiring licensure shall be paid by the individual. Fees for all other individuals subject to such checks and/or fingerprinting, including non-licensed applicants for positions with the district, shall be paid by the individual.

A staff member not requiring licensure or registration may request that the required fees be withheld from his/her paycheck. A staff member may request periodic payroll deductions rather than a lump sum payment.

All newly licensed or registered educators and those applying for reinstatement of a license or registration that has expired for more than three years are required to submit to nationwide criminal records checks and fingerprinting in accordance with rules and procedures as set forth by TSPC.

The following procedures will be used for all newly hired non-licensed and non-registered employees subject to criminal records checks and/or fingerprinting:

Processing/Reporting

1. The individual shall, as part of the application process, complete either a Criminal History Verification of Applicants form or a Fingerprint-Based Criminal History as provided by ODE.
2. Following acceptance of an offer of employment, the Criminal History Verification of Applicants form for those not subject to fingerprinting will be sent to ODE for processing. A copy will be kept on file by the district in the individual's personnel file.
3. If the individual is subject to fingerprinting, he/she will be required to report as scheduled by the district to an authorized fingerprinter for fingerprinting. Fingerprints may be collected by one of the following.
 - a. Contracted agent of employment district;
 - b. Local or state law enforcement agency.Individuals shall be subject to fingerprinting only after acceptance of an offer of employment or contract.
4. The individual is responsible for obtaining two fingerprint cards from an Oregon school district, education service district, an Oregon-approved teacher education institution, ODE or TSPC.
5. The individual is responsible for submitting to the authorized fingerprinter two fingerprint cards and an 8 ½" x 11" or larger envelope with postage affixed and addressed to the district office.
6. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter and require that the individual submit two pieces of identification, one of which will include a photograph, in order to verify the identity of the individual

intended to be fingerprinted. Examples of acceptable identification include driver's license, passport, social security card, original birth certificate.

7. The authorized fingerprinter will return the fingerprint cards to the district in the envelope provided. The Fingerprint Criminal History Verification form and fingerprint cards will be sent to ODE. A copy of the form will be kept in the employee's personnel file.

Termination of Employment

1. Any individual required to submit to criminal records checks and/or fingerprinting in accordance with law and/or Board policy will be terminated from consideration as a district volunteer and employment or contract status by the superintendent immediately upon the following:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification by the Superintendent of Public Instruction or his/her designee that the employee has made a false statement as to conviction of a crime or conviction of crimes prohibiting employment with the district as specified in law.

Appeals

A non-licensed individual may appeal a determination that prevents his/her employment or eligibility to contract with the district to the Oregon Superintendent of Public Instruction. Individuals eligible to appeal as a contested case will be so notified in writing by ODE.

CURRICULUM

Curriculum guides are available for all courses taught in the district. Curriculum guides reflect a consistent and coherent structure to the education of district students.

The curriculum established for the courses and grade levels of this district follows national and state standards, and provides the flexibility necessary to meet the individual needs of students and their divergent learning rates and styles.

Deviations from established curriculum, textbooks and instructional materials are permitted with building principal approval. Teachers with questions should contact the building principal. Though teaching methodology may vary, classroom instruction is expected to reflect "best practices" consistent with research on effective instruction.

DAILY/WEEKLY BULLETIN/ANNOUNCEMENTS

A daily or weekly bulletin is prepared by office staff and placed in staff mailboxes or distributed on-line. All staff are asked to communicate with students any relevant announcements from the daily bulletin to help keep students informed about district and school activities and to help promote the school's effort to recognize the accomplishments of staff and students.

Staff may place an announcement in the bulletin by completing the appropriate form and returning it to the office no later than 3:00 P.M., one day in advance of the announcement.

DISCIPLINE AND DISCHARGE

Discipline and dismissal of staff will follow due process, relevant provisions of collective bargaining agreements and applicable law.

DRUG-FREE WORKPLACE

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

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

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through 12 grade students with whom the employee has had contact as part of the employee’s district duties; or knowingly endorse or suggest the use of such substances.

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

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

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

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

1. Take action with regard to the employee determined to be appropriate which may include discipline up to and including dismissal; and/or
2. Require satisfactory participation by the employee in a drug abuse assistance or

rehabilitation program approved for such purpose by a federal, state or local health, law enforcement or other appropriate agency.

EMERGENCY CLOSURES

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

Each site will develop a communication plan in the event of delayed openings or school closures. Additionally, the following TV and radio stations regularly report delayed openings and school closures:

TV Stations: KDRV 12, KOB1 5, KTVL 10

Radio Stations: KAKT, KBOY, KCMX, KTMT, KMED, KISS, KLDZ, KSOR (JPR)

Information on emergency school delayed openings and/or early dismissal or closures may also be located on the District website at www.ashland.k12.or.us , as well as the Ashland Public Schools “Facebook” page.

When the district is unable to be open and operational due to an unavoidable emergency, all work days missed due to these circumstances need to be made up, by all employees. Additionally, specifically designated district employees will be required to perform work during emergency closure days to support school facility safety and security procedures for essential core district operations. Following these emergency circumstances, district facilities need to be re-opened as quickly and practically as possible, both to continue our essential educational functions and to enable district facilities to be available for other emergency community needs.

Several days on the instructional calendar will be identified as potential emergency closure make-up days when the instructional calendar is developed each year. Staff shall be available to work those days to replace emergency closure days.

EMERGENCY PROCEDURES AND DISASTER PLANS

All staff will be provided with access to a copy of the district’s and school’s emergency procedures plan detailing staff responsibilities in the event of such emergencies as disorderly behavior, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member and the authorized use of force on school property. In the case of an emergency, staff may be required to stay past the regularly scheduled work day. The principal or supervisor will determine which staff members will be needed, and which may be dismissed, depending on the severity of the emergency and the need to supervise students.

Copies of the emergency procedures plan will be available in the school/building office.

EVALUATION OF STAFF

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

The district's program is designed to provide an opportunity for staff to set goals and objectives and receive administrator responses to them; to have peer assistance to aid teachers to better meet the needs of students, as appropriate; to have formal and informal observations to assess the performance of duties and job responsibilities; to receive verbal and written comments and suggestions for improvement from supervisors; and to have opportunities to make improvement(s) within specific timelines.

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

Licensed probationary staff will be formally evaluated annually. Evaluations will be based on at least two observations and other relevant information developed by the district. All other licensed staff will be formally evaluated annually.

Classified staff will be formally evaluated at least twice during their first year of employment with the district and bi-annually thereafter.

Copies of the district's evaluation procedures are included in the appendix. Evaluation of all staff will be conducted in accordance with established Board policy and applicable district evaluation procedures, collective bargaining agreements and Oregon Revised Statutes.

FAIR LABOR STANDARDS ACT

Regular working hours for all classified staff are set by the building principal. All time sheets must be a true reflection of time worked, whether it is more or less than regularly scheduled work hours. Non exempt staff are not to work before, beyond or outside their established working hours and are not to work overtime **without prior authorization from the building principal or supervisor.**

Failure to comply will result in disciplinary action in accordance with applicable provisions of Board policy, administrative regulations and collective bargaining agreements.

Administrators, directors and/or supervisors shall give written notification to nonexempt employees, as defined by the Fair Labor Standards Act, of the Board's following expectations:

- What constitutes nonexempt working hours;
- What constitutes normal working hours;

- That employees are not to work before, beyond or outside their normal working hours or are not to work overtime without prior authorization;
- That employee time sheets be a true reflection of all time worked, whether it is more or less than normally scheduled hours;
- That a written corrective statement be given to employees not complying with established procedures.

Overtime is defined as time worked over 40 hours in one week. A week is defined as seven consecutive days covering Monday through Sunday.

If funds are available, overtime will be compensated at not less than one and one-half times the employee's rate of pay. If funds are not available for overtime, compensatory time at not less than time and one-half will be allowed. Compensatory time is capped at 40 hrs and is cashed out at the employee's current rate.

FUNDRAISING

Fundraising activities to raise money for a wide variety of school activities and equipment are held at various times throughout the course of the school year. All fund-raising activities must be conducted under the direct supervision of staff or other authorized individuals and approved by the building principal prior to the activity being initiated.

Fundraising requests must include an explanation or justification for the proposal consistent with building and/or district goals. Fundraising must not interfere with or disrupt school.

Fundraising request forms are available in the office.

All money raised must be receipted and deposited with the district.

Staff and students should take all reasonable precautions to provide for the security of any items/materials/products being sold. Staff members are directed to follow established building procedures for the depositing of funds collected. At no time should money collected be allowed to accumulate in classrooms, lockers or other unsecured areas.

FIELD TRIP GUIDELINES

Field Trips

Field trips are an extension of the classroom, and student attendance is a privilege. A teacher may choose not to take a student on a field trip if he or she has concerns about the student's behavior. If a student is not allowed to attend a trip, the teacher must provide an alternate learning activity that accomplishes the same goals as the trip. Parents should be involved when deciding not to take a student on a field trip.

Supervision

Generally, there should be as much supervision as possible. What is “adequate” supervision should be determined between the administrator and the teacher using the following criteria:

- 1) The size of the group;
- 2) The nature of the group (i.e., age, gender, behavior, prior history, etc.);
- 3) The location of the trip;
- 4) The purpose of the trip.

Supervision starts at the beginning of the trip and ends when the trip is over and parents have picked up their child. Supervision is active. That is, adult chaperones should focus on students and be pro-active about stopping inappropriate behavior before it begins. For example, the adults should not have to react to a problem but, instead, see the potential for a problem and stop it before the problem occurs. To supervise students well, adults should spread out among students. The adults should not “clump” together away from students or be unaware of student behavior. Before trips, rules and consequences should be reviewed with chaperones and students. Finally, before the trip, potentially high-risk students (i.e., behavior, medical, etc.) should be identified and a plan developed to prevent potential problems.

Overnight Trips

Using the criteria listed under supervision, the teacher and administrator will meet to decide on the type of supervision needed in student rooms. Possible scenarios include the following:

- An adult in each room;
- An adult in an adjoining room (passage way between rooms);
- An adult monitoring the hallway during the nighttime hours (could be a hired person);
- Adult rooms being located in the middle of student rooms;
- Assign students to rooms (strategize for positive behavior);
- Place “high-risk” students in adult rooms (or don’t take “high-risk” students);
- Conduct random room checks (teacher or designee should have student room keys);
- Use large group sleeping areas (i.e., gym, church, etc.).

In addition to determining the level of room supervision needed, the teacher and administrator should establish curfews: what time should students be in their rooms and when should students turn out the lights. Without a school district chaperone being present, students should not be in any room other than their own. Finally, the teacher should look for hotels that allow inappropriate television channels to be blocked and that are located in safe areas, with rooms that have interior hallways. Once at the hotel, hotel behavior should be reviewed with students.

Bus Transportation

Adults should be spread out so all students can be observed. The teacher should consider using assigned seating as a strategy to maintain positive behavior. Finally, students should be held accountable for bus cleanup.

Potentially High Risk Students

The administrator and the teacher will develop a plan for potentially high-risk students (i.e., medical, behavior, 18 years old, graduates, etc.). The plan may include an “expectations” and “consequences” contract between the student, parents, and school staff. It may be determined that some students should not attend the trip. Teachers are encouraged to review field trip lists with administrators or other support staff to identify possible high-risk students.

Transportation Carrier

Whenever possible, district transportation should be used. If district transportation is not available, a private bus carrier should be contacted (the state will reimburse the school 70% of private bus carrier costs). If a private bus carrier is not available or appropriate for the trip, private transportation (i.e., parent drivers) may be considered.

Potential parent drivers must request a copy of their driving record from the Department of Motor Vehicles (DMV) and submit it to the school office manager. The school office manager will evaluate the DMV record based on criteria supplied by the district office. Only qualifying parent drivers will be placed on the district approved driver list. In addition, using the school district automobile safety checklist, parents must certify that their car meets district safety standards.

The school office manager will provide teachers with a list of approved drivers (including cars that are safety certified). Finally, students may not drive themselves to or from any school field trip, including extra-curricular or co-curricular activities. Students may be released to their parents at the conclusion of a field trip after signing the school release form. With prior approval from the administrator and teacher, students may be released to another student’s parents, to a family member other than parents, or to family friends.

School Related Trips Outside Oregon

Since liability laws are different in neighboring states, teachers are encouraged to take trips only in Oregon. If an out-of-state trip is necessary, the teacher must get prior approval from the superintendent and building administrator. If the trip is approved, the teacher should then get support from parents and colleagues before talking to students about the trip (we want to avoid students pressuring parents).

Trips should be planned in advance. The more expensive the trip, the more planning time needed. For example, a teacher who wants to take his or her eighth grade class to Washington, D.C. may want to notify parents when the children are sixth graders. In addition, the teacher needs to play an active role in helping families fundraise for the trip. We do not want to exclude any family from participating because of cost. Finally, the trip should be open to as many students as possible. For example, if one 8th grade teacher wants to take his or her class to Washington, D.C., the trip might be made available to all 8th graders in the school. Students not attending the trip should receive an alternate learning experience that achieves the same learning goals as the trip.

Finally, students may not drive themselves to or from any school field trip, including extra-curricular or co-curricular activities. Students may be released to their parents at the conclusion of a field trip after signing the school release form. With prior approval from the administrator and teacher, students may be released to another student’s parents, to a family member other than

parents, or to family friends. Side trips are discouraged. That is, students are encouraged to go and return with the group.

International Travel

It is the position of the Board that school-sponsored student trips are an integral and valued part of the overall educational program. The Board further recognizes that school-sponsored international trips provide an opportunity for students to experience other cultures and, in turn gain perspective about United States international relations and policies. As such, these trips should be encouraged to the extent that they supplement a student's academic program.

International trips shall be limited to students in grades 9 through 12. International trips shall not result in any additional cost to the District. All costs involved shall be covered by fundraising or fees to students participating. International trips shall not be scheduled during school hours unless unavoidable.

Staff interested in organizing a school-sponsored international trip should submit a proposal to their Principal, the Superintendent, and the Ashland School Board as described in the Administrative Rule ICAA-AR included in the Appendix. This proposal should define potential dates of the trip, outline the benefits to students, define a fundraising plan as needed, a safety plan, transportation plan, lodging plan, chaperone plan, behavior contract and methods to identify student qualifications for the trip. Guidelines identifying acceptable parameters for those plans are identified in the Administrative Rules for this Policy. School Board approval will depend, in part, on recommendations from the Principal and Superintendent.

Non-school Sponsored Trips

Teachers who want to take students on out-of-state or out-of-country trips during vacation times should do so through accredited travel groups and not under school district sponsorship. Teachers should not recruit students for these trips during school hours or advertise through school channels. Planning meetings should be held off campus.

GIFTS AND SOLICITATIONS

Staff members are to avoid accepting anything of value offered by another for the purpose of influencing his/her professional judgment.

Staff members are prohibited from accepting items of material value from companies or organizations doing business with the district. Material value is defined by law as \$50 or more from a single source in a single year.

No organization may solicit funds from staff members within the schools, nor may anyone distribute flyers or other materials related to fund drives through the school without district office approval.

The solicitation of staff by sales people, other staff or agents during on-duty hours is prohibited. Any solicitation should be reported at once to the building principal.

GUEST SPEAKERS/CONTROVERSIAL SPEAKERS

Guest speakers may be used by teachers from time to time, when such use is consistent with educational goals and with a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved. Teachers are expected to inform the building principal of the date, time and nature of the presentation whenever such use is planned.

Prior building principal approval is required whenever the guest speaker and/or presentation may be reasonably considered controversial.

Guest speakers should represent various approaches or points of view on a given topic in order to afford students a more comprehensive understanding of the issue.

Prior to his/her participation, guest speakers are to be informed of the following regulations:

1. Profanity, vulgarity and lewd comments are prohibited;
2. Tobacco use is prohibited;
3. Sexist, racial remarks or derogation of any group or individual is prohibited.
4. Any curriculum guidelines which address controversial subject matter (e.g. Religion, sexuality education, evolution).

Teachers responsible for inviting a particular guest speaker have the right and obligation to interrupt or suspend the presentation if the conduct or content being presented is judged to be in poor taste or endangers the health and safety of students or staff.

HAZING/HARASSMENT/INTIMIDATION/BULLYING/MENACING

Hazing, harassment, intimidation, bullying, cyberbullying or menacing by students, staff or third parties is strictly prohibited and shall not be tolerated by the district. Staff who are found to be in violation of this policy will be subject to discipline up to and including dismissal. Individuals may also be referred to law enforcement officials and licensed staff will be reported to the Teachers Standards and Practices Commission. Please see Board Policy and Administrative Regulation JFJC in the appendix.

HEALTH INSURANCE BENEFITS

Please refer to the Collective Bargaining Agreement for information regarding Health Insurance Benefits. If you have additional questions, please call the district Office.

HEALTH INSURANCE COVERAGE DURING UNPAID LEAVES

A formula is used to determine if the District will continue an employee's insurance coverage during paid leave. Please refer to the Employee Leave Request Form in the Appendix to view that formula.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The district will safeguard the protected health information of employees from use or disclosure that may violate standards and implementation specifications to the extent required by law.

“Protected health information” means individually identifiable health information that is: (1) transmitted by electronic media; (2) maintained in electronic media; (3) transmitted or maintained in any other form or medium.

The electronic exchange of financial and administrative transactions related to an individual's protected health information will meet the requirements of HIPAA, including national standards for transactions designed to ensure the security of health information created or received by the district.

Individuals with questions about how medical information may be used and disclosed and how to get access to this information, or with complaints about district compliance with HIPAA, should contact the district office.

For additional information, please refer to Board Policy EHA, Health Insurance Portability and Accountability Act, included in the Appendix.

INJURY/ILLNESS REPORTS

All injuries/illnesses occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members, who may be elsewhere on district business, will be reported immediately to a supervisor. A written report will be submitted to the safety officer. Reports will cover property damage as well as personal injury. A completed accident report (Form CO-31) must be submitted to the building principal within 24 hours or the next scheduled district workday, as appropriate. Please refer to the form in the appendix. Forms are also available in the school/building office or on the Intranet.

In the event of a work-related illness or injury to an employee resulting in overnight hospitalization for medical treatment other than first aid, the district shall inform the Oregon Occupational Safety and Health Division (OR-OSHA). A report will be made within 24 hours after notification to the district of a work related illness or injury. Fatalities or catastrophes will

be reported within eight hours. An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

Medical treatment includes managing or caring for a patient for the purpose of combating disease or disorder. The following are not considered medical treatment: visits to a doctor or health-care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid. A catastrophe is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

All work-related injuries/illnesses will be promptly investigated and corrective measures implemented, as appropriate.

JOB SHARING

The district endorses the concept of job sharing. Job sharing is defined as the sharing and occupation of a single staff position by two individuals.

The district's overall cost of a job share may not exceed that of one full-time equivalency. The amount of fringe benefits as may be afforded in current collective bargaining agreements and normally assigned to one staff employee position is shared in a manner agreeable to both job-sharing employees, providing the total dollar amount does not exceed the amount designated for one staff employee in a non-job-sharing position. Job-sharing requests are considered on an individual basis and subject to principal, superintendent and Board approval.

KEYS

Keys are issued to staff by the building principal or designee. In order to protect property, students and staff, and to ensure the building is adequately secured when no authorized personnel are present, all staff are expected to follow the following key-control procedures:

1. The duplication of keys is prohibited;
2. Keys are not to be left unattended. Avoid leaving keys on desks, tables, in mailboxes, unattended coat pockets, etc.
3. Keys may not be loaned to students or to individuals not employed by the district. Under no circumstances should staff provide keys to students to "run errands," "unlock/lock" doors, etc.;
4. Lost or stolen keys must be reported to the building principal within 24 hours of discovery of the loss or theft so that measures may be taken to protect district property.
5. All keys are to be checked in at the end of the school year. Staff with summer duties necessitating building access may make arrangements with the building principal to keep their keys, as appropriate.

LESSON PLANS

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

Teachers are expected to prepare lesson plans on a weekly basis. Lesson plans are to be kept by teachers in a place known to and accessible to the building principal. Teachers may be required to provide copies of lesson plans to the office at reasonable times and intervals as determined by the building principal.

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

An up-to-date seating chart, class schedules and information identifying any classroom student aides or other special student needs should be included in all lesson plan books.

General plans which cover the length of the course of study should also be prepared and readily available for building principal and/or student and parent review.

LICENSE REQUIREMENTS

It is the responsibility of each licensed staff member to keep his/her license and all endorsements current. Teachers are cautioned that failure to maintain license and endorsements may result in loss of pay or may invalidate their contract with the district.

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

MAIL AND DELIVERY SERVICES

The interschool mail service is established for school-related purposes. It provides a central mailing service to expedite the distribution of materials and professional communications among schools and staff.

Recognized collective bargaining units may use the service in accordance with the terms of their collective bargaining agreements and Board policy on the use of school facilities and current postal regulations.

All staff are to check their mailboxes at least once each working day and remove mail daily.
Students should not pick up mail from staff mailboxes.

District mailing and postage may be used for school district business only.

MATERIALS DISTRIBUTION

Materials will be approved for distribution via the schools to students by non-school-connected organizations in accordance with KJA-AR, Materials Distribution. Upon approval by the District office, non-school-connected organizations may distribute materials at each school site.

Requests to conduct surveys, questionnaires or other forms of gathering information by nonschool organizations or individuals will require superintendent approval. In the event permission is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the students' parents to inspect such survey, upon request, before the survey is administered or distributed by a school to a student.

MEETINGS AND PROFESSIONAL DUTIES

Professional duties include meetings that are scheduled for the purpose of organization and communication of business that typically cannot be handled through staff bulletins, departmental or committee structure. Meetings may include general staff meetings, curriculum development, professional development, IEP's, Section 504 plans, and parent conferences.

All staff are expected to attend staff meetings unless prior arrangements have been made with the building principal. Staff members are expected to schedule their time accordingly to not conflict with these meetings.

Meetings sponsored or called by recognized collective bargaining units during contract hours are subject to prior approval of the building principal. Attendance of staff members at such meetings is left to the discretion of each employee.

Certified staff are expected to participate in school events and activities such as Open Houses, Back-to-School Nights, student orientations, student performances, and various parent and student activities without additional compensation.

PARENTAL RIGHTS/SURVEYS

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

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's parent;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;

- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally-recognized privileged or analogous relationships such as those of lawyers, physicians or ministers;
- Religious practices, affiliations or beliefs of the student or the student's parents;
- Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

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

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

Requests to review materials or to excuse students from participation in these activities, including any nonemergency, invasive physical examination or screenings administered by the school and not otherwise permitted or required by state law should be directed to the office during regular school hours.

PARTICIPATION IN POLITICAL ACTIVITIES

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

Staff members may, within the limitations imposed by state and federal laws and regulations, choose any side of a particular issue and support their viewpoints as they desire by vote, discussion or persuading others. Such discussion and persuasion, however, **may not** be carried on during the performance of district duties, except in open discussion during classroom lessons that consider various candidates for a particular office or various sides of a particular political or civil issue consistent with district curriculum and assigned duties.

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

PERSONNEL RECORDS

An official personnel file is established for each person employed by the district. A staff member's personnel file may contain such information as applications for employment, references, and records relative to compensation, payroll deductions, evaluations, complaints and written disciplinary actions. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

All records containing medical condition information such as workers' compensation reports and release/ permission-to-return-to-work forms will be kept confidential, in a separate file from personnel records.

All other personnel records are considered confidential and not open to public inspection. Access to personnel files is limited to use and inspection only by the following or as otherwise required by law:

1. The individual employee. An employee or designee may arrange with the district office to inspect the contents of his/her personnel file on any day the district office is open for business;
2. Others designated in writing by the employee;
3. The comptroller or auditor, when such inspection is pertinent to carrying out his/her respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff;
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Designated district office employees;
8. Attorneys for the district or the district's designated representative on matters of district business.

The superintendent may permit persons other than those specified above to use and to inspect employee records when, in his/her opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case the appropriateness and extent of such access.

Release of personnel records to parties other than those authorized to inspect them will be only upon receipt of a court order.

PROGRESS REPORTS

Teachers are expected to report their students' progress to the students and their parents. Progress reports are issued on a regular basis according to the schedule set by each building principal, and indicate academic and citizenship progress to date.

Additional reports may be issued at other times during the course of a grading period as deemed appropriate by teachers. Teachers are expected to report directly to parents when a student's performance falls below expectations.

PURCHASE ORDERS

No obligation may be incurred by any staff member unless the expenditure is covered by an approved purchase order and is in compliance with Board policy.

No purchase, including purchases from student body funds, will be authorized unless covered by an approved purchase order. The use of personal credit cards for district purchases is prohibited.

All building purchase orders will be processed in the order received by the business office and must be completed with the following information:

- | | |
|------------------------------|--------------------------|
| 1. Date | 6. Unit value |
| 2. Vendor (Name and Address) | 7. Total amount |
| 3. Delivery address | 8. Budget code |
| 4. Item quantity | 9. Name of requestor |
| 5. Item description | 10. Special Instructions |

All purchases above \$5,000 are subject to the Board's policy governing Bidding Requirements, administrative regulation specifying exemptions from competitive bidding and such other requirements as may be specified by law. Staff members with questions should contact the business manager for details.

Blue copies of the purchase order must be returned to the District Office before payment will be issued.

RELEASE OF GENERAL STAFF INFORMATION

A staff member's or volunteer's address, personal electronic mail address, date of birth, social security number and personal phone number contained in personnel records maintained by the district are exempt from public disclosure. Such information will be released by the district only upon written permission of the staff member or volunteer, unless otherwise excepted by law.

Authorized district personnel may disclose information about a former employee's job performance to a prospective employer under the following conditions:

1. Disclosure of information is upon the request of the prospective employer; or
2. Disclosure of information is upon the request of the former staff member;
3. The information is related to job performance;
4. The disclosure is presumed to be in good faith.

The district will not disclose information that is knowingly false, deliberately misleading, rendered with malicious purpose or is in violation of the staff member's civil rights.

RESEARCH/COPYRIGHTS AND PATENTS

Staff members engaged in a research project during the workday or who use district resources or students, either for study toward advanced work or for use in classroom instruction, may do so only with the prior approval of the building principal. The building principal may require superintendent approval at his/her discretion.

Privacy rights of students or other individuals involved in such research projects must be maintained.

Publications, instructional materials, articles, models and other devices prepared by staff members for district use with district time, money and facilities as part of the employee's job responsibilities remain the property of the district.

In the event that a staff member produces items described above partly on his/her own time and partly on district time, the district reserves the right to claim full ownership. The employee may petition the district for assignment of copyright or patent rights. Employees may not attempt to copyright or patent such items without the knowledge and consent of the district.

RESIGNATION OF STAFF

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

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

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

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

RETIREMENT

To assist the district in its planning efforts, staff members considering retirement are encouraged to notify the district as early as possible, preferably at the beginning of the school year in which the retirement will take place. Licensed and classified staff must submit their notice of retirement by February 1 in order to be eligible for any early retirement benefits.

SAFETY COMMITTEE

A district safety committee has been established to help implement the district's safety program and as a part of an ongoing effort to help ensure the safety and health of students, staff and others while on district property. Each district site has a representative on the safety committee.

The district safety committee meets monthly and conducts workplace safety inspections quarterly to locate and identify safety and health hazards and makes recommendations for corrections as needed. Summaries of the monthly meetings are available on the Intranet. All significant safety-related incidents are investigated to help prevent similar events from reoccurring.

All potential hazards are to be reported immediately to a safety committee member or to the office.

SEXUAL HARASSMENT

Sexual harassment by staff, students, Board members, school volunteers, parents, school visitors, service contractors or others engaged in district business is strictly prohibited and shall not be tolerated in the district. "District" includes district facilities, district premises and non-district property while a staff member or student is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events, in which students are under the control of the district or where the staff member is engaged in district business.

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

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

Building principals, the compliance officer and the superintendent have responsibility for investigations concerning sexual harassment. All complaints and reported incidents shall be

investigated. The investigator shall be a neutral party having had no involvement in the complaint presented or reported incident.

- Step I Any sexual harassment information (complaints, rumors, etc.) shall be presented to the building principal, supervisor, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.
- Step II The district official receiving the information or complaint shall promptly initiate an investigation. He/She will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The district official(s) conducting the investigation shall notify the complainant in writing when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses. A copy of the notification letter, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.
- Step III If a complainant is not satisfied with the decision at Step II, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step II decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.
- Step IV If a complainant is not satisfied with the decision at Step III, he/she may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step III decision. The Board shall, within 20 working days, or at the next scheduled meeting of the Board, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.
- Step V If the complaint is not satisfactorily settled at the Board level, the employee may appeal to the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries. Additional information regarding filing of a complaint may be obtained through the building principal, supervisor, compliance officer or superintendent.

The initiation of a complaint in good faith about behavior that may violate the district's sexual harassment policy shall not adversely affect any terms or conditions of employment or work environment of the staff complainant.

A staff member whose behavior is found to be in violation of Board policy may be subject to discipline up to and including dismissal.

A copy of the Board Policies and Administrative Regulations GBN and JBA are included in the appendix.

SITE COUNCIL

In an effort to encourage community involvement in shared decision making and to foster the collaborative efforts of staff, students, parents and community members, a 21st Century Schools Council has been established at each school site.

The 21st Century Schools Council responsibilities include: the development of plans to improve the professional growth of staff; the improvement of the school's instructional program; the development and coordination of plans for the implementation of programs under Oregon's Educational Act for the 21st Century at the school site; administration of grants-in-aid for the professional development of teachers and classified employees as provided for in Oregon Revised Statutes and Oregon Administrative Rules; and advising the Board in the development of a plan for school safety and student discipline in accordance with ORS 339.333.

All council decisions are subject to superintendent and Board review. Council decisions may not abrogate any provision of district labor agreements or law.

Meeting times and location will be announced through the office and will follow the notice, meeting and record-keeping requirements of the Public Meetings Law.

All staff are invited to attend 21st Century Schools Council meetings.

Membership selection information may be obtained by contacting an association representative or the building principal.

SPECIAL INTEREST MATERIALS

Supplementary materials from non-school sources require building principal approval prior to their use in school. This includes educational films and all video rentals secured from or through commercial or personal sources.

Generally, materials that are of obvious educational quality supplement and enrich instructional and reference materials for definite school courses and are timely may be considered for approval. All materials should be previewed to determine appropriateness of content and language prior to being submitted for approval.

STAFF CONDUCT

All staff are expected to conduct themselves in a manner that conforms with applicable job descriptions, Board policy and administrative regulations. The following guidelines are contained in TSPC policies and procedures, and appropriate state law.

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

Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes.
2. Oregon Administrative Rules may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by the commission under Oregon Revised Statutes or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under Oregon Revised Statutes.
3. The commission determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
4. The commission will promptly investigate complaints.
 - a. The commission may at its discretion defer action to charge an educator against whom a complaint has been filed under ORS 342.176 when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the commission shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator.
 - b. The executive secretary shall regularly inform the commission of the status of any complaints on which the commission has deferred action.

Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. Administrator - Any supervisory educator who holds a valid Oregon administrative license or registration;
2. Competent - Discharging required duties as set forth in these rules;
3. Educator - Any licensed or registered person who is authorized to be engaged in the instructional program including teaching, counseling, administering and supervising;
4. Ethical - Conforming to the professional standards of conduct set forth in these rules;
5. Sexual contact - Includes:
 - a. The intentional touching of the breast or sexual or other intimate parts of a student;
 - b. Causing, encouraging or permitting a student to touch the breast or sexual or other intimate parts of the educator; or

- c. Sexual advances or requests for sexual favors directed towards a student;
 - d. Verbal or physical conduct of a sexual nature when directed toward a student or when such conduct has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment; or
 - e. Verbal or physical conduct which has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment.
6. Sexual harassment - Any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
 - c. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.
7. Teacher - Any person who holds a teacher's license as provided in ORS 342.125.

The Competent Educator

The teacher demonstrates a commitment to:

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

Curriculum and Instruction

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

The competent teacher demonstrates:

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

Supervision and Evaluation

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

The competent teacher demonstrates:

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

Management Skills

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

The competent teacher demonstrates skills in:

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

Human Relations and Communications

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

The competent teacher demonstrates:

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

The Ethical Educator

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

needs of the students, the district and the profession.

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

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

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

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

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

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

STAFF DEVELOPMENT

The Board recognizes the importance of continued educational experiences and other professional growth activities as a means to improve job performance.

Professional growth experiences may include, but are not limited to, college courses, workshops, curriculum planning, individual research, travel, supervision of teacher trainees and other such activities.

Certified staff, counselors and administrators are eligible for reduced tuition at Oregon University System institutions. Please refer to the “Staff Rate Privileges” section in this handbook.

All requests for release time from regular work duties for attendance at meetings or conferences will be decided based on such factors as availability of funds, consistency with district and building goals and job assignment. Submit an Employee Leave Request form to the building principal for approval.

Continuing professional development plan requirements as set forth in OAR Chapter 584, Division 090 by the Teacher Standards and Practices Commission for license renewal shall be consistent with the qualified district continuing professional development program.

Meetings and conferences devoted primarily or exclusively to organizational or business affairs of staff member collective bargaining units, political workshops, training sessions for consultation committees and like activities will not be considered as appropriate activities for the expenditure of district funds.

STAFF CO-PAY PRIVILEGES

District teachers who supervise student teachers earn co-pay privileges (reduced tuition) that may be used by licensed teachers, counselors and administrators. Classified staff are not eligible. In some cases, supervising administrators earn additional credit.

As of this date, the following limitations apply:

- Co-pay privileges may be applied to SOU courses if 1) they are listed in the regular schedule (not the SOU Extended Campus Programs Schedule, which lists many ineligible courses) and 2) no restrictions are footnoted.
- Co-pay privileges may be used for enrollment at Portland State University and Southern Oregon University only. Use of co-pay privileges at Portland State University is provided through a special agreement and is subject to change.
- Credits must be used by the fifth ‘quarter’ following the quarter in which the credits were earned.
- A maximum of eight (8) credits may be used in any academic quarter by one licensed professional.
- Credits may not be used by employees’ family members.
- Credits may be used for MAT preparation, continuing education and graduate work.
- The Authorization must be completed and tuition/fees paid no later than the first week of the quarter of enrollment.
- SOU will not accept authorizations from districts after the first week of classes.
- Employees are not eligible for refunds if a course is dropped after it has begun.

The Authorization for Use of Co-Pay Privileges form must be completed at the district office. Contact Anita Charters at 482-2811.

STAFF DRESS AND GROOMING

All staff are expected to be neat, clean and to wear appropriate dress for work that is in good taste and suitable for the job at hand.

Teaching as a profession demands setting a good example for students in every possible way. As adults and professionals, teachers are expected to be guided in their grooming habits by what is most generally acceptable in the business and professional world.

STAFF ETHICS

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

This means that:

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

Staff members are prohibited from performing any duties related to an outside job during their regular working hours or during the additional time needed to fulfill the position's responsibilities. District facilities, equipment or materials may be used under the same conditions as this property is made available to the general public and the authorized use is consistent with ORS Chapter 244.

STAFF HEALTH AND SAFETY

In order to assure the safety of staff and students, information and/or training as necessary is provided to assist all staff to recognize and to respond appropriately to the presence of hazardous materials in the workplace, including proper handling, labeling, storage and disposal of such materials.

Material Safety Data Sheets (MSDS), which accompany any hazardous substance used in the school setting, are maintained on file in the office and elsewhere in the building, as necessary, and readily available to any staff member who must handle such materials or who may have been exposed to such products.

All staff members are expected to conduct their work in compliance with first-aid and infection control procedures established by the district and the following safety rules of the district:

1. All injuries shall be reported immediately to the person in charge or other responsible

representative of the district;

2. It is the duty of all employees to make full use of safeguards provided for their protection. It shall be the employee's responsibility to abide by and perform the following requirements:
 - a. An employee shall not operate a machine unless guard or method of guarding is in good condition, working order, in place and operative;
 - b. An employee shall stop the machine or moving parts and properly tag-out or lock-out the starting control before oiling, adjusting or repairing, except when such machine is provided with means of oiling or adjusting that will prevent possibility of hazardous contact with moving parts;
 - c. An employee shall not remove guards or render methods of guarding inoperative except for the purpose of adjustment, oiling, repair or setting up a new job;
 - d. Employees shall report to their supervisor any guard or method of guarding that is not properly adjusted or not accomplishing its intended function;
 - e. Employees shall not use their hands or any portion of their bodies to reach between moving parts or to remove jams, hang-ups, etc. (Use hook, stick, tong, jig or other accessory.);
 - f. Employees shall not work under objects being supported that could accidentally fall (such as loads supported by jacks, the raised body of a dump truck, etc.) until such objects are properly blocked or shored;
 - g. Employees shall not use defective tools or equipment. No tool or piece of equipment should be used for any purpose for which it is not suited and none should be abused by straining beyond its safe working load.
3. Employees shall not remove, deface or destroy any warning, danger sign or barricade or interfere with any other form of accident prevention device or practice provided which they are using or which is being used by any other worker;
4. Employees must not work underneath or over others thereby exposing them to a hazard without first notifying the other employee(s) or seeing that proper safeguards or precautions have been taken;
5. Employees shall not work in unprotected, exposed or hazardous areas under floor openings;
6. Long or unwieldy articles shall not be carried or moved unless adequate means of guarding or guiding are provided to prevent injury;
7. Hazardous conditions or practices observed at any time shall be reported as soon as practicable to the person in charge or some other responsible representative of the employer;
8. Employees observed working in a manner which might cause immediate injury to either themselves or other workers shall be warned of the danger;
9. Before leaving a job, workers shall correct, or arrange to give warning of, any condition which might result in injury to others unfamiliar with existing conditions;
10. Good housekeeping methods shall be observed in all operations. Materials shall be so handled and stored as to minimize falling, tripping or collision hazards;
11. Working and storage areas and passageways shall be kept free of unnecessary obstructions. No loose object shall be placed in any area where its presence will necessitate employees crowding between such objects as moving machinery, steam pipes or other objects with which contact would be dangerous;
12. Any materials which might cause an employee to slip or fall shall be removed from floors

and other treading surfaces immediately, or suitable means or methods shall be used to control the hazardous condition;

13. All sharp, pointed or otherwise hazardous projections in work areas shall be removed or rendered harmless.

STAFF INVOLVEMENT IN COMMUNITY ACTIVITIES

The district encourages all staff to participate in community activities that have the improvement of the general welfare of the community, state and nation as their objectives.

STAFF INVOLVEMENT IN DECISION MAKING

Staff members are encouraged to participate in the decision-making process whenever practicable. Staff may become involved or serve with the school's 21st Century Schools Council and may participate in such district and building activities as the establishment of district and building goals and objectives, curriculum revision and adoption, selection of instructional materials, budget and facility planning. Contact the building principal for additional information regarding possible building and district level committee work that may be available.

STAFF/PARENT RELATIONS

The district encourages parents to be involved in their student's school experience. Teachers are advised that unless otherwise ordered by the courts, an order of sole custody on the part of one parent does not deprive the other parent of certain rights. It is the responsibility of the parent with sole custody to provide to the district any court order that curtails the rights of the non-custodial parent.

A non-custodial parent may receive and inspect the school records pertaining to his/her student and to consult with teachers concerning his/her student's welfare and education.

Non-custodial parents will not be granted visitation or telephone access to their student during the school day, unless such access is granted in writing by the custodial parent or custody agreement. Students may not be released to the non-custodial parent without the written permission of the parent having sole custody.

In the case of joint custody, it is the responsibility of the parents to provide the district, in writing, any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities. Such information will be maintained on file in the office and provided to staff, as appropriate.

Staff members with questions regarding custodial and/or non-custodial parent rights with respect to particular students should contact the office.

SUBFINDER

The district uses an integrated voice response system, called SubFinder, to report absences via **touch-tone** telephone or the SubFinder website. SubFinder uses a variety of methods, including position matching and preference lists, to fill absences/jobs. Absences may be reported 24 hours a day, 7 days a week, and should be reported in advance whenever possible (may be entered up to 45 days before the job start date). Special instructions can be left for the substitute, such as lesson plans. Absences can be monitored to see if they have been filled.

A. Definitions

Prearranged Sub – Verbal arrangement between employee and sub. Employee enters absence in SubFinder using sub’s ID number and then calls the sub with the job number in the event the sub needs to cancel. **SubFinder does not call the substitute regarding the job.**

Requested Sub – The only sub that is called up to twelve hours before the job starts. If the sub has not accepted or rejected the job by the 12-hour deadline, the system calls from the general pool those subs whose job position preference matches the employee’s job.

It is suggested that employees use “substitute requested” only if certain the substitute is home and available to be called. If more than one employee requests the same sub for the same day, its first come, first served.

Preference List – A list of substitutes ranked in order of preference that tells SubFinder who should be called first to fill an absence. Employees may fill out a form listing up to six subs; forms are available from the office manager. The list is submitted to the district office and entered in SubFinder. When employee enters an absence and wants SubFinder to find the sub, the system will call only the preference list first, beginning at 45 days before the job starts through 31 days before job start. At 30 days, the system calls preferred subs once and then all subs in the pool matching the job description.

PIN Number – Your 9-digit Social Security number.

ID Number – 4-digit number assigned by SubFinder to identify employees and request substitutes.

Job Number – Each absence **successfully** reported by an employee or administrator is assigned a job number. The substitute will receive the same job number when he **successfully** accepts the job. Always wait for the job number before leaving the system to assure that the job was successfully entered. Job numbers must be used when accessing an existing job for review or cancellation.

B. Employee Setup

New employees should receive the following SubFinder references from the District Office:

- Employee Registration Instructions
- SubFinder Employee Training Outline
- Employee Instructions/Menu Reference
- Frequently Asked Questions

Please read all handouts to familiarize yourself with SubFinder.

After the employee profile is set up at the district office, the employee should register via touch-tone phone (see Employee Registration Instructions). Please review personal information for accuracy (see Employee Instructions/Menu Reference). If you are unable to complete your voice registration, contact the district office.

Employees Who Also Sub

Employees who want to sub should notify the district office so that a separate substitute profile and ID number may be established.

C. Scheduling an Absence

Refer to the Employee Instructions/Menu Reference to enter, review, change and/or cancel an absence.

If there are two reasons for one absence (e.g., 4 hours personal leave and 4 hours illness), it requires two job numbers.

Enter every absence in SubFinder, regardless of whether a sub is required.

The absence reporting deadline for employees is **no later than one hour** prior to the scheduled start of the job.

The absence cancellation deadline for employees is **no later than one hour** prior to the scheduled start of the job. If you need to cancel an absence, please do so as soon as possible.

The job 'fails to fill' thirty minutes before the scheduled start of the job.

D. System Call-out

Morning call-out (5:30 a.m. to 1:00 p.m.) is trying to fill jobs for that day only.

Evening call-out (4:30 p.m. to 9:00 p.m.) is trying to fill jobs for the next day and future days.

SUPERVISION OF STUDENTS

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

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

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

No other staff member may leave his/her assigned group unsupervised except as appropriate supervision arrangements have been made to take care of an emergency.

During school hours, or while engaged in school-sponsored activities, students may be released only into the custody of parents or other authorized persons.

TEACHING ABOUT RELIGION

Religious education is the responsibility of the home and religious institution. Public schools are obligated to maintain neutrality in all such matters.

As religion influences many areas of education such as literature and history, its role in civilization may be taught when consistent with curriculum and teaching assignment. In such instances, teachers may provide information and opportunity for students to study the forms of various religions.

Though teachers may be permitted to expose students to information concerning religious beliefs, teachers may not advocate, openly, ~~or~~ covertly or by subtlety, a particular religion or religious belief.

Holidays which have a religious and secular basis may be observed in the district's schools as follows:

1. The historical and contemporary values and the origin of religious holidays should be explained in an unbiased and objective manner without sectarian indoctrination;
2. Music, art, literature and drama having religious themes or bases are permitted and encouraged as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;

The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are a part of a religious holiday are permitted

as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. These holidays may include Christmas, Easter, Passover, Hanukkah and Thanksgiving. Students and staff members will be excused from participating in practices that are contrary to their religious beliefs without penalty.

TELEPHONES/FAX

Telephones and fax lines are available throughout the building for staff convenience, and are generally reserved for district business. Long distance calls for district business purposes may be placed from a telephone with an unrestricted line, located in the office. Local personal telephone calls made during working hours from district telephones should be brief, infrequent and placed before or after school, during breaks, lunch or at other times when staff is not responsible for supervising students. Personal long distance calls may not be made on district telephones, even if staff offers to reimburse the district for such charges. If it becomes necessary to make personal long distance calls while at work, such calls must be made with the staff member's personal calling card or by pay phone.

TOBACCO-FREE ENVIRONMENT

In order to protect the health of students, staff and the general public, provide a healthy working environment and promote good health for students, tobacco use is prohibited in all district buildings, on district property and in district-owned vehicles. If staff members leave district property in order to use tobacco products, such use should be out of the sight of students.

Tobacco use is as the carrying or smoking of any kind of lighted pipe, cigar, cigarette or any other smoking equipment or material or the chewing or sniffing of a tobacco product.

TRAVEL AND REIMBURSEMENT

Board Policy and Administrative Regulation DLC govern expense reimbursement for staff traveling on district business. A copy of this policy and AR is included in the appendix. Only ordinary and necessary travel expenses directly related to school business will be reimbursed. Original receipts must be provided in order to be reimbursed. Review the policy and the AR's carefully prior to traveling on district business. Questions about these procedures should be directed to the district Business Office.

TUTORING

No private tutoring for which a staff member receives a fee is permitted in district schools on school time. District facilities, materials or equipment may be used under the same conditions as this property is made available to the general public and the authorized use is consistent with ORS Chapter 244.

USE OF PRIVATE VEHICLES FOR DISTRICT BUSINESS

The use of private vehicles for district business, including the transportation of students, is generally discouraged. Staff members should use district-owned vehicles whenever possible, scheduling activities and other transportation far enough in advance to avoid any non-emergency use of private vehicles. No staff member may use a private vehicle for district business without permission from the building principal or district business manager.

VOLUNTEERS

The district encourages the constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of staff.

Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

Staff members interested in securing the services of a volunteer or with names of individuals expressing an interest in volunteering should contact the office.

Volunteers who are not parents or guardians of students must complete a Volunteer Registration Form and be screened by the district office prior to beginning their volunteer assignment.

Volunteers should report their time on the log at the school office.

WEAPONS

In accordance with Oregon law, any employee who has reasonable cause to believe a student or other person has, within the previous 120 days, unlawfully been in possession of a firearm or destructive device as defined by the district's weapons policy, shall immediately report such violation to an administrator, his/her designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device. Parents will be notified of all conduct by their student that violates the district's weapons policy.

Employees shall promptly report all other conduct prohibited by the district's weapons policy to an administrator.

APPENDIX

REPORT OF ACCIDENT School/Site _____ Date of Accident _____ Time of Accident _____

USE OF FORM: Use form when significant accident occurs on school property involving a student, employee or visitor that

1. Requires medical attention beyond first aid or
2. Could have resulted in a more serious injury than actually occurred.
3. A copy of report must be filed at the school district office within one week of accident.

1. Name of injured _____ Student _____ Employee _____ Visitor _____

2. Address and phone number, if visitor _____

3. Witness(s) None _____ Yes _____ Name(s) _____

4. Nature of Injury (Indicate part(s) of body involved; sprain, cut, fracture, etc.)* _____

5. What was the person involved doing when accident occurred?*

6. If student was involved, name staff member in charge: _____

7. Immediate Action Taken: (Complete all that apply)

| | | Date/Time |
|-----------------------------|-----------------------|-----------|
| a. First aid treatment | _____ by (name) _____ | _____ |
| b. 911 phoned | _____ by (name) _____ | _____ |
| c. Principal notified | _____ by (name) _____ | _____ |
| d. Parent or other notified | _____ by (name) _____ | _____ |
| e. Sent home | _____ by (name) _____ | _____ |
| f. Sent to physician | _____ by (name) _____ | _____ |
| g. Sent to hospital | _____ by (name) _____ | _____ |

8. Do you know if there have been close/minor accidents in the same area or activity?* _____ If yes, please describe:

9. What can be done to prevent future accidents?*

*(Use reverse side if additional space is needed.)

Signature of Person Reporting Date

Signature of Administrator Date

Ashland School District 5

Code: **DLC**
Adopted:8/13/90
Revised:2/10/03
Orig. Code(s):DLC

Expense Reimbursements

The district will reimburse employees for authorized expenses incurred for professional growth and/or job requirements in accordance with administrative regulations developed by the superintendent and consistent with current collective bargaining agreements, salary and benefit documents and Internal Revenue Service requirements.

END OF POLICY

Legal Reference(s):

[ORS 294.155](#)
[ORS 332.107](#)

[OAR 581-022-1660](#)

Internal Revenue Code, 26 U.S.C. Section 162; 26 CFR 1.162-1 (2001).

Internal Revenue Service *Travel, Entertainment, Gift and Car Expenses* (IRS Publication 463) (2000).

Ashland School District 5

Code: **DLC-AR**
Adopted: 2/10/03
Revised: 12/1/04

Staff Expense Reimbursement

Expense reimbursement for staff traveling on approved district business will be governed by the following procedures. Travel expenses include travel fares, meals and lodging and expenses incident to travel. Only travel expenses as are ordinary and necessary in the conduct of approved travel for district business purposes and directly attributable to it will be reimbursed. As used in this regulation an “ordinary” expense means one that is common and accepted in the profession; a “necessary” expense means one that is essential and appropriate in order to conduct district business.

In-District Travel – Use of Private Vehicles

1. Staff will use district-owned vehicles, whenever possible, in conducting district business that requires travel within district boundaries.
2. Private vehicles may be used in conducting district business only with prior building principal approval. In-district travel approval may be granted by the building principal for individual trips or by blanket approval, as deemed appropriate.
3. Travel in a private vehicle for the purpose of conducting district business may be approved when:
 - a. A district vehicle is not available;
 - b. The destination is not conveniently accessible by commercial carrier;
 - c. Various points must be visited and commercial carrier schedules are such that the use of commercial carrier transportation is not practical;
 - d. Carrying articles by commercial carrier would not be feasible;
 - e. Commercial travel is deemed to be less economical.

Out-of-District Travel (In-state) – Use of Private Vehicles

1. Staff will use district-owned vehicles, whenever possible, in conducting approved district business that requires in-state travel outside district boundaries.
2. Private vehicles may be used only with prior site administrator approval. Out-of-district travel approval may be granted by the site administrator for individual trips or by blanket approval, as deemed appropriate.

Out-of-State Travel

Out-of-state travel requires prior superintendent approval.

Insurance Coverage

1. Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct district business. It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance.
2. The responsibility of the district for damages resulting from vehicle accidents is not the same as set forth in the district's general liability insurance policy. The employee's insurance coverage provides primary coverage when the employee is driving his/her own vehicle on approved district business.

Meals and Meetings

1. Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for district business. Meals include amounts spent for food, beverage, taxes and related gratuities not to exceed 15 percent. Alcoholic beverages will not be reimbursed by the district. See **Expense Reimbursement Request and Accounting Procedures** below and limitations per applicable employee collective bargaining agreements.
2. Expenses in excess of the district's established limit are ordinarily the responsibility of the employee and may be reimbursed only with superintendent approval. Original itemized receipts for all meal expenses must be secured and attached to the claim.

Reservations, Commercial Carrier and Lodging

1. Travel and lodging must be conducted in the most expeditious and cost-effective manner, as determined by the district.
2. The district prohibits the accrual of travel credits for individuals traveling on approved district business.

Vehicle Rentals

1. Rental vehicles may be used only when use will effect a savings or otherwise be more advantageous to the district or when the use of other transportation is not feasible. All vehicle rentals must be arranged through the district business office. Any additional costs incurred for other usage will be the personal responsibility of the traveler.

Cancelled Trips

1. If an employee cannot leave at the scheduled time, it is his/her responsibility to call the travel agency or carrier and arrange to have the tickets cancelled or exchanged.
2. Commercial carrier reservation cancellations must be made at least 24 hours before departure time, whenever possible.
3. Lodging reservations must be cancelled by the employee as soon as possible to avoid a cancellation charge.

Personal Travel Combined with District Business Travel

1. If an individual traveling on approved district business engages in both business and personal activities, travel expenses incurred will be reimbursed only for expenses that are ordinary and necessary in the conduct of district business. Expenses incurred as a part of personal business are the sole responsibility of the traveler.
2. When personal travel is combined with approved district business travel and the individual is not traveling by the most expeditious and cost-effective manner, any additional costs must be paid by the traveler.
3. Time away from work caused by not traveling by the most expeditious means available for personal purposes must be charged to vacation or other appropriate leave.
4. Vacation or other personal leave may be taken in conjunction with approved district travel subject to the following:
 - a. Time delays related to approved district business are charged as working time even if no work is performed;
 - b. If the employee does not travel by the most cost-effective manner, as determined by the district, for approved district business or for personal travel combined with travel for district business purposes, he/she must pay the additional cost (e.g., increased fare, meals, lodging expenses, etc.) incurred as a result of the personal travel;
 - c. All subsistence and local transportation (taxi, vehicle fare, etc.) while on vacation status or other appropriate leave must be paid by the employee;
 - d. The traveler will not be required to pay any of the basic transportation costs incurred as a part of the approved district business, even though he/she spends a substantial part of the total time away from home on vacation or other personal leave, provided the employee was traveling on approved district business;
 - e. A traveler who decides on his/her own to conduct district business without prior approval, while on vacation or other personal leave, cannot then use this as a justification to have the district pay his/her basic transportation cost from the district to the location visited, or submit a request for other expense reimbursement.

Expense Reimbursement Request and Accounting Procedures

1. Reimbursement requests detailing actual expenditures must be submitted on the district's travel expense form and approved by the principal/supervisor in writing. Original itemized receipts and supporting documentation must accompany all expense reimbursement requests. This includes, but is not limited to, receipts for transportation, lodging, meals, registration, conference and workshop fees. All requests must be submitted to the district office within 10 working days of the conclusion of the trip.
2. Expenses which consist primarily of the cost of furnishing meals for others will be reimbursed only if they are incurred while conducting district business. A travel expense report must be submitted which includes: a. names of guests; b. organizations involved; c. full explanation of the district business purpose of the meeting.
3. In the event a vehicle was rented, a copy of the rental agreement must be attached to the travel expense report.
4. Any claim for mileage reimbursement only may be submitted at the end of each month in which reimbursement is to be claimed. A claim must be submitted no later than the employee's last working day of the school year. Reimbursement claims later than that will be denied.
5. Mileage for approved district business travel in a private vehicle will be reimbursed at the current rate per mile established by the district, collective bargaining agreement or Internal Revenue Service (IRS), as applicable.

Reimbursable Expense Limitations

1. Meal and lodging expenses may be reimbursed subject to the limitations in current collective bargaining agreements.
2. Gratuities must not exceed 15 percent and must be included as a part of the receipt. Gratuities in excess of 15 percent are the responsibility of the employee and will not be reimbursed by the district.
3. Other expenses, such as toll charges or parking fees, may be reimbursed if length of trip or circumstances demand.
4. Lodging will be reimbursed at rates per applicable employee collective bargaining agreements. Reimbursements will not include charges for personal telephone calls, in-room movie rentals or other personal expenses not related to district business.

EMPLOYEE LEAVE REQUEST

Name _____ Position _____

Building _____ Date Submitted _____

TYPE OF REQUEST

- _____ Personal Leave _____ Vacation/Non-Duty
- _____ Association/Union _____ Military Duty (attach verification)
- _____ Bereavement _____ (relationship)
- _____ Classroom Extension (field trip or other activity that extends the classroom)
- _____ Staff Development (circle one: conference workshop school visitation class observation)
- _____ Program Development (circle one: curriculum work committee work)
- _____ Athletic Leave (circle one: clinic coaching other _____)
- _____ Family Medical Leave Act/Oregon Family Leave Act (See Staff Handbook for Details.)
- _____ Leave W/O Pay *(The formula for determining if the district will continue the employee's insurance coverage is: Total number of unpaid leave days for the current school year divided by total number of work days in the school year x 12. If the answer results in over .50, the employee would need to pay for their insurance coverage. Prior to the leave, the district office administration will inform employees if they need to pay their own insurance coverage.)*

_____ Other (Specify) _____

Justification for Request _____

COMPLETE APPLICABLE SECTIONS:

Dates Absent From Duty _____

Funding Requested

Conference _____

Transportation \$ _____

Location _____

- _____ District Car
- _____ Private Car (Attach a copy of personal insurance info.)
- _____ Credit Card (pick up at D.O.)

Substitute Required Yes _____ No _____

Days Absent – Year to Date _____

Future Absences Anticipated _____

Registration \$ _____
Please attach registration form to CO-40 & send to DO in advance.

Employee Signature _____

Other \$ _____

Total \$ _____

DISPOSITION OF REQUEST:

- _____ Approved
- _____ Denied

Principal/Supervisor's Signature _____

Date _____

INSTRUCTIONS: Submit form to Principal/Supervisor for signature.
Send 1 copy to: District Office, Principal, Employee

Ashland School District 5

Code: **EHA**
Adopted: 10/11/04
Revised:
Orig. Code(s):

Health Insurance Portability and Accountability Act

The Board has determined that it meets the definition of a hybrid of covered entities¹ under the Health Insurance Portability and Accountability Act (HIPAA). As the district offers health-care provider programs and services that include electronic billing for the reimbursement of services under Oregon Medicaid programs, or contracts with another entity to provide such services, it is subject to HIPAA. In all electronic transactions involving student education records information, the district will adhere to the transaction requirements of HIPAA and the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA).

Additionally, because the district self-insures a health plan, it also meets the health plan definition under HIPAA. Accordingly, the district will safeguard the protected health information² of employees from use or disclosure that may violate standards and implementation specifications to the extent required by law.

As a covered entity, the district will meet the national electronic transaction standards and applicable requirements of federal law designed to ensure the security of protected health information of employees and student education record information created or received by the district.

In order to meet the notice requirements under the health-care provider provisions of the law, information will be provided to students and parents of their rights under FERPA in accordance with established procedures as set forth in Board Policies Jo-Education Records, JOA – Directory Information, JOB – Personally Identifiable Information and related administrative regulations.

The superintendent will designate an individual responsible for responding to HIPAA inquiries, complaints and for providing adequate notice of employee rights and district duties under the health plan provisions of the Act. Notice will include the privacy provisions of the law, and uses of employee protected health information and disclosures that may be made by the district.

¹A “covered entity” is an entity subject to HIPAA. These include those entities defined under the Act as a health plan, health-care clearinghouse, health-care provider or a hybrid entity. A hybrid of covered entities is a single legal entity that is a covered entity and whose covered functions are not its primary function. Self-insured health plans and Internal Revenue Service Section 125 plans with 50 or more participants operated or maintained by public schools entities are covered health plans for HIPAA privacy rule purposes. Similarly, any provider of services, a provider of medical or health services as defined in section 1861 of the Act, 42 U.S.C. 1395X(s)(5) and any person or organization who furnishes, bills or is paid for health care in the normal course as defined by 45 CFR Section 160.103 is also subject to HIPAA requirements as a health-care provider. Districts should review their programs and services with their legal counsel in determining HIPAA applicability.

²“Protected health information” means individually identifiable health information that is: (1) transmitted by electronic media; (2) maintained in electronic media; (3) transmitted or maintained in any other form or medium. Protected health information excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, as amended, 20 U.S.C. 1232g, and employment records held by a covered entity in its role as employer.

Continued

Health Insurance Portability and Accountability Act - EHA
(continued)

Training will be provided to all current staff and new employees determined by the district to have access to the protected health information of employees and student education records. Training will be provided within a reasonable period of time after the individual's hiring, and to those employees when their duties may be impacted by a change in the district's policy and/or procedures.

Individuals who believe their privacy rights have been violated may file a complaint in accordance with established district procedures. Employee complaints may also be filed directly with the U.S. Secretary of Health and Human Services. There shall be no retaliation by the district against any person who files a complaint or otherwise participates in an investigation or inquiry into an alleged violation of an individual's protected privacy rights. All complaints received will be promptly investigated and documented, including their final disposition.

The superintendent will ensure that satisfactory assurance has been obtained from any business associate³ performing HIPAA-covered activities or functions on behalf of the district that the protected health information it receives from the district will be protected. Such assurance will be in the form of a written agreement, or may be included as a part of the district's contract with the business associate.

Employees in violation of this policy or procedures established to safeguard student education records information and the protected health information of employees will be subject to discipline up to and including dismissal.

The superintendent is directed to ensure an assessment of district operations is conducted to determine the extent of the district's responsibilities as a covered entity under HIPAA and to develop internal controls and procedures necessary to implement this policy and meet the requirements of law. The procedures shall include provisions for record keeping, documentation of the district's compliance efforts and appropriate administrative, technical and physical safeguards to protect the privacy of student education records and employee protected health information and to ensure that any request is limited to information reasonably necessary to accomplish the purpose for which the request is made.

³A "business associate" means a person who on behalf of such covered entity or of an organized health-care arrangement in which the covered entity participates, but other than in the capacity of a member of the workforce of such covered entity or arrangement, performs or assists in the performance of: (1) a function or activity involving the use or disclosure of individually identifiable health information, including claims processing or administration, data analysis, processing or administration, utilization review, quality assurance, billing, benefit management, practice management and repricing; or (2) any other function or activity regulated by HIPAA.

Continued

Health Insurance Portability and Accountability Act - EHA
(continued)

In the event of a change in the law that may impact this policy or established district procedures, the superintendent shall ensure appropriate revisions are recommended for Board approval, necessary changes are implemented and notification is made to staff and others, as appropriate.

END OF POLICY

Legal Reference(s):

ORS 332.107

Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, 42 U.S.C. 1320d-1320d-89; 45 CFR Parts 160 and 164.

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

Ashland School District 5

Code: **GBDA**
Adopted: 2/11/08

Mother Friendly Workplace

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

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

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

The district shall provide the employee a 30-minute rest period to express milk during each four-hour work period, or the major part of a four-hour work period, to be taken by the employee approximately in the middle of the work period.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 653.077
ORS 653.256

Ashland School District 5

Code: **GBN/JBA**
Adopted: 9/13/99
Revised/Readopted: 8/11/03, 4/12/04
Orig. Code(s): JBA

Sexual Harassment

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

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

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

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual gestures or obscene jokes, touching oneself sexually or talking about one's sexuality in front of others or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any student or employee who has knowledge of conduct in violation of this policy or feels he/she is a victim of sexual harassment must immediately report his/her concerns to the building principal, compliance officer or

superintendent, who has overall responsibility for all investigations. A student may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official. The student and the student's parents or staff member who initiated the complaint shall be notified of the findings of the investigation and, if appropriate, that remedial action has been taken.

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

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

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

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available. This policy as well as the complaint procedure will be made available to all students, parents of students and staff in student/parent and staff handbooks. The district's policy shall be posted in all schools. Such posting shall be by a sign of at least 8 1/2" by 11".

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

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)
[ORS 342.850](#)

[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)

[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. Section 2000(d).
Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. Section 2000(e).
Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1681-1683; 34 CFR Part 106 (2000).
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999).
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998).

Ashland School District 5

Code: **GBN/JBA-AR**
Adopted: 12/1/04

Sexual Harassment Complaint Procedure

Building principals, the compliance officer and the superintendent have responsibility for investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Step I Any sexual harassment information (complaints, rumors, etc.) shall be presented to the building principal, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

Step II The district official receiving the information or complaint shall promptly initiate an investigation. He/She will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The district official(s) conducting the investigation shall notify the complainant in writing when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses.

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

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

Step IV If a complainant is not satisfied with the decision at Step III, he/she may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step III decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries. Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099. Additional information regarding filing of a complaint may be obtained through the building principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under OAR 584-015-0070 or 584-016-0075 when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to the TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or the Oregon Department of Human Services, Community Human Services, as possible child abuse. In the event the superintendent is the subject of the investigation, reports, when required, shall be made by the Board chair.

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

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

Any other information: _____

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

Signature: _____ Date: _____

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

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

Signature: _____ Date: _____

Electronic Communications System

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

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

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l); 47 CFR Section 54.520 (2001).

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).

Oregon Attorney General's Public Records and Meetings Manual. pp. 24-26, Appendix H, Department of Justice (2001).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.

Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.

Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15(2000).

Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, 103 Stat. 1928.

Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).

No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.

Electronic Communications System

Definitions

1. “Technology protection measure,” as defined by the Children’s Internet Protection Act (CIPA) means a specific technology that blocks or filters Internet access to visual depictions that are:
 - a. Obscene, as that term is defined in Section 1460 of Title 18, United States Code;
 - b. Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or
 - c. Harmful to minors.
2. “Harmful to minors” as defined by CIPA means any picture, image, graphic image file or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
 - b. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. taken as a whole, lacks serious literary, artistic, political or scientific value to minors.
3. “Sexual act; sexual contact” as defined by CIPA have the meanings given such terms in Section 2246 of Title 18, United States Code.
4. “Minor” as defined by CIPA means an individual who has not attained the age of 17. For the purposes of Board policy and this administrative regulation, minor will include all students enrolled in district schools.
5. “Inappropriate matter” as defined by the district means material that is inconsistent with general public education purposes, the district’s mission and goals.

General District Responsibilities

The district will:

1. Designate staff as necessary to ensure coordination and maintenance of the district’s electronic communications system which includes all district computers, E-mail and Internet access;
2. Provide staff training in the appropriate use of the district’s system including copies of district policy and administrative regulations. Staff will provide similar training to authorized system users;

3. Cooperate fully with local, state or federal officials in any investigation relating to misuse of the district's system;
4. Use only properly licensed software, audio or video media purchased by the district or approved for use by the district. The district will comply with the requirements of law regarding the use, reproduction and distribution of copyrighted works and with applicable provisions of use or license agreements;
5. Install and use desktop and/or server virus detection and removal software;
6. Provide technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or with respect to the use of computers by minors, harmful to minors. An administrator, supervisor or other individual authorized by the superintendent may make a recommendation to disable technology protection measures to the system's administrator by completing the attached form, "Form to Unblock Access to an Instructional Website;"
7. Prohibit access by minors, as defined by CIPA and this regulation, to inappropriate matter on the Internet and World Wide Web;
8. Provide staff supervision to monitor the on-line activities of students to prevent unauthorized access, including "hacking" and other unlawful activities on-line, and ensure the safety and security of minors when authorized to use E-mail, chat rooms and other forms of direct electronic communication;
9. Determine which users and sites accessible as part of the district's system are most applicable to the curricular needs of the district and may restrict user access, accordingly;
10. Notify appropriate system users that:
 - a. The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications;
 - b. Files and other information, including E-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned E-mail system;
 - c. The district may establish a retention schedule for the removal of E-mail;

- d. E-mail sent or received by a Board member or employee in connection with the transaction of public business may be a public record and subject to state archivist rules for retention and destruction;
 - e. Information and data entered or stored on the district's computers and E-mail system may become discoverable evidence if a public records request is made or a lawsuit is filed against the district. "Deleted" or "purged" data from district computers or E-mail system may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the district;
 - f. The district may set quotas for system disk usage. The district may allow system users to increase their quota by submitting a written request to the supervising teacher or system coordinator stating the need for the increase;
 - g. Passwords used on the district's system are the property of the district and must be provided to their supervisor or designated district personnel, as appropriate. Passwords that have not been provided to the district are prohibited;
11. Ensure all student, staff and nonschool system users complete and sign an agreement to abide by the district's electronic communications policy and administrative regulations. All such agreements will be maintained on file in the school office.

System Access

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

Board members, district employees, students in grades K-12, with parent approval and when under the direct supervision of staff, and others with administrative approval.
2. Students, staff, Board members, volunteers, district contractors and other members of the public may be permitted to use the district's system for personal use, in addition to official district business, consistent with Board policy, general use prohibitions/guidelines/etiquette and other applicable provisions of this administrative regulation. Personal use of district-owned computers including Internet and E-mail access by employees is prohibited during the employee's work hours. Additionally, Board member and employee use of district-owned computers may be permitted only when such use does not violate the provisions of ORS 244.040 and use is under the same terms and conditions that access is provided to the general public under the district's policy governing use of district equipment and materials.

General Use Prohibitions/Guidelines/Etiquette

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

1. Prohibitions

The following conduct is strictly prohibited:

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

- i. Attempts to use another individual's account name or password, failure to provide the district with individual passwords or to access restricted information, resources or networks to which the user has not been given access.
2. Guidelines/Etiquette

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

Complaints

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

Violations/Consequences

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

Information Content/Third Party Supplied Information

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

USER AGREEMENT AND PARENT PERMISSION FORM

As a user of the Ashland Public Schools computer network, I hereby agree to comply with the above stated rules – communicating over the network in a responsible fashion while honoring all relevant laws and restrictions.

Student Signature _____ Date _____

As the parent or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use – setting and conveying standards for my son or daughter to follow when selecting, sharing or exploring information and media.

Parent Signature _____ Date _____

Name of Student _____ Birthdate _____

School _____ Grade _____ Soc Sec # _____

Street Address _____ Home Phone _____

International Travel Guidelines

International trips present opportunities for learning that are outside familiar environments. These trips are expected to be organized only when a valuable educational opportunity is available to our students. Instructor preparations and expectations are significant and student attendance is a privilege. International travel is limited to high school students.

Trip Proposal

The instructor organizing the trip must present a proposal to the Ashland School Board through the Superintendent for initial authorization. The proposal for initial authorization must include the following:

1. **Recommendation of the School Administrator and Superintendent.** A recommendation of the High School Principal and the Superintendent regarding authorization of the trip should be included in the proposal. If any recommendation is not favorable to the trip, the reasons should be clearly stated.
2. **Dates of Trip.** Note the approximate date on which students would leave and return to Ashland. International trip proposals should be submitted at least one year in advance and preferably earlier. For student competitions, when options to participate in events occur with short notice, instructors should provide as much notice as possible.
3. **Outline of benefits to students.** Describe the cultural, educational, athletic or other competitive benefits gained by this trip.
4. **Finance plan:** No District funds may be used for international travel. Therefore, an important part of the plan for the trip is the trip budget and fund raising plan. Identify how much money is required in total and the estimated cost per student attending. Student/parent financial commitments should be outlined and mandatory payment dates scheduled. Provide a plan for financial aid for those families who cannot provide the necessary funds for their children. Designate the appropriate student body fund account for the AHS office to record and hold funds until the date needed. Teachers and coaches do not generally receive extra duty pay for these trips. The trip is considered a value. All expenses may be covered for the teacher or coach to participate as a part of the fund raising plan.
5. **Student Qualification Plan.** Include information about how a student might qualify to participate on the trip. For instance, you may include a written essay, parent commitment form, a minimum grade point average, etc. For athletic, debate, or other group competition or activity trips, some form of individual student qualification is still recommended. Requiring a student to qualify for the trip ensures that the student finds value in the trip and will work to make the trip successful. Teachers are encouraged to review trip lists with administrators or other support staff to identify

Continued

possible high-risk students to ensure their success. A teacher or coach may choose not to take a student on a trip if he or she has concerns about the student's behavior that cannot be resolved after working with the family.

Once initial authorization has been received from the Board, a more detailed proposal must be submitted, which must also be approved. This proposal must include the following information:

- 1. Safety/Insurance/Communication Plan.** Outline the steps that will be taken to ensure student safety during travel, overnight, and during the daytime events. For example, make sure that your trip is not to a country identified as unsafe due to hostilities on the U.S. Department of State list of Travel Warnings. Develop a plan of action and procedures in the event of a medical or political emergency. Attach to your proposal copies of liability waiver forms and optional, additional insurance options: travel, trip cancellation, medical evacuation, etc. (available through group travel or private agencies) which will be available for students to purchase prior to the trip. Outline plans for instructing students on rules of conduct, safety in public places, group check in procedures, etc. prior to the trip. Provide plans for addressing student health issues related to medical alerts, seizures, asthma, diabetes, allergies or special education requirements. Address how special student needs will be communicated to the assigned chaperones. Cell phone numbers and email addresses of all instructors, chaperones, local contacts, and students must be developed and a copy provided to all parties and parents. Included will be emergency numbers and a contact at the Ashland School District. Also included will be contact information for all accommodations and major stops. Consider purchasing group T-shirts for easy student identification in crowded locations.
- 2. Transportation Plan.** For air travel, include information about the airline to be used, layover times, plans for transit to major airports (if not flying out of Medford), backup plans in case of delay or missed flights. If a bus travel is planned, check with the District office regarding current State requirements.
- 3. Lodging Plan.** Identify whether students would be staying at hotels (preferably in safe locations with interior hallways), with families in a home stay situation, or if large group sleeping accommodations, such as a gymnasium or church, will be used. If students will be staying with local families at their destination, these arrangements should be made in coordination with a trusted contact at the trip destination. Identify plan for making student room assignments (strategize for positive behavior, place "high risk" students in adult rooms), number of students per room, adult chaperone placement and duties, hall and room check plan. Identify whether the planned hotel has the option of blocking inappropriate television channels. Identify plans for curfew and lights out times.
- 4. Chaperone Plan.** Outline the proposed student-chaperone ratio, plans for chaperone training, expectations of chaperones (i.e. bed checks, escorting students who misbehave, foreign language skills, medical skills, etc.). Discuss if and when students will be allowed "chaperone-free" time and how the safety of students will be managed during these times. Assigning a group of students to each chaperone is a successful strategy. Also, requiring chaperones to review rules with their group helps ensure that everyone knows the rules.

Continued

5. **Behavior Contract.** Attach to your proposal a copy of your student Behavior Contract and Parent Consent Forms which will be required prior to the trip.
6. This proposal must be submitted to the District Office one week prior to the regular business meeting of the Board in order for the Board to sufficiently review materials prior to discussing the proposal at the regular, monthly, meeting.

Potentially High-Risk Students

The administrator and the teacher will develop a plan for potentially high-risk students (i.e., medical, behavior, 18 years old, graduates, etc.). The plan may include an “expectations” and “consequences” contract between the student, parents and school staff. Upon review, it may be determined that some students should not attend the trip.

Transportation and Travel Arrangements

Since international trips will likely use air travel, it is advisable to use a recommended travel company specializing in student group travel. The benefits include not only translation services and coordination of lodging and ground transportation at your destination, but also a variety of added insurance options available for the student travelers. Travel companies utilized with success previously by District teachers include ACIS and MCI.

Volunteer Chaperone Guidelines

- * Chaperones are invited to enjoy the trip and assist with supervision. Chaperones are not paid or reimbursed for their expenses relating to their costs while on the trip. For very expensive trips, the group may agree to apply some fundraised funds toward chaperone travel or lodging expenses.
- * No alcohol is allowed for the chaperones or the students.
- * Suggest each chaperone has a cell phone and each student has their number.
- * Effective supervision starts at the beginning of the trip and ends when the trip is over and parents have picked up their child.
- * Supervision is active. Adult chaperones should focus on students and be proactive about stopping inappropriate behavior before it begins. For example, the adults should not have to react to a problem but, instead, see the potential for a problem and stop it before the problem occurs.
- * To supervise students well, adults should spread out among students. The adults should not “clump” together away from students or be unaware of student behavior.
- * Get to know as many student names as possible and use student names when addressing student behavior.

Continued

- * Immediately report serious infractions (i.e., smoking, drugs or alcohol, stealing, harassment, etc.) to a staff member.
- * Interact with students and share your expertise.
- * Help implement the monitoring strategy chosen by the instructor.
- * If a student is noncompliant, notify the instructor. Do not try to force students to comply.

Discipline Standards and Procedures

Staff will develop and communicate clear expectations before the trip to students and parents. Students and parents will sign a participation agreement stating that they have read, understood, and will abide by expectations and accept possible consequences. Disciplinary action is at the discretion of the staff member(s) in charge. The decision will be based on the trip expectations, school rules, and the severity of the behavior.

1. It is absolutely necessary that school-sponsored events are free from illegal activity.
2. Board policy JFCH/JFCI - Drug and Alcohol Policy and its accompanying administrative regulations are in effect. Students who unlawfully possess, use, sell or supply drugs or alcohol at school-sponsored events will be subject to that policy.
3. Instructors and administrators are expected to show care and concern for our students. This includes actively supervising student behavior and responding to inappropriate or illegal activities.
4. “Reasonableness” is the guiding legal standard. What would a reasonable person do given the circumstances and policies that guide us?
5. The Board directs administrators and instructors to conduct prudent investigations when violations of school rules are suspected.

If possible, the investigation will be carried out by administrative staff. Parents should be notified as soon as is practical. When instructors find themselves without administrative support, they should follow these guidelines:

1. Identify the students involved (both suspects and witnesses) and separate each individual as soon as possible. Have each student write out a detailed statement of what occurred.
2. Review each written statement and interview students to clarify any conflicting information. Have an adult, third party observer observe the interviews whenever possible. Take notes during the interview. Have students add any relevant information gleaned from the interview to their written

continued

statement. Have students sign and date the written statement indicating its truthfulness and accuracy.
Continued

3. Determine if you have sufficient cause that a violation of school rules has occurred.
4. Make every attempt to contact a school administrator and outline the concerns and suspicions. Follow the directions and instructions of the administrator for proceeding with the investigation.
5. After consultation with an administrator, the instructor may need to conduct a search if possession of illegal substances is suspected. These searches may be of the student's belongings (backpacks, suitcases, etc.) or the student's person. If a search of a student's person is required, law enforcement personnel will probably be utilized. Appropriate searches for illegal substances should be guided by Board policy JFG and are based on:
 - Individualized suspicion;
 - The level of danger presented by the object of the search;
 - The size of the object;
 - The nearness of the search to the student's body.
6. After completing the investigation, the instructor will consult with an administrator and decide to do one or more of the following:
 - End the trip and return to school;
 - Send individual students home, following Guidelines for sending a student home early from a trip, below;
 - Continue with the trip while limiting the participation of suspected students;
 - Continue with the trip with no modifications.
7. As soon as is reasonably possible, parents should be notified by either instructors or administrators, regardless of the outcome of the investigation.
8. As soon as reasonably possible, the instructor should record in writing an incident summary and the steps taken to resolve the incident.
9. Upon returning to school, the instructor should conference with the appropriate administrator, review the course of action that was followed and turn over any written statements or other evidence that the instructor may have collected. Administrators will consult with the instructor, review the instructor's recommendations, and then decide upon the next steps in the discipline process.

When considering student testimony, administrators may use the following to guide their assessment of credibility. (The student's school record, the age of the student, and the relationship of the student to the investigation will all be considered in assessing credibility):

continued

Why does the administrator find this student to be credible?

- The student has no reason to lie.
- The student has nothing to gain by his/her testimony.
- The student has no prior negative history with the other students involved.
- The student's testimony has remained consistent.
- Other witnesses or evidence has corroborated the student's testimony.
- The student's record is positive.

The investigating administrator will summarize the findings of the investigation, and meet with the reporting teacher to review findings.

IF the evidence is conclusive and shows a violation that should lead to discipline, move through the discipline process with the student.

IF the evidence shows a violation of school expectations, lesser consequences will be implemented, such as:

- Exclusion from a school event;
- Detention;
- Conference with parents;
- Behavior contract;
- Drug and alcohol assessment with parental consent.

OR IF the evidence is not conclusive and it is difficult to surmise if inappropriate behavior occurred, then take no disciplinary action.

The investigating administrator and reporting teacher will meet with students and families involved, explain the results of the investigation, and inform the family of the course of action that was decided upon. If expulsion procedures are initiated, Board policy JGE (attached) will be followed. This policy guarantees a student's right to a hearing, and outlines the procedure that will be followed for an expulsion hearing. It also outlines the appeal process.

Guidelines For Sending A Student Home Early From a Trip

If a student is to be sent home, an administrator will be consulted and parents will be contacted by a staff member. The staff member and parent(s) will develop a plan to get the student home at their own expense. If a non-stop ticket to the desired destination is not obtainable, it may be necessary for a chaperone to accompany the student home at the parent's expense or it may be necessary for a parent to come to the student.

A staff member must accompany the student to the airport or train depot and see that the proper ticket is purchased, itinerary and time schedules are confirmed and to see that the student has departed. The staff member will immediately notify parents and administrators of departure and arrival times and itinerary. An administrator will call to confirm that the student arrived home safely.

Continued

Non-School-Sponsored Trips

Teachers who wish to organize non-school sponsored trips may do so through accredited travel groups. Teachers should not advertise the opportunity using class time, school email lists or other school communication methods. If teachers use their classrooms during off hours for a meeting related to the trip, they must complete a use of facility form and pay any relevant fees. Teachers should not use district copiers or other district supplies to communicate with students about the trip.

Continued

Check List

Supervision

- _____ With my administrator, I've determined how much supervision is needed based on the size of the group, the nature of the group, the location of the trip and the purpose of the trip.
- _____ I've held a meeting with chaperones and reviewed their responsibilities, trip rules and consequences.
- _____ I've held a meeting with students and reviewed trip rules and consequences.
- _____ I've notified parents of the trip rules and consequences.
- _____ A plan has been developed for potentially high-risk students (i.e., medical, behavior, 18 years old, graduate, etc.). An "expectations and consequences" contract has been written if appropriate. Chaperones have been made aware of those students. Note: training from a certified trainer is required before dispensing medicine.

Lodging

- _____ I've determined when students must be in their rooms and what time lights are turned off. Students, chaperones, and parents have been informed.
- _____ If a hotel is being used, I've chosen one that has interior hallways and that is in a safe area. I've notified the hotel management that inappropriate TV channels should be blocked.
- _____ I've scheduled a time to meet with students and chaperones to review appropriate hotel behavior.
- _____ I've assigned students and adults to rooms in a way that promotes positive behavior.
- _____ I have chosen a monitoring strategy (i.e., an adult in each room, adults in adjoining rooms, random room checks, hallway monitors, etc.) that is appropriate for the group and trip.

Other

- _____ Emergency phone list/parent phone tree
- _____ Cell phone
- _____ First aid pack
- _____ Medicine and medicine administration log (Note: training from a certified trainer is required before dispensing medicine)

Continued

_____ Itinerary and emergency list given to office manager

_____ School personnel affected by trip (i.e. principal, teachers) have been notified about who is attending the field trip.

_____ Medical release forms

_____ All students have been offered additional insurance options and/or signed waiver forms

_____ I have signed student behavior contracts for each student

END OF ADMINISTRATIVE RULE

Board policy references:

| | |
|-----------|---------------------------------|
| JFC | Student Conduct and Discipline |
| JFCH/JFCI | Drug and Alcohol Policy |
| JFG | Student Searches |
| JGA | Corporal Punishment |
| JGB | Detention of Students |
| JGD | Suspension |
| JGDA/JGEA | Discipline of Disabled Students |

Ashland School District 5

Code: **JFCJ**
Adopted: 6/10/96
Revised/Readopted: 10/13/03
Orig. Code(s): JFCJ

Weapons in the Schools

Students shall not bring, possess, conceal or use a weapon on or at district property, activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization approved by the State Board of Education (i.e., Oregon School Activities Association).

For purposes of this policy, and as defined by state and federal law, weapon includes:

1. “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;
2. “Deadly weapon” – any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. “Firearm” – any instrument, article or substance specifically designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon or any firearm silencer.
4. “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.

Weapons may also include, but not be limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to sell, harm, threaten or harass students, staff members, parents and patrons.

Replicas of weapons, fireworks and pocket knives are also prohibited by Board policy. Exceptions to the district’s replicas prohibition may be granted only with prior building principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks and pocket knives are subject to seizure or forfeiture.

In accordance with Oregon law, any employee who has reasonable cause to believe a student or other person has, within the previous 120 days, unlawfully been in possession of a firearm or destructive device as defined by this policy, shall immediately report such violation to an administrator, his/her designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

(continued)

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device. Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students found to have brought, possessed, concealed or used a dangerous or deadly weapon, firearm or destructive device in violation of this policy shall be expelled for a period of not less than one year. All other violations of the policy will result in discipline up to and including expulsion and/or referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA/JGEA – Discipline of Disabled Students, and accompanying administrative regulation.

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property.

The district may post a notice at any site or premise off district grounds, that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

“Gun-Free School Zone” signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

END OF POLICY

Legal Reference(s):

| | | |
|-----------------------|-------------|-------------|
| ORS 161.015 | ORS 339.115 | ORS 339.315 |
| ORS 166.210 – 166.370 | ORS 339.240 | ORS 339.327 |
| ORS 166.382 | ORS 339.250 | ORS 809.060 |
| ORS 332.107 | ORS 339.260 | ORS 809.260 |

(continued)

OAR 581-021-005 to –0075
OAR 581-053-0010 (5)
OAR 581-053-0015 (7) (k)
OAR 581-053-0545 (4) (c), (w)
OAR 581-053-0550 (5) (y)

Gun-Free School Zones Act of 1990, 18 U.S.C. Sections 921 (a) (25), (26) and 922(q); as amended by P.L. 104-208, Section 101(f) (1996) and P.L. 103-322, Section 320904 (1994).

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). [P.L. 94-142 is a well known “short” reference to this federal legislation.]

Youth Handgun Safety Act, 18 U.S.C. Sections 922(x) and 924(a)(6).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.

Ashland School District 5

Code: **KJA**
Adopted: 8/9/04
Revised: 8/8/05

Materials Distribution**

Materials will be approved for distribution via the schools to students by non-school-connected organizations in accordance with KJA-AR, Materials Distribution. Upon approval by the District Office, non-school-connected organizations may distribute materials at each school site.

Requests to conduct surveys, questionnaires or other forms of gathering information by nonschool organizations or individuals will require superintendent approval. In the event permission is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the students' parents to inspect such survey, upon request, before the survey is administered or distributed by a school to a student as required by the No Child Left Behind Act of 2001.

The district will not participate in any fund-raising drive that does not have the approval of the superintendent.

END OF POLICY

Legal References:

ORS 332.107

46 Op Atty Gen 239 (1989).

| | |
|-----------------------------------|---|
| ASHLAND PUBLIC SCHOOLS | Code: KJA-AR Adopted: 9/12/05 Revised 7/10/06 |
| MATERIALS DISTRIBUTION GUIDELINES | |

The The Ashland School District recognizes that the Ashland community provides many worthwhile programs and activities for youth. In order to provide families with access to information about these programs and activities, the District agrees to distribute materials from non-school connected organizations under the following conditions:

1. The program or activity is designed to serve school aged children.
2. The sponsoring agency should be clearly identified. In general, it is preferred that agencies have non-profit status and provide financial assistance and/or scholarships to qualifying students. Programs and activities sponsored by individuals or groups that are not non-profit will be considered on a case-by-case basis, and may be asked to provide additional information and documentation about their offerings.
3. Each agency must submit the following information to the District on an annual basis prior to any materials being approved for distribution. These materials will be filed at the district office after they are reviewed and approved, and must be updated annually in July of each year.
 - a. Proof of non-profit status
 - b. Description of financial assistance program and criteria to be used to determine if students qualify for assistance
 - c. Hiring and screening procedures for staff that will be working with students
 - d. Contact information for the program administration including names, addresses, telephone numbers, and e-mail addresses
- 4. Once all items outlined in number 3 have been submitted and approved, materials can be submitted to the district office for approval. Materials should be submitted at least two weeks prior to the planned distribution date.**
5. All materials to be distributed must include the following disclaimer in 12-point, bold faced type:

This flyer is distributed to Ashland School District students as a courtesy to parents per board policy. Ashland School District does not endorse or sponsor community activities including any described in this flyer. If you have questions regarding this policy, please contact your child's Principal.

(continued)

KJA-AR MATERIALS DISTRIBUTION GUIDELINES
(continued)

6. Once materials have been approved for distribution, it is the responsibility of the program sponsor to provide the appropriate number of copies for each classroom that will be distributing the materials. Information about each school, the number of classrooms, and the number of students in each classroom is available at the reception desk in the district office, and can be obtained after the materials have been approved for distribution.
7. The Director of Student Services will be responsible for the administration of the materials distribution policy. The Director will seek a community volunteer to assist in the collection of information outlined in number 3, and in the approval of materials to be distributed. The Director will have the responsibility for final approval and disapproval of all materials submitted for distribution.
8. The Board will review policy KJA and these administrative regulations. The Director of Student Services will prepare a report outlining how the administration of the Materials Distribution policy has gone, including any problems or concerns that have occurred during the year.

END OF ADMINISTRATIVE RULE

TITLE: Classroom Teacher 3.02

QUALIFICATIONS: 1. Successful experience in teaching (preferred).
2. A bachelor's degree or higher.
3. An Oregon teaching certificate (TSPC approved).
4. A belief perspective that includes the notion that all students can learn at high levels.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To lead students toward fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the locations and at the times designated.
2. Maintains the dignity of students, parents, co-workers, and self in all human interactions.
3. Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the district.
4. Prepares for classes assigned and shows written evidence of preparation upon request of immediate supervisor.
5. Establishes procedures for gathering data and diagnosing the needs and concerns of the individual student and the group.
6. Utilizes diagnostic data to meet individual and group needs.
7. Establishes evaluative procedures for assessing, interpreting and utilizing data on student performance.
8. Encourages students to set and maintain standards of classroom behavior.
9. Employs a variety of instructional techniques and instructional media consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
10. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.

Classroom Teacher

Page Two

11. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
12. To ensure safety, middle school and high school physical education teachers will supervise in the locker rooms respective of gender (i.e. a male teacher in the male locker room, female teacher in the female locker room).
13. Maintains accurate, complete and correct records as required by law, district policy and administrative regulation.
14. Assists in upholding and enforcing school rules, administrative regulations and Board policy.
15. Makes provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.
16. Attends and participates in faculty meetings.
17. Cooperates with other members of the district and building staff in planning and implementing program development activities.
18. Assists in the selection of books, equipment and other instructional materials.
19. Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of all assigned students.
20. Establishes and maintains cooperative relations with co-workers and community.
21. Provides for personal professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning.
22. Cooperates in implementing the district and school counseling programs.
23. Performs such other related duties and assumes such other related responsibilities as may be required from time to time.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Revised 10/90

TITLE: Education Resource Center Teacher 3.04

QUALIFICATIONS: 1. Holds Oregon Handicapped Child Teaching Certificate or equivalent.
2. Has experience as an elementary teacher or learning disability specialist.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: School principal

JOB GOAL: To develop and provide appropriate educational programs for handicapped children which are in compliance with district guidelines and state and federal laws.

PERFORMANCE RESPONSIBILITIES:

1. Serve as a member of the school handicapped child program development committee.
2. Administer district adopted informal and formal instruments to students referred; conduct classroom observations and personal interviews; and provide the accumulated individual assessment data for decisions at professional staffings.
3. Develop with appropriate personnel an individualized educational plan which includes information on the student's strengths and weaknesses, modality of learning and statement of goals; translate the diagnostic findings into written instructional and behavioral recommendations for teaching.
4. Provide direct instruction to selected handicapped children as specified in the child's individualized education program.
5. Maintain records and submit reports when requested on students for whom educational appraisal was initiated and on students who are receiving handicapped child program services.
6. Submit requests for needed testing materials, supplies, and resources to the program supervisor for carrying out job responsibilities.
7. Participate in designated staff development activities, meetings and conferences designed to provide educational growth and development.
8. Perform those duties and responsibilities expected of all staff members.

EVALUATION: Performance of this job will be evaluated annually in accordance with Board policy.

8/79

TITLE: Learning Center Teacher 3.05

QUALIFICATIONS: 1. Holds Oregon Handicapped Child Teaching Certificate or equivalent.
2. Has experience as a secondary teacher or learning disability specialist.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: School principal

JOB GOAL: To develop and provide appropriate educational programs for learning disabled and low-skilled students which are in compliance with district guidelines and state and federal laws.

PERFORMANCE RESPONSIBILITIES:

1. Serves as a member of the school's multidisciplinary assessment team.
2. Administers district adopted informal and formal assessment tests to students referred; conducts classroom observations and personal interviews; and provides the accumulated data for decisions at professional staffings.
3. Develops with appropriate personnel an individualized educational plan which includes information on the student's strengths and weaknesses, modality of learning and statement of goals; translates the diagnostic findings into written instructional and behavioral recommendations for teaching.
4. Provide appropriate academic instruction and support services to Learning Disabled and low-skilled students as determined by testing and MDT Team recommendations.
5. Maintain records and submits reports when requested on students who are receiving learning center program services.
6. Submits requests for needed testing materials, supplies, and resources to the program supervisor for carrying out job responsibilities.
7. Participate in designated staff development activities, meetings and conferences designated to provide educational growth and development.
8. Performs those duties and responsibilities expected of all staff members.

EVALUATION: Performance of this job will be evaluated annually in accordance with Board policy.

Adopted 4/86

TITLE: Child Development Specialist

3.09

- QUALIFICATIONS:
1. Holds Personnel Services Certificate or a Personnel Certificate of Accomplishment as issued by the Teacher's Standards and Practices Commission or a Competency-Based Certificate of Authorization from the Oregon Department of Education.
 2. Training in child growth and development, human interaction, and counseling and learning theories.
 3. Experience in coordinating child development activities with human resource services.
 4. Sensitive and tactful person, with an ability to work with children and adults.

REPORTS TO: School Principal and Project Director

JOB GOAL: To provide guidance to children ages four to nine. To build self esteem and to develop the communication skills of these children while teaching them to accept personal responsibility as a key to learning and living. To guide children around potential learning problems through positive reinforcement. To emphasize the individual child and bring resources to that child by coordinating home, school, and community into a cooperative effort.

PERFORMANCE RESPONSIBILITIES:

1. Establish and communicate services and referral systems to children, teachers and parents.
2. Assess the development, self esteem, socialization and communication needs of referred children.
3. Develop and follow to completion, individual action plans to assist in each child's growth.
4. Organize and implement groups to serve specific growth and development needs of children.
5. Serve as a resource for teachers in designing and implementing affective learning activities in classrooms.
6. Provide inservice training and resources to parents, teachers and other staff members.
7. Cooperate with others in school utilizing observation, interpretation, group process and case record skills.

EVALUATION: Performance of this job will be evaluated annually in accordance with board policy.

Adopted June 1986

TITLE: Special Education Transition Center Teacher

3.10

- QUALIFICATIONS:
1. Holds Oregon Handicapped Child Teaching Certificate
 2. Has experience as a secondary teacher or learning disability specialist.
 3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
 4. Has experience with emotionally disturbed students, specifically high school/middle school age, in school or residential setting.

REPORTS TO: Principal

JOB GOAL: To develop and provide appropriate educational programs for learning disabled and high needs students which are in compliance with district guidelines and state and federal laws.

PERFORMANCE RESPONSIBILITIES:

1. Serves as a member of the school's IEP team.
2. Administers district adopted informal and formal assessment tests to students referred; conducts classroom observations and personal interviews; and provides the accumulated data for decisions at professional staffings.
3. Develops with appropriate personnel an individualized educational plan which includes information on the student's strengths and weaknesses, modality of learning and statement of goals; translates the diagnostic findings into written instructional and behavioral recommendations for teaching.
4. Provide appropriate academic instruction and support services to learning disabled and high needs students as determined by testing and IEP team recommendations.
5. Maintain records and submits reports when requested on students who are receiving learning center and/or transition center services.
6. Submits requests for needed testing materials, supplies, and resources to the program supervisor for carrying out the job responsibilities.
7. Participates in designated staff development activities, meetings and conferences designated to provide educational growth and development.
8. Provides clear and consistent implementation of the behavior plans.
9. Communicates effectively with students and diverse needs, their parents, and staff members.

Special Education Transition Center Teacher
Page Two

10. Maintains a safe and structured learning environment for students.
11. Acts as a strong advocate for special needs students and have strong skills in communicating with regular education teachers regarding appropriate instructional modifications that are needed.
12. Performs those duties and responsibilities expected of all staff members.

EVALUATION: Performance of this job will be evaluated annually in accordance with Board policy.

Adopted: 5/10/01

TITLE: Speech-Language Pathologist 3.20

QUALIFICATIONS: 1. Successful completion of an approved speech pathology program.
2. Oregon teachers' license with speech impaired endorsement and acquire Oregon Health Board of Examiners' speech pathology license, or.
3. Oregon Health Board of Examiners' speech pathology license.

REPORTS TO: Coordinator of Special Education

JOB GOAL: To help students communicate appropriately through planning, implementation, and evaluation of individualized educational programs.

PERFORMANCE RESPONSIBILITIES:

1. Assess individual speech-language needs of students and make recommendations.
2. Prepare individual educational programs and materials.
3. Deliver effective speech-language therapy to identified students.
4. Consult with parents to integrate home and school goals.
5. Assist schools in multidisciplinary, IEP, placement, intervention, and other educational decisions.
6. Provide consultation to teachers regarding speech-language interventions.
7. Establish and maintain positive, flexible, and cooperative relationships with the school community.
8. Make independent decisions within established policies and procedures.
9. Prepare accountability records regarding services provided.
10. Communicate clearly and appropriately.
11. Participate in professional growth activities.
12. Comply with district rules and policies.
11. Perform job-related tasks as designed by supervisor.

EVALUATION: Performance of this job will be evaluated annually in accordance with Board policy.

4/6/01

TITLE: High School Counselor

3.12

- QUALIFICATIONS:
1. At least three years of successful teaching experience.
 2. A valid certificate as a guidance counselor.
 3. A master's degree or its equivalent, representing intensive course work in the principles and practice of educational guidance; educational testing and measurement; counseling; the organization and administration of guidance services; and the psychology of learning.
 4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible adults.

PERFORMANCE RESPONSIBILITIES:

1. Works with students on an individual basis in the solution of personal problems related to such areas as home and family relations, health, and emotional adjustment; confers with parents when necessary and appropriate.
2. Remains readily available to students to provide counseling that will lead to increased personal growth, self-understanding and maturity; protects confidentiality of the counselor-client relationship.
3. Works to discover and develop special abilities of students; works to resolve students' educational handicaps; works to prevent students from dropping out of school.
4. Assists students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in evolving education and occupation plans in terms of such evaluation.
5. Helps students in course and subject selection, assists in semi-annual registration and orientation; registers students new to the school and orients them to school procedures.
6. Coordinates the review of students records and established procedures to notify students of alternatives available if the students have deficiencies in meeting graduation requirements.
7. Acquaints students (and their parents) with college entrance requirements, and helps them to make a realistic comparison between the student's record and abilities and the specific entrance requirements of the college in which the student is interested.
8. Aids students with all of the processes of college application, including application for financial aid; prepares and supervises the processing of evaluations, recommendations, and other forms as required in connection with college applications.

High School Counselor
Page Two

9. Keeps up-to-date library of catalogs, college profiles, scholarship information, and post-secondary vocational education materials; obtains and disseminates information about financial aid programs.
10. Maintains a supply of current application forms and information booklets for College Entrance Examination Board Tests and for the American College Testing Program.
11. Coordinates senior visitations to college campuses and the calendar for College, Industrial, and Military representatives on campus.
12. Advises administrators and faculty on student problems; helps teachers work with student problems, coordinates parent teacher conferences, and cooperates with outside agencies.
13. Works with teachers and other staff members to familiarize them with the general range of services offered by the student personnel services program and to improve the educational prospects of individual students being served.
14. Interprets health, attendance, cumulative progress, activity, and transcript records; protects confidentiality of these files.
15. Assumes responsibility for own professional development; for keeping current with the literature, new research findings, and improved techniques in student guidance services; and for attending appropriate professional meetings.
16. Performs such other related tasks and assumes such other related responsibilities as may be required from time-to-time.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Revised: 4/83

TITLE: Middle School Counselor

3.13

- QUALIFICATIONS:
1. At least three years of successful teaching experience.
 2. A valid certificate as a guidance counselor.
 3. A master's degree or its equivalent, representing intensive course work in the principles and practice of educational guidance; educational testing and measurement; counseling; the organization and administration of guidance services; and the psychology of learning.
 4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: School Principal

JOB GOAL: To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that hold promise for their personal fulfillment as mature and responsible adults.

PERFORMANCE RESPONSIBILITIES:

1. Works with students on an individual basis in the solution of personal problems related to such areas as home and family relations, health and emotional adjustment; confers with parents when necessary and appropriate.
2. Remains readily available to students to provide counseling that will lead to increased personal growth, self-understanding and maturity; protects confidentiality of the counselor-client relationship.
3. Works to discover and develop special abilities of students; works to resolve students' educational handicaps; works to prevent students from dropping out of school.
4. Assists students in evaluating their aptitudes and abilities through the interpretation of individual standardized tests and other pertinent data, and works with students in evolving education and occupation plans in terms of such evaluation.
5. Registers students new to the school and acquaints them with the school and its varied opportunities for learning; aids students in course and subject selection.
6. Maintains student records and protects their confidentiality.
7. Plans guidance field trips to schools, colleges, and industry for interested students; organizes and conducts career day activities.
8. Guides students in their participation in school and community activities; interprets the guidance program to the staff and community.
9. Advises staff on matters of student discipline; provides inservice training in guidance for teachers.

Middle School Counselor
Page Two

10. Helps students evaluate career interests and choices; obtains and disseminates occupational information to students and to classes studying occupations.
11. Arranges for tutors and summer school work.
12. Assumes responsibility for own professional development; for keeping current with the literature, new research findings, and improved techniques in student guidance services; and for attending appropriate professional meetings.
13. Performs such other related tasks and assumes such other related responsibilities as may be required from time-to-time.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Adopted 7/1/76
Revised 9/85

TITLE: Dean of Students

3.14

QUALIFICATIONS: 1. A minimum of three years of successful teaching experience at the secondary level.
2. A bachelor's degree or higher
3. An Oregon teaching certificate (TSPC approved).
4. Such alternatives to the above qualifications as the Board of Directors may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To develop and ensure that an effective campus security and student management program is effectively implemented.

PERFORMANCE RESPONSIBILITIES:

1. Meet with students, parents, and teachers to mediate disputes, discuss behavior problems, and determine discipline.
2. Develop clear guidelines, rules and procedures and ensure that they are known by the school community and included in the student handbook.
3. Supervise the school security and student management program which includes the following:
 - a. Ensure that these rules, guidelines, and procedures are consistently followed and enforced with care and respect.
 - b. Ensure that due process is followed in the enforcement of discipline.
 - c. Ensure that work details, detention, and other disciplinary activities are supervised.
 - d. Communicate with parents.
 - e. Maintains discipline records for a minimum of three (3) years.
4. Work with law enforcement agencies and the juvenile department to promote a violence-free campus.
5. Supervise school parking lots, bus arrivals and departures, lunch periods, class change periods, and other periods in the day when students are out of classrooms.
6. Supervise school activities such as sporting events and dances.
7. Help coordinate the school supervision plan.
8. Supervise the graduation ceremony, including arranging for staff members to help supervise the line-up and behavior of students during the ceremony.
9. Ensure that adequate chaperones are at all school activities.

Dean of Students

Page Two

10. Assist with scheduling of assemblies and other student activities.
11. Assist in the selection of students for awards.
12. Regularly communicates with the school administrative team and the counseling staff regarding discipline issues and other areas of job responsibilities.
13. May, as designed by the principal, suspend or expel students who violate various school rules following consultation with the principal or his or her designee.
14. Participate in designated staff development activities meetings, and conferences designed to provide educational growth and development.
15. Perform those duties and responsibilities expected of all staff members.

EVALUATION: Performance of these job responsibilities will be evaluated annually in accordance with Board policy.

Adopted 12/5/00

TITLE: Media Specialist/Librarian

3.15

QUALIFICATIONS: 1. Valid Oregon Teaching and Media Specialist certificates.
2. Three years of successful classroom experience.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To provide each student with an enriched library environment containing a wide variety and range of materials that will invite intellectual probing and growth; to aid all students in acquiring the skills needed to take full advantage of library resources.

PERFORMANCE RESPONSIBILITIES:

1. Evaluates, selects, and requisitions new media (books and audio-visual materials) and equipment.
2. Participates in the development of procedures and recommendations of program policies in accordance with district goals.
3. Participate in the development and implementation of policies and procedures for organization of the physical facilities.
4. Organizes the handling of audio-visual materials for convenience, availability and effective use.
5. Assists teachers in the selection of books and other instructional materials; informs teachers and other staff members concerning new materials.
6. Maintains a comprehensive and efficient system for cataloging all media and instructs teachers and students on the use of the system.
7. Arranges for interlibrary loan of materials of interest or use to teachers and students.
8. Works with teachers in planning those assignments likely to lead to extended use of media center resources.
9. Promotes appropriate conduct of students using media center facilities.
10. Helps students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments.

Media Specialist / Librarian

Page Two

11. Presents and discusses materials with a class studying a particular topic, upon mutual agreement with the teacher.
12. Participates at curriculum meetings.
13. Counsels with and gives reading guidance to students who have special reading problems or unusual intellectual interests.
14. Arranges frequently-changing book-related displays and exhibits likely to interest the media center patrons.
15. Prepares and administers the media center budget.
16. Supervises media center staff in the performance of duties.
17. Performs such other related tasks and assumes such other related responsibilities as may be required from time to time.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

Revised 12/76

TITLE: School Psychologist

3.16

- QUALIFICATIONS:
1. Holds Oregon School Psychologist Certificate or other appropriate credential to conduct psychological evaluations.
 2. Experience in working with handicapped and non-handicapped children as a school psychologist in public school setting or equivalent.
 3. Experience in counseling and use of behavior management techniques; demonstrated interpersonal interaction skills in relating to students, parents, and professional persons.
 4. Ability to write useful evaluation reports for teaching personnel.
 5. Such alternatives to the above as the Board may find appropriate and acceptable.

REPORTS TO: Assistant Superintendent

RESPONSIBLE TO: Building Principals

JOB GOAL: To implement, coordinate, supervise and evaluate district elementary and secondary special education services for compliance with federal and state laws.

PERFORMANCE RESPONSIBILITIES:

1. Provides direct psychological services including:
 - a. Performing psychological and educational diagnostic testing with individual students.
 - b. Writing summaries of the above in the form of comprehensive reports of test results and recommendations for necessary prescriptive programming.
 - c. Conducting post-evaluation staffings with the parent(s) of students tested.
 - d. Performing individual or group counseling or behavior management when requested.
2. Monitor, coordinate and oversee Public Law 94-142 handicapped child evaluation, placement, records keeping and implementation of program services.
3. Assist, supervise and evaluate the writing of I.E.P.'s.
4. Present student evaluations and assist in test interpretations in Multi-Disciplinary Assessment Team meetings.
5. Assist in determining student needs and services when students do not qualify for special education needs.

School Psychologist
Page Two

6. Direct program evaluations and provide an annual written status report on District special education programs; recommend improvements and changes necessary to meet requirements of state and federal laws.
7. Assist in maintaining coordination between district ERCs.
8. Coordinate all requests to Educational Services Districts for educational evaluations and other special education services.
9. Attend other coordinative agency meetings related to special education services.
10. Attend regular building meetings to update principals and/or counselors on the status of handicapped students and special education programs.
11. Meet with parents and teacher, when requested, in school conferences or at other times as needs determine.
12. Resolve, or refer to the building principal or the assistant superintendent, disagreements between staff members, staff and parents, staff and agencies or other persons when such disagreements are directly related to appropriate program functioning.
13. Render crisis services of a psychological nature which are beyond the responsibilities of certified personnel.
14. Engage in continuing education seminars, readings, and conferences.
15. Engage in local research as needs arise.
16. Coordinate and prepare annual achievement testing reports.
17. Engage in programs as superintendent or assistant superintendent deems necessary and appropriate.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

CONFIDENTIAL

**ASHLAND PUBLIC SCHOOLS
CHILD ABUSE / NEGLECT REFERRAL**

ORS 418.750 requires that "any public or private official having reasonable cause to believe that any child with whom the official comes in contact in an official capacity has suffered abuse, or that any person with whom the official comes in contact in an official capacity has abused a child shall report or cause a report to be made..." Public officials include all school employees.

Person initiating this referral must report incident IMMEDIATELY by telephone to law enforcement agency (LEA) or State Office for Services to Children and Families (SCF).

| | | | | |
|---|-------|--------------------|--|---|
| ALLEGED VICTIM: | | Interpreter Needed | <input type="checkbox"/> Yes <input type="checkbox"/> No | Disability_____ |
| _____ | _____ | _____ | _____ | _____ <input type="checkbox"/> M <input type="checkbox"/> F |
| LAST NAME | FIRST | M.I. | AGE | DATE OF BIRTH |
| _____ | _____ | _____ | _____ | _____ |
| SCHOOL | | GRADE | | |
| _____ | | _____ | | |
| PARENT/GUARDIAN: | | | | |
| _____ | | _____ | | _____ |
| LAST NAME | | FIRST NAME | | M.I. |
| _____ | | _____ | | _____ |
| ADDRESS / CITY / ZIP CODE | | | PHONE | |
| _____ | | | _____ | |
| INFORMATION GATHERED: Be as detailed and factual as possible without soliciting further information. Include what was said regarding where, when, people involved, people reporting and relationship to victim. Note type of abuse (physical, sexual, emotional neglect) and indicators (use reverse side if necessary): | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| INFORMATION GATHERED BY: Name_____ Position_____ | | | | |
| _____ | | (Signature) | | _____ |
| Date_____ | | Time_____ | | |
| [Notification of parent is responsibility of SCF or LEA.] | | | | |

| |
|---|
| REPORTED TO: (Indicate which agency) |
| State Office for Services to Children and Families (SCF) Involvement: |
| Date_____ Time_____ |
| Name of Contact at SCF_____ |
| Law Enforcement Agency Involvement: |
| Date_____ Time_____ |
| Officer's Name_____ |
| Child taken into protective custody: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| _____ |
| Signature of Law Enforcement Agency/CPS Agent Taking Child |

Person Who Made Call_____ Date_____

(Signature)

Principal_____ Date_____

(Signature)

EMPLOYEE LEAVE REQUEST

Name _____ Position _____

Building _____ Date Submitted _____

TYPE OF REQUEST

- _____ Personal Leave _____ Vacation/Non-Duty
- _____ Association/Union _____ Military Duty (attach verification)
- _____ Bereavement _____ (relationship)
- _____ Classroom Extension (field trip or other activity that extends the classroom)
- _____ Staff Development (circle one: conference workshop school visitation class observation)
- _____ Program Development (circle one: curriculum work committee work)
- _____ Athletic Leave (circle one: clinic coaching other _____)
- _____ Family Medical Leave Act/Oregon Family Leave Act (See Staff Handbook for Details.)
- _____ Leave W/O Pay (*The formula for determining if the district will continue the employee's insurance coverage is: Total number of unpaid leave days for the current school year divided by total number of work days in the school year x 12. If the answer results in over .50, the employee would need to pay for their insurance coverage. Prior to the leave, the district office administration will inform employees if they need to pay their own insurance coverage.*)
- _____ Other (Specify) _____

Justification for Request _____

COMPLETE APPLICABLE SECTIONS:

Dates Absent From Duty _____

Funding Requested

Conference _____

Transportation \$ _____

Location _____

- _____ District Car
- _____ Private Car (Attach a copy of personal insurance info.)
- _____ Credit Card (pick up at D.O.)

Substitute Required Yes _____ No _____

Days Absent – Year to Date _____

Future Absences Anticipated _____

Registration \$ _____

Please attach registration form to CO-40 & send to DO in advance.

Employee Signature _____

Other \$ _____

Total \$ _____

DISPOSITION OF REQUEST:

- _____ Approved
- _____ Denied

Principal/Supervisor's Signature _____

Date _____

INSTRUCTIONS: Submit form to Principal/Supervisor for signature.
Send 1 copy to: District Office, Principal, Employee

ASHLAND PUBLIC SCHOOLS
885 SISKIYOU BOULEVARD
ASHLAND, OREGON 97520

EQUIPMENT LOAN REQUEST / AGREEMENT

The following described equipment is requested by:

NAME _____ PHONE _____

ADDRESS _____ ORGANIZATION _____

SCHOOL _____

DATE NEEDED _____
Time From _____ To _____

who assumes complete responsibility for the equipment and agrees to return said equipment in the same condition as received. If equipment is damaged or lost, the borrower agrees to pay the cost of repair or replacement and the cost of any inconvenience resulting from loss or damage.

Signature _____ Date _____

EQUIPMENT IDENTIFICATION: Give all pertinent information such as model number, serial number, size, color, make or brand.

APPROVED BY _____ TITLE _____

DATE _____ FEE _____

NOTE: Principals and the Maintenance Supervisor, only, may approve the loan of school equipment within the limits stated above and when such a loan does not jeopardize the normal function of school operations. Any equipment loaned in excess of 48 hours, or any equipment of \$500 value or more, shall be approved by the Superintendent.



New Evaluation System Pilot Implemented: 2005-06

When developing the new Collective Bargaining Agreement in the spring of 2003, it was mutually agreed by AEA and the District to develop a new evaluation system. An Evaluation Committee was formed consisting of teacher representatives from each school and administrators. The Evaluation Committee met through out the 2003-04 school year to develop this new system.

The Evaluation Committee began their work by reviewing the current evaluation system. Additionally, the book Teacher Evaluation to Enhance Professional Practice by Charlotte Danielson and Thomas McGreal was studied in depth. The Committee also examined the licensing requirements for teachers moving from an initial to a continuing teaching license. Teachers were given the opportunity to respond to a survey about the strengths and weaknesses of the current system. All of this information was considered in developing the model that is presented here.

One of the themes that influenced the work of the Committee was that a quality teacher evaluation system should be indistinguishable from professional development. The Committee considered the current research on professional development while devising the evaluation system. Consequently, reflective practice, peer interaction and support, and looking at evidence are core concepts in this model.

This model is intended to support teachers through out their development – from beginning teacher to master teacher. It assumes that perfecting the practice of teaching is an ongoing goal that is never completely realized, and that all of us continue to grow and learn as professional teachers.

One element of the evaluation system that has not been worked on is for teachers on a Plan of Assistance. The current procedure for teachers in this category will remain the same.

| Beginning Teacher Years 1 –3 | Developing Teacher Years 3-6 | Professional Teacher Years 6 - ? | Master Teacher |
|--|---|---|--|
| <u>Initial teaching license</u> | Complete requirements for continuing license | PDU/PD plan aligned and include school and/or district goals; peer support and feedback integral part of plan | Demonstrate advanced mastery of all teaching standards |
| Probationary period – must have good evaluations to pass probation | Demonstrate proficiency on all teaching standards | Demonstrate expanded competency on teaching standards | National Board Certification or other demonstration of teaching excellence |
| Must demonstrate basic competencies on teaching standards and use these standards for self-reflection | Observed by administrators; these observations provide feedback on progress towards mastery of standards | Work with peers to develop portfolio of evidence; evidence of competency comes from multiple sources | Provides mentoring for beginning teachers and works closely with colleagues on school and/or district goals |
| Observed by administrators on a regular basis; these observations provide feedback on progress towards standards | Access to mentor if necessary; other forms of collegial support available | Less formal administrative support; observations are scheduled as part of overall collection of evidence | Provides peer support to other teachers; provides positive contributions to other’s professional development |
| Work with mentor teacher and receive other forms of collegial support | PD plan aligns with continuing license requirements and school and/or district goals; peer feedback is part of the plan | Teacher leadership project required that promotes school and/or district goals | Assumes teacher leadership role at the site, district or regional level |
| Observe other teachers and reflect on how those observations relate to personal practice | Must complete all of above to maintain employment | | Mentor teacher stipend |
| Optional participation in collegial or site-based projects | | | |

Evaluation Timelines Probationary Teachers

September:

- Review the 5 domains of teaching and identify areas for concentration
- Meet with evaluator to agree which domains will be areas of focus (all 5 domains must be reviewed in the probationary period)
- Use the scoring guides to identify areas of strength and growth in each domain of focus
- For beginning teachers: meet with mentor teacher to review domains and get the mentor's input on areas for growth

October:

- Submit goals to evaluator based on self scoring of the domain scoring guides (due by October 15)
- Meet with evaluator to review goals
- Schedule first observation with evaluator
- For beginning teachers: schedule classroom observation with mentor teacher

November:

- Work with evaluator to determine the evidence to be collected to document growth in selected domains
- Complete first classroom observation with evaluator and receive verbal and written feedback
- For beginning teachers: work with mentor teacher to arrange observations of other teachers at your grade level or in your department

December:

- Work on collection of evidence on selected domains
- For beginning teachers: have conference with mentor to determine progress and next steps

January:

- Schedule second observation with evaluator
- Conduct mid-year review of selected domain's scoring guide. Reset direction based on this review
- Work on collection of evidence for selected domains
- Beginning teachers: continue work with mentor

February:

- Complete second observation with evaluator and receive verbal and written feedback
- Beginning teachers: continue work with mentor

March:

- Schedule third observation with evaluator
- Work on collection of evidence for selected domains
- Beginning teacher: mentor provides feedback on selected domains using the scoring guide

April:

- Complete third observation with evaluator and receive verbal and written feedback
- Work on collection of evidence for selected domains
- Beginning teacher: mentor provides written feedback on growth for the year

May:

- Reflect on goals for the year and submit written narrative to evaluator
- Complete collection of evidence on selected domains, and write a summary of how this evidence has documented growth
- Evaluator completes written evaluation with feedback on observations, goals and collection of evidence

Evaluation Timeline Developing Teacher

September:

- Review the 5 domains of teaching and identify area for concentration
- Meet with evaluator to agree on focus domain(s), and to discuss professional development plan for the year
- Review past collection of evidence, feedback from evaluators and mentors, and self reflection to develop goals for the year (if working on continuing license, this plan is the same one required for this license)

October:

- Submit goals and professional development plan to evaluator for review and approval (by October 15)
- Schedule observation with evaluator
- Work with peers to develop plan to be used for collaboration and peer feedback on focus domain(s)
- Begin collection of evidence

November – March

- Work on all elements of professional development plan, including peer collaboration and feedback, collection of evidence, evaluator observations, self-reflection, etc.
- Schedule and complete any observations with evaluator and receive written and verbal feedback
- Continuing license candidates: complete course work and other requirements of this license

April:

- Complete professional development plan and collection of evidence
- Write reflections on personal growth and complete the focus domain's scoring guides to document growth in selected areas
- Meet with evaluator to review and discuss progress

May:

- Submit narrative reflection on goals, collection of evidence and professional development plan to evaluator
- Evaluator completes final written evaluation

Evaluation Timeline Professional Teacher

Professional Teachers are those who have successfully completed the requirements of the Beginning Teacher and Developing Teacher. For the implementation of the new evaluation system, all contract teachers will be considered Professional Teachers. By mutual consent, contract teachers may be placed in the Developing Teacher category. This may be helpful to those teachers who are working on a continuing license, since this category is aligned with those requirements.

Professional teachers are on a three year evaluation cycle. To implement the new system, Professional Teachers at a site will be divided among the three years. This will enable evaluators to more effectively schedule observations for teachers that require them for their evaluation

Year 1

Teachers will use the teaching domain scoring guide to identify the area(s) of focus for that year. They will then meet with their evaluator to determine the area(s) of focus and to develop goals for the year. This meeting will occur by the end of **September**. Teachers will submit their written goals to their evaluator by **mid-October**.

Teachers in year 1 will be observed at least two times throughout the year. Observations should be completed by **April**. Observations will be followed by a meeting with the evaluator to debrief the lesson observed, and by a written feedback report. Teachers will submit a written reflection on their goals and area(s) of focus, along with any evidence that documents progress on their goals, to their evaluator by **mid-May**. Evaluators will complete a written evaluation by the end of May.

Year 2 and 3

September:

- Meet with evaluator to determine if professional development plan will be teacher or administrator directed
- Use teaching domain scoring guides to reflect on personal practice, and to identify areas of strength and growth
- Discuss potential collaborative projects with peers and administrators

October:

- Select professional development project aligned with school and/or district goals (peer support and feedback must be integral to project)
- Meet with evaluator to discuss project
- Submit written professional development project to evaluator by October 30

November – April

- Work on professional development project
- Work on collection of evidence that demonstrates expanded competency on teaching domains
- Schedule any necessary observations with evaluator
- Meet with peers to discuss progress, get feedback, and reflect on growth areas

May

- Submit final report on professional development project to evaluator
- Share findings and learning from project with peers
- Receive final written evaluation from evaluator

Domain 1: Curriculum Planning

Curriculum Planning encompasses a wide variety of discrete tasks ranging from selecting and writing learning goals that reflect state standards, ensuring that these learning goals reflect research findings and preferred practices. Learning goals are sequenced into daily learning targets, and learner outcomes are tailored to the unique abilities and differences of students. Planning includes strategies for monitoring what students are learning, and making adjustments to facilitate effective and consistent learning outcomes.

| Standard | Undeveloped | Emerging | Applying | Extending |
|--|---|---|--|---|
| Selects learning goals for units of instruction consistent with district, state, and school curriculum goals. | Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning. | Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning. | Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. | Not only are the goals valuable, but the teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards. |
| Determines the current performance level and developmental characteristics of students, and uses this information in planning. | Teacher displays little understanding of prerequisite learning and the importance for student learning of the content. Teacher displays minimal knowledge of developmental characteristics of age group. | Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate. Teacher displays generally accurate knowledge of developmental characteristics of age group. | Teacher’s plans and practices reflect understanding of prerequisite learning among topics and concepts. Teacher displays thorough understanding of typical development characteristics of age groups as well as exceptions to general patterns. | Teacher activity builds on knowledge of prerequisite learning and relationships when describing instruction or seeking causes for student misunderstanding. Teacher displays knowledge of typical development characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns. |
| Establishes objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals. | The proposed approach contains no clear criteria or standards. | Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students. | Assessment criteria and standards are clear and have been clearly communicated to students. | Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards. |

| Standard | Undeveloped | Emerging | Applying | Extending |
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| Determines content, skills, and processes that assist students in accomplishing desired unit outcomes, and designs authentic activities leading to understanding of content. | Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research. | Some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research. | Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research. | Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research. |
| Selects and organizes materials, equipment, and technologies needed to teach a unit of instruction. | Materials and resources do not support the instructional goals and do not engage students in meaningful learning. | Some of the materials and resources support instructional goals, and some engage students in meaningful learning. | All materials and resources support the instructional goals, and most engage students in meaningful learning. | All materials and resources support instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials. |
| Adapts unit and lesson plans for students with diverse needs and for students with varying cultural, social, and linguistic backgrounds. | Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, different interests and cultural heritage. | Teacher displays general understanding of the different approaches to learning. Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole. | Teacher displays solid understanding of the different approaches to learning that different students exhibit. Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge. | Teacher uses knowledge of students' varied approaches to learning in instructional planning. Teacher displays knowledge of the interests or cultural heritage of each student. |
| Estimates the time required for teacher-directed instructions, student managed learning and practice, student evaluation/reporting, and reteaching or problem solving. | The lesson or unit has no clearly defined instruction, or the structure is chaotic. Time allocations are unrealistic. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable. | The lesson or unit clearly has a defined structure that activities are organized around. Time allocations are reasonable. | The structure of the lesson or unit is clear and allows for different pathways according to student needs. |

Domain 2: Classroom Management

Classroom Management involves the culture and climate of the classroom. Culture is the personality of a classroom, whereas climate is the attitude. Each student’s dignity and worth is affirmed and supported, classroom rules are fair and just, and a safe and effective learning environment is established. Classroom management further involves sensitivity to student diversity, knowledge of relevant laws, regulations and policies. Using time well, coordinating people and tasks, and planning effectively are all elements of effective classroom management.

| Standard | Undeveloped | Emerging | Applying | Extending |
|---|---|--|--|---|
| Student and teacher interactions affirm the dignity and worth of all students. | Interactions between student and teacher or student to student are sometimes negative, disrespectful, demeaning, sarcastic, or inappropriate to age, culture or gender. | Interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students’ culture or gender. Student interactions are generally positive. | Interactions are friendly and generally warm, caring and respectful. Students are respectful of others. Diversity is valued. | Interactions are based on respect and compassion. Genuine caring for one another is observable. |
| Communicates and models classroom rules and behavioral expectations that provide a safe and orderly environment for learning. | No rules or standards of behavior appear to have been established or students are confused as to what they are. | Rules and standards of behavior appear to have been established for most situations, and most students seem to understand them. | Rules and standards of behavior are clear to students. Teacher models and reinforces appropriate social behavior. | Rules and standards of behavior are clear to students and have been developed with student participation. Students are mastering appropriate social behavior. |
| Classroom rules and procedures reflect the principles of least restrictive environment for students with disabilities. | Educational and/or physical resources are used poorly, or learning is not accessible to some students. | Educational and/or physical resources are used adequately, and essential learning is accessible to students. | Educational and/or physical resources are used skillfully and learning is equally accessible to students. | Educational and/or physical resources are used optimally by teacher and students, and students are engaged in ensuring that learning is accessible to other students. |
| Monitors student conduct and takes appropriate action when misbehavior occurs. | Student behavior is not monitored; the response is non-existent or inconsistent. | Teacher is generally aware of student behavior and attempts to respond to misbehavior with limited success. | Teacher is attentive to student behavior, and responds appropriately and successfully to misbehavior. | Teacher implements preventive strategies that are sensitive to student needs and responds effectively, compassionately and respectfully. |

| Standard | Undeveloped | Emerging | Applying | Extending |
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| Uses classroom time effectively to provide maximum time for learning. | Students are not productive and time is lost during transitions. | Tasks for student work are partially organized resulting in some off-task behavior and loss of instructional time. Transitions are sporadically effective. | Tasks for group work are organized and student work is managed so students are engaged in their learning. Transitions are smooth. | Students are productive, independent, and assume responsibility for their work. Transitions are seamless. |
| Arranges and uses classroom supplies, equipment, materials, and furniture effectively and safely. | Classroom is unsafe; furniture arranged haphazardly; supplies, equipment, and materials are handled inefficiently. | Classroom is safe; furniture is adjusted but limited effectiveness; supplies, materials, and equipment handling procedures function moderately well. | Classroom is safe; furniture is arranged to enhance learning; supplies, equipment and materials are handled smoothly. | Classroom is safe; students adjust the furniture to advance their own learning; supplies, equipment and material routines are seamless and efficient. |
| Optimizes the role of classroom volunteers, parents, support staff and student aides. | Volunteers, parents, support staff or student aides have no clearly defined duties or do nothing most of time. | Volunteers, parents, support staff or student aides are productively engaged some of the time, but require frequent supervision. | Volunteers, parents, support staff or student aides are productive and engaged. | Volunteers, parents, support staff or student aides make substantial contributions to the classroom. |

Domain 3: Instruction

Effective instruction engages students in planned and meaningful learning activities and requires specific skills. These skills include: organizing learning activities at the developmental level of students; applying research based practices that help students understand the learning outcomes; promoting critical thinking and problem solving; encouraging divergent as well as convergent thinking; utilizing instructional techniques like sequencing, pacing, providing feedback and documenting student learning; considering individual differences and cultures; and supporting and encouraging family participation in student’s learning.

| Standard | Undeveloped | Emerging | Applying | Extending |
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| Applies organizational structures appropriate for the development of students, including individual and group instruction. | Lesson structure not apparent and/or instructional grouping is developmentally inappropriate for students or the goals of the lesson. | Some lesson structure is apparent and some instructional grouping is developmentally appropriate for the students or goals of the lesson. | Most lesson structures are apparent with instructional grouping productive and appropriate to the students and the goals of a lesson. | Lesson structures are apparent with students consistently and cognitively engaged in their groupings. Students influence their instructional groups to enhance their understanding. |
| Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished. | Activities and assignments are inappropriate with unclear teacher directions and procedures. | Some activities and procedures are appropriate to students and engage them mentally after initial teacher directions and procedures are clarified. | Most activities and assignments are appropriate to students with clear directions and procedures. Students are cognitively engaged on a consistent basis. | Students are consistently, cognitively and independently engaged in activities and assignments that utilize exploration of content. Teacher directions and procedures are clear and anticipate possible misunderstandings. |
| Implements instructional plans that employ knowledge of subject matter and basic skills. | Content is inappropriate. Instructional materials and resources are unsuitable to the instructional goals and do not engage students. | Content is somewhat appropriate. Some materials and resources are suitable to instructional goals. Level of student’s engagement is moderate. | Content is appropriate and instructional materials and resources are suitable to engage the students. | Content is appropriate and materials and resources are suitable. Students initiate choice, adaptation, or creation of materials to enhance their own learning. |

| Standard | Undeveloped | Emerging | Applying | Extending |
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| Uses a variety of research-based educational practices that reflect how students learn, is sensitive to individual differences and diverse cultures, and encourages parent participation. | No research-based practices are apparent. Teacher displays insensitivity to individual differences and diverse cultures. Parent participation is not evident. | Uses some research-based practices. Teacher is inconsistently sensitive to individual differences and diverse cultures. Parent participation is sometimes evident. | Evidence of research-based practices is apparent. Teacher is sensitive to individual differences and diverse cultures. Parent participation is evident on a consistent basis. | Teacher uses a variety of research-based practices consistently. Students adopt research-based practices to adapt their own learning. Students' choices demonstrate sensitivity to individual differences and diverse cultures. Family and community participation is evident. |
| Emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking. | Teacher's interactions allow for only recall answers with little or no critical thinking in any learning process. | Teacher's interactions inconsistently promote some critical, convergent and divergent thinking. | Teacher's interactions consistently promote critical, convergent and divergent thinking, and successfully engage students. | Students independent use of critical, divergent, and convergent thinking is evident. Students assume responsibility for problem solving. |
| Monitors the engagement of students in learning activities and student progress to determine if the pace or content of instruction needs to be modified. Adjust for student learning differences and interests. | Modification strategies are not apparent. Students sporadically accomplish lesson and unit objectives. Adjustment for student learning and interest is not apparent. | Teacher uses limited modification strategies to accommodate student learning differences and interests. Students sometimes accomplish lesson and unit objectives when strategies are adjusted. | Teacher uses modification strategies to monitor and adjust a lesson based on student need. Students routinely accomplish lesson and unit objectives. | Teacher mentors colleagues in how to monitor and adjust a lesson based on student need. Students consistently accomplish lesson and unit objectives, and are able to personally modify their own learning. |

Domain 4: Assessment

Assessment information is used and interpreted from a wide range of sources (student performance, interviews, observations, etc.) and influences the design of learning. Assessment data is used for ongoing adjustment to improve student learning. Documentation and communication of student performance is shared with students, parents and colleagues, and referrals are made when appropriate.

| Standard | Undeveloped | Emerging | Applying | Extending |
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| Selects or develops assessments that are developmentally appropriate. | Selection of assessments is inappropriate or non-existent. | Assessments are used but may lack clarity or appropriateness. | Assessments are clear, appropriate and relate to standards. | Assessments are clear, purposeful and there is evidence of student involvement in design. |
| Interprets student progress and learning; adjusts instruction accordingly. | Interpretation is not evident or is faulty; instructional adjustment is not apparent, or it is done inappropriately. | Interpretation is attempted but not always accurate; instructional adjustment is inconsistent. | Interpretation is accurate and adjustment of instruction is appropriate. | Interpretation and adjustments are student specific and engage students. |
| Documentation and communication of assessment is timely, clear and accurate; referrals are appropriate. | Documentation is not evident and communication on student performance is inaccurate or non-existent. | Documentation is sometimes available for students, parents and colleagues on a timely basis. Referrals are inconsistent. | Documentation is complete, accurate, timely and made available to students, parents, and colleagues. Referrals are appropriate and timely. | Documentation is accurate, clear, timely, and readily available to students, parents and colleagues. Referrals are consistently proactive and diagnostic. |
| Plans and designs effective assessment tools, interprets them correctly and implements appropriate teaching strategies. | No evidence of planning or using assessment tools to direct teaching strategies is evident. | Some evidence of planning and use of assessment tools is apparent; inconsistently applied to teaching strategies. | Plans and designs effective assessment tools, interprets correctly and implements appropriate teaching strategies. | Plans, designs and shares effective assessment tools; uses student input in development of tools; a high level of adjustment of teaching strategies to meet needs of students is readily apparent. |

Domain 5: Professionalism

Accomplished teachers are professional. Being professional involves skills in communication and teamwork, sensitivity and appreciation of the culture within the organization and a commitment to the policies and practices that support the operation of the school. Being professional also involves good basic work habits such as punctuality and fulfilling the duties and responsibilities of the role. Being professional involves a commitment to students and the profession as a whole. Becoming an accomplished professional requires involvement beyond the classroom, and the development of leadership skills that support broader contributions to children, youth, families, and the profession of education.

| Standard | Undeveloped | Emerging | Applying | Extending |
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| Is dependable and conscientious; meets work schedule demands; and is professional in appearance and demeanor. | Is not consistently dependable, conscientious, professional in appearance and demeanor; does not consistently meet work schedule demands. | Is dependable, conscientious, meets work schedule demands, and is professional in appearance and demeanor. | Is dependable, conscientious, meets work schedule demands, and is professional in appearance and demeanor. | Is dependable, conscientious, meets work schedule demands, and is professional in appearance and demeanor. |
| Is aware of and acts in accordance with school policies, practices, and the culture of the school. | Is in process of learning school policies, practices, and the culture of the school; fails to seek help when needed. | Practices are mostly in accordance with school policies, practices, and the culture of the school. Seeks help from colleagues when needed. | Practices are in accordance with school policies, practices, and the culture of the school. Assists others to understand these practices. | Practices are in accordance with school policies, practices, and the culture of the school; helps shape evolving school policies and practices. |
| Interacts constructively with colleagues, administrators, supervisors, educational assistants, support staff, and parents. | Does not interact productively with colleagues, administrators, supervisors, educational assistants, support staff, and parents. Is isolated from the school community. | Interacts and communicates constructively to fulfill school or district minimum requirements. Beginning to participate positively in the school community. | Interacts and communicates constructively with colleagues, administrators, supervisors, educational assistants, support staff, and parents. Makes positive contributions to the school community. | Takes initiative and leadership in interactions with colleagues, administrators, supervisors, educational assistants, support staff, and parents. Actively shapes the positive school community. |
| Progresses as a professional educator in research on teaching and learning. | Does not participate in professional development activities. | Participates in required professional development activities and initiates some activities personally. | Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Seeks out opportunities for professional development; conducts action-research in his/her classroom. Provides professional development support to others. |

| Standard | Undeveloped | <u>Emerging</u> | Applying | Extending |
|--|--|---|---|--|
| Collaborates as a member of an instructional team to achieve long-term curriculum goals, state content and district standards. | Attends but does not engage in collaborative meetings with colleagues; resistant to collaboration. | Participates in collaborative meetings with colleagues to achieve long-term curriculum goals, state content and district standards; seeks out help. | Actively participates in collaborative meetings; refines curriculum. Encourages and supports the participation of others. | Takes a leadership role in collaborative meetings and helps ensure that curricular goals are achieved. Models collaborative strategies and seeks to include everyone in decision making. |
| Contributes to the profession of education at the district, regional, state, or national level. | Not yet sharing knowledge with others. | Finds ways to contribute to the profession at the school site level. | Actively assists other educators. Is engaged at the school and district level in leadership activity. | Initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. Assumes leadership roles at the site, district, regional and/or state and national levels. |