PLEASANT HILL SCHOOL DISTRICT

STAFF HANDBOOK

2026-27



Updated 9/28/2026

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Competent And Ethical Educators

The Competent Educator is committed to:

1. Recognizing the worth and dignity of all persons;
2. Encouraging scholarship;
3. Promoting democratic citizenship;
4. Raising educational standards;
5. Using professional judgment.
6. Promoting equitable learning opportunities.

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 Educator 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 Educator demonstrates:

1. Multiple 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.

5. Skills in differentiating instruction.

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 Educator demonstrates:

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 and school business and financial procedures;
5. Using district lawful and reasonable rules and regulations.

Human Relations and Communication

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

The Competent Educator 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. Report to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator.

d. Honor appropriate adult boundaries with students in conduct and conversations at all times.

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.

As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

Introduction

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 herein may, therefore, be superseded by such Board policy, administrative regulation, collective bargaining agreement or changes in state or federal law. Board policies are available on the district website.

The Pleasant Hill School District (PHSD) handbook(s) are subject to change when policy changes as prescribed by the Oregon School Board Association (OSBA) and the PHSD Board of Directors have taken action on the policy change at a PHSD board meeting(s).

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

Equal employment opportunity and treatment shall be practiced by the district regardless of an individual's perceived or actual race[1], color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, pregnancy, childbirth or a related medical condition, age, veterans' status, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, or mental or physical disability, or economic status, if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The following staff have been designated to coordinate compliance with the Americans with Disabilities Act, the Americans with Disabilities Act Amendments Act, and Section 504 of the Rehabilitation Act:

Jim Crist, Superintendent

36386 Highway 58, Pleasant Hill, Oregon 97455

jcrist@pleasanthill.k12.or.us

(541) 746-9646

The following staff have been designated as the coordinator of Title IX of the Education Amendments, and other civil rights or discrimination issues:

[1] Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

Jim Crist, Superintendent

36386 Highway 58, Pleasant Hill, Oregon 97455

jcrist@pleasanthill.k12.or.us

(541) 746-9646

The procedure for filing a complaint can be found on the district's website at https://www.pleasanthill.k12.or.us/school-board/additional-school-board-information

Our Mission:

To graduate all students with high levels of academic and personal achievement, who are ready for post-secondary excellence, and who are prepared for productive, compassionate citizenship, through research-based instruction and a collaborative system of support.

General Information

Associations

Pleasant Hill Education Association/LUBC

The Pleasant Hill Education Association/LUBC represents the bargaining unit for all licensed staff. Association officers and building representatives can be found on the PHSD website

Oregon School Employees Association Chapter #36

The Oregon School Employees Association Chapter #36 represents the bargaining unit for all classified staff. Association officers and building representatives can be found on the PHSD website

Board of Education

Regular Board meetings are held on the 2nd Monday of the month. Regular Board Meetings/Work Sessions are held on the 4th Monday of the month. The exceptions are December, January, and March. Generally, no meetings are scheduled in July or August. All meetings will be held at 7:00pm unless publicly announced prior to the meeting. All meetings of the Board are open to the public unless as otherwise provided by law. Board meeting locations are posted on the PHSD website the week prior to the Monday meeting. If the meeting will take place virtually, all information for access will be posted the week prior to the meeting.

Signed School Board meeting minutes will be posted on the district's website (https://www.pleasanthill.k12.or.us/school-board) after approval by the board.

All staff members are invited 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.

See Board policies BD/BDA – Board Meetings and BG – Board-Staff Communications.

The Legislature of the state of Oregon delegates to the Board the responsibility for the conduct and governance of the district's schools. Board members, as elected by residents of this district, are as follows: Chair: John Oldham, Vice-Chair: Stephen Hammond, Members: Wylda Cafferata, Drew Gottfried, and Rusty Rexius.

Staff Organization

District staff directory is located on the district web page at www.pleasanthill.k12.or.us

District Calendar

The Pleasant Hill School District Calendar can be found at this link:
https://www.pleasanthill.k12.or.us/about/calendar

Building Schedules

Pleasant Hill Elementary

Please see the Pleasant Hill School District Website for detailed building/bell schedules.

https://phes.pleasanthill.k12.or.us/resources/pick-updrop-off-procedures

Pleasant Hill Middle/High

Please see the Pleasant Hill School District Website for detailed building/bell schedules.

https://phhs.pleasanthill.k12.or.us/resources/9th-12th-daily-class-schedule

Building Accessibility

The buildings are accessible to staff weekdays, during the course of the school year between the hours of 7:30-4:00. Staff members requiring access at other times, including weekends may do so by contacting the principal/designee for key checkout procedures.

During summer, and other times during the school year when school is not in session, the buildings may be open for staff; check with your building principal/designee for updated times and dates.

The buildings are open to community groups during the week and weekends for approved use when such use does not interfere with district programs.

As classrooms may be scheduled outside regular building hours, all staff 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. See Board policy KG – Community Use of District Facilities.

District Office Hours

The district office is open weekdays, between the hours of 7:30-4:00 during the school year.

The office is open from 7:30-4:00 Monday through Thursday during Winter & Spring Break and in July and part of August.

Oregon School Activities Association

The district's high school is a member of the Oregon School Activities Association (OSAA) and participates in recognized activities in the 3A-4 Mountain Valley Conference with schools comprised of comparable enrollments and activity programs.

Conference schools include Pleasant Hill, Creswell, Harrisburg, La Pine, Elmira, Sisters, and Siuslaw.

The high school participates in the following OSAA-recognized activities: football, boys' and girls' soccer, volleyball, cross-country, wrestling, boys' and girls' basketball, track, baseball, softball, cheerleading, band, and choir.

See IGD – Co-curricular/ Extracurricular Activities and IGDJ – Interscholastic Athletics

Staff Operations

Absences

Staff members unable to report to work for any reason must register the absence as soon as possible. Substitutes are assigned on a daily basis unless a longer duration is specified.

Staff members may request a particular substitute. Requests that a particular substitute not be called may be made in advance through the principal only. 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 principal/designee.

A Report of Absence form must be completed and returned to the main office in your assigned building for all staff absences including absences due to school- or district-related activities. For absences that are arranged in advance, submit a Leave Request to your office. See building secretary for the necessary forms.

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

Employees should contact Business Manager and review policy GCBDA/GDBDA - Family Medical Leave and administrative regulations.

Family Medical Leave (FMLA/OFLA) Eligibility

In accordance with federal law, staff members employed by the district for the previous 12 months and who have worked at least 1,250 hours during the year preceding the start of the leave may be eligible for FMLA leave. Staff members employed by the district at least 180 days prior to the first day of the family medical leave of absence and who have worked an average of 25 or more hours per week may be eligible for OFLA leave. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave under OFLA.

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:

1. Birth of the employee's child and for bonding with a newborn (eligibility expires 12 months after the birth);

2. Placement of a child with the employee for adoption or foster care or for bonding with a newly placed child when the child is under 18 years of age (eligibility expires 12 months after placement), or when a child older than 18 if incapable of self-care because of mental or physical disability;

3. Care of a family member (as defined by OFLA/FMLA) with a serious health condition;

4. The staff member's own serious health condition;

5. Qualifying exigency while the employee's spouse, son, daughter or parent is on covered active duty or called to covered active duty status during the deployment with Armed Forces to a foreign country (C.F.R. sections 825.126(a)(1 and 2); Federal Register Vol. 78, No. 25, Page 8917);

6. Injured Service Member Leave, allows an employee leave to care for a covered service member who is the employee's spouse, son, daughter, parent or next of kin who has been injured in the line of duty as a member of the Armed Forces;

7. State law allows employees to take leave for the care of a sick or injured child who requires home care but is not suffering from a serious health condition. The district is not required to grant leave for routine medical or dental appointments (OFLA only);

8. State law allows employees to take leave for the death of a family member to attend the funeral or alternative to a funeral of the family member, make arrangements necessitated by the death of the family member or to grieve the death of a family member (OFLA only);

9. Military Family Leave, allows leave for a spouse partner of a military personnel per each deployment of the spouse partner when the spouse has either been notified of an impending call to active duty, has been ordered to active duty or has been deployed or on leave from deployment (OFLA only). Oregon Military Family Leave Act under FMLA and/or OFLA covered employees provides up to 14 days of protected unpaid leave to spouses of service members who are being deployed or on leave from active duty during a period of military conflict.

   Reservist military personnel's service related to a declared emergency or disaster does not count toward the five-year cumulative voluntary military service time limit for reemployment rights for military personnel.

10. A break in service provision was added for all OFLA leaves—those that had a break in service of 180 days or less get the credit of the days employed prior to the separation for purposes of eligibility

11. Effective January 1, 2022: The temporary rule related to Oregon Family Leave Act (OFLA) childcare leave due to the closure of the children's school or childcare provider due to the public health emergency was made permanent through this legislation. Employers may require verification of a child's school or childcare provider closure before granting OFLA leave. This childcare leave is available to any employee has been employed at least 30 days and has worked at least 25 hours per week in the 30 days leading up to the leave (versus 180 days of employment working at least 25 hours/week for other OFLA leaves).

If your leave qualifies for OFLA/FMLA, submit the required forms to the Business Manager. These forms can be found on the website. The Business Manager can provide additional information

regarding length of leave, intermittent leave and alternative duty under state and federal law and provisions governing two family members eligible for FMLA or OFLA leave.

A serious health condition is defined differently under federal and state law. Contact the Business Manager for details.

Contact the Business Manager for additional information regarding the Military Family Leave Act (MFLA)/Oregon Military Family Leave Act (OMFLA).

Calculating the 12-Month Period for Leave

The district will use the same method for calculating the 12-month period in which the 12 work week FMLA and OFLA leave entitlement occurs for all employees. The district will use the 12-month period measured forward from the date the employee's leave begins.

Leaves to care for covered service members have their own 12-month year beginning on the first day of leave regardless of the district's method of calculating the 12-month period for 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. Contact the Business Manager for information regarding accessing any accrued paid leave for a qualifying event.

The district will notify the employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA qualifying exigency, the district shall notify the employee of the intent to designate the leave as such, regardless of whether a request has been made by the employee. Such notification will be given to the employee prior to the commencement of the leave or within two 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 two working days after the district has received the information. Oral notices will be confirmed in writing no later than the subsequent payday.

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 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 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

Staff members applying for FMLA and/or OFLA leave, shall be required to provide medical documentation, when appropriate, to support the request for leave other than to care for a child who requires home care due to the closure of the child's school or childcare provider as a result of a public health emergency. The district will provide written notification to employees of this requirement within three working days of the staff member's request for leave. If the employee provides more than 30 days' notice, they are required to submit such medical certification prior to the beginning of the leave. If the staff member provides less than 30 days' notice, they are 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 opinion will be paid for by the district.

If the leave is for the purpose of an employee's own serious health condition, they 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 days of such leave in a one-year period. The will pay the cost of the medical certification not covered by insurance or other benefit plans.

Continuation of Health Benefits

Under federal and state law, 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 their former position or to an equivalent job with equivalent benefits, pay and other terms and conditions of employment, with certain exceptions. See the Business Manager for details of this or any other provision of FMLA or OFLA leave.

See Board policy GCBDA/GDBDA – Family Medical Leave (Required), administrative regulations, any collective bargaining agreements and OAR 839-009-0245.

Abuse of Child Reporting

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

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

Written documentation of this report must be completed and submitted to the principal. Forms are available in the office.

Oregon law recognizes these types of abuse:

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

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

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

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

See Board policy GBNAB/JHFE – Reporting of Suspected Abuse of a Child

Admission to District Extracurricular Activities

Staff members designated by the principal with responsibility at extracurricular activities are admitted free of charge. All other staff members attending district extracurricular activities are assessed the uniform district admission rate, as established by the Board.

All spectators in the district will be assessed the uniform district rate for extracurricular activities.

Spectators are defined as patrons who attend extracurricular activities for the purpose of entertainment.

Exceptions to the above are as follow:

1. Volunteers (doctors, fire department, police department, booster workers);
2. Unpaid officials who perform frequently at athletic events (scorekeepers, public address personnel, photographers);
3. District employees (with family/guest);
4. League and Oregon High School Coaches Association passes will be honored.

Board members must have a specific duty at a district event in order for the district to offer free admission. All others must be charged on the same basis as the general public is charged. Additional guidance is available through the Oregon Government Ethics Commission (OGEC), ORS Chapter 244.

See Board policy DFEA – Admissions to District Events

Animals in District Facilities

Only service animals, as defined in the Americans with Disabilities Act, serving persons with a disability and animals approved by the principal/designee that are part of an approved district curriculum or co-curricular activity are allowed in district facilities.

Animals, except those service animals serving persons with disabilities, may not be transported on a school bus.

Breaks

Scheduled breaks are provided to all nonexempt employees to ensure safety, efficiency and to meet the requirements of law. All classified staff members who work four or more consecutive hours are entitled to one 15-minute break.

Employees who work six or more consecutive hours receive a 30-minute meal break, unless otherwise provided by law.

Those working eight-hour days are entitled to two 15-minute breaks.

Nonexempt (e.g., includes some confidential) employees are expected to adhere to the break schedule established by the principal/designee. Deviation from the regularly scheduled break period requires prior supervisor approval.

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 and video equipment, and musical instruments are priority items for theft and damage.

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

The Board believes that although district equipment is purchased by taxpayers, the equipment is primarily purchased to provide for and/or enhance students' educational programs. It is the Board's responsibility to protect and maintain this equipment. Equipment will be available only to the district's community members and district employees.

In all cases of public use, equipment shall not be used for private financial gain or avoidance of personal financial loss. An equipment use form must be submitted and approved, and all district use conditions adhered to. A deposit may be charged. In the event of "damage," a fee will be determined according to repair or replacement costs. Transportation of borrowed equipment will be the user's responsibility.

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

See Board policies KGF/EDC – Authorized Use of District Equipment and Materials, ECAB – Vandalism, Malicious Mischief or Theft.

Cash in District Buildings

Money collected within school buildings will be secured in the school's central office when the sum accumulated in any one day by a class, a teacher or others at any school exceeds $100. Notwithstanding some game/event proceeds, accumulated cash maintained in a school building central office overnight may not exceed $250.

Any money exceeding $250 must be deposited at the designated district depository on the next available business day.

Staff members are asked to emphasize to students the importance of promptly depositing money collected with appropriate school officials. Students, with the permission of the principal and under the direct supervision of their advisors, may carry out fund-raising activities in which no outside fund-raising agency or contract is concerned. Where funds are to be raised through an outside agency or contracted activity, the activity must receive prior approval by the Superintendent or designee. Activities concerned with fund raising for charitable or other causes not relating to school activities may not be carried on without prior approval of the principal and the Superintendent.

See Board policies DH – Bonded Employees and Officers, DM – Cash in District Buildings and IGDF – Student Fund-Raising Activities Checkout: Workday

Checkout

Workday

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

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

All staff are required to check out/in with the office. This will enable office staff to respond appropriately in the event of message and emergency situations that may arise.

Year-end

Check with the principal/designee for building process.

See Board policies KGF/EDC – Authorized Use of District Equipment and Materials, ECAB – Vandalism, Malicious Mischief or Theft, Oregon Government Ethics Commission (OGEC) and ORS Chapter 244.

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.

Staff is asked to refrain from keeping personal items of value in or about their desks. Personal items 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 Statues 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

HBV*/Bloodborne 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 who have been identified by the district as having occupational exposure. Report any occupational exposure to bloodborne pathogens to the principal or designee. 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.

Infection Control Procedures

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.

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 bloodborne pathogens;
2. Whenever possible, students will 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 care giver 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 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;

10. 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;

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 wounds with spurting blood;

14. If a first-aid situation occurs, students should report to a person in authority, staff should report to a supervisor.

* HBV – Hepatitis B Virus

** HIV – Human Immunodeficiency Virus

See Board policy: policies GBEB – Communicable Disease, GBEBA – Staff HIV, AIDS and HBV, EBBA – First Aid.

Complaints

Staff Complaints

Any staff member who believes there is evidence of, and wishes to report a violation, misinterpretation or inappropriate application of district personnel policies and/or administrative regulations; a mismanagement, gross waste of funds or abuse of authority; or a substantial and specific danger to public health and safety caused by the actions of the district should be directed to the principal/designee for informal discussion and resolution. If the staff complaint is against the principal, the complaints should be referred to the Superintendent. If the staff complaint is against the Superintendent, the complaint should be referred to the Board chair.

If the complaint is not resolved informally, formal complaint procedures may be initiated by staff in accordance with Board policy and administrative regulations.

Disputes and disagreements related to the provisions of any collective bargaining agreement will be resolved as provided in the dispute resolution procedure of the agreement.

See Board policy GBM – Staff Complaints and applicable provisions of local collective bargaining agreements and Board policy GBMA – Whistleblower (HB 4067) (2016).

Bias Incident Complaints

All employees are entitled to work in an environment that is free from discrimination or harassment[based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin].

"Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

The district prohibits the use or display of any symbols of hate except where used in teaching curriculum that is aligned with state standards of education for public schools. "Symbol of hate" means nooses[2], symbols of neo-Nazi ideology or the battle flag of the Confederacy.

The complaint process is outlined in administrative regulation ACB-AR - Bias Incident Complaint Procedure.

Student/Parent Complaints

The district recognizes that complaints regarding staff performance, discipline, grades, student's progress and homework assignments will be made by students and parents from time to time. Every effort will be made to ensure that such complaints are handled and resolved informally and as close to their origin as possible. Students, parents and others with complaints will be encouraged to discuss

[2] [The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021)]

the complaint directly with the staff member. All such meetings should be held in confidence and not in the presence of others.

If the complaint is not informally resolved, staff should advise the complainant that they may submit the matter directly to the principal or immediate supervisor, as appropriate. The complainant will be provided with necessary formal complaint procedure guidelines in accordance with Board policy and applicable provisions of collective bargaining agreements.

When a complaint is made directly to the Board as a whole or to an individual Board member, it will be referred to the Superintendent for appropriate building administrator follow-up. If the complaint is against the Superintendent, the complaint will be referred to the Board chair.

All staff members should familiarize themselves with Board policy and applicable provisions of administrative regulations and collective bargaining agreements regarding the handling of complaints.

See Board policies KL – Public Complaints

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, the general use prohibitions/guidelines/etiquette and other applicable provisions set forth in administrative regulations. Personal use of district-owned computers, including internet and email access by employees, is prohibited during the employee's 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 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.

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. Violations of applicable Teacher Standards and Practices Commission (TSPC) and Standards for Competent and Ethical Performance of Oregon Educators will be reported to TSPC.

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 properties 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 email, 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 email systems.

See IIBGA – Electronic Communications 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.

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 before school or after school time to meet with students as necessary.

Contracts and Compensation

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. Contracts will be issued for all licensed district employees.

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 by the Superintendent, may elect, by written notice to the teacher prior to 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.

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 to the payroll office 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 current relevant collective bargaining agreement regarding domestic partner benefits.

Copyright

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

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 materials 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. Permission forms are available online at the district web page. Access OSBA Policy: EGAAA- AR.

"Fair use" guidelines are as follows:

Fair Use

1. 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 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 discs 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.

2. 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 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, disc 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 (1.a.) in emergencies;

(4) Copy to substitute for purchase of music except as noted above (1.a., b. and c.);

(5) Copy without inclusion of the copyright notice on the copy;

(6) Downloading/file sharing of music from the internet that was originally intended for sale.

3. Television Off-the-Air Recording

a. Permissible uses – district employees may:

(1) Record a broadcast program off-air simultaneously with the broadcast transmission, including simultaneous cable or satellite transmission and retain the recording for 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 released or destroyed immediately.

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

(2) Retain video recordings 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) Record 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 program 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 without the approval of the [media/library supervisor]. Programs will be used for the specific curriculum application for which the request was intended. No other curriculum application is authorized;

(8) Use the recording for public or commercial viewing;

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

(10) The downloading of programs originally intended for sale or pay for use from the internet. "Pay" programs received via satellite dish are also subject to these prohibitions.

4. Rental, Purchase and Use of Video Recordings

    a. Permissible uses – district employees may:

        (1) Use purchased or rented video recordings 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 video recordings;

        (3) Arrange for the local school to transmit video recordings over their closes circuit television for direct instruction;

        (4) Use off-air video recordings 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 video recordings where a written contract specifically prohibits such use in the classroom or direct teaching situation;

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

5. 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 provides 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.

6. 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 with 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.

7. Performances

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.

8. 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.

See Board policy EGAAA – Reproduction of All Copyrighted Materials.

Criminal Records Checks/Fingerprinting

Processing/Reporting

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

Additionally, all staff not requiring licensure or registration as a teacher, administrator, personnel specialist or school nurse and newly hired are required to submit to a nationwide criminal records check including fingerprinting as outlined in Board policy GCDA/GDDA, and law.

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

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

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 district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

Any individual considered for volunteer service with the district who is allowed to have direct, unsupervised contact with students will submit to a nationwide criminal background check. The district shall require nationwide criminal records check based on fingerprinting for a volunteer with direct, unsupervised contact with students in the following positions:

1. Head Coaches
2. Assistant coaches
3. Overnight chaperone
4. Volunteers transporting students other than their own, in a private vehicle off district property for a district sponsored activity

The following procedures will be used for all newly hired employees subject to criminal records checks including fingerprinting:

1. The individual shall, as part of the application process, complete a Criminal History Verification of Applicants form and a Fingerprint-Based Criminal History as provided by ODE;
2. The individual will be required to report within five working days to our contracted agent of employing district for fingerprinting;

   Individuals shall be subject to fingerprinting only after acceptance of an offer of employment or contract.

3. If the individual is subject to fingerprinting per state law, they are responsible to report to an authorized fingerprinter as directed by the district. Fingerprints may be collected by one of the following:

   a. Employing district staff;
   b. Contracted agent of employing district; or
   c. Local or state law enforcement agency.

   Individuals subject to fingerprinting shall be subject only after acceptance of an offer of employment or contract.

4. To ensure the integrity of the fingerprinter collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

5. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify the ODE with the results. The ODE will notify the district of said results and any subject individual it believes has knowingly made a false statement as to conviction of a crime prohibiting employment or contract.

6. A copy of the form will be kept by the district.

Termination of Employment or Withdrawal of Employment/Contract Offer

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 or withdrawal of offer of employment or contract will made 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 their designee or the State Board of Education 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.

Any individual required to submit to a criminal records check and/or fingerprinting in accordance with law will be terminated from employment or contract status; or withdrawal of offer of employment or contract will be made by the Superintendent upon notification from the Superintendent of Public Instruction or a designee that the employee has knowingly made a false statement as to the conviction of any crime.

Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

Any volunteer who will have direct, unsupervised contact with students that refuses to submit to a required criminal records check to acquire or maintain a volunteer status in the district in accordance with law and/or Board policy will be denied the ability to volunteer in the district.

If the district has been notified by the Superintendent of Public Instruction that the individual knowingly made a false statement or has a conviction of any crime listed in ORS 342.143 the individual will be denied the ability to volunteer.

Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form will be denied the ability to volunteer in the district.

Appeals

All appeals regarding a determination which prevents their employment or eligibility to contract with the district will be directed to the Oregon Superintendent of Public Instruction. Individuals' eligible to appeal as a contested case will be so notified in writing by ODE.

See Board policy GCDA/GDDA – Criminal Records Checks/Fingerprinting and administrative regulation. We also require criminal records checks of our volunteers.

Curriculum

Curriculum guides are available for courses taught at the secondary level 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 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 principal/designee approval.

Teachers with questions should contact the principal/designee. Though teaching methodology may vary, classroom instruction is expected to reflect "best practices" consistent with research on effective instruction.

Discipline and Discharge

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

See Board policy GCPD – Discipline and Dismissal of Licensed Staff.

Drug-Free Workplace

No staff member, engaged in work for the district 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 C.F.R. 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 student 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 must notify their supervisor of their 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 must abide by the terms of the district's drug-free workplace policy.

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

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

1. Take action with regard to the employee determined to be appropriate, which may include discipline up to and including dismissal; and/or

2. Require satisfactory participation by the employee in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency.

See Board policy GBEC – Drug-Free Workplace.

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.

The district office will make contact with employees of the district via Blackboard and/or Flash Alert in the event of delayed openings or school closures. See building administrator or designee for additional information. Additionally, the following radio stations regularly report delayed openings and school closures: KEZI, KMTR, and KVAL.

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

See Board policy EBCD – Emergency Closures.

Evaluation of Staff

The purpose of the district's evaluation 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 or non-extension, contract renewal or nonrenewal, dismissal and discipline.

Licensed staff evaluations shall be customized based on collaborative effort and include the core teaching standards adopted by the Oregon State Board of Education. Evaluations will be based upon multiple evaluation methods that use multiple measures to evaluate

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

Copies of the district's evaluation procedures will be provided to all staff. 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.

See Board policy GCN/GDN – Evaluation of Staff and applicable provisions of collective bargaining agreements.

Fair Labor Standards Act

Regular working hours for all classified staff will be set by the principal/designee. Nonexempt staff are not to work before, beyond or outside their established working hours and are not to work overtime without prior authorization from the principal.

All time sheets must be a true reflection of all time worked, whether it is more or less than regularly scheduled work hours.

Failure to comply may 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:

1. What constitutes nonexempt working hours;
2. What constitutes normal working hours;
3. That employees are not to work before, beyond or outside their normal working hours or are not to work overtime without prior authorization;
4. That employee time sheets be a true reflection of all time worked, whether it is more or less than normally scheduled hours;
5. 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.

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 fundraising activities must be conducted under the direct supervision of staff or other authorized individuals and approved by the Superintendent/designee 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.

See Board policies IGDF – Student Fundraising Activities, DM – Cash in District Building and EFA – Local Wellness Program, if fund raising consists of selling food items.

Gifts and Solicitations

Staff members are to avoid accepting anything of value offered by another for the purpose of influencing their 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 as $50 or more from a single source in a single year.

No staff member may solicit funds in the name of the school or district through the use of, but not limited to, internet-based or crowd-funding types of fund raising, without the approval of the Superintendent.

No staff member/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 principal approval.

The solicitation of staff by sales people, other staff or agents during on-duty hours is prohibited without principal approval. Any solicitation should be reported at once to the principal.

See Board policies GBI – Gifts and Solicitations, KI/KJ – Commercial Advertising/Merchandise Sales, Oregon Government Ethics Commission (OGEC) and ORS Chapter 244.

Certified Staff – See Collective Bargaining Agreement (CBA) Article 2 starting on page 6 for more information.

Classified Staff – See Collective Bargaining Agreement (CBA) Article 11 starting on page 24 for more information.

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 principal/designee of the date, time and nature of the presentation whenever such use is planned.

Building administrators are to request photo ID of guest speakers.

Prior principal/designee 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 their participation, guest speakers are to be informed of the following regulations:

1. Profanity, vulgarity and lewd comments are prohibited;
2. Use of a tobacco product or inhalant delivery system or other similar device is prohibited;
3. Sexist, racial remarks or derogation of any group or individual is prohibited.

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, Cyber-Bullying

Hazing, harassment, intimidation or bullying, menacing and cyberbullying of or by students, staff or third parties toward staff are strictly prohibited and shall not be tolerated by the district. Staff members 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 staff will be reported to the Teacher Standards and Practices Commission (TSPC). Students will be subject to discipline up to and including expulsion.

An employee who has knowledge of conduct in violation of Board policy JFCF – Hazing/ Harassment/Intimidation/ Bullying/Menacing/Cyberbullying/Teen Dating Violence/Domestic Violence – Student shall immediately report their concerns to the designated district official.

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

Retaliation against the victim, any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is strictly prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a report or complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

See Board policies GBNA – Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying-Staff, JFCF – Hazing/ Harassment/ Intimidation/Bullying/Menacing/Cyberbullying/Teen Dating Violence/ Domestic Violence – and the administrative regulation.

Health Insurance Portability and Accountability Act (HIPPA)

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.

Identification Badges

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

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

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

Injury/Illness Reports

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

In the event or a work-related illness or injury to an employee resulting in overnight hospitalization for medical treatment other than first aid, the principal/designee will inform the Oregon Occupational Safety and Health Administration (OR-OSHA) within 24 hours as required by law. 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 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 equivalent medical facility.

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

See Board policy EBBB – Injury/Illness Reports.

Keys

Keys are issued to staff by the principal/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 principal within 24 hours of discovery of the loss or theft so that measures may be taken to protect district property. Five days will be allowed for the finding or recovery of keys before any charges are assessed;

5. Presentation of the broken or damaged key(s) and submission of assessed fees, replacement keys will be issued within five working days;
6. Charges for lost or stolen keys will be made to the staff member to whom the key(s) has been issued, in the following amounts:
    a. Room or other keys – $10;
    b. Master key – $45;
    c. Maximum charge – $60.
7. 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 principal/designee to keep their keys, as appropriate.

See Coordinate with Board policy ECAA – Access to Buildings.

License Requirements

For all positions that require licensing, the district must be able to verify the current license before the Board will consider approving their employment. Applicants whose license cannot be verified prior to the beginning of school or the first day of employment will not be employed until such license is verified and presented to the district office. This includes all endorsements.

The district requires licensed staff to submit copies of all license endorsements to the district office. This verification includes all license endorsements. It is the responsibility of each licensed staff member to keep their license and all endorsements current and to submit them to the district office.

Teachers are cautioned that failure to maintain license and endorsements may invalidate their contract with the district.

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

See Board policy GCA – License Requirements.

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.

Staff are not allowed to use interschool mail for the delivery of personal letters, notes and materials to other employees.

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 should check their mailboxes before school, at noontime break and after 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

Requests of staff by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home are to be referred to the principal/designee. The materials and proposed method of distribution will be reviewed and a decision made based on the educational concerns and interests of the district.

See Board policy KJA – Materials Distribution.

Meetings

Staff meetings are scheduled for the purpose of organization and communication of business that typically cannot be handled through staff bulletins, departmental or committee structure.

All staff are expected to attend staff meeting unless prior arrangements have been made with the 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 principal. Attendance of staff members at such meetings is left to the discretion of each employee.

A reasonable effort will be made to provide a room or other location in close proximity to an employee's work area, other than a restroom, where an employee can breast-feed her child or express milk in privacy.

Mother-Friendly Workplace

The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, near the employee's work area, where an employee can express milk or breast-feed in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the district may not include the time taken to travel to and from the location as part of the break period.

A 30-minute, paid rest period to express milk or breast-feed during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period. Check with the building principal/designee for designated locations.

The following locations have been identified in each facility for milk expression or breast-feeding:

1. District Office: location, e.g., a private office in the district office building;
2. Pleasant Hill Elementary School: location, e.g., classrooms with windows covered and door locked; staff room; a specifically dedicated room for mothers;
3. Pleasant Hill Middle School: location, e.g., classrooms with the windows covered and door locked; staff room; the locking file room in the main office;
4. Pleasant Hill High School: location, e.g., classrooms with the windows covered and door locked; staff room; the locking file room in the main office;

See Board policy GBDA – Mother Friendly Workplace.

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:

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

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

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.

See Board policy KAB – Parental Rights.

Parking/Traffic Controls

District vehicles operated by staff shall not be idled for more than 5 consecutive minutes at any one location unless otherwise provided for in policy.

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.

On all controversial issues, staff members are expected to make clear that the viewpoints they represent are personal and are not to be interpreted as the district's official viewpoint.

No staff member may use district facilities, equipment or supplies in connection with their political activities, nor may they use any time during the working day for such political activities.

Personal Electronic Devices and Social Media

Staff possession or use of personal electronic devices on district property, in district facilities during the workday, while staff is on duty, including duty in attendance at school-sponsored activities may be permitted but is subject to the limitations in Board policy and consistent with any additional rules as may be established by the Superintendent. At no time, whether on duty or off duty, will a personal electronic device be used in a manner that interferes with staff duty, the responsibility for the supervision of students, or in a manner that violates any other district policy.

A "personal electronic device" is a device that is capable of electronically communicating, sending, receiving, storing, recording and/or displaying information and data.

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

instructional-related activities only. The district will not be liable for loss or damage to personal electronic devices brought to district property and district-sponsored activities.

Staff members, while on duty and off duty, will utilize social network websites, public websites and blogs judiciously by not posting confidential information about students, staff or district business. Staff members, while on duty and off duty will treat fellow employees, students and the public with respect while posting in order to prevent substantial disruption in school.

Communication with students using personal electronic devices will be appropriate and professional. Communication with students using personal electronic devices regarding non-school-related matters is prohibited during work hours and strongly discouraged at all other times. If communicating with students electronically regarding school-related matters, staff should use district email using mailing lists to a group of students rather than individual students. Texting students during work hours is discouraged. Texting students while off duty is strongly discouraged.

Exceptions to the prohibitions set forth may be made for educational, health, safety or emergency reasons with principal or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of policy. Staff actions on social network sites, public websites, blogs and other social media, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A disruption, for purposes of this policy includes, but is not limited to, one or more parents threatens to remove their children from a particular class or particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened or actual negative impact on the learning environment. The taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise – commonly called texting, sexting, emailing, etc. – may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies which may result in arrest, criminal prosecution and lifetime inclusion on sexual offender registries. A referral to law enforcement officials may also be made.

Personal Property

The district is not liable for lost, stolen or damaged personal property on district property.

Personal References for Employment

Employees are to contact the district office prior to responding to any requests (written or phone) for references of/for employment. District letterhead will only be used with written permission from the district office.

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, 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 staff member'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. Except as provided below, or required by law, district employees' personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee or designee may arrange with the district office to inspect the contents of their 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 their 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 administrative staff;
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Employees or the district office whose job is to have access to the files;
8. Attorneys for the district or the district's designated representative on matters of district business;

9. Upon receiving a request from a prospective employer under ORS 339.374(1)(b), the district, pursuant to ORS 339.378(1) shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);

10. Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;

11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

The Superintendent may permit persons other than those specified above to use and to inspect employee records when, in his 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.

See Board policy GBL – Personnel Records.

Prep Periods/Instructional Staff Planning Time

All employees shall be entitled to uninterrupted time for preparation, as follows:

1. Each secondary level employee working halftime or more shall have one of their regularly assigned periods or time equal to a regular period for preparation each day;

2. Each elementary level employee shall have no less than 230 minutes of prep time per week, in blocks of no less than twenty (20) minutes;

3. Employees who are assigned to use their contractual prep time (as per Sections 1 & 2 above) to substitute for classroom employees shall receive compensation at the rate of 16.67% of that teacher's per diem rate for each day that the teacher teaches that long term additional class;

4. In months where there are two (2) early release days, one (1) early release day will be used by teachers for team collaboration time as directed by team members.

District and/or staff meetings may be held for up to three (3) hours on any in-service/teacher workdays; including before school starts in fall, statewide in October, and return from winter break. District and/or staff meetings may be held for up to two (2) hours on one (1) Grading Day at the end of the 3rd Quarter.

Progress Reports

Teachers are expected to report to parents and students, at least annually, their students' progress toward achieving the academic content standards. Progress reports are issued at the mid-way point of the first, second, third and fourth quarter grading periods indicating academic and behavior progress to date. Parents will receive reports on their students' absences.

Such reports may be issued at other times during the course of a grading period as deemed appropriate by teachers.

Forms are available in the office.

No grade of "D" or "F" should be issued without a written progress report having been sent home notifying the student and their parents of academic deficiencies.

See Board policy IKAB – Student Progress Reports to Parents.

Prohibited Use, Possession, Distribution, or Sale of Tobacco Products and Inhalant Delivery Systems

In order to comply with state law and to protect the health of students, staff and the general public, provide a healthy working environment and promote good health for students, tobacco and inhalant delivery systems use is prohibited on all district property and in district-owned buildings and vehicles and at district-sponsored events.

"Tobacco product" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, spit tobacco also known as smokeless, dip, chew or snuff in any form. This does not include USFDA approved tobacco products or other therapy products used for the purpose of cessation.

"Inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include USFDA-approved tobacco products or other therapy products marked and sold solely for the approved purpose.

See Board policy GBK/JFCG/KGC –Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems.

Purchase Orders

No obligation may be incurred by any staff member unless that expenditure has been authorized in the budget or as may otherwise be permitted by Board action and/or Board policy.

No purchase, including purchases from student body funds, will be authorized unless covered by an approved purchase order. Forms are available in the office.

Additionally, at least three competitive quotes with the vendor's business name and amount of the quote should be obtained for all goods, materials, supplies and services more than $10,000.

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

See Board policies DJ – District Purchasing, DJC – Bidding Requirements, IGDG – Student Activity Funds and administrative regulations.

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.

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.

See Board policy KBA – Public Records and administrative regulations.

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 principal/designee.

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.

If a staff member produces items described above partly on their 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.

See Board policies GCQB – Research and GCQBA – Copyrights and Patents and any collective bargaining agreements.

Resignation of Staff

A resigning staff member is required to deliver a written and signed notice of resignation to the office of the Superintendent.

A licensed staff member who wishes to resign from their position with the district must give written notice at least 60 days prior to the date they wish 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 they 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 discipline the licensee. 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 they wish to leave district employment.

The resignation shall be effective as of the date specified in the resignation notice. If no effective date is specified in the resignation notice, the resignation shall be effective as of the date received by the district office.

See Board policy GCPB/GDPB – Resignation of Staff.

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.

Safety Committee

A building safety committee has been established to help implement the district's safety program and as a part of any ongoing effort to help ensure the safety and health of student, staff and others while on district property.

The building safety committee meets monthly and conducts workplace safety inspections quarterly to locate and identify safety and health hazards and makes recommendations for corrections as needed. All significant safety-related incidents are investigated to help prevent similar events from reoccurring.

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

Security System

The Superintendent will control access to district buildings as appropriate and necessary to protect property, students and personnel.

Principals will control access to school buildings and will provide safeguards against unauthorized access to these buildings. Each principal, with the Superintendent's approval, will develop regulations designed to control the use of building keys and to ensure that buildings are adequately closed and locked when no authorized personnel are present. Staff or students who fail to obey such regulations may be disciplined, suspended or dismissed.

See Board policy ECAA – Access to Buildings.

Sexual Conduct (Reporting Requirements)

Sexual conduct by district/school employees, contractors or agents of the district as defined by Oregon law will not be tolerated. All district employees, contractors or agents of the district are subject to this policy.

Effective Date June 23, 2021 - The law specifies that the changes to the definitions of sexual conduct apply to conduct that occurs, before on or after June 23, 2021, for the purpose of reports, investigations, or employment agreements.

"Sexual conduct" as defined by Oregon law is verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student; or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile or offensive educational environment.

Sexual conduct does not include communications (verbal, written, or electronic) that are part of an education program that meets state standards or are part of a policy approved by the school board.

Sexual conduct does not include the conduct between someone who is both a student and an employee/agent/volunteer and another student if the conduct is consensual, does not create a hostile environment, and is not otherwise prohibited by law

Any district/school employee, contractor or agent of the district who has reasonable cause to believe that another district/school employee, contractor, agent of the district, or volunteer has engaged in sexual conduct with a student must immediately notify their immediate supervisor.

When the district receives a report of suspected sexual conduct by a district employee, the district may decide to place the employee on paid administrative leave or in a position that does not involve direct,

unsupervised contact with students while conducting an investigation. When the district receives a report of suspected sexual conduct by a contractor or agent of the district, the district may decide to suspend services of that contractor or place the agent in a position that does not involve direct, unsupervised contact with students while conducting an investigation. An "investigation" is a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the complainant, witnesses, the district employee, contractor or agent of the district or the student who is the subject of the report. If the subject of the report is a district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of an employment contract or agreement.

If, following the investigation, the report is substantiated, the district will inform the district, contractor or agent of the district employee that the report has been substantiated and provide information regarding the appeal process. The employee may appeal the district's decision through the appeal process provided by the district's collective bargaining agreement. A "substantiated report" means a report of abuse or sexual conduct that:

1. An educational provider has reasonable cause to believe is founded based on the available evidence after conducting an investigation; and
2. Involves conduct that the educational provider determines is sufficiently serious to be documented in the employee's personnel file or a student's education record, and in the administrative file for the contractor or agent of the district.

If the district employee, contractor or agent of the district decides not to appeal the determination or if the determination is sustained after an appeal, a record of the substantiated report will be placed in the employee's personnel file or in the administrative file for the contractor or agent of the district. The employee, contractor or agent of the district will be notified that this information may be disclosed to a potential employer. The district will not serve as a reference for a contractor or agent of the district that has a substantiated report.

In each school building the school principal is the person designated to receive sexual conduct reports, as well as the procedures the Superintendent/designee will follow up on receipt of a report. In the event that the designated person is the suspected perpetrator, the Board chair shall receive the report. When the Superintendent/designee takes action on the report, the person who initiated the report must be notified.

In the event that the person identified by the district to receive such reports is the suspected perpetrator, the Superintendent shall receive the report. When the Superintendent takes action on the report, the person who initiated the report must be notified.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected sexual conduct by a district employee, contractor or agent of the district in good faith, the student will not be disciplined by the Board or any district employee.

The district will provide annual training to district employees, parents and students regarding the prevention and identification of sexual conduct. The district will provide to employees, contractors or agents of the district at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

Educational providers shall follow hiring and reporting procedures as outlined in ORS 339.370 for all district employees.

See Board policy JHFF – Reporting Requirements Regarding Sexual Conduct with Students and the administrative regulation.

Sexual Harassment

Sexual harassment of or by staff members, students, or third parties who are on or immediately adjacent to school grounds, at any district-sponsored activity, on any district-provided transportation or at any official district bus stop, 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. The prohibition also includes off duty conduct which is incompatible with district job responsibilities.

Sexual harassment of students and staff members 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 members;

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 a staff member's ability to perform their job responsibilities; 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, staff members or third parties.

Principals, the compliance officer and the Superintendent have responsibility for complaints and 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.

Filing A Report

Step 1

Any sexual harassment information (i.e., complaints, rumors, etc.) shall be presented to the 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.

The district official receiving the complaint shall cause the district to provide written notice from the district to the complainant that includes:

1. Their rights;
2. Information about the internal complaint processes available through the school or district that the complainant may pursue;
3. Notice that civil and criminal remedies that are not provided by the school or district may be available to the complainant through the legal system and that those remedies may be subject to statutes of limitation;
4. Information about services available to the student or staff member complainant through the school or district including any counseling services, nursing services or peer advising;
5. Information about the privacy rights of the complainants and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district; and
6. Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment.

This written notification must:

1. Be written in plain language that is easy to understand;
2. Use print that is of the color, size and font that allow the notification to be easily read; and

3. Include that this information is made available to students, students' parents, staff members and members of the public on the school or district website.

Step 2

The district official receiving the information or complaint shall promptly initiate an investigation. The official 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 that the investigation is concluded

and if a violation of the policy was found to have occurred to the extent allowable by law. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter provided in step 1 and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent.

Step 3

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

Step 4

If a complainant is not satisfied with the decision at Step 3, they may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Complaints against the principal may be filed with the Superintendent. The Superintendent will cause the notice requirements identified in *Step 1* to be completed. The Superintendent will investigate the complaint and will notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the Superintendent, the complainant may appeal to the Board in *Step 4*.

Complaints against the Superintendent may be referred to the Board chair on behalf of the Board. The Board chair will cause the notice requirements identified in step 1 to be completed. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board chair shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

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 principal, 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.

See with Board policy GBN/JBA – Sexual Harassment (Required) and the administrative regulation.

Sick Time

Oregon Sick Time provisions:

1. Can be used for customary sick time reasons plus expanded reasons similar to FMLA/OFLA;
2. Provides a minimum of 40 hours for full-time employees who work a full year or sick time accrued at 1 hour for every 30 hours worked;
3. Employees are eligible to use sick time on the 91st calendar day of employment;
4. Accrues based on actual time worked;
5. There is a 180-day window of time after the employee last works for an employer to retain eligibility, accrual, and balance of sick time;
6. Shall be used in one-hour increments unless the employer can establish this results' in an undue hardship;
7. Must notify workers at least quarterly of their sick time balance.

See Board policy GCBDD/GDBDD - Sick Time.

Staff Conduct

All staff are expected to conduct themselves in a manner that conforms to applicable job descriptions, Board policy and administrative regulations.

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 notices 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" means any supervisory educator who holds a valid Oregon administrative license or registration;

2. "Competent" means discharging required duties as set forth in these rules;

3. "Educator" means any licensed or registered person, who is authorized to be engaged in the instructional program including teaching, counseling, administering and supervising;

4. "Ethical" means conforming to the professional standards of conduct set forth in these rules;

5. "Sexual contact" contact includes:

    a. The intentional touching of the breast or sexual parts or other intimate parts of a student;

    b. Causing, encouraging or permitting a student to touch the breast or sexual parts or other intimate parts of the educator;

    c. Sexual advances or requests for sexual favors directed toward 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" means 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.

"Teacher" means any person who holds a teacher's license as provided in ORS 342.125.

Staff Development

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

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

All requests for district payment of college course work tuition require prior administrative approval. 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. Requests require prior principal and Superintendent approval. Forms are available in the office.

Completion of continuing professional development requirements as set forth in OAR Chapter 584, Division 255 by the Teacher Standards and Practices Commission for license renewal are the sole responsibility of the employee.

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

See Board policy GCL/GDL – Staff Development, the administrative regulation

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. [3]

Employees are allowed to wear religious attire while maintaining religious neutrality and refraining from endorsing religion in the educational environment. Please contact your building administrator or supervisor for additional information/guidance.

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

District employees are prohibited from engaging in, or having a personal financial interest in, any activity that raises a reasonable question regarding the use of their official position in regards to their duties and responsibilities as employees of the district. This also applies to any personal financial benefit for the district employee's relative or member of household of the employee, or any business with which the district employee or a relative or member of the household of the district employee is associated.

This means that:

1. Employees, relatives or members of the district employee's household shall not use the employee's position to obtain financial gain or avoidance of financial detriment 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. Employees 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;
4. No district employee may serve as a Board or budget committee member in the district.
5. 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;
6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

[3] Discrimination on the basis of race, including but not limited to natural hair, hair texture, hair type and protective hairstyles, is prohibited. See ORS 659A.001.

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.

See Board policies GBC – Staff Ethics, EDC/KGF – Authorized Use of District Equipment and Materials, Oregon Government Ethics Commission (OGEC) and ORS Chapter 244.

Staff Health and Safety

In order to assure the safety of staff and students, information and/or training as necessary is provide 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.

Safety Data Sheets (SDS), 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 nor 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 accidently fall (such as loads supported by jacks, the raised body or 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 practice 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/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 or parental plan that curtails the rights of the noncustodial parent.

A noncustodial parent may receive and inspect the school records pertaining to their student and to consult with teachers concerning their student's welfare and education.

Noncustodial parents will not be granted visitation or telephone access to their student during the school day, nor will a student be release to the noncustodial parent.

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court. Such information will be maintained on file in the office and provided to staff, as appropriate.

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

Staff Room

A staff room is provided to staff use during break, lunch and preparation periods, as may be appropriate. All staff are expected to "pitch in" as needed, to help keep this gathering area clean and orderly.

Personal items of value should not be left in the staff room. Staff members leaving such items in the staff room do so at their own risk. The district will not be liable for loss or damage to personal items brought to district property and district-sponsored activities.

Students are not permitted in the staff room.

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 their 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.

See Board policy JHFA – Supervision of Students.

Teaching 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, a teacher may not advocate, openly, covertly or by subtlety, a particular religion or religious belief.

See Board policies IGAC – Teaching about Religion, IGACA – Recognition of Religious Beliefs and Customs and administrative regulations.

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 not be used.

See Board policy GCQAB – Private Tutoring for Pay.

Unmanned Aircraft Systems (UAS) a.k.a. Drones

An "unmanned aircraft system" (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.

Any employee, volunteer or representative of the district operating an unmanned aircraft system shall do so in accordance with Board policy, all applicable Federal Aviation Administration (FAA) and Oregon Department of Aviation (ODA) regulations.

A UAS operated at Oregon School Activities Association (OSAA) sanctioned events will do so in accordance with OSAA policies.

District staff teaching a class that allows use of a UAS may provide limited assistance to a student operating a UAS, provided the student maintains operational control of the model aircraft such that the staff member's manipulation of the model aircraft's controls is incidental and secondary to the student's. The staff member's de minimis participation must be limited to the student's operation of the UAS as part of the course. District employees will work with administrators to ensure that proper insurance, registration with both FAA and ODA, report to ODA and authorization are in place prior to adoption of curriculum that allows operation of a UAS.

See Board policy ECACB – Unmanned Aircraft System (UAS) a.k.a. Drone.

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, and schedule activities or other transportation far enough in advance to avoid any nonemergency use of private vehicles. No staff member may use a private vehicle for district business without written permission from the principal. When using any vehicle while on district business, staff shall use seat belts. Failure to do so is grounds for dismissal.

Vacancies/Transfers

Announced vacancies for licensed and classified positions are posted in the staff room at least five working days prior to closing the application period. Posting(s) are e-mailed to staff.

During summer break, such notices are e-mailed to the staff.

The Superintendent, based on district personnel needs and in accordance with district procedures, may authorize voluntary and involuntary transfer of staff members.

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.

Any individual considered for volunteer service with the district who is allowed to have direct, unsupervised contact with students shall submit to a nationwide criminal records check.

The district shall require a nationwide criminal records check based on fingerprinting for a volunteer with direct, unsupervised contact with students in the following positions:

1. Head coaches;
2. Assistant coaches;
3. Overnight chaperone;
4. Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity;

The use of volunteers requires prior principal/designee approval. Forms are available in the office.

See Board policies IICC – Volunteers, GCDA/GDDA – Criminal Records Checks/Fingerprinting and administrative regulations.

Weapons

In accordance with Oregon law, any district 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, a 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.

A person making a report as described above who has reasonable grounds for making the report is immune from liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the report in accordance with ORS 339.315(1)(b). The identity of a person participating in a good faith report as described above may not be disclosed except when allowed by law.

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

See Board policy JFCJ – Weapons in the Schools.

Whistleblower

When an employee has good faith and reasonable belief the employer has violated any federal, state or local, law, rule, or regulation; has engaged in mismanagement, gross waste of funds, or abuse of authority; or created a substantial and specific danger to public health and safety by its actions, and an employee then discloses or plans to disclose such information, it is an unlawful employment practice for an employer to:

1. Discharge, demote, transfer, reassign or take disciplinary action against an employee or threaten any of the previous actions. Withhold work or suspend an employee.
2. Discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment.
3. Direct an employee, or to discourage an employee, to not disclose or to give notice to the employer prior to making any disclosure.

4. Prohibit an employee from discussing, either specifically or generally, the activities of the state or any agency of or political subdivision in the state, or any person authorized to act on behalf of the state or any agency of or political subdivision in the state, with:

    a. Any member of the Legislative assembly;

    b. Any Legislative committee staff acting under the direction of any member of the Legislative assembly; or

    c. Any member of the elected governing body of a political subdivision in the state or any elected auditor of a city, county or metropolitan service district.

The district will use the complaint process in administrative regulation KL-AR - Public Complaints Procedure to address any alleged violations of this policy.

See Board policy GBMA – Whistleblower. ORS 659A.199 to-224

STUDENT OPERATIONAL PROCEDURES

Alternative Education Program

Alternative education programs have been developed and identified to meet the individual needs of students. These programs are made available to students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems; who have not met or who have exceeded all of Oregon's academic content standards; when the district determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic standards; or when a public or private alternative education program is not otherwise readily available or accessible. The involvement of staff, parents and the community in recommending alternative education programs for Board approval is encouraged.

Alternative education programs consist of instruction or instruction combined with counseling and may be public or private. Home schooling is not a permissible alternative education option.

When a student is placed in an alternative education program by the district, the district is obligated to pay the actual alternative education program cost or an amount equal to 80 percent of the district's estimated current year's average per-student net operating expenditure, whichever is less. If the student is not successful in the alternative education program, there is no obligation to propose of fund a second alternative.

The district provides individual notification to students and parents regarding the availability of alternative programs annually or when new programs become available under the following situations:

1. When two or more severe disciplinary problems occur within a three-year period. Severe disciplinary problems are defined in the student/parent handbook;
2. When attendance is so erratic the student is not benefitting from the educational program. Erratic attendance is defined on a case-by-case basis;
3. When an expulsion is being considered;
4. When a student is expelled;
5. When a student's parent or an emancipated student applies for exemption from attendance on a semi-annual basis.

Teachers with questions concerning available alternative education programs should contact a counselor or the principal.

See Board policies IGBHA – Alternative Education Programs, IGBHB – Establishment of Alternative Education Programs, IGBHC – Alternative Education Notification and administrative regulations.

Assemblies

Students are required to attend all assemblies. Those who refuse are to be referred to the office.

All teachers are assigned to specific supervision duties during assemblies and are expected to be in their assigned areas.

Students may be removed from an assembly as deemed necessary by the staff member. Generally, all students should be dealt with directly and/or referred to the office in accordance with established building discipline procedures.

Assessment Programs

The district's assessment program has been developed to meet state requirements and local district needs.

Assessment results are used to measure the academic content of standards and to identify students who meet or exceed the performance standards adopted by the State Board of Education. Additional services, alternative educational or other public school options are made available to any student who has not met or has exceeded all of the state-required academic content standards and.

The district's assessment program consists of the following:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
2. Individual diagnostic and ability evaluations in all grades when individuals have been referred and parental permission obtained;
3. Assessments by individual teachers;
4. Other schoolwide and grade level wide assessments.

Dates for district and state assessments will be announced by the principal/designee, as appropriate.

An adult student, or parent on behalf of a student, may opt-out of the statewide summative assessments as provided by state law. The district shall provide the required notice and necessary forms to the parent or adult student.

Bilingual Education English Language Learners

Students whose primary language is a language other than English are provided appropriate assistance through the district until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

Staff in need of assistance in translations, materials selection, special curriculum development, etc., should contact the office.

See Board policy IGBI – Bilingual Education.

Counseling and Guidance Program

The district's counseling and guidance program is designed to involve all staff and parents in the educational, personal/social and career development of students.

Counselors may provide such services as academic counseling for students and parents, including assistance and information in the areas of scheduling, forecasting, assessments, alternative education programs, progress toward meeting local and state graduation requirements, scholarship and college entrance requirements and identification of district, community and statewide resources for students with academic personal/social or other needs.

Counselors are also available to assist students with academic, social and personal problems and define and arrive at positive solutions through a variety of conference settings.

Students generally schedule appointments to see a counselor through the counseling office. Prior notice to a teacher that a student will be missing class may not always be possible because of the emergency nature of many of the appointments.

Teachers may refer to a student to a counselor by contacting the counselor directly or by completing a referral form, available in the office. Teachers interested in arranging a conference with a counselor and a particular student and/or parent should contact the counseling office.

Counselors and teacher with counseling responsibilities are expected to fully respect the right of privacy of those with whom they enter counseling relationships. Confidential matters are not to be discussed over the phone.

Confidentiality is not to be abridged except:

1. When there is clear and present danger to the student or others;
2. To consult with other professional persons when this is in the student's interest;
3. When the student waives this privilege in writing.
4. When specifically authorized or required by law.

See Board policy IJ – Guidance Program.

Early Childhood Education Programs *(Readiness to Learn)*

The district recognizes the necessity to ensure that all children have access to early education opportunities to better develop the skills, attitudes and habits expected of kindergarten and first

grade students. To this end, the district has coordinated and/or collaborated with a variety of programs for children birth through age five. Additionally, early education opportunities are provided to students between kindergarten and grade three. These include targeted services for "at-risk" children; ongoing curriculum and educational practices review and improvements that encourage parent participation and promote consistency with research findings about how children learn and sensitivity to individual differences; interagency agreements among the district and health care and social-service providers; ongoing review of program goals; and planned transition from prekindergarten to kindergarten through grade three.

Health-Services Programs

The district has an established health-services program which provides:

1. Pertinent health information on students, as required by Oregon statutes and rules;
2. Health-appraisal services, including screening for possible vision or hearing problems;
3. Health counseling for students and parents, when appropriate;
4. Health care and first-aid assistance that is appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by the Oregon Department of Human Services, Health Services, and the county health department;
6. Assistance for students in taking medication according to established district policies and procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Integration of school health services with school health education programs.

The district's school nurse is available as a resource to teachers in securing appropriate information and materials on health-related topics.

All staff will be informed of their responsibilities in these areas.

Non-emergency invasive physical examinations and screenings not otherwise required or permitted by state law may take place under the Every Student Succeed Act of 2015 only with prior parental notification and the option for parents to excuse their student from the activity.

Oregon Revised Statute (ORS) 329.025 requires:

1. One registered nurse or school nurse for every 125 medically fragile students; or
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; or

3. One registered nurse or school nurse for every 225 medically complex students.

Homebound Instruction

The district may use the most cost effective means available to meet the above requirements.

Homebound instruction is provided to any student whose health or impairment causes them to be absent from school for at least 10 consecutive school days. A physician's statement substantiating such absence is required in order for the district to authorize homebound instruction.

The amount of instructional service provided will be related to each student's educational needs and physical and mental health.

Teachers are expected to cooperate with counselors, students and parents to provide such assignments/homework as may be necessary to help students maintain satisfactory progress during the student's temporary absence from school.

See Board policy IGBG – Homebound Instruction.

Home Tutoring Services

Home tutoring services may be provided to students who are temporarily disabled or for other medical reasons unable to attend school in excess of 10 consecutive school days.

A physician's statement substantiating such absence is required in order for the district to authorize home tutoring.

The home tutor will work with the student's teacher to provide the necessary instructional support needed to help the student maintain their academic progress.

Assignment of Students to Classes

The assignment of students and classes to teachers is the responsibility of the principal/designee. Parents have the right to discuss student class assignments with counselors and the principal.

Any request to change a student's assignment to a particular class by a student, parent or teacher should be referred to the principal or counselors.

Students are to be added or dropped from teacher class rosters only when the student presents an add/drop slip from the counseling office or when otherwise notified by the office.

Any student with the proper add slip, or who has otherwise been added to a particular class by the counseling office, is to be admitted to class. Teachers with questions regarding a student's placement should contact the principal's or counseling office.

Class Interruptions

The district is committed to protecting instructional time. Class interruptions of any kind will be kept to a minimum. Students are not to be permitted to interrupt a class in session without authorization from the office. Intercom use is restricted to administrative use or administrative approved use only.

Communicable Diseases/Students

Protection from communicable disease is generally provided through immunization, exclusion or other measures provided for in Oregon Revised Statutes and rules of the county health department. A student with certain school restrictable diseases is not allowed to come to school while the disease is contagious. This restriction is removed by the written statement of the local health officer or a licensed physician (with the concurrence of the local health officer) that the disease is no longer communicable to others in the school setting. In those cases where a communicable disease is diagnosed and confirmed and the student would not be excluded from school. The district will inform the appropriate staff member to protect against the risk of exposure, as necessary.

See Board policies JHCC – Communicable Diseases; JHCCA – Students – HIV, HBV and AIDS; and administrative regulations. Revisions of: Oregon Department of Education's *Communicable Disease*.

Contests for Students

The district cooperates with individuals, community organizations and agencies desiring to sponsor contests for students when such activities can be integrated into the school program without disruption or loss of instructional time for the student and without imposing an unreasonable added workload on staff. All such contests must be consistent with the purposes and educational aims of the district.

Teachers sponsoring such activities are responsible for the preparation and circulation of all informational materials and for other administrative work required in the grading, judging or evaluation of the participant's work.

The school may not be used to promote private or commercial interests nor be used for the direct sales promotion of individual competitive goods or services.

Materials or activities initiated by private sources are to be referred to the Superintendent/ designee for approval and will be judged on grounds of their direct contribution to educational values, factual accuracy and good taste.

See Board policies KI/KJ – Commercial Advertising/ Merchandise Sales.

Corporal Punishment

The use of corporal punishment in any form is strictly prohibited by the district and will be considered cause for discipline up to and including dismissal. Corporal punishment is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

A staff member is authorized to employ physical force when, in their professional judgment, the physical force is necessary to prevent a student from harming themself, others or doing harm to district property.

Corporal punishment does not include physical pain or discomfort resulting from or caused by:

1. Training for or participation in athletic competition voluntarily engaged in by a student;
2. Recreational activity voluntarily engaged in by a student;
3. Physical exertion shared by all students in a teacher-directed class activity, which may include, but is not limited to, physical education exercises, field trips or vocational education projects;
4. Physical restraint or the use of aversive techniques as a part of a behavior management program in a student's individualized education program which has been signed by the parents and is carried out according to district procedures.

See Board policy JGA – Corporal Punishment.

Dismissal of Classes

Teachers should never dismiss a class before the established dismissal time. Detaining the entire class after dismissal time is also discouraged. Whenever individual students are detained after class, the teacher is expected to provide the student a note for the student's next class teacher. This will help reduce unnecessary hall traffic as students reporting to class late will need to account for their tardiness.

Drug, Alcohol, and Tobacco Prevention, Health Education

Students have a right to attend school in an environment conducive to learning. The district will not tolerate the possession, sale or use of unlawful and harmful drugs (illicit drugs, non-therapeutic use of prescribed drugs, misuse of solvents and other dangerous substances and drug paraphernalia), alcohol or tobacco in the schools, on district property, on a school bus or while participating in any school-sponsored activity, whether on district property or at sites off district property.

An age-appropriate drug, alcohol and tobacco prevention curriculum is provided for all students in grades K-12 as a part of the health education curriculum. For students in grades 9-12 not enrolled in health education classes, a program of activities which meets the requirements of the drug, alcohol and tobacco prevention rule has been developed.

Each year, a planned staff development and public information program that addresses the needs and responsibilities for the entire staff is developed by the Superintendent/designee. The program includes current basic drug, alcohol and tobacco information and an explanation of district drug, alcohol and

tobacco policies, procedures and programs. The input of staff in planning and implementing the district's staff development and public information program is encouraged to ensure a drug, alcohol and tobacco program that best meets the needs of district students.

See Board policy IGAEB – Drug, Alcohol and Tobacco Prevention, Health Education.

Emergency Drills and Instruction

All teachers are required to provide instruction on fire, earthquake, safety threats and drills for at least 30 minutes each school month in accordance with the requirements of law.

At least one fire drill, which includes routes and methods of exiting the school building, will be conducted each month for grades K-12. At least one fire drill will be conducted within the first 10 days of the school year.

At least two drills on earthquakes and two drills for safety threats will be conducted each year.

A map/diagram of the fire escape routes to be followed should be posted near the classroom doorways and reviewed with students. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place, evacuation and other actions to take when there is a threat to safety.

The warning signal for a fire alarm/drill is an alarm or an announcement. Upon the sounding of a fire alarm, teachers are required to:

1. Immediately direct all students to orderly exit the buildings using the evacuation route posted. Students may not stop at lockers, drinking fountains, restrooms, etc. along the way;
2. Close windows, turn off lights and leave door unlocked;
3. Take attendance;
4. Escort class to at least 100 feet from the building and take attendance. Report any accounted students to the principal/designee;
5. Upon "all clear" signal, announced by administration, escort students directly back to class. Check attendance.

The warning signal for an earthquake alarm/drill is an alarm or an announcement. In the event of an earthquake, teachers are required to:

1. Immediately direct all students to "drop, cover and hold on." Students should drop to a crouched position with head bent to knees; hands clasped behind the neck, arms against ears, eyes closed and back towards the windows. Safest areas, if indoors, would be under desks or tables as appropriate, along inside walls, in doorways or other protected areas and away from cabinets, bookshelves, light fixtures or other such suspended objects;
2. Wait until shaking stops;

3. Evacuate building following established evacuation procedures;
4. Take attendance and report any unaccounted students to the administration;
5. Upon “all clear” signal, announced by administration, escort students back to class;
6. If outdoors during an earthquake, direct students to move away from buildings and other overhead objects such as power lines. Drop low to the ground and protect head and neck.

See policy EBCB – Emergency Drills and Instruction. Oregon State Fire Marshall’s Fire Code requirement. ORS 336.071 requires drills and instruction on safety threats.

Feature Films/Videos

Principal/designee approval is required prior to showing a feature film/video to students in district classrooms. Only films/videos rated G, PG may be authorized for classroom use. Rated PG-13 may be shown in grades 7-8 with prior building principal approval and written parental permission. Films and videos rated R may be shown to students in grades 11 and 12 with prior building principal approval and written parental permission.

Requests are to be submitted to the principal/designee at least five days prior to the proposed showing. Forms are available in the office. The following information should be included:

1. Title and brief description;
2. Purpose for the showing;
3. Match with course objectives;
4. Proposed date of showing;
5. When and how parents will be notified, or if necessary grant consent;
6. Audience rating (e.g., G, PG. PG-13).

The showing of all feature films/videos with a G rating requires prior parent notification from the staff member. Feature films/videos with a PG or PG-13 rating must have prior parental consent. Parents should be provided the opportunity to preview a feature film/video, whenever possible.

See Board policy IIABB – Use of Feature Films/Videos and the administrative regulation

Field Trips and Special Events

It is expected that teachers will provide for optimum student use of educative resources available outside the school itself. Carefully planned school trips can extend and enrich the activities of the classroom to include opportunities for learning experiences not otherwise obtainable.

All school trips will be taken as extensions of the classroom and the supervision of students will be the responsibility of the teacher sponsoring the group.

The building principal and the Superintendent, upon application by the teacher or teachers, will determine the final decision. All requests will be based upon utilization of the school trip to enrich class programs in progress or anticipated. This policy applies only to trips of considerable distance and will not apply to school trips taken within Lane County to enrich class offerings.

School trips will be subject to the following requirements:

1. "Blanket" permission for all school trips within the school district will be secured from the parents of each student annually;
2. No school trip will be taken without the prior approval of the building principal;
3. The building principal will maintain a record of all school trips taken during the school year;
4. Trips will be by such conveyance as will ensure the maximum safety to the participants and provide adequate protection involved in the use of transportation facilities;
5. A visitor to the Pleasant Hill School District must have a school principal's approval in order to ride a school bus.

All out-of-state, out-of-country travel must have prior building principal approval.

See Board policy IICA – Field Trips and Special Events.

Flag Salute

Students will be provided an opportunity to salute the United States flag at least once a week by reciting *The Pledge of Allegiance.* Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

Each classroom is required to display a United States flag of an appropriate size.

Grading

The evaluation of student progress is a primary responsibility of all teachers. The highest possible level of student achievement is a common goal of both the district and parents. As a close working relationship between the district and parents is essential to the accomplishment of this goal, regular communications with parents is essential.

Teachers are expected to report, at least annually, a student's progress toward achieving academic content standards to the student and their parents. Parents will receive reports on their student's absences.

Teachers should use a variety of communication devices, including phone and personal conferences, as well as written grade reports to keep parents well informed. At the beginning of the grading period, students and parents are to be informed regarding the basis of the grades and the methods to be used in determining grades.

Letter grades will be used as follows:

A – Superior

B – Above Average

C – Average

D – Below Average

F – Failing

P – Pass – Credit granted, nongraded course

NP – No pass – Credit denied, nongraded course

There will be no minus (-) or plus (+) signs used in grading on report cards.

Grading will be conducted on a nine-week basis.

Grade reduction or credit denial based on a student's attendance may be permissible only when the student's attendance is not used as a sole criterion for the grade reduction or credit denial. Prior to a grade reduction or credit denial, teachers are required to provide notice to the student, parents or guardians that includes the following information:

1. Identification of how the attendance and class participation is related to the instructional goals of the subject or course;
2. Parents and students will be informed;
3. Procedures in due process are available to the student when the grade is reduced or credit denied for attendance rather than academic reasons;
4. Reasons for nonattendance are considered and the grade is not reduced or credit denied based upon absences due to:
    a. Religious reasons;
    b. A student's disability; or
    c. An excused absence, as determined by the district's policy.

Due process procedures will be provided to all students whose grade is reduced or credit denied for attendance rather than academic reasons. Reasons for the student's absence will be considered. No grade may be reduced or credit denied based on absence due to religious reasons, a student's disability or an

excused absence as determined by district policy. Such notice is to be included in each teacher's syllabus and distributed to students at the beginning of the grading period.

Special education students are to receive grades based on progress toward goals stated in the student's individualized education program (IEP).

See Board policies IK - Academic Achievement, IKA.

Homework

Teachers at all grade levels are encouraged to consistently assign homework, which is expected to increase in complexity with the maturity or grade level of the students.

Homework may refer to an assignment prepared during a period of supervised study in class or outside of class or which requires individual work in the home.

Homework is expected to be designed to improve learning, to aid in the mastery of skills and to stimulate interest on the part of the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment. Homework should not require the use of reference materials not readily available in most homes, school libraries or the public library. Homework should require the use of those materials only when the student has had instruction in such use.

Human Sexuality, HIV/AIDS, Sexually Transmitted Diseases, Health Education

Human sexuality, HIV/AIDS and sexually-transmitted disease prevention curriculum has been cooperatively developed and aligned with the Oregon Health Education Standards and Benchmarks, by parents, teachers, administration, local health department staff and others as an integral part of health education and other subjects. All teachers are expected to teach the age-appropriate curriculum annually for students in grades 6-8 and twice in grades 9-12 in accordance with established curriculum.

Teachers are expected to notify parents of minor students in advance that the material regarding any human sexuality or HIV/AIDS/HBV/HCV will be taught. Any parent may request their student be excused from that portion of the instructional program.

*HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

Coordinate with Board policy IGAI – Human Sexuality, HIV, AIDS, Sexually Transmitted Diseases, Health Education.

Library/Media Support Services

Teachers should contact library/media staff for assistance in obtaining audiovisual materials and equipment, computer software, video recordings, laser discs, sound filmstrips and other instructional media materials maintained by the district.

Additional supplemental materials may also be available through the local education service district and/or state library system.

Teachers may schedule with staff to bring entire classes to the library/media center for project work, as appropriate. Individual students may be admitted for specific project work during class time with a note from the student's teacher.

Make Up Work

A student who has an excused absence from class is permitted to make up those assignments that they have missed. The student is expected to make arrangements with the teacher on their first day back in class for the work missed due to absence.

Any student who has an unexcused absence from school may be permitted to make up missed work at the discretion of the teacher

A student suspended from school is to be permitted, as provided by Oregon Administrative Rule, to make up school work upon their return from the suspension if the work reflects achievement over a greater period of time than the length of the suspension. For example, the student is allowed to make up final, midterm and unit examinations, without an academic penalty.

Meal Programs

The district participates in the National School Lunch, School Breakfast and Commodity Programs.

Free or reduced-price meals are available for students unable to pay the full price for meals. General information, eligibility criteria and confidential application forms are available through the office.

If a student owes money for five or more meals, Pleasant Hill School District shall take the following steps:

1. The district office will determine if the student has been identified as being categorically eligible for free school meals and can be directly certified without application;
2. If the student has not been directly certified for free meals and is not categorically eligible for free meals, then the food service department will make at least two attempts to contact the student's parent/guardian to have them complete an application to determine if the student is eligible for free or reduced price lunches under United States Department of Agriculture's current income eligibility guidelines. Contact may be done by placing phone call(s) with the parent/guardian and/or via email/traditional service;

3. If the students' parent/guardian doesn't fill out the application, then the principal's office will make reasonable efforts to contact the parent/guardian and to offer assistance filling out an application, if appropriate;

4. Failure to submit the application, or if you are not eligible for free school meals, the district may impose certain restrictions and/or penalties, which may include withholding a high school diploma, until fees, fines or damages are paid. A written notice will be provided to the student and their parent/guardian(s) of the district's intent to collect fees, fines and damages owed. The notice will include the reason and amount of debt, itemization of fees, fines or damages, and the right of the parent/guardian to request a hearing, pursuant to board policy KL;

5. If you become approved for free school meals, your account will no longer be charged for regular meals but you will still be responsible for the debt acquired prior to the approval. Debts not paid within 10 calendar days of the district's notice to the student and parent/guardian may result in possible restrictions and/or penalties, until the debt is paid. The district may pursue possible restrictions and/or penalties through private collection agency or other methods available to the district. All such restrictions and/or penalties shall end upon payment of amount owed.

See Board policy EFAA - District Nutrition and Food Services and the administrative regulation.

Media Access to Students

The media may interview and photograph students involved in instructional programs and school activities including athletic events. Such media access may not be unduly disruptive and must comply with Board policies and district goals.

Media representatives are required to report to the principal/designee for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

Information obtained by media representatives directly from students does not require parental approval prior to publication by the media. Parents who do not want their student interviewed or photographed by the media may direct their student accordingly.

Staff may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

Moving/Holding Classes Outdoors

From time to time, teachers may find it necessary to temporarily move a class from their scheduled room or teaching area. Teachers are responsible for ensuring that both the office and students are informed of the change.

As holding classes outdoors often presents a distraction to students in the class, as well as to staff and students in other classrooms, teachers are expected to conduct their classes in their scheduled rooms unless otherwise assigned by the principal/designee.

From time to time, certain class assignments may be more appropriately conducted outdoors. Prior principal/designee approval is required for all such activities.

Non-prescription/Prescription Medications

Students may be permitted to take prescription or nonprescription medication at school, at school-sponsored activities, while under the supervision of school personnel and in transit to or from school or school-sponsored activities.

Training will be provided by a qualified trainer to designated staff authorized to administer nonprescription and prescription medication to students within individual school buildings and while participating at school-sponsored activities, while under the supervision of school personnel, or while in transit to or from school or school-sponsored activities.

Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects and allergic reactions and student confidentiality. Materials as recommended and/or approved by the Oregon Department of Education will be used.

Students in grades K-12 are permitted to self-medicate prescription and nonprescription and nonprescription medication in accordance with the following procedures:

1. A parent or guardian permission form and written instructions have been submitted for all prescription and nonprescription medication. In the case of prescription medications, permission from the physician or other licensed health care provider is also required and shall include information that the student has been instructed in the proper use of the prescribed medication. Such permission may be indicated on the prescription label. Principal permission is also required for all self-medication requests;

2. Students who are developmentally and/or behaviorally unable to self-medicate will be provided assistance by designated staff. A permission form and written instructions will be required as provided above;

3. All prescription and nonprescription medication must be kept in its appropriately labeled, original container, as follows:

    a. Prescription labels must specify the name of the student, name of the medication, dosage, route and frequency or time of administration and any other special instruction;

    b. Nonprescription medication must have the student's name affixed to the original container;

4. The student may have in their possession only the amount of medication needed for that school day except for manufactory's packaging that contains multiple dosage. The student may carry one package;
5. Sharing and/or borrowing of any medication with another student is strictly prohibited.

Permission to self-medicate may be revoked by the principal/designee if there are any abuses of these procedures.

All other students will be administered medication only by designated staff after receipt of required parent permission forms and written instructions.

A process shall be established by which, upon parent written request, a backup prescribed auto injectable epinephrine be kept at a reasonable, secured location in the student's classroom. A premeasured dose of epinephrine may be administered by trained, designated district staff to any student or other individual on school premises who, the personnel believe in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

An individualized health care plan will be developed for every student with a known life-threatening allergy and for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency.

See Board policies JHCD –Nonprescription Medication, JHCDA - Prescription Medication and administrative regulations.

Non-School-Sponsored Study and Athletic Tours/ Trips/ Competitions

The district does not sponsor, endorse or financially contribute to the variety of outside-sponsored study and athletic tours/trips/competitions available to students.

Students who raise funds for their personal participation in such activities may not raise moneys for travel and other activity expenses as a representative of the school. Students may not use school supplies, materials or facilities in conjunction with such trips or their related fund raising.

Staff members are prohibited from using their contact with students to advertise or recruit for summer or other holiday travel activities not sponsored by the district which involve their supervision of students. Staff may not advise parents regarding selection of such trips or tours for their students.

The counseling center may contain pamphlets, which will assist parents who have questions about selection of such activities.

Pregnant/Parenting Student Programs

The district advocates the right to continued public education for all pregnant and parenting students. A pregnant and parenting student should be encouraged to continue with their educational program and to participate in all school-sponsored activities unless physically unable.

Teachers are expected to work cooperatively with counselors, parents and students in the development of individualized educational programs or services, or both, to address the needs of pregnant and parenting students when their educational needs cannot be met by the regular-provided school program.

See Board policy JFE – Pregnant and Parenting Students and the administrative regulation.

Program Exemptions

Students may be excused from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district, upon the written request of the parent.

An alternative program of credit may be provided. Teachers are expected to work cooperatively with students, parents, counselors and other district staff in the development of such alternative learning activities, as needed.

Psychological Testing Services

Psychological tests, excluding intelligence tests, may be administered to students only by licensed psychologists/psychometrists employed for this purpose or by interns under their supervision.

Psychological evaluations may be made only with the informed and written consent of parents.

Release Time for Religious Instruction

Students may be excused from school for religious instruction, not to exceed two hours for grades 1-8 and five hours for grades 9-12 in any school week. Teachers will be notified by the office of any students in their class so excused.

Any student unable to attend classes on a particular day due to religious beliefs is to be excused from attendance requirements for that day.

No such absences shall be counted against a student in determining failure or reduction of grades. Any tests and assignments a student misses because of such absences are to be given to the student upon their return to school or at such other times as may be deemed appropriate by the teacher.

Restraint and Seclusion

The use of physical restraint and/or seclusion is permitted only as a part of a behavior support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to self or others.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee or volunteer as when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint and seclusion under these circumstances is only allowed so long as the students' behavior poses a threat of imminent, serious physical harm to themselves or to others. Any student being restrained or secluded within the district, whether an emergency or as part of a plan, shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in OAR 581-021-0568.

See Board policy JGAB – Use of Restraint and Seclusion and the administrative regulation. OAR 581-021-0559 requires districts to submit their annual report detailing the use of physical restraint and seclusion to the State Superintendent of Public Instruction.

Resuscitation Decisions/Life-Sustaining Emergency Care

No staff member may comply with any directive from parents or others, written or verbal, that life-sustaining emergency care be withheld from a student in need of such care while under the control and supervision of district staff.

Life-sustaining emergency care means any procedure or intervention applied by appropriately trained district staff that may prevent a student from dying who, without such procedure or intervention, faces a risk of imminent death. Examples of life-sustaining emergency care may include: efforts to stop bleeding, unblocking airways, mouth-to-mouth resuscitation and cardiopulmonary resuscitation (CPR).

In a life-threatening situation, staff members are expected to dial 911 for paramedic assistance and provide life-sustaining emergency care to any student requiring it in order to sustain life until relieved by paramedics or other appropriate medical personnel.

Retention of Students

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved.

Exceptions may be made after prior notification and explanation to the student's parents, but the final decision will rest with the principal.

When the parents' decision is not in agreement with the school's recommendation, parents must sign a "release from responsibility" form to be placed in the student's file. Then at the principal's discretion, the student may then be promoted.

See Board policy IKE – Promotion and Retention of Students and the administrative regulation.

Special Education Services

Psychological records of students are confidential. Written parental consent is required prior to the release of any such data.

Student's kindergarten age through age 21 living in the district that have been evaluated by qualified educational and/or medical personnel and found eligible for services or programs for students with disabilities shall be provided a Free-Appropriate Public Education (FAPE).

The related services and educational programs provided are designed to meet the needs as specified by the student's Individualized Education Program (IEP).

When appropriate, students with disabilities are educated with students without disabilities. Special placements or separate schooling is provided only when the nature of the disability prevents some educational benefit in the regular classroom or affects the health or safety of the student or others.

Placements are made by the building's IEP team, which consists of the student's parent(s); one regular education teacher, if the student is participating in the regular education program, or, if the student does not have a regular education teacher, a teacher qualified to teach a student the same age; the student's special education teacher or a special education provider; a representative of the district; an individual, who may be another member of the team, who is knowledgeable about the student's disability and who can interpret the instructional implications of the evaluation results; the student, when appropriate, and other individuals who have knowledge or special expertise regarding the student, at the discretion of the parent or district; and other agency representative as provided by law.

Teachers with questions regarding the referral and placement process should contact a special education staff member.

All teachers are expected to work cooperatively with special education staff to modify curriculum, instructional strategies and grading as necessary to meet the needs of a student's IEP.

See Board policies IGBA – Students with Disabilities (Required), IGBAF – Special Education – Individualized Education Program (IEP), IGBAJ - Special Education - Free Appropriate Public Education (FAPE) and other related policies, local building procedures and administrative regulations.

Student Activity Funds

All moneys raised or collected by and/or for school-approved student groups are to be receipted and deposited into a checking account administered by the business office. All student activity fund expenditures must be approved by the principal and person in charge of the student activities program.

All expenditures from the general account of student activity funds must also be approved by the school-recognized student government organization if such organization exists. Funds derived from the student body as a whole shall be expended to benefit the student body as a whole.

All expenditures from a specific account of student activity funds related to other school-recognized student groups must be approved by the members of that organization and their staff advisor. Funds derived from authorized clubs and organizations shall be expended to benefit the specific club or organization and, to the extent possible, to benefit those students currently in school who have contributed to the accumulation of the funds.

See Board policy IGDG – Student Activity Funds.

Student Conduct

All students are to comply with district policies and administrative regulations, written building and classroom rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner at school during the school day and during school-sponsored activities.

In addition to adopted Board policies governing student conduct, administrative regulations, school rules specifying student conduct expectations have been established. These regulations/rules apply to actions which occur on district property; at any district-sponsored activity regardless of location; or when traveling to or from school for district-sponsored activities on transportation provided or approved by the district. A student handbook, code of conduct or other document shall be developed and distributed to parents, students and employees. Each school shall publish any additional rules specific to the school and distribute it to students and parents. Disregard of these rules constitutes grounds for suspension, expulsion or other reasonable disciplinary action.

Student conduct rules unique to individual classrooms may also be developed by teachers. All such rules must be consistent with district policies, administrative regulations and school rules governing student conduct and discipline. Classroom rules and consequences are to be reviewed with students, posted in classrooms and made available to parents.

Classroom rules and consequences are to be submitted to the principal for review and approval prior to implementation.

See Board policy JFC – Student Conduct.

Student Detention

Teachers may detain a student after school hours for disciplinary reasons provided the parent has been notified of the detention and, in the case of bus students, prior arrangements have been made for the student's transportation home.

Parents may be asked to arrange for the transportation of the detained student; however, if the parent cannot or will not provide it, an alternative disciplinary procedure must be substituted.

Students who are detained after school are not to be left unsupervised during their detention.

See Board policy JGB – Detention of Students.

Student Discipline

Student discipline, whether in the classroom, building, district grounds or at district-sponsored activities regardless of location, is the responsibility of all staff. Student conduct infractions have been divided into two categories, severe violations and minor violations. These are listed in the *Student/Parent Handbook*. Student discipline will offer corrective counseling and sanctions that are age appropriate, and to the extent possible, are shown through research to be effective.

The following behavior referral process has been established to assist staff in dealing with student misconduct:

Minor Violations

1. With the first offense, the staff member describes the inappropriate behavior, provides an opportunity for the student to be heard, describes appropriate behavior, if necessary, and informs student that subsequent violations will result in a parent contact by the teacher. Document with student's response and signature.

2. With a second offense, the staff member describes the inappropriate behavior, provides the student with an opportunity to be heard, describes appropriate behavior, if necessary, and informs the student that they are now on Step 2. Contact parents with details and inform parents and student that further violations of the same rule will result in a referral to the office for disciplinary action. Document with student's response and signature.

3. With a third offense, the staff member confronts the student, describes the inappropriate behavior, provides the student with an opportunity to be heard, and if necessary, document with student's response and signature. Submit form to the office for administrative action.

This three-step process is to be followed throughout the grading period. At the beginning of each new term, students are afforded a clean slate and the process begins anew. Students referred to the office for a third offense may begin anew or be continued with Step 2 or 3 actions, as deemed appropriate by the teacher in consultation with the administration.

Severe Violations

All students with severe violations are to be referred to the office immediately. A complete student incident referral form must be submitted at the time the student is sent to the office. If a student refuses to report to the office as directed or the teacher deems it necessary for the student to be accompanied to the office, the office should be contacted for administrative assistance.

Each student who is being provided educational services through an Individualized Education Program (IEP) is subject to district discipline regulations unless, as provided by law, specific behavioral concerns are addressed as part of the student's IEP. Teachers are expected to work cooperatively with special education staff to resolve any concerns regarding the conduct and discipline of a student with disabilities.

See Board policies JG – Student Discipline and JGDA/JGEA – Discipline of Students with Disabilities and administrative regulations.

Student Dismissal Precautions

No staff member may permit any student to leave class/school prior to the regular hour of dismissal except as may be authorized by the office.

See Board policy JEDB – Student Dismissal Precautions.

Student/Parent Handbook

A student/parent handbook is issued to all students at the beginning of each new school year and at the time of registration for new students moving into the district at other times of the year.

All staff are expected to familiarize themselves with the general information, administrative regulations and procedures pertaining to students as set forth in the student/parent handbook and in Board policy.

See Board policy CHCA – Approval of Handbooks and Directives.

Student Performances

Teachers are encouraged to arrange for individual student and group public performance when such performance contribute to the educational process and are consistent with district and course goals.

All performances involving students must be approved by the principal/designee and should not interfere with other scheduled activities or classes within the school.

The extended use of one particular group of students is generally discouraged. Teachers are expected to enforce all student conduct and discipline rules when engaged in such activities.

See Board policy IGDD – Student Performances.

Student Transportation in Private Vehicles

Transportation of students to and from school and to curricular and extracurricular activities sponsored by the district is provided by the district's transportation system in accordance with district policy.

Parents, employees and other designated adults may be permitted to use private vehicles to transport students other than their own on field trips and other school activities only with prior principal/designee approval. The parent, employee or other adult driving the vehicle must be properly licensed and must provide proof of insurance. Such insurance shall meet or exceed minimum requirements as established by the state of Oregon and as set by the district.

The vehicle must contain an adequate number of seat restraints including, when applicable, a child safety system for a child who weighs less than 40 pounds, regardless of age, and the adult driver requires their use. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until they are four feet nine inches tall or age eight and the adult belt properly fits. A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the minimum standards and specifications of law. Training in the proper installation and use of child safety systems may be required. The driver is responsible for not placing children under the age of 13 in the front seat of a vehicle equipped with passenger-side air bags.

No student is to be permitted to perform district business with their own vehicle, a staff member's vehicle or a district-owned vehicle.

See Board policies EEAE – Student Transportation in Private Vehicles.

Student Withdrawal from School

Upon notification by the office of a student withdrawal from school, teachers are expected to complete the student withdrawal form, including grade earned to date.

Teachers are expected to make a complete accounting of any unreturned or damaged books, locks, materials, supplies, equipment or other district property including replacement costs, if known. Submit the list to the office. In accordance with the law and with Board policy, restrictions and/or penalties may be imposed until such fees, fines or charges are paid.

Additionally, the district may notify the Oregon Department of Transportation of the withdrawal of a student who is at least 15 years of age and under 18 years of age. In certain circumstances, driving privileges may be denied or revoked.

See Board policies JN – Student Fees, Fines and Charges. JHFDA – Suspension of Driving Privileges and administrative regulations.

Talented and Gifted Program (TAG)

The district has developed a written plan for the identification of, and provisions for a program and services for, academically talented and/or intellectually gifted students.

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or on the Smarter Balanced Assessment Consortium for assistance in identifying academically talented students.

Identified students must score at or above the 97th percentile on selected nationally standardized tests. Additionally, talented and gifted students from special populations such as ethnic minorities, the economically disadvantaged, the culturally different, the underachieving gifted and students with disabilities may also be identified.

Each teacher will receive a list of identified talented and gifted students assigned to their classroom. Teachers are expected to modify curriculum, instructional strategies and grading, as may be necessary, to meet the needs of identified students.

The district has established an appeal process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the district's program and who wish to request reconsideration. A complaint procedure has also been developed for parents to resolve disputes regarding the appropriateness of programs and services provided to talented and gifted students. Staff should refer parents with questions to the principal.

See Board policies IGBB – Talented and Gifted Program, IGBBA – Identification – Talented and Gifted Students, IGBBC – Programs and Services – Talented and Gifted.

Title I Programs

In order to help meet the needs of disadvantaged students, the district participates in Title I federally funded programs that provide basic skills instructional services for educationally disadvantaged students in grades K-12 and who live in targeted low-income areas. Students identified in need of Title I services are provided instruction on a daily schedule, as appropriate. Title I staff will meet with individual teachers regarding scheduled instruction.

Children with disabilities and Limited English Proficient children are eligible for Title I-A services on the same basis as other children who are selected for services.

Teachers with questions or concerns regarding student placement or scheduling in this program should contact the Title I coordinator/designee.

See Board policy IGBC – Title I/Parental Involvement.

Travel Services

The solicitation and sale of travel services by any person or group that contracts for, sells, provides, furnishes, arranges or advertises travel services may be permitted with approval of the Superintendent/designee on school property. Any district-approved seller of travel must meet the district's criteria for such vendors.

See Board policies KI/KJ – Commercial Advertising/Merchandise Sales

Visitors

Students are not permitted to bring visitors to school without prior approval of the principal.

Staff members are expected to report any unauthorized person on school property to the principal/designee.

See Board policy KK – Visitors to District Facilities

SUICIDE PREVENTION PROCESS AND PROCEDURAL MANUAL

Introduction

Purpose

The purpose of this manual is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. Pleasant Hill School District:

- Recognizes that physical and mental health are integral components of student outcomes, both educationally and beyond graduation.
- Further recognizes that suicide is a leading cause of death among young people.
- Has an ethical responsibility to take a proactive approach in preventing deaths by suicide.
- Acknowledges the school's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience.
- Acknowledges that comprehensive suicide prevention policies include prevention, intervention, and postvention components.

This document recognizes and builds on the skills and resources inherent in our school district. Schools are exceptionally resilient and resourceful organizations whose staff members may be called upon to deal with crises on any given day. Schools can be a source of support and stability for students and community members when a crisis occurs in their community. This is meant to be paired with other policies supporting the overall emotional and behavioral health of students.

Scope

The procedures in this manual cover actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of-school events where school staff are present. It applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This also covers appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Definitions

At-Risk: Suicide risk is not a dichotomous concern, but rather, exists on a continuum with various levels of risk. Each level of risk requires a different level of response and intervention by the school and the district. A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset of potential mental health conditions or a deterioration of mental health. The student may have thoughts about

suicide, including potential means of death, and may have a plan. In addition, the student may exhibit behaviors or feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

The type of referral, and its level of urgency, shall be determined by the student's level of risk, according to district protocol.

Crisis Response Team: A multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response, and recovery. These professionals have been specifically trained in areas of crisis preparedness and take a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports. Crisis team members who are mental health professionals may provide crisis intervention and services.

Pleasant Hill School District's Crisis Response Team	
Jim Crist, Superintendent	Whitney Connolly, Director of Special Programs
Brenna Fairchild, PHES Principal	Stephanie Black, PHES School Counselor
Alan Stearns, PHHS Principal	Paul Griffith, PHMS School Counselor
Pat Jarman, PHHS Assistant Principal/AD	Clarrissa Anderson, PHHS School Counselor
Caleb Salmond, PHMS Assistant Principal	Katie Jensen, School Nurse

Mental Health: A state of mental, emotional, and cognitive health that can impact perceptions, choices, and actions affecting wellness and functioning. Mental health conditions include depression, anxiety disorders, post-traumatic stress disorder (PTSD), and substance use disorders. Mental health can be impacted by the home and social environment, early childhood adversity or trauma, physical health, and genes.

Postvention: Suicide postvention is a crisis intervention strategy designed to assist with the grief process following suicide loss. This strategy, when used appropriately, reduces the risk of suicide contagion, provides the support needed to help survivors cope with a suicide death, addresses the social stigma associated with suicide, and disseminates factual information after the death of a member of the school community. Often a community or school's healthy postvention effort can lead to readiness to engage further with suicide prevention efforts and save lives.

Risk Assessment: An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social worker, school counselor, or in some cases, trained school administrator). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

Risk Factors for Suicide: Characteristics or conditions that increase the chance that a person may attempt to take their life. Suicide risk is most often the result of multiple risk factors converging at a moment in time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment. The likelihood of an attempt is highest when factors are present or escalating, when protective factors and healthy coping techniques have diminished, and when the individual has access to lethal means. (For more information, see ***Risk Factors for Suicide*** section.)

Self-Harm: Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either non-suicidal or suicidal. Although non-suicidal self-injury (NSSI) lacks suicidal intent, youth who engage in any type of self-harm should receive mental health care. Treatment can improve coping strategies to lower the urge to self-harm, and reduce the long-term risk of a future suicide attempt.

Suicide: Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

> **NOTE:** The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. Additionally, parent or guardian preference shall be considered in determining how the death is communicated to the larger community.

Suicide Attempt: A self-injurious behavior for which there is evidence that the person had at least some intent to die. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a reliable indicator of the seriousness or level of danger of a suicide attempt or the person's overall risk.

Suicidal Behavior: Suicide attempts, injury to oneself associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

Suicidal Ideation: Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.

Suicide Contagion: The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

Considerations

- School staff are frequently considered the first line of contact with potentially suicidal students.
- Most school personnel are neither qualified, nor expected, to provide the in-depth assessment or counseling necessary for treating a suicidal student. They are responsible for taking reasonable and prudent actions to help at-risk students, such as notifying parents, making appropriate referrals, and securing outside assistance when needed.

- All school personnel need to know that protocols exist to refer at-risk students to trained professionals so that the burden of responsibility does not rest solely with the individual "on the scene".

- Research has shown talking about suicide, or asking someone if they are feeling suicidal, will not put the idea in their head or cause them to kill themselves.

- School personnel, parents/guardians, and students need to be confident that help is available when they raise concerns regarding suicidal behavior. Students often know, but do not tell adults, about suicidal peers. Having supports in place may lessen this reluctance to speak up when students are concerned about a peer.

- Advanced planning is critical to providing an effective crisis response. Internal and external resources must be in place to address student issues and to normalize the learning environment for everyone.

Risk Factors and Protective Factors

Risk Factors for Suicide

Risk factors are characteristics or conditions that increase the chance that a person may try to attempt suicide. Suicide risk tends to be highest when someone has several risk factors at the same time, or has long standing risk factors and experiences a sudden or devastating setback. These factors interact, and the more there are and the more they intensify, the greater the risk.

The most frequently cited risk factors for suicide are:

- <u>Mental Health Issues/Conditions:</u>
    - Major depression (feeling down, withdrawn, or agitated in a way that impacts daily life)
    - Bipolar disorder (extreme mood swings)
    - Psychosis (marked change in behavior, unusual thoughts, and behavior or confusion about reality)
    - Substance abuse and dependence (alcohol, prescribed and illicit drugs)
    - Anxiety disorders (excessive worry, obsessions, or panic attacks)
    - Eating disorders
    - Past suicide attempt(s)

- <u>Personal Characteristics:</u>

    - Hopelessness
    - Low self-esteem
    - Loneliness
    - Social alienation and isolation, lack of belonging
    - Stress and frustration tolerance
    - Impulsivity
    - Risk taking, recklessness
    - Poor problem-solving or coping skills
    - Perception of self as very underweight or very overweight
    - Capacity to self-injure

- Perception of being a burden (e.g., to family and friends)

- Adverse/Stressful Life Circumstances:
  - Interpersonal difficulties or losses (e.g., breaking up with a girlfriend or boyfriend)
  - History of early childhood trauma, abuse, neglect, or loss
  - Disciplinary or legal problems
  - Bullying, either as victim or perpetrator
  - Chronic physical illness or disability and/or pain
  - History of head trauma
  - School or work problems (e.g., actual or perceived difficulties in school or work, not attending school or work, not going to college)
  - Physical, sexual, and/or psychological abuse
  - Exposure to suicide or other violent death (e.g. car accident, gun violence)

- Family Characteristics:
  - Family history of suicide or mental health problems, especially within immediate family
  - Parental mental health issues
  - Parental divorce or other serious family stress/transition
  - Death of parent or other relative
  - Problems in parent-child relationship (e.g., feelings of detachment from parents, inability to talk with family members, interpersonal conflicts, family financial problems, family violence or abuse, parenting style either under protective or overprotective and highly critical)

- Social, Cultural, and Physical Environmental Factors:
  - Negative social and emotional environment at school, including negative attitudes, beliefs, feelings, and interactions of staff and students
  - Lack of acceptance of differences
  - Expression and acts of hostility
  - Lack of respect and fair treatment
  - Lack of respect for the cultures of all students
  - Limitations in school physical environment, including lack of safety and security
  - Limited access to mental health care
  - Access to lethal means, particularly in the home
  - Exposure to other suicides in the community, leading to suicide contagion
  - Exposure to stigma and discrimination against students based on sexual orientation; gender identity; race and ethnicity; disability; or physical characteristics, such as weight. (See ***Student Populations at Higher Risk for Suicidal Behavior*** for more information)

Protective Factors for Suicide

Protective factors are characteristics or conditions that may help to decrease a person's suicide risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them. These factors do not eliminate the possibility of suicide, especially in someone with risk factors. Protective factors help to create resilience, or an ability to "bounce back" from setbacks encountered throughout life.

The most frequently cited protective factors for suicide include:

- Access to or currently receiving effective care for mental, physical, or substance abuse issues
- Development of coping mechanisms, safety plans, and self-care strategies
- Personal Characteristics:
    - Psychological or emotional well-being, positive mood
    - Emotional intelligence (the ability to perceive, integrate into thoughts, understand, and manage one's emotions)
    - Adaptable temperament
    - Internal locus of control (attribute their success and failures to their own efforts)
    - Strong problem-solving skills
    - Prosocial coping skills, including conflict resolution and nonviolent handling of disputes
    - Healthy degree of self-esteem
    - Attitude of resilience (ongoing or continuing sense of hope in the face of adversity)
    - Frustration tolerance and emotional regulation
    - Healthy body image, care, and protection
    - Cultural, spiritual, or faith-based beliefs that promote connections and help-seeking
- Positive Connections to Family and Other Social Support:
    - Family support and connectedness, close/strong relationship with parent, and overall parent involvement
    - Parental prosocial norms that disapprove of antisocial behavior such as beating someone up or abusing alcohol/drugs
    - Access to welcoming and affirming institutions, supportive social groups, and clubs (faith-based or secular)
    - Presence of healthy role models
- Limited Access to Means:
    - Restricted access to firearms: guns locked or unloaded, ammunition stored or locked
    - Safety barriers for bridges, buildings, and other jumping sites
    - Restricted access to medications (over-the-counter and prescriptions)
    - Restricted access to alcohol (since there is an increased risk of suicide by firearms if the victim is drinking at the time)

Note that protective factors do not entirely remove risk, but can mitigate against risk. There are brief periods when students with strong protective factors can have them temporarily dismantled by an acute stressor or sudden increase in other risk factors (e.g., if depression worsens, a student's usual positive coping skills and resilience may diminish).

Actions by school staff to enhance protective factors are an essential element of a suicide prevention effort. Strengthening these factors also protects students from other risks, including violence, substance abuse, and academic failure.

- **Positive school experiences**
- **Part of a close school community**
- **Safe environment at school (especially for lesbian, gay, bisexual, and transgender youth)**
- **Adequate or better academic achievement**
- **A sense of connectedness to the school**
- **A respect for the cultures of all students**

At-Risk Student Population

It is important for school staff to be aware of student populations that are at elevated risk for suicidal behavior based on various factors. Much of this has to do with stigma and discrimination which can lead to victimization by others, lack of support or rejection by family and peers, school failure/dropout, and lack of access to opportunities.

Youth Living with Mental and/or Substance Use Disorders

Mental health conditions, in particular depression/dysthymia, attention-deficit hyperactivity disorder, eating disorders, intermittent explosive disorder, and conduct disorder are important risk factors for suicidal behavior among young people. An *estimated one in four to five children have a diagnosable mental health condition* that will cause severe impairment, with the average onset of depression and dysthymia occurring between ages 11 and 14 years; therefore, school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk and enhance overall performance and improve long-term outcomes. Though mental health conditions are a risk factor for suicide, the majority of people with mental health concerns do not engage in suicidal behavior.

Youth Who Engage in Self-Harm or Have Attempted Suicide

Suicide risk is significantly higher among those who engage in non-suicidal self-harm than among the general population. Whether or not they report suicidal intent, one study found that 70 percent of adolescents admitted into inpatient psychiatric treatment who engage in self-harm report attempting suicide at least once in their life. Additionally, a previous suicide attempt is a known powerful risk factor for suicide death. One study found that as many as 88 percent of people who attempt suicide for the first time and are seen in the Emergency Department go on to attempt suicide again within two years. Many adolescents who attempt suicide do not receive necessary follow-up care for many reasons, including limited access to resources (transportation, insurance, copays, parental consent, etc.).

Youth in Out-of-Home Settings

Youth involved in the juvenile justice or child welfare systems have a high prevalence of risk factors for suicide. As much as 60 to 70 percent of youth involved in the juvenile justice system meet criteria for at least one psychiatric disorder, and youth in juvenile justice residential programs are *three times more likely* to die by suicide than the general youth population. According to a study released in 2018, nearly a quarter of youth in foster care had a diagnosis of major depression in the last year. Additionally, a *quarter* of foster care youth reported attempting suicide by the time they were 17.5 years old.

Youth Experiencing Homelessness

For youth experiencing homelessness, the rate of self-injury, suicidal ideation, and suicide attempts is over two times greater than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorder, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth experience suicidal ideation.

Youth from Culturally and/or Linguistically Diverse Backgrounds

Stress due to the need to adapt to a different culture, especially reconciling differences between one's family and the majority culture can lead to family conflict and rejection.

American Indian/Alaska Native (AI/AN) Youth

In 2017, the rate of suicide among AI/AN youth ages 15-19 was over 1.6 times that of the general youth population. Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma. For more information about historical trauma and how it can affect AI/AN youth, see ihs.gov/suicide prevention.

LGBTQIA2S+ Youth

The CDC finds that LGB youth are *4.5 times more likely*, and questioning youth are *over twice as likely* to consider attempting suicide as their heterosexual peers. One study found that 40 percent of transgender people attempted suicide sometime in their lifetime; of those who attempted, 73 percent made their first attempt before the age of 18. Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. For those youth with baseline risk for suicide (especially those with a mental health condition), these experiences can place them at increased risk.

It is not their sexual orientation or gender identity that place LGBTQ youth at greater risk of suicidal behavior, but rather these societal and external factors: the way they are treated, shunned, abused, or neglected, in concert with other individual factors such as mental health history. Internalized homophobia, stress from being different and not accepted, and stress around disclosure of being gay can lead to low self-esteem, social isolation, and decreased help-seeking.

Youth Bereaved by Suicide

Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are nearly *four times as likely* to attempt suicide themselves.

Youth Living with Medical Conditions or Disabilities

A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive delays that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.

Youth Who Identify as Male

In adolescents and young adults, suicide rates are 2-4 times higher in males than in females, while suicide attempts are 3-9 times more common in females. In developed countries, suicide mortality has been estimated to be 2-3 times higher in young males than females. Gender differences in suicidal behavior may be explained by differences in emotional and behavioral problems. The higher rates of suicide deaths among male youths may be associated with a higher prevalence of externalizing disorders (e.g., conduct disorder, substance abuse disorder, deviant behavior), while females are more prone to show internalizing disorders (e.g., anxiety, mood disorders).

Prevention

District Implementation

A district-level suicide prevention coordinator shall be appointed by the superintendent or designee. The district suicide prevention coordinator and building principal shall be responsible for planning and coordinating implementation of this manual for the school district. All staff members shall report students they believe to be at-risk for suicide to the school suicide prevention coordinator or appropriate school mental health professional if the coordinator is unavailable.

Pleasant Hill School District Suicide Prevention Staff	
District-Wide Suicide Prevention Coordinator: Whitney Connolly, Director of Special Programs	
QPR Training Staff: Susanna Williams and Whitney Connolly	
Pleasant Hill Elementary School School Suicide Prevention Coordinator Brenna Fairchild, PHES Principal Additional Staff Stephanie Black, PHES School Counselor	**Pleasant Hill High School** School Suicide Prevention Coordinator Alan Stearns, PHHS Principal Additional Staff Pat Jarman, PHHS Assistant Principal/AD Caleb Salmond, PHMS Assistant Principal Paul Griffith, PHMS School Counselor Clarrissa Anderson, PHHS School Counselor

The school suicide prevention coordinator or other designated staff will be responsible for assessing a student's risk once referred, as outlined in ***Process for Evaluating Suicide Threat*** section.

Staff Professional Development

All staff shall receive, at minimum, annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those who:

- Live with mental and/or substance use disorders
- Engage in self-harm or have attempted suicide
- Live in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth)
- Experience homelessness
- Are American Indian/Alaska Native
- Are LGBTQIA2S+ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning)
- Are bereaved by suicide

- Have medical conditions or certain types of disabilities

Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals and school nurses.

In Pleasant Hill School District, staff will receive suicide prevention and awareness training in the following manner:

- All staff will receive gatekeeper training (i.e. QPR) every year during back-to-school in-service training.
- Crisis Response Team members will receive ASIST refresher training and/or updated training every three years.
- Crisis Response Team members will receive CALM and Connect training at least once during their time on the team.
- All staff will review the Pleasant Hill Suicide Prevention Process and Procedural Manual annually as a part of back-to-school training. As a part of this annual review, staff will also be trained on handling confidential student information.
- New staff will receive appropriate gatekeeping or ASIST training within six months of hire.

Training implementation and status tracking will be the responsibility of the District-Wide Suicide Prevention Coordinator.

Youth Suicide Prevention Programming

Developmentally appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others.

The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. In addition, schools shall provide supplemental small-group suicide prevention programming for students. It is not recommended to deliver any programming related to suicide prevention to a large group in an auditorium setting.

Examples of youth suicide prevention programming in Pleasant Hill School District include:

- Second Step/counseling lessons in K-5
- Health classes in grades 6-12
- Counseling/class lessons on growth mindset
- Parent outreach opportunities

Publication and Distribution

This manual shall be distributed annually and be included in all student and teacher handbooks, and on the school website. All school personnel are expected to know and be accountable for following all policies and procedures regarding suicide prevention.

Process for Evaluating Suicide Threat

When a suicidal concern arises (something a student has written or said, or something another student reports is concerning to a peer or staff member), the staff member should report this concern to the building administrator and/or to a member of the Crisis Response Team. The appropriate member of the Crisis Response Team will:

- ❑ Complete a **C-SSRS screening** and the **warning signs checklist**,
- ❑ Complete a **Student Interview Form**, and
- ❑ Document information gathered and actions taken with the **Report of Suicide Risk** form and the **Student Record of Actions Taken** form.

Using the information gathered, staff will determine the level of risk based on the C-SSRS, following the **Pleasant Hill School District Suicide Prevention Response Protocol**. Staff will notify parents, document actions taken, provide resources to families, and recommend referrals to outside agencies as outlined on the **Suicide Prevention Response Protocol**.

All relevant paperwork - including screening assessment, copies of parent communication, student safety plan, and other documentation - should be filed in a white "Confidential" folder and filed in the student's cum file. The building administrator or designated school suicide prevention coordinator should retain a complete copy of all documentation in a separate, secure file, as well, for easy reference.

Intervention

Suicide Prevention Response Protocol

Suicide Concern is Reported

- Something a student has written or said, or something another student has reported, is concerning to a peer or staff member.
- Notify the school counselor or school psychologist AND administrator.
- Team identifies school personnel to conduct the safety assessment.

Conduct Safety Assessment with Student

- Conduct screening assessment (C-SSRS screener with ASIST protocol).
- Ensure the student is in a safe location while conducting additional fact-checking.
- Complete required forms (see below).
- Check the student's file for history of behaviors.
- Conduct a parent interview (if relevant).
- Determine level of risk (based on C-SSRS screener).

Low Level of Risk	Medium Level of Risk	High Level of Risk
***Next Steps** for **Medium Level of Risk** is determined by parent feedback and professional discretion.*		

Next Steps (by end of day) ● Plan to send student home on bus ● Notify building admin ● Call parent ● Plan for follow-up interventions and conversation ● Complete documentation ● Send home copy of documentation with student for parent ● Send copy of documentation to parent via email	**Next Steps** (immediate) ● Plan to retain student for pick-up ● Notify building admin ● Call crisis line or 911 if imminent risk ● Call parent/emergency contact ● Direct parent/contact to take student to ER or call crisis response ● If no parent response, call DHS for immediate support ● Discuss current services, plan new referrals, provide community resources ● Complete documentation ● Provide copy of documentation to parents at pick-up

Paperwork to Complete: ● Cover Sheet (Response Doc and Record of Action Taken) ● Report of Risk/Warning Signs ● C-SSRS Screener ● Student Interview Form ● Personal Safety Plan	**Paperwork to Complete**: ● Cover Sheet (Response Doc and Record of Action Taken) ● Report of Risk/Warning Signs ● C-SSRS Screener ● Student Interview Form ● Personal Safety Plan ● Parent Notification & Release (email or in-person)	**Paperwork to Complete**: ● Cover Sheet (Response Doc and Record of Action Taken) ● Report of Risk/Warning Signs ● C-SSRS Screener ● Student Interview Form ● Personal Safety Plan ● Parent Notification & Release ● School-Home Re-Entry Plan
All documentation must be filed in the student's cumulative file in a red confidential folder.		

Assessment and Referral

When a student is identified by a peer, educator, or other source as potentially suicidal - i.e., verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation - the student shall be seen by a school-employed mental health professional, such as a school psychologist or school counselor within the same school day to assess risk and facilitate referral, if necessary.

Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the appropriate school-employed mental health professional. If there is no mental health professional available, a designated staff member (e.g., school administrator) shall address the situation according to the **Pleasant Hill School District Suicide Prevention Response Protocol** until a mental health professional is brought in.

For Youth Determined to be At-Risk for Suicide

- School staff shall continuously supervise the student to ensure their safety until the assessment process is complete.

- The principal and school suicide prevention coordinator shall be made aware of the situation as soon as reasonably possible.

- ASIST-trained personnel (i.e. school counselor or building administrator) shall conduct the screening assessment. This may include reviewing the Warning Signs Checklist (either completed by teachers or by counselor), but must include a conversation centered on the C-SSRS Screener (supported by the questions on the Student Interview Form).

- After completing C-SSRS Screener and reviewing relevant information (Warning Signs Checklist, file review, other student or parent conversation), staff will determine appropriate level of suicide risk.
    - Based on level of suicide risk, staff will complete required documentation and make contact with additional school staff (as necessary).
    - Based on level of sucide risk, staff will follow additional "Next Steps" as outlined on **Pleasant Hill School District Suicide Prevention Response Protocol**.
    - The school-employed mental health professional or principal shall contact the student's parent or guardian, as described in the ***Parental Notification and Involvement*** section and in compliance with existing state law/district policy (if applicable), and shall assist the family with urgent referral.
        - Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, or arrange for the student to be transported to the local Emergency Department, preferably by a parent or guardian.
        - If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., local Child Protection Services) shall be contacted in lieu of parents as per law.

- Staff will ask the student's parent or guardian, and/or eligible student, for written permission to discuss the student's health with outside care providers, if appropriate.

When School Personnel Need to Engage Law Enforcement

When responding to a student expressing suicidal ideation, there may come a time when school personnel need to engage law enforcement.

When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in the possession of the student), school staff shall call 911 immediately. The staff calling shall provide as much information about the situation as possible, including the name of the student, any weapons the student may have, and where the student is located. School staff may tell the dispatcher that the student is a suicidal emotionally disturbed person, or "suicidal EDP", to allow for the dispatcher to send officers with specific training in crisis de-escalation and mental illness.

Notify the building principal **immediately** when a call to law enforcement needs to be placed. Building administration plays a key role in coordinating emergency response and must be included in this decision-making.

Parental Notification and Involvement

The principal, designee, or school mental health professional shall inform the student's parent or guardian on the same school day, or as soon as possible, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (pursuant to school/state codes, unless notifying the parent will put the student at increased risk of harm).

Following parental notification and based on initial risk assessment, the principal, designee, or school mental health professional may offer recommendations for next steps based on perceived student need. These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider. Document this conversation using the **Parent Notification and Release Form.**

When a student indicates suicidal intent, schools shall attempt to discuss safety at home, or "means safety" with parent or guardian, limiting the student's access to mechanisms for carrying out a suicide attempt (e.g., guns, knives, pills, etc.). In addition, during "lethal means counseling," which can also include safety planning, it is imperative to ask parents whether or not the individual has access to firearms, medication, or other lethal means.

Lethal means counseling:

Firearms

- Inquire of the parent or guardian if firearms are kept in the home or are otherwise accessible to the student.
- Recommend that parents store all guns away from home while the student is struggling (e.g., following state laws, store their guns with a relative, gun shop, or police).
- Discuss parents' concerns and help problem-solve around offsite storage, and avoid a negative attitude about guns. Accept parents where they are, but let them know offsite storage is an effective, immediate way to protect the student.
- Explain that in-home locking is not as safe as offsite storage, as children and adolescents sometimes find the keys or get past the locks.
    - If there are no guns at home:
        - Ask about guns in other residences (e.g., joint custody situation, access to guns in the homes of friends or other family members).
    - If parent won't or can't store offsite:
        - The next safest option is to unload guns, lock them in a gun safe, and lock ammunition separately (or don't keep ammunition at home for now).
        - If guns are already locked, ask parents to consider changing the combination or key location. Parents can be unaware that the student may know their "hiding" places.

Medications

- Recommend that the parent or guardian lock up all medications (except rescue meds like inhalers), either with a traditional lock box or a daily pill dispenser.
- Recommend disposing of expired and unneeded medications, especially prescription pain pills.
- Recommend the parent maintain possession of the student's medication, only dispensing one dose at a time under supervision.
    - If the parent will not or cannot lock medication, advise they prioritize and seek specific guidance from a doctor or pharmacist regarding the following:
        - Prescriptions, especially for pain, anxiety or insomnia
        - Over-the-counter pain pills
        - Over-the-counter sleeping pills

Staff will also seek parental permission, in the form of a **Release of Information** form, to communicate with outside mental health care providers regarding the student's safety plan and access to lethal means.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:

1. First aid shall be rendered until professional medical services and/or transportation can be received, following district emergency medical procedures.
2. School staff shall supervise the student to ensure their safety.
3. Staff shall move all other students out of the immediate area as soon as possible.
4. The school-employed mental health professional or principal shall contact the student's parent or guardian (see ***Parental Notification and Involvement*** section).
5. Staff shall immediately notify the principal or school suicide prevention coordinator regarding the incident of in-school suicide attempt.
6. The school shall engage the Crisis Response Team as necessary to assess whether additional steps should be taken to ensure student safety and well-being, including those students who may have had emotional or physical proximity to the victim.
7. Staff shall request a mental health assessment for the student as soon as possible.

Since self-harm behaviors are on a continuum of level and urgency, not all instances of suicidal ideation or behavior warrant hospitalization. A mental health assessment, including a suicide risk assessment, can help determine the best treatment plan and disposition.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member shall:

1. Call 911 (police and/or emergency medical services)
2. Inform the student's parent or guardian
3. Inform the school suicide prevention coordinator and principal

If the student contacts the staff member and expresses suicidal ideation, the staff member shall maintain contact with the student (either in person, online, or on the phone) and then enlist the assistance of another person to contact the police while maintaining engagement with the student.

Re-Entry Procedure

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, a school-employed mental health professional, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry.

This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back. Following a student hospitalization, parents may be encouraged to inform the school counselor and/or school psychologist of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.

Possible questions to assess appropriate re-entry:

- How are things going for you now?
- Are you still having suicidal thoughts? If so, how often and how intense?
- Have you received help from a mental health or substance abuse practitioner?
- Have your parents signed a release of information so that we can speak to your practitioner?
- Has this treatment been of help to you? If so, how?
- Are you receiving on-going treatment?
- What have you learned?

A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The school-employed mental health professional shall meet with the student and their parents or guardians to discuss and develop a re-entry plan, including a plan for what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.). Any necessary accommodations shall also be discussed and documented. This will be documented on the **School-Home-Student Support and Re-entry Plan**.

While not a requirement for re-entry, the school may coordinate with the hospital and any external mental health providers to assess the student for readiness to return to school.

The designated staff person shall periodically check-in with the student to help with readjustment to the school community and address any ongoing concerns, including social or academic concerns.

The school-employed mental health professional shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time period (e.g. for a period of three months). These efforts are encouraged to ensure the student and their parents or guardians are supported in the transition, with more frequent check-ins initially, and then fading support.

The administration shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically-related absence and may need adjusted deadlines for assignments. The school-employed mental health professional shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

Postvention

Suicide Postvention Response Protocol

Immediate Response (1 Hour to 1 Week)

Suicide Death is Reported

- Work with sheriff's office and Lane County Suicide Prevention leads to confirm facts.
  - Roger Brubaker, roger.brubaker@lanecounty.gov, 541-682-8731/541-515-4768
- Notify school leadership and confirm building and district leaders and roles.
- Principal or designee contacts the family to express condolences and gather information.
- Convene Crisis Response Team:
  - Topics: care rooms, triage, safety planning, resource identification and distribution, Tragedy Response Network, communication
- Administrative staff call all building staff to disclose news and clarify plans for an all-staff meeting the following day.

Prepare to Disclose Information to Staff and Students

- Crisis Response Team continues to communicate and coordinate actions.
- Develop a communication plan to share with staff. Plan for additional supports for targeted staff, as needed.
- Ensure siblings have been notified by family first. Be prepared to provide supports.
- Identify students closest to the individual and prepare to notify them together.
- Identify other possible impacted students (based on identity) and prepare additional supports.

Prepare Communication and Ongoing Supports

- Crisis Response Team continues to communicate and coordinate actions.
- Prepare statements to share with the community and media, if needed.
- Develop memorial plans.

Mid-Term Services for Students and Families (1 Week to 2 Months)
• Provide grief/mental health support groups or facilitated discussions with targeted groups. • Plan for possible academic accommodations. • Plan for and administer universal screening and safety planning. • Ensure increased supports and follow-up services are available for at-risk students.

Long-Term Planning and Services (2 Months to 1 Year)
• Identify anniversaries and special events as potential times of increased risk and need. • Plan for and administer additional universal screening and safety planning. • Evaluate the need for additional or ongoing training and education. • Identify existing suicide prevention activities or resources. Implement new programs, as needed. • Continue to communicate frequently about mental health and suicide with students, staff, and community.

Immediate Response – 1 Hour to 1 Week

Get the Facts First

The crisis response coordinator or other designated school official (e.g. the school's principal or superintendent) shall *confirm the death and determine the cause of death* through communication with the Lane County Postvention Response Lead (Roger Brubaker), the student's parent or guardian, the medical examiner's office, local hospital, or sheriff department. If the death has been ruled a suicide, the school can proceed with communication as described in the ***Crisis Response*** section.

If the manner of death is unconfirmed: Before the death is officially classified as a suicide by the coroner's office, the death shall be reported to staff, students, and parents or guardians, with an acknowledgement that its cause is unknown.

- When a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a manner of death ruling has been made.
- Acknowledge that there are rumors (which are often inaccurate), and remind students that rumors can be deeply hurtful and unfair to the missing/deceased person, their family, and their friends.
- If there is an ongoing investigation, schools should check with local law enforcement before speaking about the death with students who may need to be interviewed by the authorities.

If the family does not want the manner of death disclosed: While the fact that a student has died may be disclosed immediately, information about the manner of death should not be disclosed to students

until the family has been consulted. The school may release a general statement without disclosing the student's name (e.g., *"We had a ninth-grade student die over the weekend"*).

- If the parents do not want to disclose manner of death, an administrator or mental health professional from the school who has a good relationship with the family shall be designated to speak with the parents to explain the benefits of sharing mental health resources and suicide prevention with students.

If the family still refuses to permit disclosure, schools may state *"The family has requested that information about the cause of death not be shared at this time."* Staff may also use the opportunity to talk with students about suicide. *"We know there has been a lot of talk about whether this was a suicide death. Since the subject of suicide has been raised, we want to take this opportunity to give you accurate information about suicide in general, ways to prevent it, and how to get help if you or someone you know is feeling depressed or may be suicidal."*

Crisis Response

The Crisis Response Team shall meet to prepare the postvention response according to the crisis response plan. The team shall consider how the death is likely to affect other students, and determine which students are most likely to be affected. The Crisis Response Team shall also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. The team and principal shall triage staff first, and all teachers directly involved with the victim shall be notified in-person and offered the opportunity for support.

Another consideration related to communication after a suicide death involves educating parents and other adults on suicide grief, since adult behavior following a suicide death can have a great impact on students, particularly elementary school-aged students.

The Crisis Response Team Leader (Special Education Director in coordination with the building principal) has overall responsibility for the duration of the crisis. They should immediately assemble the Crisis Response Team, which will be responsible for implementing the various elements of the crisis response.

Pleasant Hill School District's Crisis Response Team	
Jim Crist, Superintendent	Whitney Connolly, Director of Special Programs
Brenna Fairchild, PHES Principal	Stephanie Black, PHES School Counselor
Alan Stearns, PHHS Principal	Paul Griffith, PHMS School Counselor
Pat Jarman, PHHS Assistant Principal/AD	Clarrissa Anderson, PHHS School Counselor
Caleb Salmond, PHMS Assistant Principal	Katie Jensen, School Nurse

Crisis Response Team Leader's Checklist

- ❑ Inform the school district superintendent of the death.
- ❑ Contact the deceased's family to offer condolences, inquire what the school can do to assist, discuss what students should be told, and inquire about funeral arrangements.

- ❑ Call an immediate meeting of the Crisis Response Team to assign responsibilities.
- ❑ Establish a plan to immediately notify staff of the death via the school's crisis alert system (usually phone or email).
- ❑ Schedule an initial all-staff meeting as soon as possible (ideally before school starts in the morning).
- ❑ Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly) and disseminate a death notification statement for students to homeroom teachers, advisors, or others leading those groups.
- ❑ Designate clerical staff to prepare materials (handouts for staff, care room supplies)
- ❑ Draft and disseminate a death notification statement for parents.
- ❑ Disseminate handouts on Facts About Suicide in Adolescents and Talking About Suicide to faculty.
- ❑ Speak with the district superintendent and building principal throughout the day.
- ❑ Determine whether additional grief counselors, crisis responders, or other resources may be needed from outside the school.
    - ❑ Contact the Tragedy Response Network for additional support.
    - ❑ Recruit trusted community members (religious leaders, sports coaches, etc.).

Safety

- ❑ Keep to regular school hours.
- ❑ Ensure that students follow established dismissal procedures.
- ❑ Assign personnel to assist parents and others who may show up at the school and to keep media off of school grounds.
- ❑ Pay attention to students who are having particular difficulty, including those who may be congregating in hallways and bathrooms, and encourage them to talk with counselors or other appropriate school personnel.

Operations

- ❑ Assign a staff member to follow the deceased student's schedule to monitor peer reactions and answer questions.
- ❑ If possible, arrange for several substitute teachers or "floaters" from other schools within the district to be on hand in the building in case teachers need to take time out of their classrooms.
- ❑ Arrange for crisis counseling rooms for staff and students.
- ❑ Provide tissues and water throughout the building and arrange for food for faculty and crisis counselors.
- ❑ Work with administration, staff, and counselors to identify individuals who may be having particular difficulty, such as family members, close friends, and teammates; those who had difficulties with the deceased; those who may have witnessed the death; and students known to have depression or prior suicidality; and work with school counseling staff to develop plans to provide psychological first aid to them.
- ❑ Prepare to track and respond to student and/or family requests for memorialization.

Community Liaisons

- ❑ Several team members will be needed, each serving as the primary contact for working with community partners of various types, including:
    - medical examiner, to ensure accuracy of information disseminated to school community;
    - police, as necessary, to ensure student safety;

- Lane County Suicide Postvention Response Lead (Roger Brubaker), to facilitate community-wide response to the suicide death;
- mental health and medical communities, as well as grief support organizations, to plan for service needs; and
- arranging for outside trauma responders and briefing them as they arrive on scene.

Media Relations

- ❑ Notify staff that the superintendent will field all media inquiries. Refer to the **Media Statement/Responses** document.
- ❑ Advise staff that only the media spokesperson is authorized to speak to the media.
- ❑ Advise students to avoid interviews with the media.

Social Media

- ❑ Oversee school's use of social media as part of the crisis response.
- ❑ Consider convening a small group of the deceased's friends to work with school administration to monitor social networking sites and other social media.

Sharing of Information

Inform the faculty and staff that a student death has occurred, preferably in an all-staff meeting. Use the **Agenda for All-Staff Meetings** to guide this meeting. This meeting is typically conducted by the Crisis Response Team Leader and should be held as soon as possible, ideally before school starts in the morning.

Depending on when the death occurs, there may not be enough time to hold the meeting before students have begun to hear the news through word of mouth, text messaging, or other means. If this happens, the Crisis Response Team Leader should first verify the accuracy of the reports and then notify staff of the death through the school's predetermined crisis alert system, such as e-mail or calls to classroom phones. Remember that information about the manner of death should be withheld until the family has been consulted.

The Crisis Response Team shall provide a written statement for staff members to share with students and also assess staff's readiness to provide this message in the event a designee is needed. *Avoid public address system announcements and school-wide assemblies in favor of face-to-face notifications, including small-group and classroom discussions.* Use the **Death Notification Statement for Students** to guide this communication with students.

When communicating with students, it is important to remember the following:

- Staff shall respond to questions only with factual information that has been confirmed.
- Staff shall dispel rumors with facts, be flexible with academic demands, encourage conversations about suicide and mental health, normalize a wide range of emotional reactions, and know the referral process and how to get help for a student.

The Crisis Response Team will prepare a letter — with the input and permission from the student's parent or guardian — to communicate with parents which includes facts about the death, information about

what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. If necessary, a parent meeting may also be planned. Use the **Death Notification Statement for Parents** to create this letter. Also be prepared to provide additional family resources, such as the **SPRC Resource List for Families** or the **Community Resources** document..

External Communication

The school or district-appointed spokesperson shall be the sole media spokesperson. Staff shall refer all inquiries from the media directly to the spokesperson. The spokesperson shall:

- Keep the district superintendent and school crisis response coordinator informed of school actions relating to the death.
- Prepare a statement for the media, which may include the facts of the death, postvention plans, and available resources — the statement shall not include confidential information, speculation about victim motivation, means of suicide, or personal family information.

The school or district-appointed spokesperson shall answer all media inquiries. If a suicide is to be reported by news media, the spokesperson shall encourage reporters to follow safe messaging guidelines (e.g. not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic") to mitigate the risk of suicide contagion. The spokesperson shall encourage media not to link bullying to suicide, and not to speculate about the reason for suicide and instead offer the community information on suicide risk factors, warning signs, and resources available.

Staff shall direct all media inquiries to the superintendent.

Initiate Support Services

Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed. The Crisis Response Team shall coordinate support services for students and staff in need of individual and small group counseling as needed. School-employed mental health professionals will provide ongoing and long term support to students impacted by the death of the student, as needed. If long term intensive services by a community provider are warranted, the school-employed mental health professional will collaborate with that provider and the family to ensure continuity of care between the school, home, and community.

Together with parents or guardians, Crisis Response Team members shall provide information for partner community mental health providers, or providers with appropriate expertise, to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs. These discussions may include debriefing (orientation to the facts), reflection on memories, reminders for and re-teaching of coping skills, and encouraging spending time with friends and caregivers as soon as possible. Students and staff affected by the suicide death shall be encouraged to return to a normal routine as much as possible, understanding that some deviation from routine is to be expected.

Mid-Term Services for Students and Families – 1 Week to 2 Months

Avoid Suicide Contagion

Actively triage particular risk factors for contagion, including emotional proximity (e.g., siblings, friends, or teammates), physical proximity (witness, neighbor) and pre-existing mental health issues or

trauma. Explain in an all-staff meeting that one purpose of trying to identify and provide services to other high-risk students is to prevent another death. The Crisis Response Team shall work with teachers to identify students who are most likely to be significantly affected by the death, or who exhibit behavioral changes indicating increased risk. In the staff meeting, the Crisis Response Team shall review suicide warning signs and procedures for referring students who present with increased risk.

For those school personnel who are concerned that talking about suicide may contribute to contagion, it has been clearly demonstrated through research that talking about mental health and suicide in a nonjudgmental, open way that encourages dialogue and help-seeking does not elevate risk.

Develop Memorial Plans

Memorializing a student who has died by suicide can be a difficult process. Staff, students, and the family of the deceased may have different ideas of what is appropriate, inappropriate, or useful. It is important to be prepared to respond to and channel the need of people to grieve into activities that will not raise the suicide risk of vulnerable students or escalate the emotional crisis.

The person designated as the liaison with the family needs to consult the family and be prepared to explain the memorialization policy to the family while respecting their wishes as well as the grieving traditions associated with their culture and religion.

- Avoid planned on-campus physical memorials (e.g. photos, flowers, locker displays), funeral services, tributes, or flying the flag at half-staff, because it may inadvertently sensationalize the death and encourage suicide contagion among vulnerable students.
- Spontaneous memorials may occur from students expressing their grief. Cards, letters, and pictures may be given to the student's family after being reviewed by the school administration.
    - If items indicate that additional students may be at increased risk for suicide and/or in need of additional mental health support (e.g. writing about a wish to die or other risk behavior), outreach shall be made to those students to help determine level of risk and appropriate response.
    - The school shall also leave a notice for when the memorial will be removed and given to the student's family.
- Online memorial pages shall use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time limited.
- School shall not be canceled for the funeral or for reasons related to the death.
- Any school-based memorials (e.g., small gatherings) shall include a focus on how to prevent future suicides and prevention resources available.

It is noteworthy that even articles that are inappropriate to share with families may have been therapeutic for the students to create. Allowing for these memorials to stay in place for a brief period up to the funeral (up to approximately five days), and monitoring memorials while in place, is recommended to avoid hostile and glamorizing messaging and to monitor for at-risk students.

Consider Ongoing Supports

The Crisis Response Team will continue to monitor students' reaction to the crisis and plan for ongoing interventions and supports. These supports may include:

- Grief or mental health support groups
- Academic interventions and accommodations
- Universal screening and safety planning
- Targeted supports for identified and/or at-risk students

Long-Term Planning and Services – 2 Months to 1 Year

Preparing for Significant Dates and Events

The anniversary of the death (and other significant dates, such as the deceased's birthday) may stir up emotions and can be an upsetting time for some students and staff. It is helpful to anticipate this and provide an opportunity to acknowledge the date, particularly with those students who were especially close to the student who died. These students may also need additional support since mourning can be a long-term process, and an anniversary of a loss can trigger the grief and trauma they experienced at the time of the death.

Consider Ongoing Supports

The Crisis Response Team will continue to monitor students' reaction to the crisis and plan for ongoing interventions and supports. These supports may include:

- Grief or mental health support groups
- Academic interventions and accommodations
- Universal screening and safety planning
- Targeted supports for identified and/or at-risk students

Postvention as Prevention

Following a student suicide, Pleasant Hill School District will review and/or revise existing policies. The Crisis Response Team will meet to review existing support structures and programs, as well as plan for the implementation of additional programming to continue to ensure student safety and wellbeing.

Community Support and Referral Resources

Pleasant Hill School District Support Staff

Pleasant Hill School District's Crisis Response Team	
Jim Crist, Superintendent	Whitney Connolly, Director of Special Programs
Brenna Fairchild, PHES Principal	Stephanie Black, PHES School Counselor
Alan Stearns, PHHS Principal	Paul Griffith, PHMS School Counselor
Pat Jarman, PHHS Assistant Principal/AD	Clarrissa Anderson, PHHS School Counselor
Caleb Salmond, PHMS Assistant Principal	Katie Jensen, School Nurse

Resources

Crisis Resources

- **Call 911 for any imminent danger to self or others**
- **White bird**: 541-687-4000; 800-422-7558 (24-hour local crisis line)
- **Mental Health Crisis Response Program**: 1-888-989-9990 (for parents of children through age 17)
- **Looking Glass Youth & Family Crisis Line**: 541-689-3111
- **National Suicide Prevention Lifeline**: 800-273-8255 (press 1 for Veterans Crisis Line)
- **Trevor Lifeline**: 1-866-488-7386 (for LGBTQ youth)

Counseling Resources

- **Center for Family Development**: 541-342-8437
- **Centro Latino Americano**: 541-687-2667 (bilingual Spanish-speaking staff available)
- **The Child Center**: 541-726-1465 (ages 17 and under)
- **Child & Family Center, University of Oregon**: 541-346-4805
- **Direction Service Counseling**: 541-344-7303 (for youth/families with OHP)
- **Lane County Behavioral Health**: 541-682-3608
    - **Child & Adolescent Program**: 541-682-1915 (youth/families 17 and under with OHP)
    - Screening & referral: 541-682-7585
- **Looking Glass Counseling Program**: 541-484-4428 (for youth 21 and under)
- **Options Counseling**: 541-687-6983 (youth & adults); 541-997-6261 (Florence); 541-762-1971 (Springfield)
- **Oregon Social Learning Center**: 541-743-4340
- **PeaceHealth Counseling Services**: 541-902-6085 (Florence); 541-685-1794 (Eugene)
- **4J School-Based Health Centers** (residents of 4J area, including siblings under 19): Churchill 541-790-5227, North Eugene 541-790-4445
- **South Lane Mental Health**: 541-942-3939 (counseling & crisis services for South Lane County)
- **Vet Center**: 541-465-6918 (combat veterans; also offers MST services)
- **VA Mental Health**: 541-242-0440
- **White Bird Clinic**: 541-342-8255
- **Willamette Family**: 541-343-2993 (services for mental health & substance abuse disorders)

Support Groups

For information on various support groups offered in Lane County, contact the following:

- National Alliance on Mental Illness (NAMI) Lane County: 541-343-7688; www.namilane.org
- 211 Resource line: www.211info.org or dial 211.

Bereavement Services

- **Cascade Health Solutions Grief Education & Support Groups**: 541-228-3083 – Free and open to adults living with the loss of a loved one
- **Courageous Kids**: 541-242-8693 – 8-week Suicide Loss Support Group for youth and their families
- **Suicide Bereavement Group**: 541-747-2087 – Free monthly support group in Springfield for survivors of suicide
- **Grief Support Group**: 541-726-4478 – Free weekly support group at McKenzie Willamette
- **Bereavement Support Group**: 541-242-8753 – Free general bereavement support groups at Sacred Heart Medical Center
- **Suicide Bereavement Support Group**: sbsnw.org/our-locations (areas throughout Oregon)

Nondiscrimination Statement:

Pleasant Hill School District does not discriminate and prohibits discrimination in any programs or activities on the basis of protected class, including age, citizenship status, color, disability, gender identity, immigration status, marital status, national origin, race, religion, sex, or sexual orientation. See Policy AC Nondiscrimination and Policy AC-AR Discrimination Complaint Procedure and Complaint Form. Complaints and/or inquiries regarding discrimination based on any protected class listed here may be directed to the appropriate Coordinator specified below. Unresolved complaints may be appealed to the Oregon Department of Education. Complaints and/or inquiries regarding discrimination based on age, color, disability, national origin, race, and/or sex may be referred to the U.S. Department of Education Office for Civil Rights (OCR).

The following employees are designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator

Name and/or Title: Jim Crist, Superintendent

Address: 36386 Hwy 58, Pleasant Hill, OR 97455

Phone Number: 541-746-9646

Email Address: jcrist@pleasanthill.k12.or.us

Section 504/ADA Coordinator

Name and/or Title: Whitney Connolly, Director of Special Programs

Address: 36386 Hwy 58, Pleasant Hill, OR 97455

Phone Number: 541-746-9646

Email Address: wconnolly@pleasanthill.k12.or.us

Title II Coordinator:

Name and/or Title: Jim Crist, Superintendent

Address: 36386 Hwy 58, Pleasant Hill, OR 97455

Phone Number: 541-746-9646

Email Address: jcrist@pleasanthill.k12.or.us

Civil Rights Coordinator:

Name and/or Title: Jim Crist, Superintendent

Address: 36386 Hwy 58, Pleasant Hill, OR 97455

Phone Number: 541-746-9646

Email Address: jcrist@pleasanthill.k12.or.us