

Baker School District

5J STAFF HANDBOOK

2016-17

FORWARD

The material contained in this handbook is for the purpose of making available information concerning the vital organizational features of our school. It provides a ready reference through which essential information regarding our routine and operation may be obtained.

The Staff Handbook is an on-going collaborative project. Additional information is added as policies are revised or procedures become more refined. Staff members are encouraged to make suggestions on the revision of this material and/or additions, which may be of value.

Equal employment opportunity and treatment shall be practiced by the district regardless of color, race, national origin, age, marital status, disability, sexual orientation, religion, national origin, culture and/or financial status provided the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The following have been designated to coordinate compliance with these legal requirements, including the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The district office may be contacted for additional information and/or compliance issues. The district Director of Special Education, Barry Nemec, serves as our Section 504 Compliance Office and Title IX Coordinator. Barry Nemec can be reached at 541.524.2284.

Table of Contents

FOREWARD

WELCOME

BAKER HIGH SCHOOL HOURS

BAKER HIGH SCHOOL STAFF

BAKER SCHOOL DISTRICT 5J GUIDING PRINCIPALS STATEMENT

BOARD MEETINGS AND COMMUNICATIONS

COMMON CORE / OREGON STATE STANDARDS

PROFESSIONAL LEARNING TEAMS

A-B-C's FOR BAKER 5J STAFF

ABSENCES – STAFF

ACADEMIC PROGRAM: REPORT CARDS

ACCIDENT/INCIDENT REPORTS

ACCIDENTS – STAFF

ACCIDENTS – STUDENTS

ANIMALS AT SCHOOL

ARRIVAL - DEPARTURE

ASSEMBLIES

ARRANGING FOR GUEST SPEAKERS

ASSIGNMENT OF STUDENTS TO CLASSES

ATTENDANCE

ATTENDANCE CALLS AND LETTERS

BUILDING USE

BULLETIN ANNOUNCEMENTS

CARE AND USE OF DISTRICT PROPERTY

CHECK OUT / IN DURING WORK DAY

CLASSROOM SECURITY

CLASSROOM SUPERVISION

COMMUNICABLE DISEASE/BLOOD BORNE PATHOGENS/INFECTION CONTROL PROCEDURES

COMPLAINTS

CONFERENCE AFFILIATION OSAA
CONFERENCES
CONFIDENTIALITY
CONTROVERSIAL ISSUES
COPYRIGHT
CRISIS MANAGEMENT PLAN
CURRICULUM
CUSTODIAL SERVICES
DISTRICT POLICY
DVD AND VIDEO USE IN THE CLASSROOM (IIABB)
ELECTRONIC COMMUNICATIONS (IIGBA)
EMERGENCY CLOSURES
EMERGENCY EVACUATION AND LOCKDOWN DRILLS
FIRE DRILL PROCEDURES
EARTHQUAKE DRILL PROCEDURES
LOCK DOWN DRILL PROCEDURES
EVALUATION OF STAFF
FERPA
FIELD TRIPS
FINANCIAL RECORDS
FIRST AID
FUND-RAISING
GRADING
HOMEWORK
INSTRUCTIONAL HOURS
INVENTORIES
KEYS
LESSON PLANS
LUNCH & ATTENDANCE PROCEDURES FOR STAFF
MAIL AND DELIVERY SERVICES
MATERIALS DISTRIBUTION
MEDIA ACCESS TO STUDENTS

OFFICE PROCEDURES
PARENT INVOLVEMENT
PARENT RIGHTS
PARTIES
PHONE USE
PHOTOCOPIES AND PRODUCTION ORDERS
PRESCRIPTION MEDICATIONS AT SCHOOL (Policy JHCDA)
PRIVATE VEHICLES
RELEASE TIME FOR RELIGIOUS INSTRUCTION
RELIGIOUS CLUBS AT SCHOOL
RETENTION RECOMMENDATIONS
SAFE SCHOOLS
SCHOOL VISITORS
SAFETY COMMITTEE
SCHOOL-WIDE DISCIPLINE PROGRAM
BULLYING, HARASSMENT, TEASING
OFFICE REFERRALS
SICK ROOM
SITE COUNCIL
STAFF DRESS AND GROOMING
STAFF MEETINGS
SUBSTITUTES
THREAT ASSESSMENTS
VOLUNTEERS / PARENT VOLUNTEERS
WORK DAY

BAKER HIGH SCHOOL HOURS

Certified Staff Arrival	=	7:30
School Begins	=	7:50
Period 1	=	7:50 - 8:47
Nutrition Break	=	8:47 - 8:52
Period 2	=	8:56 - 9:53
Period 3	=	9:57 - 10:54
Period 4	=	10:58 – 11:55
Lunch 11-12	=	11:55 – 12:29
Lunch 9 (closed campus)	=	11:58 – 12:29
Period 5	=	12:33 – 1:30
Period 6	=	1:34 – 2:31
Period 7	=	2:35 – 3:32
Dismissal: Monday - Thursday	=	3:32 p.m.
Certified Staff Departure	=	4:30 p.m.
Friday Tutorial*	=	9:00 – 11:00

* Covered by Para professional staff on a rotational basis

BAKER HIGH SCHOOL STAFF

Principal-----	Gregory Mitchell
Vice Principal-----	Chelsea Hurliman
Counselor-----	Silas Turner
Athletic Director-----	Tim Smith
Office Staff-----	Tally Newman, Sandy Mitchell, Kathi Sayers, Robin Mawhinney
Art-----	Kristen Anderson
Business/Yearbook/Leadership-----	Toni Zikmund
English Language Arts-----	Annie Fale, Cammy Warner, Thomas Joseph, David Laws
Math-----	David Johnson, Glenda Staebler, Mike Siewell, Jason Ramos
P.E./Health-----	Matt Banta, Brad Dunten, Michele McCauley
Science-----	Tim Smith, Sharon Defrees, Robert Barrington, Megan Alameda, Burke Smejkal
Social Studies-----	Adriene Oster, Kris Pepera, Maggie Banta
Spanish-----	Dawna Blincoe
Special Education-----	Suzy Cole, Jessica Sells,
Vocational-----	Bibiana Giffit, David Frazey, Griff Judy
Music-----	DeeAnn Sands, Hope Watts
Youth Transition-----	Janie Mahaffey
Paraprofessional-----	David Nilsen, Janette George, Gail Ebell, Allen Makinson, Susan Myers, Jill Nelson, Lynn Schmitt
Library-----	Joy Leamaster
Cooks-----	Sheryl Payton, Bea Brooks
Custodians-----	David Mespelt, Summer Curry, Glenda Williams, _____
Health Center-----	

BAKER SCHOOL DISTRICT 5J GUIDING PRINCIPALS STATEMENT

The Baker 5J schools exist to be the center of community vitality eliminating the barriers for gratifying individual educational experiences in order to have capable contributing citizens with character.

BOARD MEETINGS AND COMMUNICATIONS

Baker School District 5J School Board is the governing body for our district operations and procedures. Board members hold publicly elected positions, running for 2 – 4 year terms. All regular and special board meetings are open to the public unless otherwise provided by law.

Regular board meetings are held on the third Tuesday of the month at the District Office. Meetings begin at 6:00 p.m.; work sessions are normally scheduled one hour prior to the regular meeting. Staff members are encouraged to attend. All formal communications or reports to the Board are to be submitted through building supervisors and/or administrators to the superintendent in accordance with established lines of authority, as approved by the board. In addition to meetings, board members may choose to interact with the school during scheduled and/or informal visits to the building site.

Board policy provides the framework that guides instructional delivery, operation of schools and school business. Official board communications, policies and information of staff interest will be communicated to staff through the superintendent to local building administrators and supervisors. A comprehensive description of School Board Policies and Administrative Rules can be accessed online at the school district website <http://www.baker.k12.or.us>.

COMMON CORE / OREGON STATE STANDARDS

How does the school know if students are making adequate progress?

State assessments at grades 3-11 and classroom work samples throughout the years are progress checks for student growth. Students will be expected to achieve 'benchmark' standard on state tests and classroom work samples. Oregon has adopted a more rigorous alignment with national standards through the Common Core State Standards. The new Oregon standards were scheduled to be fully implemented in the 2014-15 SY. At the same time we shifted to a new assessment system, Smarter Balanced Assessment (SBA). Students will take the Smarter Balanced Assessment each Spring to determine how they are performing compared to the new Oregon Standards which are reflective of the national Common Core Standards.

What are the new Oregon State Standards?

The Common Core State Standards are a coherent progression of learning expectations in English language arts, Mathematics and Science (Next Generation Science Standards) designed to prepare K–12 students for college and career success. These standards communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, working toward shared goals.

Oregon's State Standards:

- Are aligned with college and work expectations;
- Are clear, understandable, and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build on strengths and lessons of current state standards;
- Are informed by other top-performing countries, so that all students are prepared to succeed in a global economy and society; and
- Are evidence-based.

What are the benefits of common standards?

- A common set of standards ensures that all students, no matter where they live, will be focused on graduating from high school prepared for postsecondary education and careers. In an increasingly mobile society, families with children transferring to new schools will not have to adjust to new learning expectations. Standards will be the same for all students in states adopting CCSS, making transitions smoother for students.
- In a competitive global economy, all students must compete with not only American peers in other states, but with students from around the world. The CCSS were designed to prepare students to succeed in this environment.
- Because common standards define exactly what students should know and be able to do at each grade level, they hold schools accountable for teaching students in ways that support learning important content and skills defined by the CCSS.
- With adoption of the CCSS, states and districts can share experiences, methods of assessment, teaching practices, instructional materials, and approaches to helping parents support and reinforce learning at home.

English Language Arts

The Oregon State Standards for English language arts include standards for use in English language arts courses, as well as literacy standards in history/social studies, science, and technical subjects. The standards for English language arts describe expertise that students will develop in the areas of reading, writing, speaking and listening, and language. The standards also describe how students use and strengthen these skills—particularly reading and writing—in other subjects at their grade level.

Standards for English Language Arts

1. **Reading:** Text complexity and growth of comprehension
2. **Writing:** Text types, responding to reading, and research
3. **Speaking & listening:** Flexible communication and collaboration
4. **Language:** Conventions (grammar), effective use, and vocabulary

Mathematics

Oregon State Standards for mathematics include two types of standards: one for mathematical practice (how students are able to apply and extend math principles) and one for mathematical content (what students know about math). The two are linked together while students are learning.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science

Oregon adopted the Next Generation Science Standards as the new Oregon Science Standards in 2014. It will take several years before the NGSS are fully implemented and assessed in Oregon schools. Our Science Cadre is working to create a curriculum map for implementation of the NGSS K-12. Oregon students will continue to be assessed on Oregon’s current Science Academic Content Standards until a new assessment aligned with the 2014 Science Standards is operational in 2018 - 19.

Next Generation Science Standards are built on a conceptual framework

1. Science education should reflect the interconnected nature of science as it is practiced and experienced in the real world.
2. The Next Generation Science Standards are student performance expectations – NOT curriculum.
3. The science concepts in the NGSS build coherently from K–12.
4. The NGSS focus on deeper understanding of content as well as application of content.
5. Science and engineering are integrated in the NGSS, from K–12.
6. Science education should be designed to prepare students for college, career, and citizenship.
7. NGSS and Common Core State Standards (English Language Arts and Mathematics) are aligned.

HOW WILL PROGRESS TOWARDS THE NEW STATE STANDARDS BE ASSESSED?

The district believes the annual assessment of student and district progress is a vital component of the instructional process. While it is the district's intention to include every student in the Oregon Statewide Assessment Program, it is recognized that a few students may be exempted from this assessment as provided by OAR 581-022-1910.

Oregon Department of Education contracts with Smarter Balanced Consortium to provide annual assessment for students in Gr. 3-11. Smarter Balanced is a state-led consortium with a transparent, consensus-based *governance structure*. Members include Governing States, Advisory States and Affiliate members. Washington is the Lead Procurement State and oversees all financial procurement on behalf of the Consortium.

Teachers in Baker School District 5J participated in the Smarter Balanced field test during the 2013-14 SY. Smarter Balanced includes a number of differences and similarities when compared to the OAKS model.

Teachers are expected to be integrally involved in student preparation for and the administration / oversight of SBA testing, including providing opportunities for students to participate in practice test examples prior to SBA administration. Certified and classified staff will complete annual training on test administration for the SBA. For more information about the Smarter Balanced Assessment, go to <http://www.smarterbalanced.org>

PROFESSIONAL LEARNING TEAMS

Teachers in Baker School District 5J participate in Professional Learning Teams to foster horizontal and vertical alignment. Classroom teachers work horizontally with grade level and department partners. Teams collaborate with and incorporate input from building partners, PBIS committee members, Learning Center, ELL, Music, Speech and Language specialists, and RTI staff. Involvement in District Cadres and District Professional Development provides additional opportunity for vertical collaboration.

Baker School District 5J staff is committed to providing a guaranteed and viable curriculum in the core content areas: reading, writing, and mathematics. Four research-based strands lay the foundation for this emphasis: 1) best practice instructional strategies, 2) student engagement strategies, 3) purposeful development of content specific vocabulary and 4) writing across the content areas. Professional goals take these emphases and current student data into account. Team decisions are made based on data and building goals. Accountability to building goals and team decisions is a vital part of professional learning community.

Weekly team meetings focus on instructional fidelity and student progress. Meetings include the following elements: agenda, attendance, format for notes, itemized time frame, product, and goal for next meeting. Five main questions drive team discussion: What do we want students to learn, and in what time frame? How will we roll out instruction to ensure consistency? How will students demonstrate achievement? What strategies will we implement if students don't

demonstrate achievement? What opportunities will we provide for students demonstrating achievement? Although discussion is collaborative, once consensus is achieved team members are accountable for follow through.

The district provides professional development throughout the year to increase instructional effectiveness, provide opportunity for vertical alignment and increase a network of support. Staff is encouraged to add to the learning of others on their team through participation in professional development that aligns with building and team goals. Learning Walks are utilized throughout the school year to provide embedded opportunities for staff growth as it relates to research based effective practices.

A-B-C's FOR BAKER 5J STAFF

The following information about policies and procedures is presented in (roughly) alphabetical order for your convenience.

ABSENCES – STAFF

Leave entitlement for personal illness or injury will accrue at the rate of 10 days each year as provided by Oregon Revised Statutes. Twelve-month employees will accrue 1 day per month or 12 days each year. In accordance with state law, this leave will accumulate without limit. The district reserves the right after an absence of more than five consecutive days, to require proof of personal illness or injury from all employees, including a medical examination by a physician chosen and paid for by the district. Any employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal. All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law. The district's administrators will determine other paid and unpaid leaves. Sickness or other unavoidable circumstances that prevent an employee from working 20 school days immediately following exhaustion of sick leave accumulated under Oregon law will result in the employee being placed on unpaid leave for the remainder of the school year or until the employee's disability is removed and he/she is able to return to work. If the employee is still unable to return to work the following August 1, the Board may terminate the employee's employment, subject to state and federal laws regarding family illness leave. (Policy GCBD/GDBD)

Staff members are expected to contact their own substitutes in cases of anticipated absence. Additionally, staff members are responsible for contacting the school office or the building administrator to communicate regarding the absence and report who will be covering their instructional or work duty. An absence report (form 203) must be completed and returned to the office for all staff absences. Forms are available in the supply closet near the office. Paid and unpaid leaves are provided in accordance with negotiated agreements, established Board policy and law.

If a staff member is unable to return to his/her duties the following day, they will need to notify Mrs. Newman at 524-2600 prior to 3:30 p.m. For the unexpected absences (*illness, family emergencies, etc*) that happen after school hours, staff members will let Mrs. Newman know as soon as possible by leaving a message on her voice mail at 524-2600. A substitute will be arranged through the main office.

Teachers are expected to maintain a substitute folder in their classroom. The folder should include the following:

- Daily schedules, including non-instructional duties
- Comprehensive lesson plans for the expected length of absence
- A list of emergency drill procedures and materials
- Classroom rules and behavior management procedures
- Lunch and attendance procedures
- A list of students with special needs, detailing those who may: leave and return for specialized instruction, see the counselor, take medication throughout the day, have special bathroom privileges, etc.

To facilitate continuity during absences, we ask staff members contact the office prior to end of school day to communicate plans for the following day. Whenever possible, and as appropriate, the same substitute will be retained during the course of an absence.

ACADEMIC PROGRAM: REPORT CARDS

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential. The district shall ensure that all students have the opportunity to demonstrate progress toward becoming proficient in the knowledge and skills of the student's current grade level. Students who have not yet met or who exceed all of the standards at any grade level will be offered additional services or alternative public education options. (Policy IK)

Report cards are issued every nine weeks. Mid term Progress Reports are issued during Week 5 of each quarter. Report cards evaluate achievement and citizenship. Achievement represents the growth and the progress accomplished by the individual student. Citizenship represents the kind of person he/she is and his/her work habits as observed.

Consistent and uniform grading across a grade level team is important. Teachers are encouraged to uphold consistent grading and homework practices within their Grade/Department. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration. ***Teachers are responsible to communicate with parents of students expected to receive a failing grade prior to the end of the reporting period.***

The Board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's educational program. Therefore the district shall meet with parents to provide information regarding their school's educational program and components (Policy IGBCA-AR). The teacher schedules parent conferences at the end of the first and third nine weeks. Fall conferences generally span a two-day period, including evening hours to accommodate parent work schedules. Spring conferences are held on the Friday following the end of the third quarter. Additionally, Grade 6-8 teachers will implement Student Learning Plans (SLP) during the 2015-16 SY. SLPs require parent and student participation; we anticipate this may become a focus during both Fall and Spring conferences. Parent-teacher meetings may occur at other times as the need arises. Teachers are encouraged to be proactive in meeting with parents throughout the school year.

ACCIDENT/INCIDENT REPORTS

ACCIDENTS – STAFF

Accidents and incidents occurring on district property or during the course of school-sponsored activities, including field trips and other away events, are to be reported to the building principal immediately. Reports will cover property damage as well as personal injury. A completed accident report must be submitted to the building principal within 24 hours or the next scheduled district workday, as appropriate (Policy EBBB).

In the event of a work related accident or injury resulting in overnight hospitalization whereby medical treatment other than first aid is provided, the building safety officer will inform the Oregon Occupational Safety and Health Division (OR-OSHA) within 24 hours as required by law.

All accidents/incidents will be promptly investigated and corrective measures implemented as appropriate.

ACCIDENTS – STUDENTS

Students' safety will be assured through close supervision of students in all school buildings and grounds during the hours when students are normally present. Such supervision does not include early morning or the time following usual departure, unless students are present for a scheduled activity (Policy JH).

When an accident resulting in injury to student(s) occurs within a classroom or on school grounds, the teacher or duty staff should immediately notify the office. The teacher may administer first aid for minor injuries. In the event of serious injury, the teacher or duty staff should follow building protocol for a 911 emergency response. Parents should be notified of any incident – minor or otherwise - within the same school day. Accident reports are required by the school district. Any accident, minor or major, is reported immediately to the building principal (head injuries especially). Accident reports are located in the school office.

ADMISSION TO DISTRICT EXTRACURRICULAR ACTIVITIES Complimentary passes may be provided to staff attending school-sponsored extracurricular activities held in the district. Staff may be asked to assist in the supervision of students and in general crowd control as needed while attending such events.

ANIMALS AT SCHOOL

Permission is to be obtained from the principal before animals are brought into the school. Animals must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals. If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care. Animals may not be transported on a school bus.

Animals serving the disabled would be an exception to this policy. A form must be filled out prior to allowing service animals to accompany students at school. Please refer to ING AR for the service animal form. (Policy ING)

ARRIVAL - DEPARTURE

Certified Staff work a 9-hour day, Monday through Thursday. Arrival time is 7:30 a.m. Staff departure is 4:30 p.m. Classified staff work a 9-½ hour day, Monday through Thursday. Arrival times may vary, depending on duties and responsibilities. Green Fridays are considered 8-hour workdays. Arrival time is usually 8:00 a.m., unless otherwise stipulated. Staff needing to modify arrival and/or departure for any reason should make arrangements with the building principal.

ASSEMBLIES

Staff members are assigned to specific supervision duties during assemblies and are expected to be in their assigned areas. A staff member may remove students from an assembly as deemed necessary. Generally, all students should be dealt with directly and/or referred to the office in accordance with established building discipline procedures.

ARRANGING FOR GUEST SPEAKERS

Teachers may use Guest speakers from time to time, when such use is consistent with educational goals and with a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved. Teachers are expected to inform the building principal of the date, time and nature of the presentation whenever such use is planned. The teacher shall avoid indoctrination in his/her own personal viewpoint and shall not attempt to control or limit the judgment of students. The selection of materials, guest speakers and classroom activities in general shall be done with studied impartiality for the purpose of fairly presenting all sides of an issue (Policy INB). Prior building principal approval is required whenever the guest speaker and/or presentation may be reasonably considered controversial. A combination of 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. Smoking is not permitted while speaking to or consulting with students;
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.

ASSIGNMENT OF STUDENTS TO CLASSES

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

Any request to change a student's assignment to a particular class by a student, parent or teacher will be referred to the guidance department and/or administration.

ATTENDANCE

- STAFF

Regular attendance by staff is the first step toward achieving good results for students. Employees are asked to notify the building principal or secretary promptly with any leave requests. In most cases, teachers arrange for their own substitutes. School calendar, holidays and working days are defined collaboratively by administration and union members each negotiating period and are described in the Collective Bargaining Agreement. Paid leaves of absence, including health leave and professional leave are described in detail in the Collective Bargaining Agreement. Please check with the secretary or building principal at the beginning of the school year for more information.

- BREAKS

Scheduled breaks are provided to all classified 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. Those working eight-hour days are entitled to two 15-minute breaks.

- STUDENTS

Except when exempt by Oregon law, all students ages 7-18 who have not completed the 12th grade are required to attend regularly, a school full-time during the entire school term. All students five or six years of age that have been enrolled in a public school are required to attend regularly (Policy JEA). State laws require the attendance of students from 7-16 years of age. The district school board must approve exceptions unless a student has graduated from high school prior to age 16.

A child is required to bring a written excuse from his parent or guardian on returning to school after an absence. If it is necessary for a child to remain indoors, a daily excuse is requested. Tardiness, generally, is not excusable. If a child is tardy, the parent should send a note of explanation. Students are expected to remain home when ill. Classroom teachers should make contact with the parents if absence exceeds (2) days, and no word has been received.

Regular attendance shall be **required of all** students in accordance with the regulations of Baker School District and Oregon State Laws 339.010 to 339.030. Absence from school or class will be excused under the following circumstances:

1. Illness of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;

3. Emergency situations that require the student's absence;
4. Field trip and school approved activities;
5. Medical or dental appointments;
6. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Students may be excused on a limited basis from a pre-planned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, or religious considerations.

ATTENDANCE CALLS AND LETTERS

If students are absent from school, parents are asked to contact the school by 8:15 a.m. with a phone call or a note on the day of absence. Parents may call early in the morning. If the school does not hear from the parents, the school begins calling home around 9:00 a.m. The purpose of this procedure is to maintain school-home communication, insure the safety of our students and express interest and caring. Regular communication is required with extended illness or absence. We must hear from a parent/legal guardian to excuse an absence. Students are not allowed to excuse themselves from school. Teachers are asked to pass information regarding absences on to the office immediately upon receiving it.

The building principal or designee will send an attendance letter to the guardians of students accruing four or more absences during a semester, whether the absence has been verified by parents or remain unverified. Letters will be sent after 4 absences and 10 absences. Students whose attendance pattern reaches chronic absence rates (10% absence rate or greater) may have additional requirements imposed (after school, Friday participation, credit recovery) in order to make up for missed instruction.

- PROCEDURE FOR STUDENTS WHO ENTER AND RETURN DURING THE SCHOOL DAY

Students arriving at school after 8:00 a.m. must check in at the office prior to going to their classroom. Students checking in at the office will be issued a tardy slip to be given to the classroom teacher. An adult will sign out students leaving the school grounds during regular school hours at the office. Late arrival and/or early departure students must use the front door to enter or exit the building. Teachers are asked to contact the office immediately if a student calls home from the classroom for reasons pertaining to illness and/or departure.

BUILDING USE

- **COMMUNITY USE** The building is open to community groups for approved use when such use does not interfere with district programs. A Building Use Agreement form must be completed and approved by an administrator. As classrooms may be scheduled for use outside regular building hours, staff is encouraged to leave their rooms in order and to secure personal items.
- **STAFF USE** The building use calendar is digitally stored on the school website. Staff must request to use the building and check the building use calendar for availability. Our schools are busy places; please do not assume that the commons, gyms, or auditoriums are always available. What is on the building use calendar has priority over the space. School related meetings, activities or athletic events do not require a building use form but they must be added to the building use calendar. Please check with the office regarding any use of the building.
- **STUDENT USE** Students are not to be in the building unsupervised. Any club or activity/athletic meeting must have an advisor or coach present. Advisors and/or coaches are responsible for cleanup and security of the building.

BULLETIN ANNOUNCEMENTS

A daily bulletin is provided to staff and students each day. It is the expectation that teachers read the bulletin to their students at the beginning of first period. The bulletin is an important communication tool and is designed to keep students informed about information regarding Baker High School. In order to keep classroom interruptions to a minimum and to use the intercom only in cases of emergencies, teachers must agree to read the bulletin on a daily basis.

Advisors and coaches are to use the bulletin to announce needed information and meeting times to their students. Slips or notes will not be delivered to students during class time. To place a bulletin announcement, please complete the appropriate form and return to the administrative secretary one day in advance. The bulletin is only used for school related announcements and announcements will run for a maximum of three days. Bulletin announcements must be signed by an advisor, coach or teacher and will be approved by the Assistant Principal.

CARE AND USE OF DISTRICT PROPERTY

Staff members are encouraged to exercise continuous and vigilant care of all district-owned property. Such items as computer and video equipment, projectors, and musical instruments are priority items for theft and damage. Incidents of theft or willful destruction of district property through vandalism or malicious mischief should be reported immediately to the building principal.

Certain district-owned equipment (*including computers*) may be checked-out by staff. Such equipment may not be used for personal financial gain. An equipment use request must be submitted and approved. In the event of loss or damage, the district according to the repair or replacement costs will assess a fee.

CHECK OUT / IN DURING WORK DAY

Teachers may leave the building and district grounds during lunch as necessary. The building administrator must approve departures during preparation periods. Please touch base with the office prior to leaving.

Classified employees are permitted to leave the building and/or district grounds during their lunch break. Please touch base with the office or your supervising teacher prior to leaving the building at lunch or any other time during the workday.

All staff are required to check out and in with the office. This enables office staff to respond appropriately in the event of messages or emergency situations that may arise.

CHILD ABUSE REPORTING / MANDATORY REPORTING

Oregon state law requires school employees and other workers in certain professions to make reports if they have All employees of Baker School District who have reasonable cause to suspect child abuse or neglect are required by law to report. These people are called mandatory reporters and they are a crucial link in the system to protect Oregon's most vulnerable citizens.

By law, mandatory reporters must report suspected abuse or neglect of a child regardless of whether or not the knowledge of the abuse was gained in the reporter's official capacity. In other words, the mandatory reporting of abuse or neglect of children is a 24-hour obligation. The report may be made to the Department of Human Services or law enforcement.

Any staff member, who has reasonable suspicion to believe that any child under 18 years of age with whom he/she has come in contact has suffered abuse or neglect, or that any adult with whom he/she is in contact has abused a child, shall immediately report to the Services to Children and Families or local law enforcement agency. Intake reports are processed through the Enterprise Office (1.866.538.5804). Representatives from the local office may be contacted at 541.523.3648. Additionally, the employee shall also immediately inform his/her supervisor, principal or superintendent (Policy JHFE). The staff member will also complete a written report (available at the school office) and submit it to the building principal.

School boards are also required to adopt policies on the reporting of child abuse and sexual conduct by school employees. Under these policies, a school employee must report suspected child abuse or sexual conduct to the employees' supervisor or other persons designated by the school board. This reporting obligation is in addition to the report required to be made to the Department of Human Services or law enforcement.

Education providers are required to conduct background checks of applicants and respond to requests for background checks from other education providers. These background checks must specifically include information requests related to substantiated reports of child abuse or sexual conduct.

Education providers are required to provide school employees training each year on prevention and identification of child abuse and sexual conduct. School employees and education providers are encouraged as a best practice to periodically review laws relating to child abuse and neglect to ensure that they are in compliance and fully protecting children. This information is provided at the beginning of every school year additional training may be provided throughout the year as necessary. [See ORS 419B.005 to 419B.050 and ORS 339.370 to 339.400.]

Please ask the building administrator if you have questions about mandatory reporting procedure.

Oregon law recognizes these types of abuse:

1. Physical;
2. Neglect;
3. Threat of harm;
4. Sexual abuse and/or sexual exploitation;
5. Mental injury;
6. Child Selling.

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

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

CLASSROOM SECURITY

“Locked and Blocked” As part of our safety protocol for Emergency Preparedness teachers are expected to keep classroom doors locked at all times. Doors may be propped open to facilitate student access during the class period.

In the interest of securing classroom technology items, teachers are asked to ensure items are stored securely after use and lock classroom doors whenever staff leaves the classroom. When leaving the classroom or other work area between classes or at the end of the day, teachers are expected to turn out the lights and secure all doors and windows.

CLASSROOM SUPERVISION

Accidents occurring in a classroom or on the playground from which a teacher is absent may well place the teacher in a position of being negligent in his/her responsibility for the supervision of pupils. For this reason and for the safety and welfare of all students, classrooms shall be supervised at all times.

- Children must be supervised while at school.
- Children must use passes to use the library, restroom, or office at recess and noon hours.
- Children kept after school for work or other reasons must be supervised by a staff member.
- Please accompany students sent early to any class or recess and wait with them until the assigned staff arrives.

No students in unsupervised classrooms.

Teachers/staff are responsible for supervising children when:

1. They are in your classroom under your direction (*see daily scheduling plan.*)
2. They are in other locations on school grounds under your direction.
(e.g., computer lab, assemblies, walking en route)
3. They are off school grounds for a school event, under your direction. (e.g., field trips)
4. You are assigned to a non-instructional duty. (*See non-instructional duty schedule.*)

If allowing students an out of classroom location for project work, you should:

1. Explicitly communicate with students regarding expected work behaviors and responsibilities.
2. Plan for "in case" situations: emergency drill, needing other resources, other reasons they might leave the area.
3. Make arrangements ahead of time to ensure the location is appropriate for student use, is not scheduled for another activity, will not cause interruption to other classrooms or programs.
4. Designate another staff member to monitor students at work in your absence and/or be available to help the students if necessary.

While supervising students for non-instructional duties, you should:

1. Be prompt. Bring a recess notebook and a walkie-talkie.
2. "Eyes and ears on kids." Move around to maintain maximum coverage of student activities.
3. Ensure students are complying with the behavior standards, dress code and school rules.
4. Correct potentially dangerous situations as you observe them.
5. Consistently reinforce safe, respectful, responsible behavior (see Common Area Agreements).

COMMUNICABLE DISEASE/BLOOD BORNE PATHOGENS/INFECTION CONTROL PROCEDURES

The Board is committed to providing a healthful environment for all students and employees. In fulfilling that commitment, the Board shall continue to seek the guidance of appropriate medical, legal and governmental authorities. The district shall follow the guidelines set forth by the Oregon State Health Division and Baker County Health Department to prevent the spread of disease in the school setting. Actions taken with respect to employees shall be consistent with rights afforded individuals under state and federal statutory, regulatory and constitutional provisions (Policy GBEB).

The district provides for reasonable protection against the risk of exposure to communicable disease to all staff while engaged in the performance of their duties. Protection is provided through immunization and exclusion in accordance with Oregon Revised Statutes and Oregon Administrative Rules. Infection control procedures, including provisions for handling and disposing of contaminated fluids 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 State Health Division 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/BLOOD BORNE PATHOGENS TRAINING AND IMMUNIZATION (SEE APPENDIX A)

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 and modifications of tasks or procedures or new tasks or procedures affect the staff member's occupational exposure.

Additionally, HBV vaccination will be made available within 10 days of initial assignment to all staff identified by the district as having occupational exposure. Report any occupational exposure to blood borne pathogens to the building safety officer and/or building administrator. Following a report of an exposure incident, the district will immediately make available to the exposed staff member a confidential medical evaluation and follow-up.

Infection Control Procedures

The district has established appropriate hygienic and sanitation practices as follows:

1. Standard precautions are to be followed at all times. Standard precautions require the assumption that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV and/or blood borne pathogens;
2. Whenever possible, students should be directed to care for their own minor bleeding injury. This includes encouraging students to apply their own band-aid. If assistance is required, band-aid may be applied after removal of gloves if caregiver will not come into contact with blood or wound drainage;
3. Food and Drug Administration (FDA) approved gloves are required for all tasks in which an individual may come into contact with blood or other potentially infectious material. Such tasks include cleaning body fluid spills, emptying trashcans, 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 up 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, 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 towelette provided by the district, as an alternative is necessary. In the event alternatives are used, hands must be washed with soap and running water as soon as feasible;
7. Any surface contaminated with blood or other potentially infectious materials must be cleaned after each use and at the end of the day with soap and water and then rinsed 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 allowed to air dry. Other disinfectants as recommended by the Center for Disease Control may be used. These surfaces include equipment, counters, mats (*including those used in physical education 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 or other sharp objects found on district property must not be picked up by students or by staff without appropriate puncture-proof gloves or mechanical device such as a broom, brush and dust pan. Such items must be disposed of in appropriately labeled or color-coded closable puncture resistant/leak-proof containers (located in the office);
11. All wastebaskets used to dispose of potentially infectious materials must be lined with a plastic bag liner and changed daily;
12. Gloves and repellent gowns, aprons or jackets are required for tasks in which exposure to blood or other potentially infectious materials can be reasonably anticipated to contaminate street clothing. Type and characteristics of such protective clothing will depend on the task. Such tasks may include diapering/toileting with gross contamination, assisting with wound care, sorting or bagging contaminated laundry/clothing and disposing of regulated waste with gross contamination;
13. Maximum protection with gloves, face and/or eye protection and gowns are required whenever splashes, spray, spatter or droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated. Such tasks may include feeding a student with a history of spitting or forceful vomiting and assisting with severe injury and wound with spurting blood.
14. If a first aid situation occurs, students should report to a person in authority, staff should report to a supervisor.

COMPLAINTS

- Student/Parent Complaints

It is the right and responsibility of both district officials and students to develop a functional and orderly procedure through which consideration of student problems and concerns can be discussed and resolved quickly and equitably. The district recognizes that complaints regarding staff performance, discipline, grades, lack of adequate 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 the complaint directly with the staff member.*** All such meetings should be held in confidence and not in the presence of others.

In particular, the Board recognizes the following rights of students:

- Students shall have the right to discuss with staff members matters of concern. This informal and private process should be followed in order to resolve differences and problems in a friendly and cooperative manner;
- Students shall have the right to appeal, in writing, matters of concern to the principal should discussion with staff members not resolve the issue;
- The right of appeal regarding problems shall extend to the superintendent and the Board through the district's established complaint process. (Policy JFH)

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.

Staff members should familiarize themselves with Board policy (*and applicable provisions of administrative regulations and negotiated agreements*) regarding the handling of complaints (Policy KL).

- Staff Complaints

Staff member complaints contending a violation, misinterpretation or inappropriate application of district personnel policies and/or administrative regulations should be directed to the building principal for informal discussion and resolution. If the complaint is not resolved informally, staff in accordance with Board policy may initiate formal complaint procedures.

This complaint procedure may not be used to resolve disputes and disagreements related to the provisions of any negotiated agreement, nor will it be used in any instance where a negotiated agreement provides a dispute resolution procedure.

CONFERENCE AFFILIATION OSAA

Baker High School is a member of the Oregon School Activities Association (OSAA) and participates in recognized activities in the Greater Oregon League with schools comprised of comparable enrollments and activity programs.

CONFERENCES

Planned conferences between teachers and parents are essential to the district's efforts to develop cooperation and further understanding between home and school. Parent-teacher conferences are scheduled after the first and third grading periods. Traditionally, Fall Conferences are spaced out over two days. Spring conference is consolidated into one day.

Conferences should be treated as a means for constructive, mutual exchange of information and ideas for the welfare and continued growth of the student. Student-led conferencing is encouraged in the intermediate grades.

Parents or teachers may initiate conferences outside of the regularly scheduled dates in order to discuss immediate concerns and/or needs. For example, a conference should be held with parents of students being considered for retention prior to that recommendation being made. Teachers are expected to demonstrate flexibility in accommodating the parent's schedule. Please notify the building administrator if a student is being considered for retention.

CONFIDENTIALITY

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 keep the confidence entrusted in the profession as it relates to confidential information concerning students and families (Policy GCAA).

Baker 5J staff is expected to uphold professional and ethical standards when communicating about the district, district programs, individual schools, students, parents and staff. Workplace discussions should reflect professional and ethical standards. What is discussed in the workplace stays in the workplace. Additionally, student records must be dealt with in a confidential manner (See FERPA). Conversations and/or transmission of information not related to school business and/or outside the workplace which divulges specific information about students, staff, parents and/or families, will be considered to have breached confidentiality and may result in discipline including sanctions against professional license.

CONTROVERSIAL ISSUES

Since our society is based on the free exchange of ideas and diversity of political and social thought, it shall be the policy of this district to encourage unbiased, unprejudiced and scientific study of controversial issues as they arise as part of school curriculum. A controversial issue may be defined as any topic or problem which society is in the process of

debating on which there is honest disagreement. Such issues arise when different interpretations are given to a particular set of circumstances.

The basic goal in studying controversial questions should be to enable the student to develop critical thinking skills. Learning situations shall provide opportunities for the development of clear thinking, balanced judgment, intelligent choices, informed opinion, an ability to differentiate fact from opinion and an understanding of propaganda devices. Issues selected for study should be current, significant and of interest to the students.

The selection of materials, guest speakers and classroom activities in general shall be done with studied impartiality for the purpose of fairly presenting all sides of an issue.

The administration of this policy in the district is the immediate responsibility of the building principal under the guidance of procedures established by the superintendent.

COPYRIGHT

A variety of machines and equipment for reproducing materials is available to assist staff in carrying out their educational assignments. Infringement on copyrighted material, whether prose, graphic images, music, audio, video, etc. is a serious offense against federal law, a violation of Board policy and contrary to ethical standards required of staff and students.

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

If an individual questions the legality of duplicating materials, he/she should seek permission from the copyright holders. 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. (Policy EGAAA)

CRISIS MANAGEMENT PLAN

Each room should have a copy of the Crisis Management Plan near the telephone. This plan outlines procedures to follow in all kinds of situations including fires, earthquakes, armed intruders, and many others. We will walk through the basic drill procedures at the beginning of the school year. Please become familiar with this plan and refer to it any time you have questions or concerns about responding to a crisis.

CURRICULUM

Curriculum for established courses of study approved by the District is available at all grade levels. The expectation is that District adopted curriculum will serve as the primary instructional text in core subjects. Teaching teams work together to establish learning targets, common assessments and pacing guides. Recommendations to add new courses or programs or to delete existing courses or programs must be approved by the Board. (Policy IFD).

Curriculum Maps aligned with Common Core State Standards have been or are being created for Reading, Writing and Mathematics K-12. Maps for Music, P.E., Science and Social Studies are in process of being developed. Classroom teachers work in Grade Level Teams to establish common curricular objectives and plans. Specialist’s work with Grade Level Teams and other building specialists to align curriculum as needed.

Classroom instructional strategies are expected to reflect “best practice” consistent with research. All lessons are expected to be tied to appropriate Common Core Standards and incorporate student engagement strategies in order to maintain a high level of student involvement.

CUSTODIAL SERVICES

Each building has a Head Custodian, Night time/other custodians. Teachers can help custodians keep our building safe and clean through good communication and cooperation. End each day by having students pick up paper, etc. from the floor, clean up extra messes, and put chairs on desks. Utilize the classroom white board system for janitorial concerns, to leave a word of reminder of things to do, or thanks for things done.

Classroom teachers are responsible for the care and maintenance of the classroom and learning atmosphere. Effective utilization of bulletin boards, etc., help create an improved atmosphere. Masking tape should not be used on painted surfaces. It is our responsibility to work together to keep the physical building in good condition.

DISTRICT POLICY

This handbook covers only a part of the issues controlled by District Policies and Administrative Rules. Copies of these documents are available on the District Website in searchable capacity at <http://www.baker.k12.or.us>.

DVD AND VIDEO USE IN THE CLASSROOM (IIABB)

Prior to showing a feature film/video in a school, the instructor must seek the written approval of the building principal by submitting a completed feature film approval form. At least five days prior to the showing, the instructor shall submit to the principal (in writing) the following information on the particular film:

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 (PG, PG-13);
6. Audience rating (G, PG, PG-13).

Only films/videos rated G, PG or PG-13 may be shown as part of the school program. Prior notice to parents for feature films/videos with a PG or PG-13 rating will be required before a student views the film. Any parent wishing to excuse his/her students from viewing the film/video may notify the teacher in writing.

Instructors are required to preview all film media before showing to students.

Edited or unrated (documentary) films/videos will be shown at the discretion of the building administrator.

ELECTRONIC COMMUNICATIONS (IIGBA)

Technology has become an integral part of our instructional delivery and procedures. Staff must demonstrate a good faith effort to be knowledgeable of District Policy regarding all aspects of electronic use, including personal use of district systems and equipments. (See Policies IIBGA, JFCFA/GBNAA, GCAB, JFCF) Failure to abide by district policy and administrative rules regarding use of the district’s systems may result in suspension and/or revocation of system access. Staff violations may result in discipline up to and including dismissal and may affect licensure.

Computer equipment needs to be used and stored under these guidelines:

1. Students are to be **supervised at all times when using school computers**. **The student should tell the supervisor immediately if inappropriate material is accessed**.
2. Teachers are responsible to provide the necessary instruction and direction for students before allowing them to use any software or the Internet. Students should only do operations they have permission to do.
3. Staff members are encouraged to use the Internet in ways that help them develop knowledge and skills in technology or content areas. District policy forbids use for personal profit or access to pornography.
4. Student use should be related to grade level curriculum goals.
5. Students must have a completed Internet Use Agreement **on file with their teacher** before having access. The agreement is to be followed at all times. Copies are available in the office.
6. Staff and students must use printers sparingly to keep down costs for maintenance and supplies. Students are **not to print from the Internet without permission**. Printing should be limited to **short articles** needed for school assignments.

EMERGENCY CLOSURES

The superintendent is empowered to close the district schools or to dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel (Policy EBCD). In the event of hazardous or emergency conditions, all district schools (or selected schools and/or grade levels) may be closed or schedules altered to provide either delayed opening or early dismissal of students as appropriate. Radio stations KBKR and KCMB will be notified of closures and or scheduling change. Staff will be notified of any such closure as soon as possible. Each building will develop an Emergency phone calling “tree” to facilitate communication regarding school closure.

EMERGENCY EVACUATION AND LOCKDOWN DRILLS

Each administrator will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes. All schools are required to instruct and drill students on emergency procedures so that students can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a coastal zone and safety threats. Instruction on fires, earthquakes, safety threats and drills for students, shall be conducted for at least 30 minutes each school month. At least two drills on earthquakes and two drills on safety threats shall be conducted each year. (Policy EBCB)

The drills outlined below will help prepare students and staff for the emergencies explained in the Crisis Management Plan. Please discuss these procedures in advance with students. They should be able to respond appropriately from any location in the building or on school grounds. Discussion and review of emergency drill procedures may be used as part of the 30-minute/per month safety instruction. Staff not immediately responsible for student supervision will be assigned roles during the evacuation procedure.

Staff will be trained in emergency lockdown protocol including the usage of emergency transmitters/fobs. Lockdown fobs are to be worn by trained personnel at all times while in the building. Fobs are to be worn around the neck on a lanyard or affixed in another approved manner.

Note: Please see page 1 of the Crisis Management Plan regarding training requirements for staff.

FIRE DRILL PROCEDURES

1. Evacuate students immediately.
2. Close windows and doors. Take class list, key and green report sheet.
3. Students are to **walk** (not run) **quietly**. Talking is discouraged so that students and staff can hear and follow directions easily.
4. Follow the established evacuation route unless blocked or unsafe.
5. Assemble students in assigned location and take roll to ensure that all students are accounted for.
6. Safety Team members are responsible for checking bathrooms.
7. Identify and report missing students to the office.
8. Use the green signal to indicate all students are present and/or accounted for.
9. Supervise students until all clear is given.
10. Re-enter the building quietly when directed.

EARTHQUAKE DRILL PROCEDURES

1. Upon hearing a predetermined earthquake signal, students should apply the “drop and cover” procedures.
2. The teacher should stand in a doorway or follow the “drop and cover” procedures.
3. When the simulated quake has stopped, the teacher will check for a safe route and direct the students how to exit.
4. Students are to walk (not run) quietly. Talking should not be allowed so that students and staff can hear and follow directions easily.
5. In case of an “aftershock” during evacuation, students should apply “drop and cover” steps.
6. Once outside the building walk at a safe distance to the field.
7. Assemble in a line on the field.
8. The teacher should take roll to be sure all students are safe and accounted for.
9. Re-enter the building when directed.

LOCK DOWN DRILL PROCEDURES

There are two types of lockdowns:

1. **Code Yellow** - potential threats or serious disruptions (*e.g. escaped prisoner report or adults fighting outside the building*): Students will go to their classrooms and stay; teaching and learning should continue.
 2. **Code Red** - imminent threat (*e.g. armed intruder*): Students remain in locked classroom, quiet and out of sight.
- Please review procedures for both situations on the pink Crisis Management Plan sheet. In a lockdown drill, staff and students will follow those procedures. Check the most recent list of procedures.

EVALUATION OF STAFF

Under Board policy, administrators and supervisors are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract non-extension, contract renewal or non-renewal, dismissal and discipline. This evaluation program is designed to provide an opportunity for staff to set goals and objectives, including plans for professional growth and career opportunities and receive administrative responses to them; to have peer assistance as appropriate; to have formal and informal classroom observations of licensed employees; to assess performance of other duties and job responsibilities of all staff; to receive verbal and written comments and suggestions for improvement from supervisors; and to have opportunities to make required improvement(s) within specific timelines. Classified employees will be formally evaluated by their immediate supervisor at least twice during their first year of employment

and at least once a year thereafter. Evaluation of licensed staff shall conform to applicable Oregon Revised Statutes and any applicable collective bargaining provisions. (Policy GCN)

Evaluation of certified staff includes informal and formal observations; classified staff will be evaluated based on performance of assigned duties and job responsibilities. Copies of the District evaluation procedure will be provided to all staff at the beginning of each school year. Evaluation will be conducted in accordance with Board policy, applicable district evaluation procedures, negotiated agreements and Oregon Revised Statutes. Please refer to the Staff Evaluation Notebook for further information.

FERPA

FERPA is a federal law enacted in 1974 that protects, with some exceptions, the privacy of student educational records. It requires schools, school districts, and federally-funded institutions to keep personally identifiable information (PII) contained in a student's records confidential unless (1) the parents (of students under age 18) or students age 18 or older ("eligible students") consent to disclose it or (2) one of the legal exceptions to the confidentiality requirement applies. In addition to the standing exceptions to confidentiality, the law permits local school districts to adopt a policy that designates certain student information as "directory information" that may be disclosed without prior consent, but districts must notify parents of this policy and allow them to opt out of having the district disclose directory information.

The law also requires school districts and schools to (1) give parents and student's access to the student's records and an opportunity to seek to have records amended if they believe the records need correcting and (2) annually notify parents and eligible students of their rights under FERPA. For more information, visit the FERPA website <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>

FIELD TRIPS

The Board believes that it is the responsibility of the district to provide students with an educational environment in which an individual can attain maximum growth in the development of abilities. The Board also believes that the district sometimes should transport students beyond the four walls of the classroom to provide experiences to enhance school programs as well as provide opportunities not available in the classroom. These opportunities should be judged on their contribution to the education of students and must be well planned in advance. (Policy IICA)

Field trips and excursions are a valuable part of a child's learning. Activities are to be carefully planned and organized, and pre-approved by the principal. If transportation is required for the planned field trip, school buses will be used. Written permission forms from parents are necessary before a child may go on an organized field trip. **Teachers are responsible for the supervision and behavior of their students during the event.** A reasonable adult/child ratio is 1-adult/10 children. It may be necessary to obtain parent assistance for supervision. All students will use school transportation to the event; parents may request (in writing) to take their child home from the event. Field trip forms are available in the office. If a bus is to be used, submit request forms as soon as possible – at least 2 weeks in advance. Bus requests are turned into the office for principal approval.

FINANCIAL RECORDS

The district's accounting and reporting system will be in accordance with generally accepted accounting procedures and will conform with state laws and regulations. (Policy DI)

1. **Cash** – Expenses connected with classroom activities, routines, or events will be handled through the classroom. All funds collected by any teacher shall, as soon as practical, be deposited in the office where it will be credited to the

sender's account. The secretary will issue a receipt for money deposited by teachers and students. Large amounts of money (over \$200) should not be kept in the classroom over night.

2. **Payments** - Expenses in connection with any activity or organization of the school is to be paid for through the office. It is imperative that a record of any such transactions be dealt with through the office.
3. **Purchase Orders** - In order to authorize any expenditure from any account, it is absolutely necessary that a purchase order be issued authorizing such expenditures. To secure a purchase order, fill out a purchase order request form (form 239). All requests must be approved by the building principal or supervising Director. The District Office will issue a Purchase Order, made out to the firm from which the purchase is to be made. If you purchase items directly, you must create the PO prior to turning in your receipt to the office.
4. **General Fund Staff Allocations** – Each building is allocated amounts of money in the general fund for consumable education supplies. This money does not carry over to future years and is intended to provide some equity in purchasing supplies for the year. Please see the building principal if you have a purchase that would fall under this allocation.
5. **Federal Funds** - Most of these funds are designated for specific areas including Title 1, ELL, Special Education or technology. A specific portion is set aside for professional development. Purchase orders, and often other documentation, are required for expending these funds.
6. **Book Fund/ Department** – The Book Fund or Department Fund is a separate fund in which money is deposited either from the general fund or from outside sources such as activity fundraisers, PTOs, and other donations. Expenditures and deposits within these accounts must be tracked for the purpose of district accounting. **Pre-arranged Purchase Orders are also required for expenditures from this fund.** These accounts are able to be carried over from year to year.

FIRST AID

In cases of sudden illness or injury to a student or staff member, school staff will give first aid. Further medical attention to students is the parents' responsibility, or of someone the parents or guardians designate in case of emergency.

Each principal is charged with providing for the immediate care of ill or injured persons within his/her area of responsibility. Staff members shall report self-administered first aid treatment to the building principal or other immediate supervisor.

In each school, procedures for handling health emergencies will be established and made known to the staff. Each school and school vehicle will be equipped with appropriate first-aid supplies and equipment.

All employees are expected to know where first-aid supplies and equipment are kept in their work areas. Designated employees in each building shall hold current first-aid cards. In compliance with Oregon Administrative Rules, each school shall have, at a minimum, at least one staff member with a current first aid card for every 60 students enrolled or an emergency response team per building. Such team shall consist of no less than six persons who hold current first aid/CPR cards and who are trained annually in the district and building emergency plans. All coaches, club advisors shall obtain a current first aid card with CPR. Names of designated employees will be posted. (Policy EBBA)

The following staff members hold current 1st Aid Certification:

FUND-RAISING

In an effort to balance the need for funds with our need to reach instructional objectives and provide real life learning experiences within the school climate, the following parameters are in place for school and or individual classroom fundraising, applicable to Grades K-6. PTO's and/or other organization activities, which involve students, must follow these guidelines. (See Board Policy KMA for details.)

1. Minimal class time is to be used to organize, distribute, collect funds, or promote fund-raising activities that involve an outside business, promotional organization, or parent/teacher organization.
2. Students will not be made to feel obligated to participate in fundraiser activities.
 - a. Parent permission to participate is required.
 - b. Notices will be given to parents, and will state:
 - 1) No door to door sales to strangers allowed without parent supervision, and
 - 2) Failure to follow rules may result in removal of participation.
3. Advance sales of tickets to activities such as chili feed, carnivals, donkey basketball, etc. **are allowed**.
4. Fund-raisers, which involve the sale of goods by students, will be allowed **once annually per building**.
5. Fund-raising activities, which bring school and community members together, are encouraged. Book Fairs are an acceptable activity under this category. Innovative ways to raise money are desired.
6. Canned food collection/distribution and other collections for outside causes are not considered fundraisers. This is considered a social service and will be an approved activity.
7. Fund raising activities must have prior approval of the building principal.

GRADING

The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level, and be based on the student's progress toward becoming proficient in a continuum of knowledge and skills. Grading will be on a quarterly basis. The quarterly grade will be based on many factors, such as: assessment; basic assignments, both oral and written; class participation; special assignments; activities of various types and kinds; and special contributions. At the beginning of the grading period students and parents will be informed regarding the basis of the grades and the methods to be used in determining them (Policy IKA).

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 the home. As a close working relationship between the district and the home is essential to the accomplishment of this goal, regular communication with parents is essential. Teachers should use a variety of communication devices including telephone, email and personal conferences as well as grade reports to keep parents well informed. Teachers are strongly encouraged to work within their grade level and/or departmental teams to create common criteria for homework practices and grading. Grading will be directly tied to the Common Core State Standards.

Letter grades will be used as follows:

A	---	Superior	=	90 -100
B	---	Above Average	=	80 - 89
C	---	Average	=	70 - 79
D	---	Below Average	=	60 - 69
F	---	Failing	=	59 - 0

Grading will be on a nine-week basis. Classroom teachers are required to send mid term progress reports each quarter. Special education students are to receive grades based on progress toward goals stated in the Individual Education Program (IEP). Teachers will follow report card guidelines

HOME SCHOOL/PRIVATE SCHOOL STUDENTS (Board Policy JECAA, JECAA-AR)

Baker School District 5J seeks to work cooperatively to provide educational and extra-curricular opportunities for home and private school families. In making opportunities available to families of home and private school students, the following factors will be considered:

- Accommodation based on available space and review of principal
- In District full-time and part-time students will be given preference over private school students who live within district boundaries
- Participation in extra-curricular activities in grades 9-12 must meet eligibility requirements for programs administered by the Oregon School Activities Association
- Other activities may require joint supervision by responsible adult as determined by principal/administration of participating school

HOMEWORK

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.

INSTRUCTIONAL HOURS

OAR 581-022-1131 requires districts to offer students the option of earning each credit required for the diploma or modified diploma by successfully completing classroom or equivalent work in a course of at least 130 clock hours.

OAR 581-022-1620 requires districts to adopt and implement a District calendar and school schedule which provide its students the following minimum instructional hours: Grades 9-12 – 990 hours; Grades 4-8 – 900 hours; Grades Kg -3 – 900 hours.

INVENTORIES

The district will maintain an inventory of all fixed assets in accordance with governmental accounting standards. The district's inventory will be updated [annually] to include property newly purchased and disposed (Policy DID). Teachers are responsible for building inventories in their rooms. Staff members are asked to not exchange room furniture without checking with the office. Computers, printer and phones should not be moved without permission from the Technology Coordinator.

KEYS

Keys are issued to staff by the building principal and or secretary. In order to protect property, students, and staff, and to ensure the building is adequately secured when no authorized personnel are present, staff is expected to observe the following:

- Duplication of keys is prohibited
- Keys are not to be left unattended. Avoid leaving keys on desks, tables, in mailboxes, etc.

- Report lost or stolen keys within 24 hours of discovering they are gone
- All keys are to be checked in with the school office at the end of the school year. Staff may check the key back out for use over the summer, as appropriate.

LESSON PLANS

The development and use of planned course statements are necessary for a sound educational program. “Planned course statements,” as defined by Oregon Administrative Rules, includes course title, course overview, course goals (including essential learning skills, career-related goals and common curriculum goals) and, where appropriate, graduation competence assigned to the course for verification. Their implementation contributes to a team effort in the education of students by providing for improved articulation and coordination of instruction. Therefore, planned course statements shall be implemented for all instructional offerings as follows:

1. The format and content of planned course statements shall be in compliance with state standards;
2. No new or additional courses shall be implemented without a planned course statement. The Board shall approve all new courses;
3. The district program and course goals of planned course statements shall not be changed without administrative approval. (Policy IFE)

Planning lessons in line with required curriculum to meet the needs of the individual student as well as the total class is a major responsibility of the teacher. Grade Level/Departmental teams work collaboratively to develop power standards, pacing guides and formative assessments. Teams work together to plan for core instruction in reading, math, and writing. An up-to-date seating chart, class schedules and information identifying any classroom student aides or special student needs should be included in all lesson plan books.

Lesson plans should be completed several days in advance and provide the following:

1. Completed plans for substitutes at all times.
2. Tie learning activities to district required curriculum, grade level priority standards and Common Core State Standards.
3. Plan in such detail that the individual teacher can evaluate the effectiveness of instructional activities and student learning.

LUNCH & ATTENDANCE PROCEDURES FOR STAFF

1. Accurate lunch count/attendance/recording payments for lunch money must be taken each morning and sent to the office as soon as possible. Attendance slip for the current day should be sent to the office each day with lunch count. ***It is the responsibility of classroom teachers to ensure accurate records are kept.***
2. A clipboard with a class list and money envelope for the current week will be placed in the office mailbox of classroom teachers each morning to record student absences, lunch money and lunch choices.
3. Student lunch cards will be kept in the office. Office staff will have students’ lunch cards available in the cafeteria with their lunch choice cards prior to their lunch period.
4. At lunchtime classroom teachers are to ***escort their students to the cafeteria.*** Teachers are to remain with their students until they have entered the cafeteria.
5. Students are instructed to hand their card to staff member on duty and say “lunch please,” or “milk please,” or “no thank you.”

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 communication among schools and staff. District mailing and postage may be used for school district business only.

MATERIALS DISTRIBUTION

Occasionally staff may handle requests by individuals or groups to distribute pamphlets, booklets, flyers, etc. to students either for classroom use or for the purpose of communication with the home. Materials and the proposed method of distribution shall be subject to review. Materials shall be reviewed based on legitimate educational concerns (Policy KJA). The building administrator is ultimately responsible for all communications from school to home. Before agreeing to provide any materials distribution service, please bring the request to the office for approval. Materials will be reviewed on the basis of educational value, interests of the district and importance to families.

MEDIA ACCESS TO STUDENTS

The Board recognizes the important role the media serves in reporting information about the district's programs, services and activities. Therefore, the district will make every reasonable effort to provide media access to students. School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. The media may interview and photograph students involved in instructional programs and school activities including athletic events. Such media access shall not be unduly disruptive and shall comply with Board policies and district goals. Media representatives shall be required to report to the administration 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. District employees 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. (Policy JOD)

The media may interview and photograph students involved in instructional programs and school activities. Media representatives are required to report to the building principal 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 are encouraged to communicate their wishes at the time of registration. 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.

OFFICE PROCEDURES

Many people will cover the office at some time this year. Their duties will include the following:

1. Responding to parents, students and visitors who come to the office
2. Answering the telephone and taking messages
3. Administering first aid and medication when needed
4. Notifying the principal or secretary in the event of an emergency
5. Making copies
6. Other related tasks as needed. *(In many cases it will be appropriate to bring correcting or other work from your regular assignment.)*

In covering the office, please follow these procedures:

1. **Medication is to be given only according to district policy.** Especially be sure to follow the written directions with the medication and/or the parent form. **Written permission from the parent is required. The medication must be in its original container.**
2. If possible, classes should not be interrupted with announcements, phone calls or unexpected visitors, except in an emergency or when requested by the teacher. During class, callers should be given the option of leaving a message or a voice mail.
3. Be sure messages regarding transportation, etc. are delivered directly to the teacher.
4. Requests to post or hand out information should be referred to the principal. Private advertising or promotions are not to be accepted.
5. Students should not be pulled out of class, kept in the sick room or sent home without consulting with the teacher or principal.
6. Refer law enforcement or other agency personnel to the principal or CDS.
7. When in doubt about a policy or procedure, please ask for help from the principal, CDS or secretary.

PARENT INVOLVEMENT

The Board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the educational program. The district shall ensure effective involvement of parents by promoting activities that support a partnership among the school, parents and the community in effort to promote the improvement of student achievement. Parents shall be informed of their opportunity to be involved in the development of the district's and local school's parent involvement policy and school-parent compact.

The district shall, to the extent practical, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students.

The District's policy, plan and compact shall be reviewed annually and updated periodically to meet the changing needs of parents and the school; policies and plans shall be distributed in a language the parent can understand to parents of participating students in an understandable and uniform format. (Policy IGCBA)

PARENT RIGHTS

The Board recognizes the importance of promoting parental input in decision making related to their student's health and general well-being, in determining district and student needs for educational services, in program development and district operations. (Policy KAB) The district encourages parents to be involved in their student's school experience. Teachers are advised that unless otherwise ordered by the courts, an order of sole custody on the part of one parent does not deprive the other parent of certain rights. It is the responsibility of the parent with sole custody to provide to the district any court order that curtails the rights of the non-custodial parent.

A non-custodial parent may receive and inspect the school records pertaining to their student and to consult with teachers concerning their student's welfare and education. Non-custodial parents will not be granted visitation or telephone access to their student during the school day. Students may not be released to the non-custodial parent without the written permission of the parent having sole custody.

In the case of joint custody, it is the responsibility of the parents to provide the district, in writing, any special requests or clarifications in areas concerning the student and the district's relationship and responsibilities. Such information will be maintained on file in the office and provided to staff as appropriate. Staff members with questions regarding custodial and/or non-custodial parent rights with respect to particular students should contact the office and review student files.

PARTIES

Elementary school parties are limited to three per year (Fall Harvest/Halloween, Christmas, and Valentine's Day) and can be facilitated by parent volunteers. Birthday parties may be held during the last fifteen minutes of the school day. Please make sure students have either eaten or stored their treat prior to dismissal.

PHONE USE

Baker Schools are equipped with telephones in every classroom and instructional area. Our office handles phone calls and messages from 7:30 – 4:30 every day. Students must obtain permission from their classroom teacher or supervising adult before using school phones. The office telephone is a business phone. Parents are asked to plan and make arrangements with pupils before coming to school so that incoming and outgoing calls can be minimized.

- **CELL PHONES and MOBILE DEVICES - "OFF and AWAY"**

While cell phones and mobile devices are not a necessary school item, there are times when teachers may allow usage for instructional purposes. Students who choose to bring cell phones/mobile devices to school need to keep them **off and away** unless specifically authorized for instructional use. In elementary buildings, cell phones and mobile devices are to be **TURNED OFF** and either **turned in to their classroom teacher** or **stored** in backpacks during the instructional day. Student use of cell phones is not allowed on school property without specific permission of a teacher or supervising adult. The school is not responsible for lost or stolen items. Students unable or unwilling to follow these rules will be asked to leave cell phones at home. The building administrator reserves the right to determine whether or not a child's cell phone will be returned to the child.

PHOTOCOPIES AND PRODUCTION ORDERS

The district's production staff should do nearly all copying for you. In addition, they can design, assemble, laminate and perform other production services. Fill out a production request (Form 900) before scanning or sending your requested materials to the Printshop. The production department should do class sets of documents. Utilization of the production staff helps keep building paper and copy machine costs to a minimum. Current copy technology allows scanning materials to the Print Shop. They are often able to get orders back to us within a few hours. Please make this your first option for printing requests. Please adhere to copyright laws. Production request forms can be found in supply cabinet in the copy room.

PRESCRIPTION MEDICATIONS AT SCHOOL (Policy JHCDA)

The district recognizes a need to ensure the health and well-being of students who require regular doses or injections of medication as a result of experiencing a severe allergic reaction or have a need to manage hypoglycemia, asthma or diabetes. When a licensed health care professional is not immediately available, a designated trained staff member may administer to a students, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law.

When directed by a physician or other licensed health care professional, students in grades K-12 will be allowed to self-administer medication, including medication for asthma or severe allergy as defined by state law. A written treatment plan for a student who self administers medication will be developed, and signed by a physician or other Oregon licensed health care professional and kept on file. A written request and permission form signed by a parent or guardian is required and will be kept on file. If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

All requests for the district to administer prescription medication to a student shall include the written permission of the parent or guardian and shall be accompanied by written instruction from a physician, physician assistant or nurse practitioner. A prescription label prepared by a pharmacist will be deemed sufficient to meet the requirements for a physician's order. The district reserves the right to reject a request to administer or allow self administration of a medication when such medication is not necessary for the student to remain in school.

A premeasured dose of epinephrine may be administered by designated, trained 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.

A process shall be established by which, upon parent written request, a backup prescribed auto-injectable epinephrine is kept at a reasonable, secured location in the student's classroom as provided by state law. Training shall be provided to designated staff as required by law in accordance with approved protocols as established by the Oregon Health Authority. Staff designated to receive training shall also receive bloodborne pathogens training. A current first-aid and CPR card will also be required.

Prescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering non-injectable/ or injectable, or prescription or nonprescription medicines to students including procedures for the disposal of sharps and glass.

This policy and administrative regulation shall not prohibit, in any way, the administration of recognized first aid to students by district employees in accordance with established state law, Board policy and procedures.

PRIVATE VEHICLES

The use of private vehicles for district business, including the transportation of students, is generally discouraged. Staff members are encouraged to use district-owned vehicles whenever possible, scheduling activities and other transportation far enough in advance to avoid any non-emergency use of private vehicles. No staff member will use a private vehicle for district business, including the transportation of students, without approval in accordance with established district procedures. Staff members using a private vehicle on district business may be reimbursed in an amount established by the Board. Whenever possible, two staff members must accompany a student being transported in a private vehicle. A student will be allowed to perform district business with his/her own vehicle. (Policy EEBC)

RELEASE TIME FOR RELIGIOUS INSTRUCTION

Upon application of the parent a student may be excused from school for religious instruction as provided by law (Policy JEFB). Students may be excused from school for religious instruction, not to exceed five hours for grades 9-12 in any school week. The office will notify teachers of any students who are unexcused. 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 his/her return to school or at such other times as may be deemed appropriate by the teacher.

RELIGIOUS CLUBS AT SCHOOL

Students are permitted to meet during non-instructional hours for religious purposes. Staff members are not allowed to participate, organize or direct these meetings. Staff members can attend these gatherings in a supervisory capacity only.

Teachers are not to use any influence or power to promote belief or disbelief in any dogma. There is substantial school law regarding this subject and staff will comply with the current law regarding this issue.

RETENTION RECOMMENDATIONS

It shall be the policy of the district to promote/retain students to the succeeding grade based on the recommendations of the staff and the decision of the building principal. All decisions to promote or retain students shall be based upon the best interest of each individual (Policy IKE). It is the responsibility of the teacher to make recommendations regarding retentions. The classroom teacher may request assistance from the staff, principal, Child Development Specialist and/or school counselor, and special services staff. ***Parents should be notified of retention concerns prior to the beginning of the fourth quarter.*** If retention is being discussed with a parent, a retention form should be filled out to document concerns, parent response and the team's decision. The principal is available for discussions with parents regarding retentions.

SAFE SCHOOLS

Safety is one of the district's top priorities. In an effort to maintain a safe learning environment, we have contracted with SafeSchools Alert to provide a direct reporting system for students, staff and parents regarding bullying, harassment, drugs, weapons, vandalism and/or other safety issues. SafeSchools Alert is provided at no cost to the District through our connection with Property And Casualty Coverage for Education. The system can be accessed via phone, text, email and website. SafeSchools communication will be sent directly to the building administrator. SafeSchools contact information will be posted in buildings throughout the district.

SCHOOL VISITORS

Parents are to be encouraged to visit school. This is a good method of communicating to parents concerning the work that is being accomplished and the learning atmosphere of classrooms.

Visiting school by a younger brother, sister, friend or another child is discouraged by the administration unless accompanied by an adult. Visitation of children may be permitted by special permission ***prior to the visit***, and then preferably limited to a short period of time.

All visitors are required to sign in at the office and wear a visitor's pass while on school grounds. Staff members are expected to report any unauthorized person on school property to the building principal or office.

SAFETY COMMITTEE

A centralized safety committee shall be established to implement the district's safety program as part of an ongoing effort to help ensure the safety of students, staff and others while on district property. The superintendent or designee will coordinate the district's safety committee efforts and maintain all necessary records (Policy EBAC).

A building safety committee has been established to help implement the district's safety program. This committee is comprised of the building principal, secretary, head custodian and CDS. Members discuss issues pertaining to the school's efforts to ensure the safety and health of students, staff and guests to our facility.

The building safety committee meets monthly to review facility needs, equipment concerns, property safety issues, health and sanitation hazards, etc. As part of the duties of the Safety Committee, members participate in workplace inspections and emergency drill reviews. All significant safety related incidents are investigated to help prevent similar incidences from reoccurring.

A monthly report is submitted electronically to the District Safety Director and paper copies are made available to staff. Staff members are encouraged to report safety and /or health concerns to the Safety Committee.

SCHOOL-WIDE DISCIPLINE PROGRAM

In accordance with Oregon Revised 339.240 the Baker School Board has adopted a policy of Student Conduct prescribing the rules and regulations for the control, discipline, suspension and expulsion of students. These rules and regulations are intended to promote an atmosphere within the school, which is conducive to learning, as well as insure the protection of the rights of students. Through this program, students learn that their rights are respected and honored along with their ability to perform responsibly.

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments. The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, Board policies, administrative regulations and school rules;
3. Understanding of and respect for public and private property rights.

The Board seeks to ensure a school climate, which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop administrative regulations whereby those students who disrupt the educational setting or who endanger the safety of others, will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, that uses approaches that are shown through research to be effective. The district shall enforce consistently, fairly and without bias all student conduct policies, administrative regulations and school rules. (Policy

Because we believe that a strong, positive, proactive and caring approach to students is essential to providing a safe learning environment, Baker 5J staff implements a consistent discipline program with the following goals.

1. **To provide a safe and orderly learning environment for learning.**
2. **To help students cooperate with others.**
3. **To help students learn to manage their behavior.**
4. **To help students learn to respect the right and property of others.**

BULLYING, HARASSMENT, TEASING

Baker School District 5J is committed to maintaining a safe, friendly and welcoming environment for students and staff. As a result, we have instituted a zero tolerance policy for bullying. Children who bully can be boys or girls, sized small or big, with personalities that are quiet or loud. If that is so, how can students identify if and when they are being bullied?

There is a difference between teasing and bullying. Teasing is usually described as back-and-forth banter between children who are normally on a friendly basis with each other. While teasing may occasionally cause hurt feelings, the intent of teasing is to promote or maintain friendship.

Behavior that is bullying can be described as threatening, persistent and repetitious. Bullying behavior can be either physical (shove, push, punch, trip, kick, touch) or verbal (unkind names, descriptions, or talk). Despite insistence that a child is “just teasing”, bullying is usually done in an unfriendly manner, and any give and take, back and forth delivery escalates quickly into hurtful, “over the top” behavior or remarks.

There are four levels of bullying. **Harassment** involves offensive physical contact with criminal intent. Behavior is considered **Assault** if a person causes injury or harm as a result of physical contact. **Coercion** is when a bully attempts to prevent someone from doing something they have a legal right to do, like walk down a certain street or sit at a table in the lunchroom. **Intimidation** is when someone uses verbal threats or name calling to embarrass someone else because of race, gender, size, looks, religion, sexual preference, etc. Legal consequences for bullying behavior include suspension, expulsion, or arrest. Students at South Baker are encouraged to report bullying behavior to the principal, recess duty staff, and/or their classroom teacher.

OFFICE REFERRALS

At times direct referral to the office becomes necessary. This step may or may not involve filling out a Refocus form prior to the referral. A completed Discipline Referral Form will be written for students receiving referrals and kept in the student’s confidential file. Direct referrals include all absolutes and the following:

- a. Defiance, Insubordination, Non-compliance
- b. Habitual violation of school rules
- c. Harassment
- d. Profanity/vulgarity
- e. Dishonesty/Cheating

***Note: Legal Authorities may be contacted by school officials if warranted.**

Some behaviors are very serious and will be referred directly to the office without benefit of **REFOCUS**. These behaviors are known as **ABSOLUTES** and include the following.

- 1. Absolutely NO Physical Violence or Severe Threats of Violence.**
- 2. Absolutely NO Weapons.**
- 3. Absolutely NO Alcohol, Tobacco, or Other Drugs.**

Students are held responsible for their behavior choices. Consequences will be applied according to behavior, intent, and behavior history and may include involvement with legal authorities.

SEXUAL HARASSMENT (Policy JBA/GBN)

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

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

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;

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

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

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

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

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

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

The superintendent shall ensure appropriate periodic sexual harassment awareness training or information is provided to all supervisors, staff and students and that annually, the name and position of district officials responsible for accepting and managing sexual harassment complaints, business phone numbers, addresses or other necessary contact information is readily available.

This policy as well as the complaint procedure will be made available to all students, parents of students and staff (*in student /parent and staff handbooks*). The district's policy shall be posted in all (grade 6-12) schools. Such posting shall be by a sign of at least 8.5 by 11 inches.

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

SICK ROOM

The use of the sick room is to provide a place for administering needed first aid and/or to provide short term place for an injured or sick child waiting for parents to come.

Any staff member who, on duty or in the classroom, comes across an injured child shall first: 1) examine the injury then 2) determine the circumstances causing injury.

If the situation warrants further attention, the staff member shall complete an accident report and send both the child and the report to office. Further first aid will be administered and parent contact made at that time.

SITE COUNCIL

Site Council responsibilities include the development of plans to improve professional growth of staff, improvement of the school's instructional program and the coordination of plans for implementation of programs at the school and for the professional development of teachers and classified employees as provided for in Oregon Revised Statutes and Oregon Administrative Rules.

At the school site, the council is comprised of representatives from each Grade Level Team, Title Reading Teacher, Special Education Teacher, Classified Staff member, Building Principal and parent members. Site Council meets several times a year, more frequently in the fall as they prepare the School Improvement Plan (Indistar). The collaborative plan is presented to staff during a Building Level Meeting before being finalized and reviewed by Site Council members throughout the instructional year to determine progress towards goals. The building principal will present the School Improvement Plan to the School Board at their invitation each year. (Policy IFCA)

STAFF DRESS AND GROOMING

Staff are expected to be neat, clean and wear appropriate dress for work that is in good taste and suitable for the job at hand. As a profession, teaching 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. In particular, pay attention to student dress codes. If attire and/ or accessories are unacceptable for student use, it is discouraged for use by staff.

STAFF MEETINGS

Staff meetings will be held monthly (or more frequently on an as-needed basis) in order to keep you informed about ongoing building issues and schedules. All instructional employees are expected to attend. Custodial staff, cooks, secretaries are encouraged to attend as able. Arrive promptly. Inform the building principal if you will not be able to attend and make arrangements for someone to gather the information for you.

STUDENT EDUCATION RECORDS (Policy JO/IGBAB)

Education records are those records related to a student maintained by the district. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent notice and consent will comply with all state and federal laws.

Education records are maintained in a minimum one-hour fire safe place in the office. Permanent records shall include:

1. Name of student;
2. Name of school;
3. Student birth date;
4. Name of parent/guardian;
5. Date of entry into school;
6. Name of school previously attended;
7. Subjects taken;
8. Marks received
9. Credits earned;
10. Attendance;
11. Date of withdrawal from school;
12. Social security number;
13. Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, I.E.P.'s, etc.

DEFINITION OF STUDENT RECORDS

1. Student records include all records relating to students maintained by any elementary or secondary school.
2. Student behavioral records are student records which include psychological tests, personality evaluations, records of conversations, and any written transcript of incidents relating specifically to student behavior.
3. Student progress records are student records which include transcripts of grades and courses taken, records of attendance, tests relating specifically to achievement or measurement of ability, and records of health (i.e., from ORS 336.185)

TRANSFER OF PROGRESS RECORDS

1. Oregon revised statutes allow transfer of the student progress records without penalty to any other school or educational institution upon receipt of notice of the student enrolling in said institution. (ORS 336.215)
2. Oregon Administrative Rules require transfer of student progress records upon receipt of notice of enrollment from another educational institution. (OAR 22-250 (2) (d).)
3. Federal law allows the transfer of records to other school systems provided the student's parents are notified of the transfer, receive a copy of the records if desired, and have an opportunity for a hearing to challenge the contents of the record.

TRANSFER OF BEHAVIORAL RECORDS

1. Oregon Administrative Rules require the forwarding of behavioral records upon request of the student's parents. The parent may sign such a request upon withdrawal of the student or upon entry into the next school.
2. Provision should be made for securing a written request or for a witnessed request when the parent is unable to provide a written request.

I.Q. SCORES

Both individual and group I.Q. scores will be in the behavioral record since release of an I.Q. score may result in misinterpretation without the presence of an individual qualified to interpret it.

SECURITY AND UPKEEP OF RECORDS

1. Student records should be kept in a location where someone familiar with the local board's policy and appropriate laws on a student's records may control access. Keeping files in a location that might allow inspection by unauthorized personnel could place a school in possible violation of both federal and state law.
2. A copy of the permanent records will be kept in a file with a minimum one-hour fire-safe rating in the office. Progress records should be kept in the office when not in use. **Behavioral records should not be taken from the office for inspection.**

Teachers are responsible for reviewing, updating and keeping current the progress records of each child.

1. Review the file of each student in your classroom (August - September).
2. As vision, hearing, height and weight, etc. reports are obtained, the school secretary will place student forms in the front of the record box.
3. Update health card/height-weight information (May).
4. Test Scores to be attached to 313 Card.
5. Update Student Permanent Record at the end of school year. Place report card directly behind the Permanent Record card.
6. If time is available office staff may help with the recording of information, but ultimately it is the responsibility of the teacher to complete the student files.

SUBSTITUTES

Staff members are responsible for contacting their own substitutes. Staff members will be provided a list of qualified substitutes to contact. If the absence has not been pre-arranged, the building principal should be notified as early as possible. Please call the office (541) 524-2350 and leave information as to who your substitute will be for the day **and** call or email the building principal directly with that information.

Each teacher should maintain a substitute folder in his or her classroom. Substitute folders should include:

1. Daily schedules including duties
2. Fire Drill Procedures
3. List of which students leave the room for specialized instruction and when
4. Attendance and lunch procedures
5. Behavior expectations and refocus/referral procedures
6. Seating Chart

In order to facilitate continuity during absences, staff members unable to return to their duties the following day should contact the secretary by 3:30 pm. Whenever possible, and as appropriate, the same substitute will be retained during the course of your absence.

An absence report form (form 203) must be completed and turned into the office secretary prior to a prearranged absence; absences involving an illness or emergency as soon as possible upon returning to work.

Paid and unpaid leave are provided in accordance with negotiated agreements, established Board policy and law.

THREAT ASSESSMENTS

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage school

property, shall not be tolerated on district property or at activities under the jurisdiction of the district. Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence he/she has knowledge of, has witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as prohibited by state and federal law and Board policy.

Student behavior that involves specific threat, aggression, or violence to an identified target will be referred to the Threat Assessment team. Led by the building principal, the Threat Assessment team is comprised of the building Child Development Specialist, the district Child Behavior Specialist, a law enforcement representative, the classroom teacher and a Special Education representative, if appropriate. Students referred for Threat Assessment may be placed in either in-school or out-of-school suspension pending a decision by the team regarding potential risk to students and staff. District protocol will be followed during the Threat Assessment decision-making process. Depending on the recommendation of the Threat Assessment Team, students may be required to undergo a psychological evaluation before re-entering the school system.

VOLUNTEERS / PARENT VOLUNTEERS

The Board appreciates and encourages volunteerism in the district. It provides the district with the opportunity to utilize the expertise, energy, enthusiasm, commitment and diverse skills of the community in achieving both the district's instructional and non-instructional goals. Volunteerism is designed to supplement, not supplant, regular district programs and staff. Selection and appointment of volunteers by the superintendent or his/her designee will be made following a district approved screening process that includes a criminal records check at district expense.

Volunteers will receive no remuneration for tasks and will ordinarily be recruited for an identified and specific purpose. Any person authorized by the district for volunteer service into a position having direct, unsupervised contact with students will be required to undergo an Oregon criminal records check. (Policy IICC) Please check with the school secretary with any questions.

The district requires a criminal background check for volunteers who work with students on an ongoing basis or who work with students away from the teacher's direct supervision. See school office for a list of volunteers with criminal background checks. (Policy IICC)

WORK DAY

Staff responsibility is to meet their negotiated contract regarding arrival or leaving times. If there is a need to be out of the building beyond established times, it is the responsibility of each staff member to ***make prior arrangements with the building principal and/or direct supervisor***. Early departures should be communicated to the office.