



Parkrose School District No. 3

www.parkrose.k12.or.us

Agenda

Regular Business Meeting

Monday, March 10, 2008

7:00 p.m.

*Parkrose High School – Community Conference Room L-13/14
12003 NE Shaver St. Portland Oregon 97220*

Executive Session – Employment Request/Negotiations Update – 5:30 p.m.

- a> Under ORS 192-660(1)(a) “To consider the employment of a public officer, employee, staff member or individual agent.”
- b> Under ORS 192-660(1)(b) “To conduct deliberations with persons designated by the governing body to carry on labor negotiations.”
- c> Adjourn Executive Session



(#83) Call to Order – Regular Board Meeting – 7:00 p.m.

(#84) School Presentations/Recognition

- a> Dueltgen Family Recognition
- b> Russell Academy Presentation

(#85) PFA Monthly Report – Rosalind Curry

(#86) Board of Education

- a> NSBA Conference Report – Chair Woods & Superintendent Gray
- b> Graduation
- c> Board Reports
 -  [Report by Ed Grassel](#)
- d> Committee Reports
 -  [School Improvement Committee](#)
- e> [Board Goals](#)

(#87) Citizen Comments

(#88) Superintendent/Special Reports

- a> District Website Demonstration – Andrew McLaughlin
- b> High School Community Connections – Superintendent Gray & Roy Reynolds
- c> [Senior Project Update](#) – Kathy Scott
- d> [Grades 8-9 Transition Plan](#) – Helen Ying
- e> [Model Talented and Gifted \(TAG\) Plan](#) – Kathy Keim-Robinson
- f> [Special Education Report Card](#) – Kathy Keim-Robinson
- g> Health Material Adoption – Jeff Rose
- h> [Drop Out Report](#) – Jeff Rose
- i> [Financial Update](#) – Mary Larson
- j> Policies & Practices Regarding Employee Resignations – Marian Young



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TSPC Handout

 TSPC Demo - http://www.tspc.state.or.us/GenInfo_Item.asp?id=4

Policy changes


k> 1st Reading of Policies and AR Review:

 EH & AR: Electronic Data Management


 GCBDA/GDBDA-AR: OFLA/FMLA

 Sample Letter FMLA/OFLA

 Sample Letter OFLA

 GCPB/GDPB: Resignation of Staff

 IGBAB/JO & AR– Education Records

 JOA: Directory Information

 JOB: Personally Identifiable Information

 EEACC-AR: Discipline of District Approved Transportation

(#89) **Action Items**

a> Consent Calendar

Personnel

New Hires

Retirements

Mike Hess, PHS Science Teacher

Arlene Lemieux, Sacramento Title I Teacher

Lynn Zimmerman-Stevens, Speech Language Pathologist

Peggy Glantz, Shaver Elementary Counselor

Resignations

Robert Kwasi Diehl, PHS Special Education

Jeff Rose, School Improvement Director, District Office

Anna Hayes, Payroll Specialist, District Office

Leslie Boxell, Russell Academy

Board Minutes

Regular Business Meeting, Monday, March 10, 2008

Special Session Meeting, Thursday, March 13, 2008

Working Session Meeting, Monday, April 14, 2008

Business/Finance

* Resolution to approve and appropriate a grant awarded by the Intel Corporation to Russell Academy in the amount of \$2600.

* Resolution to approve and appropriate a grant awarded by the East Portland Neighbors to Sacramento Elementary in the amount of \$750.

* Resolution to approve and appropriate a grant awarded to Parkrose School District by Portland Schools Foundation in the amount of \$75,000.

* Disposal of Surplus Property



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Extended Travel

Travel request for 9 staff members to attend the [2008 AVID Summer Institute](#) in Dallas, Texas

Travel request for the technology team to attend the [ISTE \(NECC\) Conference](#)

Travel request for Director of Business Operations Mary Larson to attend the [Illinois Associated School Business Officials Conference](#) (No charge to district)

Travel request for Director of Business Operations Mary Larson to attend a [regional emergency management for schools training conference](#) in San Francisco, CA.

- b> Accept/Reject Nomination of Representative to OSBA's Legislative Policy Committee for position 17 ([Katie Larsell](#))
- c> Accept/Reject Nomination of Representative to OSBA's Legislative Policy Committee for position 18 ([Susan Hammel](#))
- d> Accept/Reject Resolution Nomination of Representative to OSBA's Legislative Policy Committee for position 19 ([Dave Shields](#))
- e> Accept/Reject Leave of Absence Request ([Dan Patterson](#))
- f> Accept/Reject Leave of Absence Request ([Lindsey Chipps](#))
- g> Accept/Reject the Health Adoption Material
- h> Accept/Reject [Official Intent](#)
- i> Accept/Reject [PHS Travel Request to Louisville, Kentucky for Ally Langdahl](#)
- j> Accept/Reject [A Resolution in Support of H.R. 648](#)

(#90) Discussion Items

(#91) Correspondence/Announcements/Requests

- a> Request for Future Agenda Items
- b> Board Working Session, Monday, May 14, 2008, District Office, Boardroom, 5:00 p.m.
- c> Board Business Session, Tuesday, May 27, 2008, PHSCC Conference Room L-13/14, 7:00 p.m.

Adjournment

Parkrose School District Board meetings are held in accordance with open meeting laws and with accessibility requirements. If accommodations for individuals with disabilities or for groups exceed boardroom capacity are required, please contact Board Secretary Apryl Jump by close of business the Thursday prior to the Board meeting, by calling (503) 408-2114 or e-mail apryl_jump@parkrose.k12.or.us.

PUBLIC PARTICIPATION IN BOARD MEETINGS

1. Twenty minutes on the Board's meeting agenda is established for public participation at Board meetings. The purpose of this specified time frame is to encourage public involvement in its school district and at the same time allow enough time for the Board to conduct the necessary business for which it is legally responsible.
2. A visitor may be recognized by the chair by rising, identifying himself/herself with his/her full name and address and stating his/her purpose for appearing.
3. A group of visitors with a common purpose should designate a spokesperson for the group.
4. Discussion or presentation concerning a published agenda item, other than announced items, is limited to its designated place on the agenda, unless otherwise authorized by the chair.
5. A visitor may introduce a topic not on the published agenda. However, the Board of Education, at its discretion, may require that a proposal, inquiry, or request be submitted in writing and reserves the right to refer the matter to the administration for action or for study and to report at a subsequent meeting. The Board shall make a decision at the meeting where information is presented only if the issue is considered an emergency by the Board.
6. At the discretion of the Board chair, when meetings are large or controversial, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing information to the board secretary on a sign-in sheet prior to the meeting. This will help the chair provide adequate time for each agenda item and remain within the established time frame.
7. Statements by members of the public should be brief and concise. The chair may, at his/her discretion, establish a time limit on discussion or oral presentation by a visitor on any topic to ensure compliance with the established time frame.
8. Speakers may offer objective criticism of school operations and programs but the Board will not hear complaints concerning specific school personnel. The chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.
9. These procedures will be published on the back of every Board meeting agenda.

Board Report – Ed Grassel

April 28, 2008 Business Meeting

The past month has been full of many wonderful events and activities for the Parkrose School District. Below I have listed some of the ones I have attended.

April 4th and 7th

School Improvement Committee – I meet with Dr. Jeff Rose on April 4th to plan and discuss the procedure the committee will use to make sure we focus on the Strategic Plan and Board Goals. The committee met on the 7th to review and discuss the process. The minutes, and the “Big Picture” process from past meetings are in the Board Packet.

April 5th

On Saturday April 5th I attended the Coaches meeting. The meeting was held from 9am to 1pm, with lunch provided by the Parkrose Boosters. In this meeting the new Athletics Plan was discussed and each of the coaches discussed how to implement this plan. Some of those plans include summer clinics and common skills development.

This was the first time that coaches from youth, middle school and high school levels have meet together to discuss and make plans for each one of their athletic programs.

Good Job, Sanjay! **Go Broncos!**

April 10th

District Technology Task Force - I helped to develop the plan to meet the hardware and software goals for the next year or two. The last meeting of the Task Force was April 10th. At this meeting the task force reviewed the district technology plan before it was presented at the Board work session on April 14th.

Respectively Submitted,

Ed Grassel
Parkrose School Board

The Subcommittee on School Improvement and Performance Measurement

**Meeting Agenda
March 3, 2008
3:30pm District Office**

- 1. Meeting minutes**
 - a. members in attendance**
 - b. outline of discussion**
- 2. Subcommittee History**
 - a. brief outline of the reason for this subcommittee**
- 3. Review Subcommittee guidelines**
 - a. Purpose**
 - b. Intent**
 - c. Membership**
 - d. Meetings**
- 4. Meeting Schedule**
- 5. Discussion items for next meeting**

The Subcommittee on School Improvement and Performance Measurement

Meeting Minutes

March 3, 2008

3:30p.m. – District Office Boardroom

1. Meeting minutes

a. members in attendance

Ed Grassel, Jeff Rose, Helen Ying, Molly Davies, Darlene Poirier

b. outline of discussion

2. Subcommittee History

a. brief outline of the reason for this subcommittee

This subcommittee will support the school board by answering questions the board may have re: School Improvement & Performance Measurement. The goal is to determine the nature of the information and the format of the reports made to the board to further inform members of the progress of the district initiatives.

3. Review Subcommittee guidelines – see *attached document*

a. Purpose

b. Intent

c. Membership

- School Board Member – Ed Grassel
- Director of School Improvement – Jeff Rose
- High School Administrator – Helen Ying
- Middle School Administrator – Molly Davies
- Elementary Principal – Michael Lopes
- Three teachers (one at each level) are needed to serve on this committee.

(Note: This is a change to the attached working agreement).

A 2-year commitment will be required beginning September 2008. The committee is looking for a teacher at each level with high personal integrity, a strong voice and perspective, and a communicator.

d. Meetings

4. Meeting Schedule

Meetings will be held monthly on the 1st Monday at 3:45pm at the district office.

5. Discussion items for next meeting – *April 7, 2008*

Big picture idea... Develop a connection between the Strategic Plan, District Initiatives, and Board Goals.

Ed and Jeff will meet to do pre-work – Develop a timeline and document to present at the next meeting.

The Subcommittee on School Improvement and Performance Measurement

Purpose

This subcommittee is responsible for evaluating the progress of the district towards the board's school improvement goals as reflected in the strategic plan and the board's annual goals. This includes measuring incremental progress as reported by district administration. The intent of the team is to determine the communication strategy needed to report to the school board in an informed and effective manner.

Intent:

- Discuss and evaluate the implementation of the district strategic plan as it relates to school improvement.
 - **Strategic Goal 1:** We will be successful when each student graduates having completed a K-12 education with the knowledge and skills they need to adapt to their future.
 - **Strategic Goal 2:** Each student's education is driven by an individual learning plan that assures high achievement and is based on student needs and aspirations.
 - **Strategic Goal 3:** Each student is provided with a wide range of learning opportunities, in and out of the classroom-preparing them for college, work and citizenship.
- Learn about the various assessment tools and strategies that are used to demonstrate individual student learning and overall student progress.
- Assess the results of present instructional programs and services offered to students.
- Review ongoing reports on school improvement prior to determining board reports
- Review academic standards and consequent teaching delivery systems.
- Be familiar with the staff development plan for the district and the various buildings.
- Make periodic visits to classrooms and encourage board members to visit schools.

Membership

The membership of this committee will consist of a School Board member serving as chair, the Director of School Improvement and five district educators representing our kindergarten through twelfth grade system. Of these five, one will be a High School Administrator, one a Middle School Administrator, one an Elementary Principal, the two remaining positions will be filled by Certified Teachers.

The school board will appoint the school board representative. The Five educators will be invited and appointed by the Superintendent and the Director of School Improvement, with input from the committee chair.

Membership on the committee will be for two years, beginning in the month of September.

Members' Responsibilities

- Attend all meetings.
- Seek and receive feedback from staff and community regarding school improvement.
- Be an informed decision maker for our district; listen with an open mind, be an active participant (prepared, knowledgeable).

Meetings

Meetings will be held the first week of each month, September-June, with a meeting the last week of June to review our progress as a subcommittee.

Format:

- Will follow all Open Meeting laws in the State of Oregon.
- Any interested person may attend meetings. Voting is limited to members.
- Any data collected will be analyzed and reported.
- Any student, parent, community or staff member may submit an item to the Subcommittee on School Improvement as a new business item to be discussed at a future subcommittee meeting.
- Decisions will be knowledge-driven and research-driven.

**The Illiterate of the Future are Not
Those Who Cannot Read or Write...
But Those Who Cannot,
Learn, Unlearn, and Relearn**

The Subcommittee on School Improvement and Performance Measurement

Agenda

April 7, 2008

3:45p.m. – District Office Boardroom

1. Meeting minutes

- a. members in attendance
- b. outline of discussion

2. School Board – Review purpose of the committee

3. Review School Board Communication Matrix

- **Purpose**

4. Meetings

- a. teacher members
- b. reminders / minutes posted

5. Discussion items for next meeting

The Subcommittee on School Improvement and Performance Measurement

Meeting Minutes

April 7, 2008

3:30p.m. – District Office Boardroom

1. Meeting minutes

- a. members in attendance
Ed Grassel, Jeff Rose, Molly Davies, Darlene Poirier
- b. outline of discussion

2. School Board

- a. The board is interested in program integration between grade levels

3. Review Communication Matrix – *see attached document*

- This document will be a tool for School Board Communication. As issues are brought up, it will be used to see if the issue is appropriate to be brought before the board, or if it can be dealt with in another manner. Does the issue fit within the Strategic Plan, the School Board Goals, or the School District Initiative matrix? If appropriate, it will be reported in such a way that it fits in the matrix.
- How are the three (Strategic Plan, School Board Goals, School District Initiatives) interconnected? A discussion followed and arrows drawn to show how they are connected.

4. Meetings

Meetings will be held on the first Monday of each month. The teacher representatives will be invited to the next meeting. Darlene Poirier will send out meeting reminders and post the minutes.

5. Next meeting

The next meeting will be held May 5th, 3:45pm, in the District Office Board Room.

PARKROSE SCHOOL BOARD COMMUNICATION MATRIX



STRATEGIC PLAN: We will be successful when...

A.

Each student graduates having completed a K-12 education with the knowledge and skills they need to adapt to their future.

B.

An individual learning plan that assures high achievement and is based on student needs and aspirations drives each student's education.

C.

Each student is provided with a wide range of learning opportunities, in and out of the classroom, preparing them for college, work, and citizenship.

D.

Each student's educational experience is integrated with the community and its resources. Parkrose schools, families, and community work together for each student's success.



SCHOOL BOARD GOALS:

By January 2008 and June 2008, 31 Parkrose teachers will receive professional development on k-12 Instructional Strategies. They will train other teachers how to provide students with effective tools to "learn how to learn"

By March 2008, the administration will collect information regarding available Individual Learning Plan tools that have been designed to develop and record individual student learning plans and begin to develop a plan for their implementation K-12.

By February 2008, the Superintendent will give a report to the School Board that will outline the various school to work (Career Pathways) opportunities available at Parkrose High School.

By the November 2007 Board Meeting, the Director of School Improvement will present the Board with the results of a survey of High School staff regarding the current state of the Parkrose High School Academies including, but not limited to, intra-discipline communication, intra-academy communication, budgeting, community connections, and academic goals of relevance, rigor, and relationships.



SCHOOL DISTRICT INITIATIVES:

Collaborative Teams:
Support and establish Professional Learning Communities throughout our schools.

Standards and Benchmarks:
Commonly align student current elementary academic targets by grade, align middle school and high school academic targets, and create K-12 Guides will be designed for teachers to use as working documents and to communicate with parents what the academic targets are by discipline and grade.

Instruction:
Create common K-12 Instructional Strategies. Collaborate to create and implement instructional norms that would be practiced by every teacher in our district.

Assessment:
Facilitate a process and learning for teams of teachers to create formative assessments used to guide instruction and determine the support necessary for each student.



School Board Strategic Planning Goals 2007-2008

The following action goals are based on the four Strategic Goals created by the Strategic Planning Team and adopted by the Board in June 2007:

Strategic Goal 1: We will be successful when each student graduates having completed a K-12 education with the knowledge and skills they need to adapt to their future.

1. By January 2008 (short term report) and June 2008 (final report) 31 school district teachers will receive professional development on K-12 Instructional Strategies in order to train other teachers how to provide students with effective tools to “learn how to learn”. As part of the evidence that this goal has been accomplished, the following criteria is set forth:
 - a. High Quality Senior Projects with clear connections to the community and post secondary goals will be demonstrated by spring 2008. Criteria for Senior Projects will be approved by the high school principal and superintendent and shared with the Board.
 - b. There will be a comprehensive professional development plan, including post training evaluation, to provide follow up Instructional Strategies training to all staff K-12 beginning in the fall of 2008.
 - c. By mid April 2008, a detailed report will be given to the Board describing a strategic Parkrose School District plan and success measurements to effectively transition students from elementary to middle school and middle school to high school. This transition plan will be in place for spring of the 2007-2008 school year.
 - d. By May 2008, an effective system will be discussed and agreed upon for the district to use in order to track students at least 1 year post graduation with the intent of measuring post secondary academic performance, vocational school enrollments and employment rates.

Strategic Goal 2: Each student’s education is driven by an individual learning plan that assures high achievement and is based on student needs and aspirations.

2. By March 2008 (before spring break), the administration team will collect information regarding available Individual Learning Plan tools that have been designed to develop and record individual student learning plans and begin to develop a plan for their implementation K-12. This information will be shared with the Board in March 2008.



Parkrose School District
**School Board Strategic Planning Goals
2007-2008**

Strategic Goal 3: Each student is provided with a wide range of learning opportunities, in and out of the classroom-preparing them for college, work and citizenship.

3. By February 2008, a report will be given by the Superintendent to the School Board that will outline the various school to work (Career Pathways) opportunities available at Parkrose High School. Gaps in opportunities for students to develop the skills and knowledge to meet post secondary interests and personal career goals will also be presented. The beginning of a plan to assist the High School in closing those gaps will be outlined.
 - a. By June 1, 2008, information presenting currently available Career Pathway opportunities at Parkrose High School as well as plans for developing further post secondary opportunities through the work of the Academies will be communicated to parents in a clear manner by the High School.

Strategic Goal 4: Each student's educational experience is integrated with the community and its resources. Parkrose students, families, and community work together for each student's success.

4. By the November 2007 Board Meeting (Business Meeting), the Director of School Improvement will present the Board with the results of a survey of High School staff regarding the current state of the Parkrose High School Academies, including but not limited to, intra-discipline communication, intra-academy communication, budgeting, community connections, and academic goals of relevance, rigor and relationships.
 - a. By the April 2008 Board Meeting (Business Meeting), the Board will be presented a report by the High School Principal detailing the progress of High School Academies as it relates to connecting the Academies with partners such as community colleges, businesses, and local agencies as part of an effort to develop "Career Academy Community Advisory" groups.

Senior Projects

A place for our students to shine!







Meeting Oregon's
Extended Application
graduation requirement
at Parkrose High School

The Four P's

- ✱Project
- ✱Paper
- ✱Portfolio
- ✱Presentation



Project (The Heart & Soul)



- ✱ Proposals approved in October
- ✱ Hands-on and relevant
 - ◆ Community Service
 - ◆ Career Exploration
 - ◆ Personal Enrichment
- ✱ Supported in Academy Elective
- ✱ NEW this year:
Community Mentor

Paper

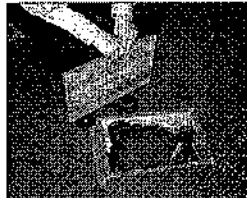


- ✧ Written in English class
- ✧ Linked to the project topic
- ✧ Requirements:
 - Thesis
 - Five pages
 - Five citations
 - MLA format
 - Typed

✧ NEW this year: All teachers graded Senior Papers on March in-service day

Portfolio

- ✧ NEW this year!
- ✧ Collection of Evidence
 - Project abstract
 - Photos and videos
 - Mentor forms
 - Reflective essay
- ✧ Reviewed by Senior Project Supervisor
- ✧ Presented at Senior Boards



Presentation (The Senior Boards)

- ✧ Required practice presentation completed in Government & Economics class
- ✧ Opportunity for students to shine!
- ✧ Community volunteers and staff evaluate student presentations of their culminating projects



Speed Bumps

✧ Senior Project needs a home.

✧ Current Model:

- ◆ English: *Research Paper*
- ◆ Social Studies: *Presentation Practice*
- ◆ Academy Elective: *Proposal, Project Supervision, and Portfolio Development*

✧ This model is not sustainable.

Speed Bumps

✧ Varying levels of support for students

- ◆ Students not in academics were assigned a staff member to serve as their supervisor
- ◆ 18 different Senior Project Supervisors
- ◆ Academy students frequently received advice and support in class; other seniors experienced different quality and quantity of direction and support from their supervisors



At this time Senior Project stands outside the curriculum.

Speed Bumps

✧ Equity of access to technology

- ◆ Senior English classes needed more computer lab time than was available
- ◆ Students without computers at home were at a disadvantage for completing their research

✧ Technology for Senior Boards

- ◆ Need more equipment to support the number of students requesting to use technology
- ◆ Need technical support staff on-site at boards

Looking Forward...

Senior Project Team recommendations:

- ♦ *The current model MUST be adapted to support ALL students equitably in this graduation requirement*

- ♦ *Senior Project needs a home*

Coming soon: New Course Proposal for a Senior Seminar class

- ♦ *Pilot next Fall?*

Thank You to

Teacher Leaders for

- ♦ Vision and implementation
- ♦ Commitment to continuous improvement

Community Members for

- ♦ Mentoring students
- ♦ Judging the Senior Boards

High School Administrators

88d

PHS Showcase- 2/21/2008 (7:00 PM to 8:30 PM)

Thank you so much for your participation in this event. Your contribution makes PHS a great place for staff and students.

The goal for the evening is to welcome the 8th grade parents and students, build a sense of belonging for them, and showcase our school.

Program for the evening:

- *Childcare will be provided by Trevor Todd in the Mat Room*

7:00 to 7:10 PM	Welcome & Greetings from Mr. Reynolds
7:10 to 7:25 PM	Fine/Performing Arts Department Presentation (Debonaires will perform)
7:30 to 8:30 PM	Tour of facility and a comprehensive overview of PHS's academic program

- **May Wallace is our Tour Master. We will have 16 student tour guides (ASB members) and 8 tour guides. The audience will be divided into 8 groups. Two groups will be traveling together on the tour.**
- **The tour will consist of four presentation stops (Each stop will be for 10 minutes):**

Adult tour guides: Lesley Bossert, Kwasi Diehl, Brendan Gill, Priscilla Nicholaysen, Bev Read, Kathy Scott, Melissa Vera, David Whitfield

- 1) **Library** - Academics (4), Arts (May Wallace), IT / Business (Mike Verhulst), Health & Wellness (Krystal Saling)
- 2) **C Comm** – English (Nerissa Ediza), Social Studies (Carter Wilson & Richard English), Second Language (John Schumacher)
- 3) **Wet Lab 1-** Science (Angie Amato), Math (Roscoe Pershall), Pro Tech (Dan Wells), and Health/PE (Shane Dye)
- 4) **Choir Room** – Support Programs: Counseling/Sped/ELL (Tracy Grant- Forecasting process & Bridging the Gap activities), PACE (Evan McFadden), Athletics (Sanjay Bedi), Teen Health Clinic (Susan Palmer)

- *Refreshments and door prize drawing in the Student Center at the end of the tour*

2007-08

8th grade – Bridging the Gap Activities (Draft)

Activity	Date	Location	People Involved	Others
Promotion	2/19/08 10 minutes (8:05 to 8:40)	PMS Homerooms (There are 10 homerooms)	Mike Verhulst & 10 to 20 Leadership students	Bring Posters promoting PHS Showcase for each homeroom (Need Scripts)
	1-18, 1-25, 2-1, 2-8, 2-15, 2008 PMS Messenger		Ana Gonzalez	
	PMS Daily Bulletin And Report Card			
Counselor Visitation to PMS High School 101 Presentation	2/11/08	PMS – 8 th grade Math classes	HS Counselors, Carrie Younglund and Glenda Dearing	
Math Basic Skills Test of HS placement in 8 th Math classes	2/12/08 – 2/15/08	PMS 8 th grade Math classes	Carrie Younglund and Glenda Dearing	
PHS Showcase	2/21/08 7:00 PM	PHS	PHS Team PMS gives name tags by homerooms for contest for attendance	PMS to prepare Homeroom Competition Labels Raffle prizes: Recruit Tour Guides and Childcare Treats
8 th grade visitation to PHS	2/22/08 (8:15 to 9:00 AM – Group A) (9:15 to 10:00 AM – Group B)	PHS Highlights: FAB, Theatre, Gym/Pool, Region A	Tracy Grant and Ricka Leeser (need more PMS adult supervision)	

Activity	Date	Location	People Involved	Others
Counselor visitation to PMS Forecasting presentation	2/25 & 3/3/08	PMS – 8 th grade Humanities classes	HS Counselors, Stephanie Murdock, Aaron Wagner, Scott Ballou, Whitney Alfrey	

All forecasting data in eSIS by 4/4/08

Additional Bridging the Gap Activities

Activity	Date	Location	People Involved	Others
Extra-curricular activities presentations Proposal- Hold a series of event over several days and have two separate presentations for Athletics and Other extra-curricular activities, i.e. (Music, Naya, Mecha Club, Drama, , Mock Trial, Model UN and etc.)	3/5	PMS	For Athletics: Sanjay Bedi and Annette Sweeney For other extra-curricular activities Mike Verhulst and Lisa Van Nice	

88e

Parkrose Talented and Gifted Student Count

SCHOOL	2006-2007	3/10/08
Prescott	7	13
Russell	10	18
Sacramento	3	9
Shaver	4	7
Parkrose Middle School	28	40
Parkrose High School	41	40



Parkrose School District
TAG EDUCATIONAL PLAN

Student: _____ Date: _____
Subject: _____ Teacher: _____ Grade: 3

LEVEL OF LEARNING	RATE OF LEARNING	IDEAS FOR MODIFICATIONS
1 Beginning 2 Emerging 3 Developing 4 Proficient/Standard <u>5</u> Strong 6 Exemplary	SR Learns with Several Repetitions EP Learns at Expected Pace RL Rapid Learner	Acceleration Compacting <u>Flexible Grouping</u> <u>Differentiation</u> Modifications Small Group Instruction Clusters <u>High Level of Questioning Strategies</u> <u>Project/Independent Study</u>

ASSESSMENT DATA

LEVEL OF LEARNING	RATE OF LEARNING
1. <u>Reading</u> 2. <u>Math</u> 3. _____	1 2 3 4 5 6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	SR EP RL <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

INSTRUCTIONAL PLAN

Based on these assessments, the following instructional and curricular modifications will be made:

- Differentiated questioning in content. Constructivist approach to eliciting thinking and concept development.
- Extensions beyond 3rd grade state standards as needed.
- One to one conferencing and coaching for skill mastery in reading, writing, and math.
- High expectations for proficient and completed work products appropriate to ability and achievement.

SIGNATURES

Modifications will be implemented as stated above. _____

I acknowledge the Instructional Plan developed for my child. _____

I understand my role in this agreement. _____

Student Signature _____

Date _____

Parkrose School District
TAG Educational Plan

LEVEL OF LEARNING		RATE OF LEARNING		KEY FOR ACCOMMODATIONS	
KEY	1. Beginning	KEY	SR- Learns with several repetitions	A-Acceleration	
	2. Emerging			C-Compacting	
	3. Developing			G-Flexible Grouping	
	4. Proficient, Standard		EP-Learns at expected rate	D-Differentiation	
	5. Strong			S-Small Group	
	6. Exemplary		RL-Rapid Learner	H-High Level of Questioning Strategies	
				P-Project/Independent Study	
				NAN-No Accommodation Needed	

ASSESSMENT DATA		INSTRUCTIONAL PLAN	
MATH <div style="display: flex; justify-content: space-between;"> <div> <p>Level of Learning</p> <p>1 2 3 4 5 6</p> </div> <div> <p>Rate of Learning</p> <p>Overall Rate</p> <p>SR EP RL</p> </div> </div> <p>1. <u>Solving</u> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input checked="" type="checkbox"/><input type="checkbox"/></p> <p>2. <u>Computational</u> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input checked="" type="checkbox"/><input type="checkbox"/></p>		<p>Accommodation for rate and level:</p> <p>(A) C (G) (D) S (H) P NAN</p> <p>- Work w/other TAG advanced problem solvers on accelerated Trailblazers program.</p> <p>- Small group projects w/ higher level computation + practical, real-world problem solving activities.</p>	
ASSESSMENT DATA		INSTRUCTIONAL PLAN	

ASSESSMENT DATA		INSTRUCTIONAL PLAN	
OTHER		Accommodation for rate and level:	
Level of Learning 1 2 3 4 5 6	Rate of Learning	A C G D S H P	NAN
1. _____ □ □ □ □ □ □	Overall Rate SR EP RL		
2. _____ □ □ □ □ □ □	□ □ □		
3. _____ □ □ □ □ □ □			

OPPORTUNITY FOR FAMILY INPUT

☐ I have reviewed the instructional plan.

 Parent/Guardian Signature Date

☐ Please place my child on the inactive list.

 Parent/Guardian Signature Date

ONGOING RECORD

Date: _____

_____ Parent Survey returned or ☐ Not returned

_____ Draft of written plan sent home.

_____ Fall Conference or ☐ Parent declined

_____ Final Instructional Plan Signed

☐ Not signed ☐ Not returned



Parkrose High School

Student Name: [REDACTED]

School Year: 2007-2008

Birth Date: [REDACTED]

Grade Level: ● 9

Talented and Gifted Plan

Student's schedule attached to this form

Parent/Student Concerns:

[REDACTED] was not being challenged by his 9th grade classes. He learns very quickly with little repetition and practice needed. His curiosity is voracious, and often his classes are limiting. Even though he is enrolled in honors classes, he is bored.

Special Considerations

[REDACTED] came into the 9th grade with skills that were above and beyond his peers. Furthermore, he was used to working at his own accelerated pace.

Alternative Schedule Accommodations:

As a 9th grader, the student was moved from 9th grade honors classes into 10th grade honors classes. This included both his English and Social Studies classes.

Most students' TAG needs are met by their individually planned academic schedule. However, some students' teachers need to make classroom accommodations and/or modifications. The following teachers will make the following accommodation(s) for this student:

[REDACTED] took a Math exam to assess his level. His math teacher will provide advanced instruction once [REDACTED] has mastered new material. Since he learns very quickly, he may not need to complete as many problems, but, instead, will work ahead with assistance from his math teacher. Furthermore, in Spanish, the student learns the material very quickly. While the rest of the class reviews, [REDACTED] will take the opportunity to study ahead. He will also discuss with his Spanish teacher moving into an advanced class and seeking remedial help to catch up.

2006-2007 Special Education Report

**PARKROSE
SCHOOL DISTRICT**



April 2008

Dear Parents and Community Members,

The Oregon Department of Education is proud to issue the second annual special education report. Reported indicators and targets correspond to the information in the State Performance Plan (SPP) for Special Education that is required by the United States Department of Education. As Oregon schools and districts continue to face many challenges, educators remain committed to providing the highest quality education for Oregon students. This report is not meant to tell you everything about your district, but it offers a starting point for discussions about where improvement might be needed and for celebrating successes in education for Oregon's children.

Susan Castillo
Susan Castillo, State Superintendent of Public Instruction

DISTRICT INFORMATION

Students Graduating 2006-2007	District	State Target	Least Restrictive Environment	District	State Target
Students with IEPs graduating with regular diploma	12.5% ¹	72.0% or more	Students removed from regular class less than 21% of day	87.6% ¹	72.5% or more
			Students removed from regular class greater than 60% of day	1.7% ¹	10.1% or less
High School Dropout 2006-2007	District	State Target	Students served in public or private separate schools, residential placements, or homebound / hospital	2.3% ¹	2.3% or less
Students with IEPs dropping out	3.6% ¹	5.4% or less			

Special Education

§300.39(a) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

LRE = Least Restrictive Environment

20 U.S.C. 1412(a)(5) and §300.114(2)(i)&(ii) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

IEP = Individualized Education Program

A written statement for a child with a disability that is developed, reviewed, and revised by an IEP Team.

Department of Education Notes

- No data available.

* Not displayed because at least 6 students are needed to maintain confidentiality.

¹ Due to changes in federal requirements, the 2006-2007 district data are not comparable to the 2006-2007 state targets.

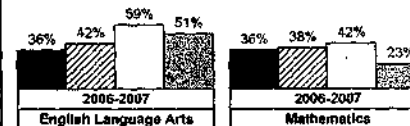
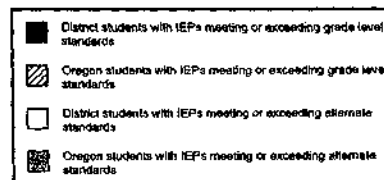
For more information, contact your local school or district.

DISTRICT INFORMATION

Academic Achievement

Percentage of Students Meeting Standards

The graphs below show the percentage of students in your district that met or exceeded the state standards on Oregon Statewide Assessments during the last school year. In 2006-2007, Math included a knowledge and skills assessment for each student in grades 3-8 and 10; ELA included a reading assessment for each student in grades 3-8 and 10.



Participation by Students with IEPs

	District	State Target
Statewide assessment	98.5%	95.0%
Regular statewide assessment	77.8%	Note ²
Regular statewide assessment with modifications	0.0%	Note ²
Alternate statewide assessment measured against grade level standards	0.0%	Note ²
Alternate statewide assessment measured against alternate standards	20.7%	Note ²

Adequate Yearly Progress (AYP)

	District	State Target
District AYP for progress / proficiency of students with IEPs	Not Met	Note ³

Parent Survey Results

	District	State Target
Parents who report schools facilitated parent involvement as means of improving services and results ⁴	7	41.0%

Students Receiving Special Education Services

	District	State Target
District identified with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	No	No
District identified with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	No	No

Timeline for Eligibility

	District	State Target
Students with parental consent to evaluate who were evaluated and eligibility determined within 60 school days	94.0%	100.0%

IEP Goals and Transition Services

	District	State Target
Youth aged 16 and above with IEP goals and transition services that will reasonably enable student to meet postsecondary goals	-	100.0%

Suspension / Expulsion

	District	State Target
District identified with significant discrepancy in rate of suspension / expulsion for more than 10 days	No	Note ⁵

For more information, contact the Oregon Department of Education, Office of Student Learning & Partnerships at 503-947-5600

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2006-2007

**SENIOR YEAR OUTCOMES FOR STUDENTS WITH
DISABILITIES**

Of the 44 students with disabilities in 12th grade in 2006-2007:

- **38.6% (17 students) earned a regular diploma**
- **6.8% (3 students) earned a modified diploma**
- **4.5% (2 students) earned a GED**
- **15.9% (7 students) returned to Parkrose for a 5th year,
working on their diploma**
- **9% (4 students) moved out of district and continued their
education**
- **25% (11 students) dropped out**

**75% earned a diploma or GED or are continuing in education,
working to graduate.**

School or Other Area	October 1 2006 Membership	Non-Dropout Leavers						Total	W I Scf
		Total	Sent to Child Caring Facility ¹	Deceased	Registered Home Schooler	Received Adult High School Diploma	Received GED Certificate		
Parkrose High School	1,121	22	0	0	0	0	22	34	
Oregon Statewide Totals	182,475	2,482	258	39	357	53	1,775	7,956	

School or Other Area	Number of Dropouts	GENDER		RACE/ETHNICITY					
		Male	Female	White	Black	Hispanic	Asian Pacific Islander	American Indian Alaskan Native	M E
Oregon Statewide Totals	7,956	4,523	3,433	4,926	394	1,849	258	291	
Parkrose High School	34	20	14	19	3	5	5	1	

School or Other Area	Total Number of Dropouts	TIME ENROLLED IN DISTRICT					Left school without notice	Un-registered home schooler	Lc G c
		Less than 2 weeks	2 weeks to 2 months	2 months to 1 Year	1 Year to 5 Years	More than 5 Years			
Oregon Statewide	7,956	264	721	1,642	3,149	2,180	2,992	101	
Parkrose High School	34	2	5	12	15	0	14	0	

School or Other Area	Number of Dropouts	STUDENT				FAMILY			
		Frequent health problems	Does not speak English well or at all	Substance abuse	Felt peer pressure to not achieve	Pregnant or student parent	Homeless	Needed at home to care for family members	Other
Oregon Statewide Totals	7,956	80	91	137	133	651	101	23	
Parkrose High School	34	0	0	0	1	0	1	0	

Schools with Grade 7 or Grade 8 or Both	October 1 2006 Membership	NON-DROPOUT LEAVERS				DROPOUTS			Dropout Rate
		Non-Dropouts Total	Sent to Child Caring Facility ¹	Deceased	Registered Home Schooler	Dropouts Total	Withdrew During School Year	Did Not Return From Summer Break	
Oregon Statewide Totals	85,826	154	16	8	130	382	247	135	
Parkrose Middle School	566	0	0	0	0	4	3	1	

School or Other Area	Number of Graduates ¹ (CIM and Non-CIM Diplomas)	Number of Dropouts Grades 9,10,11, & 12	2006-07 NCES Graduation Rate (%)
Oregon Statewide Totals	33,441	7,956	80.8%
Parkrose High School	201	34	85.5%

Dropouts		Dropout Rates			
Finished 12th Grade Without Graduating	Did Not Return From Summer Break	1 - Year		4 -Year ²	
		2006-07	2005-06	2006-07	2005-06
1	7	3.0	2.1	11.6	6.5
1,024	729	4.4	4.1	14.4	13.7

	GRADE					
Declined	Grade 9	Grade 10	Grade 11	Grade 12	Completed 4 Years of High School No Diploma	Unclassified
132	869	1,409	2,119	2,435	1,024	100
1	2	6	12	13	1	0

CIRCUMSTANCE UPON WITHDRAWAL						RESCIND
Joined the military service	Withdrew from district-sponsored alt.ed.prgm.	Moved with a migrant family	Expelled or suspended and did not return	Other	Don't Know	Former dropouts returning to school
26	1,458	48	113	1,380	1,374	43
0	2	0	0	3	14	0

	SCHOOL							WORK	
Dysfunctional home life	Attended 3 or more high schools	Frequent discipline referrals	Too far behind in credits to catch up	Conflicts with school personnel	Lack of appropriate alternative education opportunities	Student unable to get personal attention needed to succeed	School curriculum did not meet student needs	Working more than 15 hours a week	Obl to f
325	218	310	1,100	32	42	21	84	570	
1	0	0	30	0	0	0	0	0	



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

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GENERAL FUND

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	8,882,467	\$	10,574,043	\$	-	\$ (1,691,576)
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	12,978,819	\$	12,742,077	\$	-	\$ 236,742
	INTERMEDIATE SOURCES	\$	143,000	\$	119,961	\$	-	\$ 23,039
	STATE SOURCES	\$	13,762,825	\$	12,522,083	\$	-	\$ 1,240,742
	OTHER SOURCES	\$	1,000	\$	-	\$	-	\$ 1,000
	TOTAL REVENUE	\$	26,885,644	\$	25,384,121	\$	-	\$ 1,501,523
	TOTAL RESOURCES	\$	35,768,111	\$	35,958,164	\$	-	\$ (190,053)
<u>EXPENDITURES:</u>								
	INSTRUCTION	\$	19,693,558	\$	11,033,125	\$	7,536,943	\$ 1,123,490
	SUPPORT SERVICES	\$	11,075,530	\$	6,842,851	\$	2,694,623	\$ 1,538,056
	OTHER USES	\$	1,066,534	\$	1,065,727	\$	-	\$ 807
	OPERATING CONTINGENCY	\$	954,341	\$	-	\$	-	\$ 954,341
	UNAPPROPRIATED ENDING FUND BAL	\$	2,978,148	\$	-	\$	-	\$ 2,978,148
	TOTAL EXPENDITURES	\$	35,768,111	\$	18,941,703	\$	10,231,566	\$ 6,594,842
	Ending Fund Balance MARCH 31, 2008			\$	17,016,461			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	2,168			
	Investments - LGIP			\$	20,139,768			
	Accounts Recievable			\$	(1,720,825)			
	Taxes Recievable							
	Accounts Payable			\$	12,926			
	Liabilities			\$	(1,417,576)			
	TOTAL FUND BALANCE			\$	17,016,461			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

TAN

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	52,200	\$	51,950	\$	-	\$ 251
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	51,749	\$	6,236	\$	-	\$ 45,513
	OTHER SOURCES	\$	4,035,000	\$	-	\$	-	\$ 4,035,000
	TOTAL REVENUE	\$	4,086,749	\$	6,236	\$	-	\$ 4,080,513
	TOTAL RESOURCES	\$	4,138,949	\$	58,186	\$	-	\$ 4,080,764
<u>EXPENDITURES:</u>								
	SUPPORT SERVICES	\$	3,949	\$	-	\$	-	\$ 3,949
	OTHER USES	\$	4,135,000	\$	-	\$	-	\$ 4,135,000
	TOTAL EXPENDITURES	\$	4,138,949	\$	-	\$	-	\$ 4,138,949
	Ending Fund Balance MARCH 31, 2008			\$	58,186			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	58,095			
	Accounts Recievable			\$	90			
	TOTAL FUND BALANCE			\$	58,185			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

DEBT SERVICE

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	3,493,456	\$	3,557,511	\$	-	\$ (64,055)
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	2,887,407	\$	2,763,148	\$	-	\$ 124,259
	OTHER SOURCES	\$	-	\$	-	\$	-	\$ -
	TOTAL REVENUE	\$	2,887,407	\$	2,763,148		\$	124,259
	TOTAL RESOURCES	\$	6,380,863	\$	6,320,659		\$	60,204
<u>EXPENDITURES:</u>								
	OTHER USES	\$	3,630,575	\$	3,345,287	\$	-	\$ 285,288
	UNAPPROPRIATED ENDING FUND BAL.	\$	2,750,288	\$	-	\$	-	\$ 2,750,288
	TOTAL EXPENDITURES	\$	6,380,863	\$	3,345,287	\$	-	\$ 3,035,576
	Ending Fund Balance MARCH 31, 2008			\$	2,975,372			

COMPOSITION OF ENDING FUND BALANCE

Cash	\$	-
Investments - LGIP	\$	2,909,820
Accounts Recievable	\$	44,542
Taxes Recievable	\$	-
Accounts Payable	\$	-
Liabilities	\$	21,010
TOTAL FUND BALANCE	\$	2,975,372



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

CAPITAL PROJECTS

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	553,730	\$	553,600	\$	-	\$ 130
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	10,000	\$	-	\$	-	\$ 10,000
	OTHER SOURCES	\$	1,790,407	\$	1,157,141	\$	-	\$ 633,266
	TOTAL REVENUE	\$	1,800,407	\$	1,157,141	\$	-	\$ 643,266
	TOTAL RESOURCES	\$	2,354,137	\$	1,710,741	\$	-	\$ 643,396
<u>EXPENDITURES:</u>								
	SUPPORT SERVICES	\$	30,000	\$	2,188	\$	-	\$ 27,812
	FACILITY ACQUISITION	\$	2,226,305	\$	296,742	\$	-	\$ 1,929,563
	OTHER USES	\$	60,000	\$	-	\$	-	\$ 60,000
	UNAPPROPRIATED ENDING FUND BAL.	\$	37,832	\$	-	\$	-	\$ 37,832
	TOTAL EXPENDITURES	\$	2,354,137	\$	298,930	\$	-	\$ 2,055,207
	Ending Fund Balance MARCH 31, 2008			\$	1,411,811			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	1,411,811			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	1,411,811			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

FOODSERVICE

RESOURCES:

	BUDGET	ACTUAL	ENCUMBRANCES	BALANCE
Beginning Fund Balance July 1, 2007	\$ 412,979	\$ 329,624	\$ -	\$ 83,355

REVENUE:

LOCAL SOURCES	\$ 368,500	\$ 202,491	\$ -	\$ 166,009
FEDERAL SOURCES	\$ 1,050,000	\$ 645,335	\$ -	\$ 404,665
OTHER SOURCES	\$ 16,000	\$ 15,193	\$ -	\$ 807
TOTAL REVENUE	\$ 1,434,500	\$ 863,019	\$ -	\$ 571,481
TOTAL RESOURCES	\$ 1,847,479	\$ 1,192,643	\$ -	\$ 654,836

EXPENDITURES:

ENTERPRISE AND COMMUNITY	\$ 1,579,639	\$ 832,712	\$ 405,564	\$ 341,363
OPERATING CONTINGENCY	\$ 100,000	\$ -	\$ -	\$ 100,000
UNAPPROPRIATED ENDING FUND BAL.	\$ 167,840	\$ -	\$ -	\$ 167,840
TOTAL EXPENDITURES	\$ 1,847,479	\$ 832,712	\$ 405,564	\$ 609,203
Ending Fund Balance MARCH 31, 2008		\$ 359,931	\$ (405,564)	\$ 45,633

COMPOSITION OF ENDING FUND BALANCE

Cash	\$ 152,553
Investments - LGIP	\$ 2,261,899
Accounts Recievable	\$ (2,054,521)
TOTAL FUND BALANCE	\$ 359,931



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

THOMPSON

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	547,244	\$	807,671		\$	(260,427)
							\$	-
REVENUE:							\$	-
	LOCAL SOURCES	\$	392,020	\$	212,278	\$	-	179,742
	OTHER SOURCES	\$	15,000	\$	15,000	\$	-	0
	TOTAL REVENUE	\$	407,020	\$	227,278	\$	-	179,742
	TOTAL RESOURCES	\$	954,264	\$	1,034,949	\$	-	(80,685)
<u>EXPENDITURES:</u>								
	SUPPORT SERVICES	\$	476,871	\$	245,704	\$	21,145	210,022
	FACILITY ACQUISITION	\$	113,270	\$	-	\$	-	113,270
	OTHER USES	\$	45,000	\$	45,000	\$	-	-
	OPERATING CONTINGENCY	\$	45,000	\$	-	\$	-	45,000
	UNAPPROPRIATED ENDING FUND BAL	\$	274,123	\$	-	\$	-	274,123
	TOTAL EXPENDITURES	\$	954,264	\$	290,704	\$	21,145	642,415
	Ending Fund Balance MARCH 31, 2008			\$	744,245			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	744,245			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	744,245			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

EARLY RETIREMENT FUND

<u>RESOURCES:</u>	BUDGET	ACTUAL	ENCUMBRANCES	BALANCE
Beginning Fund Balance July 1, 2007	\$ 772,812	\$ 769,155	\$ -	3,657
REVENUE:				
OTHER SOURCES	\$ 263,000	\$ 263,000	\$ -	(0)
TOTAL REVENUE	\$ 263,000	\$ 263,000	\$ -	(0)
TOTAL RESOURCES	\$ 1,035,812	\$ 1,032,155	\$ -	3,657
<u>EXPENDITURES:</u>				
SUPPORT SERVICES	\$ 442,500	\$ 104,665	\$ 18,382	319,453
OPERATING CONTINGENCY	\$ 80,000	\$ -	\$ -	80,000
UNAPPROPRIATED ENDING FUND BAL	\$ 513,312	\$ -	\$ -	513,312
TOTAL EXPENDITURES	\$ 1,035,812	\$ 104,665	\$ 18,382	912,765
Ending Fund Balance MARCH 31, 2008		\$ 927,490		

COMPOSITION OF ENDING FUND BALANCE

Cash	\$ -
Investments - LGIP	\$ -
Accounts Receivable	\$ 885,463
Taxes Receivable	\$ -
Accounts Payable	\$ -
Liabilities	\$ 42,026
TOTAL FUND BALANCE	\$ 927,490



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

PRIVATE GRANTS

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	48,525	\$	48,929	\$	-	\$ (404)
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	124,507	\$	115,323	\$	-	\$ 9,184
	OTHER SOURCES	\$	-	\$	-			
	TOTAL REVENUE	\$	124,507	\$	115,323	\$	-	\$ 9,184
	TOTAL RESOURCES	\$	173,032	\$	164,252	\$	-	\$ 8,780
<u>EXPENDITURES:</u>								
	INSTRUCTION	\$	57,236	\$	11,852	\$	-	\$ 45,384
	SUPPORT SERVICES	\$	115,796	\$	92,703	\$	4,575	\$ 18,518
	ENTERPRISE AND COMMUNITY	\$	-	\$	889	\$	-	\$ (889)
	TOTAL EXPENDITURES	\$	173,032	\$	105,444	\$	4,575	\$ 63,013
	Ending Fund Balance MARCH 31, 2008			\$	58,808			
<u>COMPOSITON OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	58,808			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	58,808			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

WORKSHOP

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	15,347	\$	23,469	\$	-	\$ (8,122)
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	-	\$	1,375	\$	-	\$ (1,375)
	OTHER SOURCES	\$	41,601	\$	41,601	\$	-	\$ 0
	TOTAL REVENUE	\$	41,601	\$	42,976	\$	-	\$ (1,375)
	TOTAL RESOURCES	\$	56,948	\$	66,445	\$	-	\$ (9,497)
<u>EXPENDITURES:</u>								
	SUPPORT SERVICES	\$	56,948	\$	17,278	\$	1,128	\$ 38,542
	TOTAL EXPENDITURES	\$	56,948	\$	17,278	\$	1,128	\$ 38,542
	Ending Fund Balance MARCH 31, 2008			\$	49,167			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	49,167			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	49,167			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

TRANSPORTATION

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	24,800	\$	30,145	\$	-	\$ (5,345)
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	200	\$	-	\$	-	\$ 200
	STATE SOURCES	\$	75,000	\$	-	\$	-	\$ 75,000
	OTHER SOURCES	\$	120,000	\$	120,000	\$	-	\$ (0)
	TOTAL REVENUE	\$	195,200	\$	120,000	\$	-	\$ 75,200
	TOTAL RESOURCES	\$	220,000	\$	150,145	\$	-	\$ 69,855
<u>EXPENDITURES:</u>								
	SUPPORT SERVICES	\$	215,000	\$	-	\$	207,697	\$ 7,303
	UNAPPROPRIATED ENDING FUND BAL.	\$	5,000	\$	-	\$	-	\$ 5,000
	TOTAL EXPENDITURES	\$	220,000	\$	-	\$	207,697	\$ 12,303
	Ending Fund Balance MARCH 31, 2008			\$	150,145			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	150,145			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	150,145			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

TECHNOLOGY

<u>RESOURCES:</u>	BUDGET	ACTUAL	ENCUMBRANCES	BALANCE
Beginning Fund Balance July 1, 2007	\$ 374,477	\$ 409,578	\$ -	(35,101)
<u>REVENUE:</u>				
OTHER SOURCES	\$ 100,000	\$ 100,000	\$ -	0
TOTAL REVENUE	\$ 100,000	\$ 100,000	\$ -	0
TOTAL RESOURCES	\$ 474,477	\$ 509,578	\$ -	(35,101)
<u>EXPENDITURES:</u>				
SUPPORT SERVICES	\$ 250,000	\$ -	\$ -	250,000
UNAPPROPRIATED ENDING FUND BAL.	\$ 224,477	\$ -	\$ -	224,477
TOTAL EXPENDITURES	\$ 474,477	\$ -	\$ -	474,477
Ending Fund Balance MARCH 31, 2008		\$ 509,578		
<u>COMPOSITION OF ENDING FUND BALANCE</u>				
Cash	\$	-		
Investments - LGIP	\$	-		
Accounts Recievable	\$	509,578		
Taxes Recievable	\$	-		
Accounts Payable	\$	-		
Liabilities	\$	-		
TOTAL FUND BALANCE		\$ 509,578		



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

COMMUNITY CENTER

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	14,795	\$	69,490	\$	-	\$ (54,695)
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	118,129	\$	63,541	\$	-	\$ 54,588
	OTHER SOURCES	\$	119,501	\$	119,501	\$	-	\$ (0)
	TOTAL REVENUE	\$	237,630	\$	183,042	\$	-	\$ 54,588
	TOTAL RESOURCES	\$	252,425	\$	252,532	\$	-	\$ (107)
<u>EXPENDITURES:</u>								
	ENTERPRISE AND COMMUNITY	\$	252,425	\$	150,381	\$	24,438	\$ 77,606
	TOTAL EXPENDITURES	\$	252,425	\$	150,381	\$	24,438	\$ 77,606
	Ending Fund Balance MARCH 31, 2008			\$	102,151			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	102,151			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	102,151			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

DAYCARE

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	79,150	\$	30,179	\$	-	\$ 48,971
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	313,392	\$	137,628	\$	-	\$ 175,764
	STATE SOURCES	\$	81,773	\$	-	\$	-	\$ 81,773
	OTHER SOURCES	\$	56,773	\$	56,773	\$	-	\$ (0)
	TOTAL REVENUE	\$	451,938	\$	194,401	\$	-	\$ 257,537
	TOTAL RESOURCES	\$	531,088	\$	224,580	\$	-	\$ 306,508
<u>EXPENDITURES:</u>								
	ENTERPRISE AND COMMUNITY	\$	447,672	\$	146,474	\$	105,361	\$ 195,837
	OTHER USES	\$	15,000	\$	15,000	\$	-	\$ -
	OPERATING CONTINGENCY	\$	20,000	\$	-	\$	-	\$ 20,000
	UNAPPROPRIATED ENDING FUND BAL.	\$	48,416	\$	-	\$	-	\$ 48,416
	TOTAL EXPENDITURES	\$	531,088	\$	161,474	\$	105,361	\$ 264,253
	Ending Fund Balance MARCH 31, 2008			\$	63,106			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	63,106			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	63,106			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

PERS LITIGATION

<u>RESOURCES:</u>	BUDGET	ACTUAL	ENCUMBRANCES	BALANCE
Beginning Fund Balance July 1, 2007	\$ 1,031,407	\$ 1,031,407	\$ -	(0)
REVENUE:				
OTHER SOURCES	\$ -	\$ -	\$ -	-
TOTAL REVENUE	\$ -	\$ -	\$ -	-
TOTAL RESOURCES	\$ 1,031,407	\$ 1,031,407	\$ -	(0)
<u>EXPENDITURES:</u>				
OTHER USES	\$ 1,031,407	\$ 1,031,407	\$ -	-
TOTAL EXPENDITURES	\$ 1,031,407	\$ 1,031,407	\$ -	-
Ending Fund Balance MARCH 31, 2008		\$ 0		
<u>COMPOSITION OF ENDING FUND BALANCE</u>				
Cash		\$ -		
Investments - LGIP		\$ -		
Accounts Recievable		\$ -		
Taxes Recievable		\$ -		
Accounts Payable		\$ -		
Liabilities		\$ -		
TOTAL FUND BALANCE		\$ -		



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

TEXTBOOKS

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	171,498	\$	461,248	\$	-	\$ (289,750)
<u>REVENUE:</u>								
	OTHER SOURCES	\$	200,000	\$	200,000	\$	-	\$ 0
	TOTAL REVENUE	\$	200,000	\$	200,000	\$	-	\$ 0
	TOTAL RESOURCES	\$	371,498	\$	661,248	\$	-	\$ (289,750)
<u>EXPENDITURES:</u>								
	INSTRUCTION	\$	371,498	\$	19,732	\$	-	\$ 351,766
	TOTAL EXPENDITURES	\$	371,498	\$	19,732	\$	-	\$ 351,766
	Ending Fund Balance MARCH 31, 2008			\$	641,516			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	641,517			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	641,517			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

RISK MANAGEMENT

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	375,761	\$	384,383	\$	-	\$ (8,622)
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	477,100	\$	288,459	\$	-	\$ 188,641
	OTHER SOURCES	\$	-	\$	-	\$	-	\$ -
	TOTAL REVENUE	\$	477,100	\$	288,459	\$	-	\$ 188,641
	TOTAL RESOURCES	\$	852,861	\$	672,842	\$	-	\$ 180,019
<u>EXPENDITURES:</u>								
	SUPPORT SERVICES	\$	594,178	\$	281,141	\$	4,139	\$ 308,898
	UNAPPROPRIATED ENDING FUND BAL	\$	258,683	\$	-	\$	-	\$ 258,683
	TOTAL EXPENDITURES	\$	852,861	\$	281,141	\$	4,139	\$ 567,581
	Ending Fund Balance MARCH 31, 2008			\$	391,701			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	391,701			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	391,701			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

CAPITAL EQUIPMENT

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	101,890	\$	86,680	\$	-	\$ 15,210
<u>REVENUE:</u>								
	LOCAL SOURCES	\$	7,000	\$	12,434	\$	-	\$ (5,434)
	OTHER SOURCES	\$	135,659	\$	135,659		\$	0
	TOTAL REVENUE	\$	142,659	\$	148,093	\$	-	\$ (5,434)
	TOTAL RESOURCES	\$	244,549	\$	234,773	\$	-	\$ 9,776
<u>EXPENDITURES:</u>								
	INSTRUCTION	\$	224,385	\$	23,470	\$	3,017	\$ 197,898
	SUPPORT SERVICES	\$	20,164	\$	-		\$	20,164
	TOTAL EXPENDITURES	\$	244,549	\$	23,470	\$	3,017	\$ 218,062
	Ending Fund Balance MARCH 31, 2008			\$	211,303			
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
	Cash			\$	-			
	Investments - LGIP			\$	-			
	Accounts Recievable			\$	211,303			
	Taxes Recievable			\$	-			
	Accounts Payable			\$	-			
	Liabilities			\$	-			
	TOTAL FUND BALANCE			\$	211,303			



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

SACRAMENTO READING GRANT

<u>RESOURCES:</u>		BUDGET		ACTUAL		ENCUMBRANCES		BALANCE
	Beginning Fund Balance July 1, 2007	\$	25,128	\$	3,319	\$	-	\$ 21,809
<u>REVENUE:</u>								
	OTHER SOURCES	\$	-	\$	-	\$	-	-
	TOTAL REVENUE	\$	-	\$	-	\$	-	-
	TOTAL RESOURCES	\$	25,128	\$	3,319	\$	-	\$ 21,809
<u>EXPENDITURES:</u>								
	SUPPORT SERVICES	\$	25,128	\$	17,371	\$	12,408	\$ (4,651)
	TOTAL EXPENDITURES	\$	25,128	\$	17,371	\$	12,408	\$ (4,651)
	Ending Fund Balance MARCH 31, 2008			\$	(14,052)			

COMPOSITION OF ENDING FUND BALANCE

Cash	\$	-
Investments - LGIP	\$	-
Accounts Recievable	\$	(14,052)
Taxes Recievable	\$	-
Accounts Payable	\$	-
Liabilities	\$	-
TOTAL FUND BALANCE	\$	(14,052)



PARKROSE SCHOOL DISTRICT #3
STATEMENT OF REVENUE AND EXPENDITURES
FISCAL YEAR TO DATE AS OF MARCH 31, 2008

FEDERAL & STATE GRANTS

<u>RESOURCES:</u>		<u>BUDGET</u>		<u>ACTUAL</u>		<u>ENCUMBRANCES</u>		<u>BALANCE</u>
Beginning Fund Balance July 1, 2007	\$	-	\$	-	\$	-	\$	-
<u>REVENUE:</u>								
FEDERAL SOURCES	\$	2,924,000	\$	726,861	\$	-	\$	2,197,139
TOTAL REVENUE	\$	2,924,000	\$	750,050	\$	-	\$	2,173,950
TOTAL RESOURCES	\$	2,924,000	\$	750,050	\$	-	\$	2,173,950
<u>EXPENDITURES:</u>								
INSTRUCTION	\$	2,125,174	\$	1,012,541	\$	820,515	\$	292,118
SUPPORT SERVICES	\$	756,558	\$	261,346	\$	35,075	\$	460,137
ENTERPRISE AND COMMUNITY	\$	42,268	\$	4,775	\$	-	\$	37,493
TOTAL EXPENDITURES	\$	2,924,000	\$	1,278,661	\$	855,590	\$	789,748
Ending Fund Balance MARCH 31, 2008			\$	(528,612)	\$	(855,590)		
<u>COMPOSITION OF ENDING FUND BALANCE</u>								
Cash			\$	-				
Investments - LGIP			\$	-				
Accounts Recievable			\$	(528,612)				
Taxes Recievable			\$	-				
Accounts Payable			\$	-				
Liabilities			\$	-				
TOTAL FUND BALANCE			\$	(528,612)				

88j

April 22, 2008

As a follow-up to the March Board meeting presentation about teacher discipline, I have included the following website that provides background on teacher discipline cases. Chair Woods had asked how we might know about past discipline and possible resignation agreements entered into by the Parkrose School District. This website provides a database by name, district, as well as including the reason for the discipline.

<http://www.tspc.state.or.us>

General Information

TSPC Discipline

Teacher Standards and Practices Commission - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

http://www.tspc.state.or.us/GenInfo_Item.asp?id=4

Go

Teacher Standards and Practices Commission of Oregon

(503)378-3586 465 Commercial St. NE, Salem, OR 97301

Tuesday April 22, 2008 8:27 AM

Directory Home FAQs Contact Us Search TSPC: [] [Go] [Reset]

Home Links FAQs Publications Forms Commission ORS / OAR Online Services License Inquiry Licensure General Info News Releases Search Contact Us Recent Activity Educator Complaint

TSPC Discipline General Information [Help]

The following information items regarding TSPC Discipline are provided for your support from Teacher Standards and Practices Commission.

[Complaint Form](#)
Form required to file a complaint under Standards for Competent and Ethical Performance of Oregon Educators. (OAR 584-020).
[The Ethical Educator and Professional Practices](#)
Describes professional conduct required of educators.
[Master Discipline List](#)
Educator Discipline Master List
[2008 Discipline List](#)
2008 Educator Discipline List
[2007 Discipline List](#)
2007 Educator Discipline List
[2006 Discipline List](#)
2006 Educator Discipline List
[2005 Discipline List](#)
2005 Educator Discipline List
[2004 Discipline List](#)
2004 Educator Discipline List

Done

Prepared by Marian L. Young
Director of Human Resources

RESIGNATION OF STAFF

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

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

The superintendent is authorized to accept resignations of licensed or classified employees effective the day they are received. *Any resignation agreement that the district enters into with a resigning employee must be reviewed by district legal counsel prior to final approval by the superintendent.*

END OF POLICY

Legal References:

[ORS 342.553](#)

[ORS 652.140](#)

[OAR 581-022-1720](#)

Pierce v. Douglas County School District No. 4, 60 Or. App. 285 (1982); rev'd, 197 Or. 363 (1984).

88k

Oregon School Boards Association Selected Sample Policy

Code: **EH**
Adopted:

Electronic Data Management

The superintendent will provide for the preparation and maintenance of district records and reports and other records and reports as are required by law.

Electronic records will be kept in accordance with administrative regulations as prescribed in administrative regulation EH-AR – Electronic Data Management.

The district will comply with all other state and federal laws and regulations concerning the custody and maintenance of public records.

END OF POLICY

Legal Reference(s):

[ORS 192.001 - 192.505](#)
[ORS 192.650](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 166-405-0010 to 166-415-0010](#)
[OAR 581-015-0055](#)
[OAR 581-022-1610](#)
[OAR 581-022-1660](#)

[OAR 581-023-0006](#)
[OAR 581-053-0008](#)

88k

Oregon School Boards Association Selected Sample Policy

Code: **EH-AR**
Adopted:

Electronic Data Management

In order for the district, (including charter schools) to function administratively, undergo periodic audits and provide for its legal requirements, it must manage its records properly. Therefore, the district requires its employees to retain and destroy electronic documents and email messages that are created, sent and received in the course of conducting official business in accordance with the Oregon Archives division records retention schedule. The district's specified retention system is to retain electronic documents and email messages [as part of the network and email system] [by copying and filing them in an electronic filing system and deleting them from the email account] [by printing and filing them in an appropriate folder].

Public records include any writing that contains information relating to the conduct of the public's business regardless of its physical form. More specifically, an electronic document or email message is a public record if it communicated formal approvals, directions for action, and information about contracts, purchases, grants, personnel, students and particular projects or programs. If an electronic document or email message is a public record then it is subject to retention requirements based on the content of the message. Records, including electronic documents or email, shall not be destroyed if they have been requested under the Public Records Law or if they are part of litigation, even if their retention period has expired.

Definitions

1. "Electronic mail (email)" – A means of exchanging messages and documents using telecommunications equipment and computers.
2. "Electronic document" – Documents created, generated, sent, communicated, received, or stored by electronic means.
3. "Retention Schedule" – A general schedule published by the State Archivist in OAR 166-005-0000 through OAR 166-400-0065 in which certain common public records are described or listed by title and a minimum retention period is established for each.

District employees should consult the complete retention schedule to determine the retention period of the electronic document or email. See http://arcweb.sos.state.or.us/rules/OARS_100/OAR_166/166_400.html.

Common electronic documents and emailed public records include, but are not limited to, the following:

1. Calendars and Scheduling Records – Minimum Retention: One year. OAR 166-400-0010(6).
2. Committee and Board Meeting Records – Minimum retention:

- a. Board meeting minutes and agendas: Permanent;
- b. Exhibits, other minutes, and supporting records: Five years after school year in which records were created;

Sound recordings, if transcribed or abstracted: One year after minutes approved. OAR 166-400-0010(9).

3. Staff Meeting Records – Minimum Retention: Until end of school year. OAR 166-400-0010(38).

4. Employee Time and Attendance Records – Minimum Retention: 4 years. OAR 166-400-0045(4).

5. Employee Personnel Records¹ – Records documenting school, district and ESD individual employee work history.

Records may include but are not limited to applications; notices of appointment; training and licensure (certification) records; records of health limitations; in service training records; salary schedules; tuition reimbursement records; personnel actions; performance evaluations; teacher evaluation reports; letters of commendation and recommendation; letters of reprimand; notices of disciplinary action; notices of layoff; letters of resignation; home address and telephone disclosures; emergency notification forms; oaths of office; grievance and complaint records; pension, retirement, disability, and leave records; and related correspondence and documentation. Minimum retention:

Retain employment applications (most recent and first successful), teacher licensure (certification) records, personnel actions, oaths of office, home address/telephone disclosures, emergency notification form (most recent): 75 years after date of hire.

- a. Retain grievance, complaint, and disciplinary records²: 3 years;
- b. Retain all other records: 3 years after separation. OAR 166-400-0050(11).

6. Student Attendance Records – Records documenting the attendance of students in school.

Records may include but are not limited to teacher or school attendance register; classroom daily attendance sheet; weekly attendance and truancy records; excused and unexcused absence records; tardiness records; notes from parents/guardians; and related documentation. Minimum retention: Three years after school year in which records were created. OAR 166-400-0060(3).

7. Student Behavioral Records:

- a. Major student behavior infractions resulting in student's suspension or expulsion: Minimum Retention: Until student turns 21. OAR 166-400-0060(4);
- b. Minor student behavior infractions not resulting in suspension or expulsion (i.e. referrals, records of conversations, parent notes, detention records, related correspondence). Minimum retention: Until end of school year. OAR 166-400-0060(5).

¹Consult with your district's collective bargaining agreement regarding personnel files.

²ORS 342.850 requires that "[a]ll charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason."

8. Educational Programs Student Records – Records documenting the placement and participation of students in educational programs such as TAG, alternative learning, or distance learning. Minimum retention:
 - a. Records that show compliance with all federal program requirements: Five years after school year in which records were created;
 - b. Other records: Three years after school year in which records were created. OAR 166-400-0060(12).
9. Special Education Student Records – Records documenting students participating in special education programs and early intervention special education services.

Records may include speech/hearing, academic, motor, occupational and/or physical therapy, vision/hearing, interdisciplinary team, and classroom observation reports; records relating to student behavior including psychological and social work reports; assessments obtained through other agencies; contact sheets; severity rating scales; test result records; physician's statements; parental consent records; educational program meeting records; request for hearing records; eligibility statements; individualized education plans (IEP); individualized family service plans (IFSP); and related correspondence and documentation. Minimum retention:

- a. Records documenting speech pathology and physical therapy services: Until student reaches age 21 or five years after last seen, whichever is longer;
- b. ESD copies, if program at district level: Transfer records to home district after end of student participation;
- c. Readable photocopies of records necessary to document compliance with state and federal audits retained by the former educational agency or institution when a student transfers out of district: five years after end of school year in which original record was created. OAR 166-400-0060(28).

Employee Responsibilities

1. Employee will evaluate the content and purpose of each electronic document or email message to determine which retention schedule defines the document or message's approved retention period.
2. Senders and creators are generally considered to be the person of record for an email message or electronic document. However, if recipients of the message or document take action as a result of the message, they should also retain it as a record.
3. It is recommended that employees retain only the final message in a communication string that documents the contents of all previous communications. This is preferable to retaining each individual message, containing duplicate content.
4. Employees shall retain electronic document or email that has not fulfilled its legally-mandated retention period [as part of the network or email system] [copied and filed in an electronic filing system and deleted from the e-mail account] [printed and filed in an appropriate folder].

5. [Employees will organize their electronic documents and email messages so they can be located and used.]
6. Employees will promptly dispose of transitory, nonrecord and personal electronic documents or email messages from the network and email system.
7. Employees are responsible for ensuring that electronic documents and emails that are public records are properly archived prior to any district system auto clean-up schedules.

Oregon School Boards Association Selected Sample Policy

88k

Code: GCBDA/GDBDA-AR(3)
Adopted:

Sample Letter to Employee - FMLA/OFLA Leave

The following is a sample cover letter to an employee notifying the employee that the employer is treating a request for leave as a request for FMLA and/or OFLA leave (either paid or unpaid) that will reduce the employee's FMLA and/or OFLA leave entitlement. This letter should be mailed to the employee within two working days after the employee's request for the leave along with the FMLA/OFLA notice form.

Dear Employee:

On ____ (date) ____ you advised the district that you were requesting a leave under the Family and Medical Leave Act (FMLA) and/or Oregon Family Leave Act (OFLA). Under our policy, leaves of absence that qualify for family and medical leave under ~~state or~~ federal law (FMLA) run concurrently with other types of leave such as sick leave, vacation leave, short-term disability leave and leave for a workers' compensation injury or illness. Leaves of absence that qualify for family and medical leave under state law (OFLA) can run concurrently with other types of leave such as sick leave, vacation leave, short-term disability leave but cannot run concurrently with leave for workers' compensatory injury or illness.

We understand the purpose of your requested leave qualifies as family medical leave under state and/or federal law. Accordingly, this letter is to notify you that the leave will be counted against your annual family and medical leave entitlement. Also attached is a form entitled FMLA/OFLA Notice to Employee which contains other information for you regarding federal and state family medical leave rights.

Sincerely,

[Superintendent]

Enclosure (FMLA/OFLA Notice to Employee form)

R3/21/08 | PH

Parkrose School District 3

Sample Letter to Employee - FMLA/OFLA Leave

The following is a sample cover letter to an employee notifying the employee that the employer is treating a request for leave as a request for FMLA and/or OFLA leave (either paid or unpaid) that will reduce the employee's FMLA and/or OFLA leave entitlement. This letter should be mailed to the employee within two working days after the employee's request for the leave along with the FMLA/OFLA notice form.

Dear Employee:

On ____ (date) ____ you advised the district that you were requesting a leave under the Family and Medical Leave Act (FMLA) and/or Oregon Family Leave Act (OFLA). Under our policy, leaves of absence that qualify for family and medical leave under state or federal law run concurrently with other types of leave such as sick leave, vacation leave, short-term disability leave and leave for a workers' compensation injury or illness.

We understand the purpose of your requested leave qualifies as family medical leave under state and/or federal law. Accordingly, this letter is to notify you that the leave will be counted against your annual family and medical leave entitlement. Also attached is a form entitled Employer Response to Employee Request for Family and Medical Leave which contains other information for you regarding federal and state family medical leave rights.

Sincerely,

[Superintendent]

Enclosure (FMLA/OFLA Notice to Employees form)

Oregon School Boards Association Selected Sample Policy

88k
Code: GCBDA/GDBDA-AR(3)
Adopted:

Sample Letter to Employee - OFLA Leave

The following is a sample cover letter to an employee notifying the employee that the employer is treating a request for leave as a request for OFLA leave (either paid or unpaid) that will reduce the employee's OFLA leave entitlement. This letter should be mailed to the employee within two working days after the employee's request for the leave along with the OFLA notice form.

Dear Employee:

On ____ (date) ____ you advised the district that you were requesting a leave under the Oregon Family Leave Act (OFLA). Under our policy, leaves of absence that qualify for family and medical leave under state law run concurrently with other types of leave such as sick leave, vacation leave, and short-term disability leave. ~~and leave for a workers' compensation injury or illness.~~ OFLA cannot run concurrently with workers' compensatory leave.

We understand the purpose of your requested leave qualifies as family medical leave under state law. Accordingly, this letter is to notify you that the leave will be counted against your annual OFLA leave entitlement. Also attached is a form entitled OFLA Notice to Employee which contains other information for you regarding state family medical leave rights.

Sincerely,

[Superintendent]

Enclosure (OFLA Notice to Employee form)

R3/21/08 | PH

RESIGNATION OF STAFF

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

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

The superintendent is authorized to accept resignations of licensed or classified employees effective the day they are received. *Any resignation agreement that the district enters into with a resigning employee must be reviewed by district legal counsel prior to final approval by the superintendent.*

END OF POLICY

Legal References:

[ORS 342.553](#)

[ORS 652.140](#)

[OAR 581-022-1720](#)

Pierce v. Douglas County School District No. 4, 60 Or. App. 285 (1982); rev'd, 197 Or. 363 (1984).

Yellow: PSD language not in OSBA Language
Blue: OSBA language not in PSD policy
Gray: New OSBA language

88k

Oregon School Boards Association Selected Sample Policy

Code: JO/IGBAB
Adopted:

Education Records/Records of Students with Disabilities**

Education records are those records maintained by the district that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

~~It is the policy of The district to~~ shall keep maintain confidential education records for of students in a manner that conforming with state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, and verifiable and should have a direct and significant bearing upon the student's educational development.

~~The district will develop regulations for the maintenance, access and release of education records as well as for preserving confidentiality and for challenging the content of those records. The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.~~

The district shall withhold the grade reports, diploma and records of students or former students who owe fees, fines or damages until those fees, fines, or damages are paid of \$50 or more, and may withhold the grade reports, diploma and records of students or former students who owe less than \$50, until those fees, fines or damages are paid. Records requested by another district to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of withholding stating the district's intent to withhold records until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and will notify parents of their right the right of parents to request a hearing. The notice will also state that the district may pursue the matter through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.

The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The district provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all the of the records of the district pertaining to the student's identification, evaluation, educational placement and free appropriate

public education. The district provides parents or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the district.

The district annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB – Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the district's education records policy.

Regarding records to be released to district officials within the agency, the district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials have legitimate educational interests.

The district annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA – Directory Information).

The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18 those rights transfer to the student.

A copy of this policy and administrative regulation shall be made available upon request to parents and students 18 years or older or emancipated *and the general public*.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 339.260](#)
[ORS 339.270](#)
[ORS 343.177\(3\)](#)

[OAR 166-405-0010](#) to 166-415-0010
[OAR 581-021-0220](#) to -0430
[OAR 581-022-1660](#)
[OAR 581-022-1670](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.501 (2006).

Oregon School Boards Association Selected Sample Policy

88k
Code: IGBAB/JO-AR
Adopted:

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date and place of birth;
- d. Name of parents;

- e. Date of entry in school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward the Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM), including, where appropriate, dates of achievement of CIM and CAM achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance;
- k. Date of withdrawal from school; and
- l. Such additional information as the district may prescribe.

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255-(1)-(m) and (p) within 10 days of receiving the request. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible

student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law.

~~The district may deny a request for a copy or copies of the education record when the district believes that a legitimate cause exists for such a denial, including, but not limited to, a request to copy the education record that would require the education record to be copied off district property or copied by an individual other than district personnel.~~

~~Fees for copies of education records may be charged. Any such fees will be established by the superintendent to reasonably reimburse the district for actual costs of making copies of the education records.~~

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

~~All~~ Student's education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or his/her designee] shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means ~~a licensed staff member having the student in class, the student's counselor or other licensed or nonlicensed staff due to special referral or participating in staffings, programming or case review of a specifically named student.~~ a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board; a person or company with whom the district has contracted to perform a special task; or a parent or student serving on a special committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks needs to review an educational record in order to fulfill his or her professional responsibility (definition from FERPA).

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:
 - (1) The Comptroller General of the United States;
 - (2) The Secretary of the United States Department of Education;
 - (3) State and local educational authorities; or
 - (4) The Oregon Secretary of State's Audit Division.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - (1) Determine eligibility for the aid;
 - (2) Determine the amount of the aid;
 - (3) Determine the conditions for the aid; or
 - (4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
 - (1) Develop, validate or administer predictive tests;
 - (2) Administer student aid programs; or
 - (3) Improve instruction.

The district may disclose information under this section only if:

- (1) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (2) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The disclosure is to accrediting organizations to carry out their accrediting functions;
- g. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- h. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- i. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health-care professionals, and other appropriate parties in connection

with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

As used in this section a “health or safety emergency” includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law.

- j. The disclosure is information the district has designated as “directory information” (See Board policy JOA – Directory Information);
- k. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- l. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- m. The disclosure is to the Board during an executive session pursuant to ORS 332.061.

6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, or detention facility or youth care center in which the student was formerly enrolled and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall, subject to ORS 339.260, transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record-keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

Oregon School Boards Association Selected Sample Policy

Code: **JO/IGBAB-AR**
Adopted:

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, **used only as a personal memory aid**, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity;
 - (2) Made, maintained or used only in connection with treatment of the student; and
 - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional **who is not employed by the district**, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student birth date and place of birth;
- d. Name of parents;

- e. Date of entry in school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward the Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM), including, where appropriate, dates of achievement of CIM and CAM achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance;
- k. Date of withdrawal from school; and
- l. Such additional information as the district may prescribe.

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255 ~~(1) (m) and (p)~~ within 10 days of receiving the request. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible

student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law.

~~The district may deny a request for a copy or copies of the education record when the district believes that a legitimate cause exists for such a denial, including, but not limited to, a request to copy the education record that would require the education record to be copied off district property or copied by an individual other than district personnel.~~

~~Fees for copies of education records may be charged. Any such fees will be established by the superintendent to reasonably reimburse the district for actual costs of making copies of the education records.~~

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

~~All~~ Student's education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The administrator/principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means ~~a licensed staff member having the student in class, the student's counselor or other licensed or nonlicensed staff due to special referral or participating in staffings, programming or case review of a specifically named student.~~ a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board; a person or company with whom the district has contracted to perform a special task; or a parent or student serving on a special committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks needs to review an educational record in order to fulfill his or her professional responsibility (definition from FERPA).

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:
 - (1) The Comptroller General of the United States;
 - (2) The Secretary of the United States Department of Education;
 - (3) State and local educational authorities; or
 - (4) The Oregon Secretary of State's Audit Division.
- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - (1) Determine eligibility for the aid;
 - (2) Determine the amount of the aid;
 - (3) Determine the conditions for the aid; or
 - (4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
 - (1) Develop, validate or administer predictive tests;
 - (2) Administer student aid programs; or
 - (3) Improve instruction.

The district may disclose information under this section only if:

- (1) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (2) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The disclosure is to accrediting organizations to carry out their accrediting functions;
- g. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
- h. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
- i. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health-care professionals, and other appropriate parties in connection

with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

As used in this section a “health or safety emergency” includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law.

- j. The disclosure is information the district has designated as “directory information” (See Board policy JOA – Directory Information);
- k. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- l. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term “receives services” includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- m. The disclosure is to the Board during an executive session pursuant to ORS 332.061.

6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student’s personally identifiable information:

- a. The parent(s) or eligible student;
- b. The school official or his/her assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student’s Education Record

If an eligible student or student’s parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student’s rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or his/her designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, or detention facility or youth care center in which the student was formerly enrolled and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall, subject to ORS 339.260, transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information
related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the school district will use your SSN for record-keeping, research, and reporting purposes only. The school district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes school districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps school districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The school district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

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Oregon School Boards Association Selected Sample Policy

Code: JOA
Adopted:

Directory Information**

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public through appropriate procedures:

1. Student's name;
2. Student's address;
3. Student's telephone listing;
4. Student's electronic address;
5. Student's photograph;
6. Date and place of birth;
7. Major field of study;
8. Participation in officially recognized sports and activities;
9. Weight and height of athletic team members;
10. Dates of attendance;
11. Degrees or awards received;
12. Most recent previous school or program attended.

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 336.187](#)
[ORS 339.260](#)
[OAR 581-021-0220 to -0430](#)

[OAR 581-022-1660](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).

No Child Left Behind Act of 2001, 20 U.S.C. § 7908 (2006).

Parkrose School District 3

Code: JOA
Adopted: 10/23/95
Revised: 03-13-2000

DIRECTORY INFORMATION**

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public through appropriate procedures:

- . Student's name;
- . Student's address;
- . Student's telephone listing;
- . Student's photograph;
- . Date and place of birth;
- . Major field of study;
- . Participation in officially recognized sports and activities;
- . Weight and height of athletic team members;
- . Dates of attendance;
- . Degrees or awards received;
- . Most recent previous school or program attended.

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The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

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1-2

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END OF POLICY

Legal References:

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[ORS 339.260](#)

[OAR 581-021-0210 to -0440](#)

[OAR 581-022-1660](#)

Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). [P.L. 94-142 is a well-known "short" reference to this federal legislation.]

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
No Child Left Behind Act of 2001, P.L. 107-110, Title IX, Section 9528.

Cross Reference:

Policy JO - Education Records

Oregon School Boards Association Selected Sample Policy

Code: **JOB**
Adopted:

88k

Personally Identifiable Information**

Personally identifiable information includes, but is not limited to:

1. Student's name, if excluded from directory information, as requested by the student/parent in writing;
2. Name of the student's parent(s) or other family member;
3. Address of the student or student's family, if excluded from directory information, as requested by the student/parent in writing;
4. Personal identifier such as the student's social security number or student ID number;
5. A list of personal characteristics that would make the student's identity easily traceable;
6. Other information that would make the student's identity easily traceable.

Prior Consent to Release

Personally identifiable information will not be released without prior signed and dated consent of the parent, student 18 years or older or emancipated.

Notice of and/or request for release of personally identifiable information shall specify the records to be disclosed, the purpose of disclosure and the identification of person(s) to whom the disclosure is to be made. Upon request of the parent or eligible student, the district will provide a copy of the disclosed record.

Exceptions to Prior Consent

The district may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the district who have legitimate educational interests;
2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;
3. To personnel of another school, another district, state regional program or institution of postsecondary education where the student seeks or intends to enroll;

4. To personnel connected with an audit or evaluation of federal or state education programs or the enforcement of or compliance with federal or state legal requirements of the district;
5. To personnel determining a financial aid request for the student;
6. To personnel conducting studies for or on behalf of the district;
7. To personnel in accrediting organizations fulfilling accrediting functions;
8. To comply with a judicial order or lawfully issued subpoena;
9. For health or safety emergency;
10. By request of a parent of a student who is not 18 years of age;
11. By request of a student who is 18 years of age or older or emancipated;
12. Because information has been identified as “directory information;”
13. To the courts when legal action is initiated;
14. To a court and state and local juvenile justice agencies.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 336.187](#)
[ORS 339.260](#)

[OAR 581-022-1660](#)

[OAR 581-021-0220 to -0430](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006).

Personally Identifiable Information

Personally identifiable information includes, but is not limited to:

1. Student's name, if excluded from directory information, as requested by the student/parent in writing;
2. Name of the student's parent(s) or other family member;
3. Address of the student or student's family, if excluded from directory information, as requested by the student/parent in writing;
4. Personal identifier such as the student's social security number;
5. A list of personal characteristics that would make the student's identity easily traceable;
6. Other information that would make the student's identity easily traceable.

Prior Consent to Release

Personally identifiable information will not be released without prior signed and dated consent of the parent, student 18 years or older or emancipated.

Notice of and/or request for release of personally identifiable information shall specify the records to be disclosed, the purpose of disclosure and the identification of person(s) to whom the disclosure is to be made. Upon request of the parent or eligible student, the district will provide a copy of the disclosed record.

Exceptions to Prior Consent

The district may disclose personally identifiable information without prior consent under the following conditions:

1. To personnel within the district who have legitimate educational interests;
2. To personnel of an education service district or state regional program where the student is enrolled or is receiving services;
3. To personnel of another school, another district or institution of postsecondary education where the student seeks or intends to enroll;
4. To personnel connected with an audit or evaluation of federal or state education programs or the enforcement of or compliance with federal or state legal requirements of the district;
5. To personnel determining a financial aid request for the student;
6. To personnel conducting studies for or on behalf of the district;
7. To personnel in accrediting organizations fulfilling accrediting functions;
8. To comply with a judicial order or lawfully issued subpoena;

9. For health or safety emergency;
10. By request of a parent of a student who is not 18 years of age;
11. By request of a student who is 18 years of age or older or emancipated;
12. Because information has been identified as “directory information.”

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 336.187](#)
[ORS 339.260](#)

[OAR 581-022](#)-1660

[OAR 581-021](#)-0210 to -0440

Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). [P.L. 94-142 is a well-known “short” reference to this federal legislation.]
Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT) Act of 2001, P.L. 107-56, Section 507.

88k

Parkrose School District 3

Code: EEACC-AR
Adopted: 2004
Re-Adopted: 2005

Discipline Procedures for District-Approved Student Transportation

All students eligible for district-approved student transportation shall receive safety instruction and a code of conduct.

Violation of the code of conduct or conduct which jeopardizes the health/safety of self and/or others may result in the loss of district-approved transportation services.

The following procedures address:

1. Safety instructions;
2. Code of conduct;
3. Violations;
4. Suspension;
5. Expulsion;
6. Right of appeal;
7. Reinstatement;
8. Education;
9. Special education students.

1. Safety Instructions

~~A. Each September and January the transportation supervisor will direct all bus drivers to conduct a safety review with all students who are regularly transported by the district.~~

- ~~1. The drivers shall review the code of conduct which is to be posted.~~
- ~~2. The drivers shall review the consequences of a violation as outlined in this procedure.~~
- ~~3. The drivers shall conduct unloading, loading and emergency exit evacuation drills.~~
- ~~4. The drivers shall review all hazards such as crossing a road and bus stop conduct.~~

a. *The first six weeks of the school year the transportation supervisor will direct all bus drivers to conduct bus safety procedures with all students in the district.*

- (1) *Safe school bus riding procedures, including but not limited to loading, unloading, crossing etc;*
- (2) *Use of emergency exits; and*
- (3) *Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.*

~~B. Each September and January the transportation supervisor will direct all bus drivers to conduct a safety review with all other students.~~

- ~~1. The drivers shall review safe bus riding procedures.~~

~~2. The drivers shall review use of emergency exits.~~

b. *The first six weeks of the second half of the school year the transportation supervisor will direct all bus drivers to conduct a safety procedures review with all students who are regularly transported by the district.*

(1) *The drivers shall review safe bus riding procedures.*

(2) *The drivers shall review use of emergency exits.*

c. The transportation supervisor will record dates and content of safety instructions by each driver. Such information shall be kept as a part of the district's records.

2. Code of Conduct

- a. Each year the district will include the following transportation rules in the student/parent handbook or issue a code of conduct to all students and parents accompanied by the following form to be acknowledgment of being read and understood.

The district will provide interpretation to those students/parents whose primary language is not English.

While riding a school bus, students will:

1. Obey the driver at all times;
2. Not throw objects;
- *3. Not have in their possession any weapon as defined by Board policy JFCJ - Weapons in the Schools;
- *4. Not fight, wrestle or scuffle;
- *5. Not stand up and/or move from seats while the bus is in motion;
- *6. Not extend hands, head, feet or objects from windows or doors;
- *7. Not possess matches or other incendiaries and concussion devices;
- *8. Use emergency exits only as directed by the driver;
- *9. Not damage school property or the personal property of others;
- *10. Not threaten or physically harm the driver or other riders;
- *11. Not do any disruptive activity which might cause the driver to stop in order to reestablish order;
- *12. Not make disrespectful or obscene statements;
- *13. Not possess and/or use tobacco, alcohol or illegal drugs;
14. Not eat or chew gum;
15. Not carry glass containers or other glass objects;
16. Not take onto the bus skateboards, musical instruments or other large objects which might pose safety risks or barriers to safe entry and exit from the bus;
17. Accept assigned seats;
18. Stay away from the bus when it is moving;
19. Be at the bus stop five minutes before the scheduled pick up time (schedules will be posted on all buses);
- **20. Answer to coaches, teachers and chaperons who are responsible for maintaining order on trips.

* These regulations, if broken, are SEVERE violations with severe consequences because of the threat to the safety of others.

** Coaches, teachers and chaperons: (1) must have a copy of the bus regulations and know them before going on a trip; and (2) must position themselves on the bus as to be in control of discipline at all times.

I have read the above rules and have discussed them with my student. We understand the importance of this code of conduct.

Parent

Student

3. Violations

Each year the district will include the following procedures for violations in the student/parent handbook. ~~or issue the procedures to all students and parents accompanied by a form to be signed as an acknowledgment of being read and understood.~~

The district will provide interpretation to those students/parents whose primary language is not English.

DISCIPLINARY PROCEDURES FOR VIOLATIONS

1. First Citation - Warning*: The driver verbally restates behavior expectations and issues a warning citation*. *The driver may assign the student to a particular seat.*
2. Second Citation*: The student is suspended from the bus until a conference, arranged by the ~~transportation supervisor~~ *the principal*, has been held with the student, the parent, ~~the bus driver, the transportation supervisor~~ and the principal.
3. Third Citation* of the year: The student receives a 5- to 10-day suspension and will not be able to ride the bus until a conference, arranged by the ~~transportation supervisor~~ *principal*, has been held with the student, the parent, ~~the bus driver, the transportation supervisor~~ and the principal. ~~At this time a behavior contract will be made with the student and a bus seat may be assigned.~~ Further violations of bus regulations will be considered a severe violation.
4. Severe Violations: Any severe violation will result in the immediate suspension of the student for a minimum of 10 days, and up to a 1-year expulsion. There will be a hearing at this time, arranged by the ~~transportation supervisor~~ *principal*, involving the student, ~~the bus driver, the transportation supervisor~~, the parent and the principal.
5. In all instances, the appeal process may be used if the student and/or parent desires.

* All citations must be signed by the parents, ~~the transportation supervisor, the bus driver~~ and the principal before the student will be allowed to ride the bus again.

Definitions:

"Suspension" means any disciplinary removal, other than expulsion, for up to 10 school days.

"Expulsion" means any disciplinary removal beyond 10 school days up to one calendar year.

APPEAL PROCEDURE

If a student or parent wishes to appeal the application of the discipline policy, the steps outlined below should be used. If the student or parent wishes to complain about a school employee's decision, use policy KL - Public Complaints about District Personnel.

- STEP I The student or his/her representative will discuss the issue with the ~~transportation supervisor~~ ~~and~~ principal.
- STEP II If the student is not satisfied with the outcome of the discussion, he/she may file a written statement with the principal and transportation supervisor. This is to be done within 10 school days of the act or condition which is the basis of the complaint. The administration will, within three school days, arrange a student, parent, ~~transportation supervisor~~, ~~and~~ principal conference with the goal of resolving the issue.
- STEP III Within five school days, the principal is to communicate, in writing, the decision to the student and the student's parents.
- STEP IV If, after five school days from receipt of the administrator's reply, the issue still remains unresolved, the student may submit the matter in writing to the superintendent. The superintendent will meet with the student within three school days and will respond to the issue, in writing, within five school days after the appeal.
- STEP V If the issue is still unresolved, the student may appeal to the Board. The Board will notify persons involved that a hearing will be held within 14 days of receipt of the appeal. The Board shall review correspondence, hear relevant facts and respond to the student within three school days following the hearing.

Please return this signed form to the driver on or before the second day of school.

I have read and understand the transportation contract plan. I understand that transportation is an important service and that the safety of my student is the primary concern.

Student's Name Parent's Signature Date

Bus Route # _____ Phone Numbers: (Home) _____ (Work) _____

School _____

4. Suspension Procedures

- a. Due process procedures used by the district governing student behavior shall be applied. Normally the suspension process shall be in accordance with the following procedures:

- ~~(1) Suspension hearings shall be conducted in private, and will be more informal than is the case of an expulsion hearing. The hearing will be conducted by the superintendent or designated representative. The procedure should be more of a conversation between the two parties than a formal hearing;~~
- ~~(2) The student will be informed of the violation(s) and given the opportunity to be heard and present his/her view of the occurrence;~~
- ~~(3) If suspension is to follow, the student will be given the reason(s) for the action, the duration of the suspension and the tentative procedures for reinstatement;~~
- ~~(4) If possible, parents will be notified immediately by telephone of the suspension and given reasons for the action. The parents will be encouraged to conference with the building administrator. Arrangement should be made for the student's transportation to and from school and to other school activities;~~
- ~~(5) A written communication will be mailed to the student and parents within one workday restating the reasons for the action(s), the duration of the suspension and procedure for arranging a mutually satisfactory time for a conference for possible re;~~
- ~~(6) The written communication shall state that the parent may appeal the reason for suspension and the duration of suspension to the appropriate administrator;~~
- ~~(7) In special or emergency circumstances, a suspension may be continued until some specific pending action occurs, such as a physical or mental examination, incarceration by court action or if there is a serious risk that substantial harm will occur if the suspension is terminated pending an intended expulsion.]~~

~~SCHOOL BUS INCIDENT REPORT~~

~~Date: _____ Route: _____ AM _____ PM~~

~~Dear Parents:~~

~~This report is to inform you of disciplinary action taken as a result of your student's actions which jeopardized the safety and well-being of all students on the bus. We urge you to support this corrective action by impressing upon your student the need for safety on our school buses.~~

~~_____ has been cited for an infraction of the rules listed below:~~

	Description of incident:
*Failed to obey driver.	
*Threw an object(s).	
*Possessed a weapon or other dangerous object(s).	
*Fought, wrestled, scuffled.	
*Stood/Changed seat with bus moving.	
*Extended from bus door/window.	
*Possessed matches, incendiaries, etc.	
*Used emergency exit.	
*Vandalism of property.	
*Threatened/Harmed driver/rider.	
*Disruption: Driver stopped bus.	
*Disrespectful and/or obscene statements.	
*Possessed alcohol, tobacco, unlawful drugs.	
Eating or chewing gum.	
Possessed glass container or object.	
Impeded movement of bus.	

~~* An asterisk may result in loss of transportation service with no warning citation.~~

- ~~(-) Warning~~
~~(-) Second Citation: _____ may suspend until conference~~
~~(-) Third Citation: _____ 5-10 day suspension~~
~~(-) SEVERE INFRACTION: 10-day suspension to 1-year expulsion~~

~~Route Number: _____ Driver Signature: _____~~

~~Student Phone Number: _____ Parent Signature: _____~~

~~District Representative: _____~~

~~CITATIONS MUST BE SIGNED BY PARENT~~

White - Principal
Yellow - Student File
Pink - Driver
Goldenrod - Teacher

Student Referral Parkrose School District Transportation Department

Student _____ Date _____ Time _____

School _____ Grade _____ Referred to _____

Reason for Referral (See Back for OAR Reference)

<input type="checkbox"/> Severe Offense	<input type="checkbox"/> Lighting Combustible Material; Lighters, Matches, etc.
<input type="checkbox"/> Refusing to Obey Instructions from Driver	<input type="checkbox"/> Rowdy or Fighting (Specify) _____
<input type="checkbox"/> Being Rude & Discourteous to Driver &/or Others	<input type="checkbox"/> Failure to Be at Bus Stop on Time
<input type="checkbox"/> Spitting on/in Bus OR at Others	<input type="checkbox"/> Leaving Bus Other Than at Regular Stop, Without Permission
Slip	
<input type="checkbox"/> Interfering With Driver Disciplining Another Student	<input type="checkbox"/> Refusing to Cross Road in Front of Bus Properly
<input type="checkbox"/> Refusing to Give Driver Correct Name	<input type="checkbox"/> Obstructing Vehicular Traffic
<input type="checkbox"/> Using Obscene or Vulgar Language or Gestures	<input type="checkbox"/> Damaging School Bus
<input type="checkbox"/> Harassing Others with Language, Gestures, or Touching	<input type="checkbox"/> Damaging Public or Private Property
<input type="checkbox"/> Eating or Drinking on Bus	<input type="checkbox"/> Bringing Hazardous Items on Bus
<input type="checkbox"/> Making Excessive Noise	<input type="checkbox"/> Smoking or Using Other Tobacco Products on Bus
<input type="checkbox"/> Throwing or Shooting of Objects on/at the Bus	<input type="checkbox"/> Riding Bus While Suspended
<input type="checkbox"/> Not Sitting Safely/Properly When Bus is Moving	<input type="checkbox"/> Throwing/Holding Objects Through Open Window, Including
Parts	
<input type="checkbox"/> Using/Playing With Emergency Exits/Windows _____ of the Body	<input type="checkbox"/> Other Infraction _____
<input type="checkbox"/> Bringing Animals on Bus (Except approved assistance guide animals)	

Driver Did You?: ☐ Yes ☐ No

1. Warn the student of the rule(s) they could not violate?	4. Feel confident that your citation has ample evidence?
2. Note the violation as a basic Oregon School Board Rule for safety?	5. Enforce the rule(s) evenly to everyone on your bus?
3. See or investigate the violation fairly and objectively?	6. Enforce the penalty reasonably?

<input type="checkbox"/> Warnings 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> Dates _____	<input type="checkbox"/> Seat Assignment Date _____
<input type="checkbox"/> Driver/Student Conference Date _____	<input type="checkbox"/> Principal/Driver/Student Conference Requested

Specifics of Misbehavior, Additional Information, or Comments:

Driver's Signature _____ Route # _____

Determination

Principal's Signature _____

Parent/Guardian/Student Comments: _____

Parent's/Guardian's Signature _____

Student's Signature _____

CITATIONS MUST BE SIGNED BY PARENT

Back of Referral (OAR 581-053-0010 References)

OREGON STATE BOARD OF EDUCATION

REGULATIONS GOVERNING

Pupils Riding School Buses

1. *Pupils being transported are under the authority of the bus driver.*
2. *Fighting, wrestling, or boisterous activity is prohibited on the bus.*
3. *Pupils shall use the emergency door only in case of emergency.*
4. *Pupils shall be on time for the bus both morning and evening.*
5. *Pupils shall not bring firearms, weapons, or other potentially hazardous material on the bus.*
6. *Pupils shall not bring animals, except approved assistance guide animals on the bus.*
7. *Pupils shall remain seated while the bus is in motion.*
8. *Pupils may be assigned seats by the bus driver.*
9. *When necessary to cross the road, pupils shall cross in front of the bus as instructed by the driver.*
10. *Pupils shall not extend their hands, arms, or heads through bus windows.*
11. *Pupils shall have written permission to leave the bus other than at home or school.*
12. *Pupils shall converse in normal tones; loud or vulgar language is prohibited.*
13. *Pupils shall not open or close windows without permission of the bus driver.*
14. *Pupils shall keep the bus clean and refrain from damaging it.*
15. *Pupils shall be courteous to the driver, to fellow pupils, and passersby.*
16. *Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.*

5. Expulsion Procedures

- a. Due process procedures used by the district governing student behavior shall be applied. ~~Students will not be expelled without a hearing unless the student's parents waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

~~When an expulsion hearing is not waived, the following procedure is required:~~

- ~~(8) Notice will be given to the student and the parent by personal service or by certified mail at least five school days prior to the scheduled hearing. Notice will include:~~
 - ~~1. The specific charge or charges;~~
 - ~~2. The conduct constituting the alleged violation, including the nature of the evidence of the violation;~~
 - ~~3. A recommendation for expulsion;~~
 - ~~4. The student's right to a hearing;~~
 - ~~5. When and where the hearing will take place; and~~
 - ~~6. The right to representation.~~
- ~~(9) The superintendent or designee will act as hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will conduct the hearing and will not be associated with the initial actions of the building administrators;~~
- ~~(10) In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator;~~
- ~~(11) The student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney and/or parent. The school district's attorney may be present;~~
- ~~(12) The student will be afforded the right to present his/her version of the charge(s) and to introduce evidence by testimony, writings or other exhibits;~~
- ~~(13) The student will be permitted to be present and to hear the evidence presented by the district;~~
- ~~(14) The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. Findings of fact as to whether the student has committed the alleged conduct will be submitted to the Board, along with the officer's decision on disciplinary action, if any, including the duration of any expulsion. This decision will be available in identical form to the Board, the student and the student's parents at the same time;~~
- ~~(15) The hearings officer or the student may make a record of the hearing;~~
- ~~(16) The hearings officer's decision is final. However, this decision may be appealed to the Board. At its next regular meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision. Parents or students who wish to appeal the hearings officer's decision will have the opportunity to be heard at the time the Board reviews the decision;~~

~~(17) Expulsion hearings will be conducted in private and Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing by the hearings officer, the following will not be made public:~~

- ~~1. The name of the minor student;~~
- ~~2. The issues involved;~~
- ~~3. The discussion;~~
- ~~4. The vote of Board members, which may be taken in executive session.~~

6. Right of Appeal

- a. At each step of the discipline procedures used in district-approved transportation services, parents, students and/or a representative have a right to appeal.
- b. All appeals must be in writing.
- c. Appeals are to be made to the responsible person at the level of appeal.
- d. Final appeal may be made to the Board.
- e. Board decisions are final.

7. Reinstatement

- a. A conference to discuss reinstatement shall be conducted under the following guidelines:
 - (1) When deemed necessary, parent(s) and student shall be present at the conference;
 - (2) The principal shall fully explain matters and permit the parties involved to fully explain their positions;
 - (3) The principal shall make a decision which provides guidelines for the student to follow when transportation services are reinstated.

8. Education

- a. Disciplinary action for violating the transportation code of conduct and/or transportation health and safety requirements shall be confined to district-approved transportation services.

Therefore, students who have lost district-approved transportation services through a disciplinary action shall be expected to continue with the district's educational requirements.

- b. Students' academic grades will reflect academic achievement. Therefore, misconduct or absenteeism shall not be a sole criterion for grade reduction. Students will be expected to continue to meet the district's attendance and educational requirements.

- c. Makeup work may be provided:

If makeup work is needed, the district's policy and procedures will be followed.

- d. Alternative education may be provided:

If alternative education is needed, the district's policy and procedures will be followed.

9. Special Education Students

Special education students will be disciplined in accordance with Board policy JGDA/JGEA - Discipline of Disabled Students and accompanying administrative regulation. ~~the following:~~

~~f. Definitions~~

~~1. The district applies the following definitions when considering disciplinary action:~~

- ~~a. "Behavioral intervention plan" means an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior;~~
- ~~b. "Current educational placement" means the type of educational placement of the student as described in the student's "annual determination of placement" document at the time of the disciplinary removal. It does not mean the specific location or school but the types of placement on the continuum of placement options;~~
- ~~c. "Disciplinary removal" means suspension, expulsion or other removal from school for disciplinary reasons, including removals pending completion of a risk assessment. It does not include:~~
 - ~~(1) Removals by other agencies;~~
 - ~~(2) Removals for public health reasons (e.g., head lice, immunizations, communicable diseases, etc.);~~
 - ~~(3) In-school suspensions if the student continues to have access to the general curriculum and to special education and related services as described in the student's individualized education program (IEP), and continues to participate with non-disabled students to the extent they would in their current placement; or~~
 - ~~(4) Bus suspensions, unless the student's IEP includes transportation as a related service, the district makes no alternative transportation arrangements for the student and the student does not attend school as a result of the bus suspension.~~
- ~~d. "Functional behavioral assessment" means an individualized assessment of the student that results in a team hypothesis about the function of a student's behavior and, as appropriate, recommendations for a behavior intervention plan;~~
- ~~e. "Suspension" means any disciplinary removal other than expulsion.~~

~~B. Disciplinary Removals for up to 10 School Days~~

- ~~1. The district may suspend students with disabilities from their current educational placement for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities. These removals are not considered a change in placement.~~

~~2. During disciplinary removals for up to 10 school days:~~

- ~~a. The district is not required to provide access to special education and the general curriculum unless students without disabilities are provided access during this time;~~
- ~~b. The district is not required to determine whether the student's behavior resulting in the disciplinary removal is a manifestation of the student's disability;~~
- ~~c. The district counts days of suspension as follows:~~
 - ~~(1) Suspensions of a half day or less will be counted as a half day; and~~
 - ~~(2) Suspensions of more than a half day will be counted as a whole day;~~
 - ~~(3) If a student moves from another school district in Oregon, any days of suspension from the former district apply, unless the district does not have knowledge of previous suspensions.~~

~~3. If a parent disagrees with a suspension and requests a due process hearing:~~

- ~~a. The district may require the student to complete the suspension before returning to his/her current educational placement;~~
- ~~b. The student will return to the current educational placement after the suspension unless the student is removed to an interim alternative educational setting, or if the parent and district agree to another placement pending the hearing.~~

~~C. Additional Disciplinary Removals of up to 10 School Days When There is No Pattern of Removal~~

- ~~1. The district may suspend students with disabilities from their current educational placement for additional periods of up to 10 days in a school year to the same extent, and with the same notice, as for students without disabilities, if the removals do not constitute a pattern. These removals do not constitute a change in placement.~~
- ~~2. In determining whether removals of additional periods of up to 10 school days constitute a pattern of removals, school personnel will consider:~~
 - ~~a. The length of each removal;~~
 - ~~b. The total time of removals; and~~
 - ~~c. The proximity of the removals to one another.~~
- ~~3. During removals of additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will provide services that are necessary to enable the student to:~~
 - ~~a. Appropriately progress in the general curriculum;~~
 - ~~b. Appropriately advance toward achieving the goals in the student's IEP; and~~
 - ~~c. The services and location for delivery of services in this section will be determined by school personnel, in consultation with the student's special education teacher, or by the student's IEP team.~~

- ~~4. Within 10 business days of the first removal for additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will:~~
 - ~~a. Hold an IEP meeting to develop a plan for conducting a functional behavioral assessment unless a functional behavioral assessment has been completed on the behavior that resulted in the removal; or~~
 - ~~b. If there is a behavioral intervention plan in place, review the plan if one or more team members believe that revisions are needed.~~
- ~~5. As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate interventions to address the behavior and shall implement those interventions.~~
- ~~6. The district is not required to determine whether the behavior resulting in the disciplinary removal is a manifestation of the student's disability.~~
- ~~7. Upon subsequent removals of up to 10 school days that are not a pattern, the IEP team shall review the behavior intervention plan and its implementation to determine if modifications are necessary.~~
- ~~8. If a parent disagrees with the suspension and requests a due process hearing:~~
 - ~~a. The district may require the student to complete the suspension before returning to his/her current educational placement;~~
 - ~~b. The student will return to the current educational placement after the suspension unless the student is removed to an interim alternative educational setting or the parent and district agree to another placement pending the hearing.~~

~~D. Disciplinary Removals of More than 10 School Days (Pattern or Consecutive)~~

- ~~1. When a student is removed for disciplinary reasons for more than 10 school days, it is considered a change in the student's educational placement if:~~
 - ~~a. The removal is for more than 10 consecutive school days; or~~
 - ~~b. The removal is for more than 10 cumulative school days, and it constitutes a pattern of removals.~~
- ~~2. In initiating this type of removal, the district will:~~
 - ~~a. Immediately schedule an IEP meeting for the purpose of addressing the student's behavior;~~
 - ~~b. Not later than the date on which the decision to remove a student under 1 is made:~~
 - ~~(1) Provide notice of disciplinary action for an expulsion; and~~
 - ~~(2) Provide Notice of Procedural Safeguards to the parent.~~
- ~~3. Within 10 school days of any decision to change the student's placement because of a violation of a code of student conduct, the district, parent, and relevant members of the IEP team shall review all relevant information to determine:~~

- ~~a. If the conduct was caused by or had a direct and substantial relationship to the student's disability; or~~
- ~~b. If the conduct was the direct result of the district's failure to implement the IEP.~~
- ~~If the district, parent and relevant members of the IEP team conclude that either of the above two is applicable to the student, the conduct shall be determined to be a manifestation of the child's disability.~~
- ~~4. If the district, parent and relevant members of the IEP team concludes the misconduct is a manifestation of the student's disability, the IEP team shall:~~
 - ~~a. Conduct a functional behavioral assessment, and implement a behavior intervention plan for the student (provided that the district had not conducted such assessment prior to such determination before the behavior that resulted in the change of placement);~~
 - ~~b. When a behavioral intervention plan has been developed, review and modify the plan as necessary to address the behavior; and~~
 - ~~c. Return the student to the placement form which the student was removed unless the parent and district agree to change the placement as part of the behavioral intervention plan.~~
- ~~5. If the IEP team determines that the student's behavior is not a manifestation of the student's disability, the district may proceed with disciplinary action as it would for a non-disabled student. In taking this action, the district will:~~
 - ~~a. Ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the school personnel making the final determination regarding the disciplinary action; and~~
 - ~~b. Provide the services, determined by the IEP team, that are necessary to enable the student to:~~
 - ~~(1) Appropriately progress in the general curriculum; and~~
 - ~~(2) Appropriately advance toward achieving the goals in the student's IEP.~~
 - ~~c. As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate behavioral interventions to address the behavior and shall implement those interventions;~~
 - ~~d. If a student's educational placement changes as a result of the IEP/placement reviews, the district will provide prior written notice of change in placement.~~
- ~~6. If a parent disagrees with the manifestation determination or any decision about placement related to the disciplinary removal, and requests a due process hearing, the~~

~~student will remain in the current educational placement unless the student is removed to an interim alternative educational setting or unless the parent and district agree to another placement pending the hearing.~~

~~F. Manifestation Determination~~

- ~~1. The district will complete a manifestation determination before a student is removed for disciplinary reasons for more than 10 school days if the removal constitutes a change in the students' educational placement. A change in placement is:~~
 - ~~a. A removal for more than 10 cumulative days that constitutes a pattern;~~
 - ~~b. A removal for more than 10 consecutive days; or~~
 - ~~c. A removal to an interim alternative educational setting.~~
- ~~2. The manifestation determination will be conducted by the district, parent and relevant members of the IEP team and, as appropriate, other qualified personnel. All relevant information related to the behavior subject to disciplinary action will be considered, including:~~
 - ~~a. Evaluation and diagnostic results, including information from the parents;~~
 - ~~b. Observations of the child; and~~
 - ~~c. The student's IEP and placement.~~
- ~~3. The IEP team will determine that the student's behavior is not a manifestation of the student's disability only if:~~
 - ~~a. The student's IEP and placement were appropriate in relationship to the behavior subject to the disciplinary action;~~
 - ~~b. The special education services, supplementary aids and services and behavior intervention strategies were provided consistent with the child's IEP and placement;~~
 - ~~c. The student's disability did not impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; and~~
 - ~~d. The student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.~~
- ~~4. The IEP team and other qualified personnel will determine that the student's behavior is a manifestation of the student's disability if:~~
 - ~~a. The student's IEP and placement were found to be inappropriate in relationship to the behavior subject to the disciplinary action; or~~
 - ~~b. The special education services, supplementary aids and services and behavior intervention strategies were provided inconsistently with the student's IEP and placement; or~~
 - ~~c. The student's disability impaired the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action; or~~

- ~~d. The student's disability impaired the ability of the student to control the behavior subject to disciplinary action;~~
 - ~~e. If the conduct was the direct result of the district's failure to implement the IEP.~~
 - ~~5. If, in conducting the manifestation determination review, deficiencies in the student's IEP, placement or implementation are identified, the district will take immediate steps to remedy those deficiencies.~~
- ~~F. Removal to an Interim Alternative Educational Setting by School District (Drugs and Weapons)~~
- ~~1. A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days in a school year for a drug or weapon violation or if the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or district. This removal is a change in placement.~~
 - ~~2. For the purpose of determining a drug or weapon violation, the district will apply the definitions in Board policy JGDA/JGEA—Discipline of Disabled Students.~~
 - ~~3. If a student is removed for a drug or weapon violation as defined above, the district will:~~
 - ~~a. Immediately schedule an IEP meeting (which will be convened within 10 business days of the disciplinary action);~~
 - ~~b. Not later than the date on which the decision to take action is made, provide the parent with notice of disciplinary action for a suspension or expulsion, and notice of the decision to remove the student to an interim alternative educational setting; and~~
 - ~~c. Provide *Notice of Procedural Safeguards* to the parent.~~
 - ~~4. Immediately or within 10 business days, the district will convene an IEP meeting to:~~
 - ~~a. Develop a functional behavioral assessment plan; or~~
 - ~~b. If a functional behavioral assessment has already been completed on the behavior that resulted in the removal, the IEP team will review the plan and revise it as needed; and~~
 - ~~c. Determine whether the student's behavior is a manifestation of the student's disability;~~
 - ~~d. Review the student's IEP, and revise as appropriate;~~
 - ~~e. Determine the specific interim alternative educational setting which will enable the student to continue to:~~
 - ~~(1) Progress in the general curriculum, although in another setting;~~
 - ~~(2) Receive special education services and modifications described in the student's IEP that will enable the student to meet IEP goals; and~~
 - ~~(3) Include services and modification that address the misconduct and are designed to prevent the misconduct from recurring.~~

- ~~5. If the IEP team determines that the student's behavior is a manifestation of the disability, the district will not proceed with this disciplinary action, but may:
 - ~~a. Continue the student's placement in the interim alternative educational setting until the end of the 45-day period;~~
 - ~~b. Review and revise the student's IEP and placement; and~~
 - ~~c. Seek a hearings officer's removal for injurious behavior.~~~~
- ~~6. If the IEP team determines that the student's behavior is not a manifestation of his/her disability, the district may proceed with disciplinary action applicable to students without disabilities, in the same manner in which it would apply to students without disabilities. If proceeding with this disciplinary action, the district will:
 - ~~a. Ensure that the special education and disciplinary records of the student are given to school personnel for consideration in making the final determination regarding the disciplinary action;~~
 - ~~b. Provide the services, determined by the IEP team, that are necessary to enable the student to appropriately progress in the general curriculum and to appropriately advance toward achieving the goals in the student's IEP.~~~~
- ~~7. If the student's educational placement changes as a result of the IEP/placement reviews, the district will provide the parent with prior written notice of change in placement.~~
- ~~8. As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate behavior interventions to address the behavior and shall implement those interventions.~~
- ~~9. If the parent(s) of the student requests a due process hearing because he/she disagrees with the manifestation determination, the removal to the interim alternative educational setting or any decision about placement related to a disciplinary removal:
 - ~~a. The student will remain in the interim alternative educational setting pending the decision of the hearings officer or for 45 calendar days, whichever occurs first; unless
 - ~~(1) The parent and school district agree otherwise; or~~
 - ~~(2) The student is removed for injurious behavior to an interim alternative educational setting by a hearings officer.~~~~~~
- ~~10. In reviewing a decision to place the student in an interim alternative educational setting for a drug and weapons violation, the hearings officer shall apply the standards in OAR 581-015-0556 (3).~~

~~G. Removal to an Interim Alternative Educational Setting by Hearings Officer (Injurious Behavior)~~

- ~~1. The district may request an expedited due process hearing to obtain a hearings officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request,~~

- ~~“injurious behavior” is defined as behavior that is substantially likely to result in injury to the student or to others.~~
- ~~2. District personnel will determine the specific alternative educational setting in consultation with the student’s special education teacher(s) or with the IEP team.~~
 - ~~3. If a student is removed to an interim alternative educational setting by a hearings officer for injurious behavior, the district will:~~
 - ~~a. Immediately schedule an IEP meeting (which will be convened within 10 business days of the disciplinary action);~~
 - ~~b. Not later than the date on which the decision to take action is made:~~
 - ~~(1) Provide the parent with notice of any suspension or expulsion, if applicable, and notice of the decision to remove the student to an interim alternative educational setting; and~~
 - ~~(2) Provide the parent with *Notice of Procedural Safeguards*.~~
 - ~~4. If the district initiates a disciplinary removal to an interim alternative educational setting, the district will, immediately or within 10 business days, convene an IEP meeting to:~~
 - ~~a. Develop a functional behavioral assessment plan; or~~
 - ~~b. If a functional behavioral assessment has already been completed on the behavior that resulted in the removal or, if there is a behavioral intervention plan in place, the IEP team will review the plan and revise it as needed; and~~
 - ~~c. Determine whether the student’s behavior is a manifestation of his/her disability;~~
 - ~~d. Review the student’s IEP, and revise it, as appropriate;~~
 - ~~e. Determine the specific interim alternative educational setting which will enable the student to continue to:~~
 - ~~(1) Progress in the general curriculum, although in another setting;~~
 - ~~(2) Receive special education services and modifications described in the student’s IEP that will enable the student to meet IEP goals;~~
 - ~~(3) Include services and modifications that address the misconduct and are designed to prevent the misconduct from recurring.~~
 - ~~5. If the IEP team determines that the student’s behavior is a manifestation of his/her disability the district will not proceed with the disciplinary action, but may:~~
 - ~~a. Continue the student’s placement in the interim alternative educational setting until the end of the 45-day period;~~
 - ~~b. Review and revise the student’s IEP and placement; or~~
 - ~~c. Seek another up to 45-day removal for injurious behavior from the hearings officer.~~
 - ~~6. If the IEP team determines that the student’s behavior is not a manifestation of his/her disability, the district may proceed with disciplinary action applicable to students without disabilities, in the same manner in which it would apply to students without disabilities. In taking this disciplinary action, the district will:~~

- ~~a. Ensure that the special education and disciplinary records of the student are given over for consideration to the school personnel making the final determination regarding the disciplinary action; and~~
 - ~~b. Provide the services, determined by the IEP team, that are necessary to enable the student to appropriately progress in the general curriculum and to appropriately advance toward achieving the goals in the student's IEP.~~
- ~~7. If the student's educational placement changes as a result of the IEP/placement reviews, the district will provide prior written notice of change in placement.~~
 - ~~8. As soon as practicable after developing a plan for conducting a functional behavioral assessment and completing the assessments required by the plan, the district will hold an IEP meeting to develop appropriate behavior interventions to address the behavior and shall implement those interventions.~~
 - ~~9. If the parent(s) of the student requests a due process hearing because he/she disagrees with the manifestation determination, the removal to the interim alternative educational setting or any decision about placement related to a disciplinary removal:~~
 - ~~a. The student will remain in the interim alternative educational setting pending the decision of the hearings officer or for 45 calendar days, whichever occurs first; unless~~
 - ~~b. The parent and school district agree otherwise; or, the student is removed by a hearings officer for additional 45-day period(s) for injurious behavior.~~
 - ~~10. The district may seek a court order to remove a student from his/her current educational placement to another placement if the district believes that maintaining the student in the current educational placement is substantially likely to result in injurious behavior.~~

~~H. Interim Alternative Educational Setting~~

- ~~1. The district will ensure that an interim alternative educational setting:~~
 - ~~a. Enables the student to continue to progress in the general curriculum, although in another setting;~~
 - ~~b. Ensures that the student receives special education services described in the student's IEP that will enable the student to meet IEP goals; and~~
 - ~~c. Includes services and modifications that address the misconduct, and are designed to prevent the misconduct from recurring.~~

~~I. Protections for Children not yet Eligible for Special Education~~

- ~~1. The district will apply these protections to students not yet identified as students with a disability if the district had knowledge that the student was a student with a disability. The district has such knowledge if:~~
 - ~~a. A parent has expressed a concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to school personnel that his/her student is in need of special education and related services;~~

- ~~b. The behavior or performance of a student demonstrates the need for special education and related services in relation to state eligibility criteria for disabilities;~~
 - ~~e. The parent of a student has requested a special education evaluation of his/her child; or~~
 - ~~d. The teacher of the student has, or other school personnel, expressed a concern about the behavior or performance of the student to the district's special education representative in accordance with the district's special education referral system.~~
- ~~2. The district will not be considered to have knowledge of a disability if the district:~~
- ~~a. Conducted a special education evaluation in accordance with state eligibility criteria for disabilities and determined that the student was not eligible, and gave the parent prior written notice of that determination; or~~
 - ~~b. Determined that there was no suspicion of a disability, and gave the parent prior written notice of the refusal to evaluate.~~
- ~~3. If the district did not have knowledge, it may take the same disciplinary actions as applied to students without disabilities who engaged in comparable behavior. However:~~
- ~~a. If a special education evaluation is requested, or if the district initiates a special education evaluation, the evaluation will be conducted in an expedited manner;~~
 - ~~b. Until the evaluation is completed, the student will remain in the educational placement determined by school personnel, which can include suspension, expulsion or placement in alternative education;~~
 - ~~e. Upon completion of the evaluation, if the student is determined to be a student with a disability, the district will conduct an IEP meeting to develop an IEP and determine placement and shall provide special education and related services;~~
 - ~~d. The district will apply the discipline provisions beginning on the date of the eligibility determination.~~

89a

March 9, 2008

Karen Gray
Superintendent
Parkrose School District

Dear Mrs. Gray,

I am writing to inform you of my intent to retire from the Parkrose School District on June 16th, the last contract day for the school year 2007-08.

I want to express my gratitude for the opportunity to work for Parkrose for the past 22 years. I am thankful that I was able to start my public school teaching career with Parkrose and now to finish with Parkrose.

Sincerely,
Mike Hess



Science Teacher
Parkrose High School

Cc Marian Young
Roy Reynolds

89a

March 20, 2008

Marian Young
Human Resources
Parkrose School District

Marian,

I am resigning from my position at Sacramento School as Title I teacher effective as of June 30, 2008.

It's been a great time at Sacramento but it is time for me to retire. I have 32 years in PERS. My husband and I are ready.

If there is anything else I need to do before I leave, please let me know.

Sincerely,


Arlene Lemieux

89a

04/09/08 RE: FULL SOCIAL SECURITY ELIGIBILITY RETIREMENT UNDER
PERS

Dear Marian Young,

I intend to retire through PERS effective July 1, 2008. I have drawn a full retirement pension through Social Security, since September 2007.

I would like to continue working, in the capacity of an ASHA certified speech-language pathologist, and as a full time employee, for Parkrose District.

My unique status as a retiree through PERS permits me to work full time. I would not cost the district PERS, and I will be covered by Medicare part A and B, with supplemental medical coverage through PERS.

I will submit my application as soon as the position is posted as being open.

Respectfully,

A handwritten signature in cursive script, reading "Lynn Zimmerman-Stevens". The signature is written in black ink and is positioned above the printed name.

Lynn Zimmerman-Stevens
Speech Language Pathologist, MS-CCC
503/762-1209 home

89a


Dr. Karen Gray
Superintendent
Parkrose School District
10636 NE Prescott Street
Portland, OR. 97220

Dear Dr. Karen Gray:

This letter is to inform the Parkrose School Board and you that I am giving my sixty day notice of retirement effective June 18, 2008. I have thoroughly enjoyed my past twenty years of employment for the Parkrose District and all of the wonderful staff, employees, and especially students with whom I have worked.

Thank you for a wonderful career. I have learned so much and I hope that I have given much, as well.

Sincerely,



Peggy Glantz
Shaver Elementary Counselor

Cc Cindy Bartman

89a

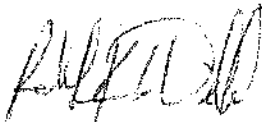
March 7, 2008

Dear Principal Reynolds and Assistant Principal Markle:

I hereby resign my position as teacher at Parkrose High School effective the last contract day of this academic year, 2007-2008. I feel the work done at PHS is of paramount value to the students and greater community. I leave feeling I have learned a tremendous amount and given equally in return. I feel fortunate to have been hired and trusted with the teaching and care of students at PHS. My reason for leaving relates to changes in the life of my family.

Many, many thanks for your guidance and support this past 6 months.

Sincerely: Robert Kwasi Diehl

A handwritten signature in dark ink, appearing to read 'R. Kwasi Diehl', written in a cursive style.



**Parkrose
School District**

10636 NE Prescott Street
Portland Oregon 97220
t: 503.408.2100
f: 503.408.2140
www.parkrose.k12.or.us

Dr. Karen Fischer Gray,
Superintendent

89a

January 8, 2008

Dear Parkrose School Board,

The following is to serve as my letter of resignation. While it feels strange to be leaving a place so close to my heart, as of July 1st 2008, I will be transitioning to a new position in another district. June 30th, 2008 is to be my last day as a Parkrose employee.

I thank the inspirational and dedicated people of Parkrose for their support and devotion. I have learned a great deal as an educator during my eight years of service to this district. The learning and growth I have encountered due to the people that make Parkrose the district it is has been what I have described as perfect.

Sincerely,

Jeff Rose, Director of School Improvement/Past Principal of Russell Academy of Academic Achievement

89a

Anna Hayes
12015 NE 40th Ave.
Vancouver, WA 98686

April 09, 2008

To Whom It May Concern:

I am hereby giving my 30 day notice to Parkrose School District that I, Anna Hayes, am resigning from my position as the Payroll Specialist. It has been a very difficult decision for me to make as I have greatly enjoyed the 2 ½ years that I have spent in this position. My last day will be May 09, 2008. I wish the faculty, staff and students of Parkrose the best in the future endeavors.

Best Wishes,

A handwritten signature in cursive script that reads "Anna Hayes". The signature is written in black ink and includes a long, horizontal flourish extending to the right.

Anna Hayes

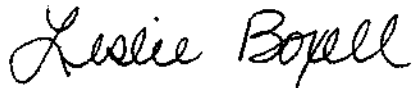
4/15/08

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To: Marian Young

I am writing to let you know that I will not be coming back to work at Parkrose for the following '08-'09 school year. I am resigning from my position as .5FTE job share partner with Heather Bailey at Russell Academy. Thank you for the opportunity to be part of such a great community of educators.

Sincerely,

A handwritten signature in cursive script that reads "Leslie Boxell". The signature is written in black ink and is positioned above the printed name.

Leslie Boxell



PARKROSE SCHOOL DISTRICT NO. 3
10636 N.E. Prescott Street
Portland OR 97220-2699

89a

Regular Session of the Parkrose Board of Education of School
District No. 3, Multnomah County, Oregon
Monday, March 10, 2008

MINUTES

<p>THE BOARD HELD AN EXECUTIVE SESSION MEETING TO DISCUSS A LEAVE OF ABSENCE REQUEST AND RECEIVE A NEGOTIATIONS UPDATE</p>	<p><u>EXECUTIVE SESSION – PLANNING FOR NEGOTIATIONS – 6:15 P.M.</u></p> <p>The Parkrose Board of Education of School District No. 3, Multnomah County, Oregon, convened in an Executive Session at the Parkrose High School Main Office Conference Room in the said District, County, and State at the hour of 6:15 p.m. on the date hereinabove shown and by common consent of the Directors.</p> <p>Chair Woods called the executive session to order at 6:15 p.m.</p> <ul style="list-style-type: none"> a> Under ORS 192.660 (1)(a) “To conduct the employment of a public officer, employee, staff member of individual agent.” b> Under ORS 192.660 (1)(b) “To conduct deliberations with persons designated by the governing body to carry on labor negotiations.” <p>Those present were the five (5) members of the Board: Chair James Woods, Vice-Chair Ed Grassel, Alesia Reese, Guy Crawford and Katie Larsell.</p> <p>Others in attendance were Superintendent Karen Fischer Gray, and Director of Human Resources Marian Young.</p> <p>The Executive Session adjourned to the call of Chair Woods at 6:49 p.m.</p>
<p>THE BOARD MEETING WAS CONVENED</p>	<p><u>REGULAR BOARD MEETING – CALL TO ORDER 7:00 P.M.</u></p> <p>Agenda Item #74:</p> <p>The Parkrose Board of Education of School District No. 3, Multnomah County, Oregon, convened in Regular Session in Room L-13/14 at the Parkrose High School Community Center in the said District, County, and State at the hour of 7:00 p.m. on the date hereinabove shown and by common consent of the Directors.</p> <ul style="list-style-type: none"> a> Chair Woods called the meeting to order at 7:03 p.m. and welcomed staff and patrons. Chair Woods reviewed the “Citizen Comment” process for those in attendance for the first time. <p>Board Chair Woods noted all were present.</p> <ul style="list-style-type: none"> b> <u>PRESENT:</u> James Woods, Chair Ed Grassel, Vice-Chair Guy Crawford Katie Larsell Alesia Reese <p>Others in attendance: Superintendent Karen Fischer Gray, administrators, Director of School Improvement Jeff Rose, Director of Student Services Kathy Keim-Robinson, Director of Human Resources Marian Young, and Board Secretary Apryl Jump.</p>

<p>PARKROSE HIGH SCHOOL PRESENTATION</p>	<p><u>SCHOOL PRESENTATIONS</u> Agenda Item #75 a> <u>Parkrose High School Presentation</u> Principal Reynolds introduced Andrew DeYoe as the presenter of the Parkrose High School Raising Student Voices and Participation (RSVP) presentation.</p> <p>Mr. DeYoe explained the RSVP program was managed by 40 students. The program identified issues in the school and community and provided an opportunity to plan strategies and take action to address issues. The program was held over a 4-week period called “summits.”</p> <ul style="list-style-type: none"> ● Summit 1: What’s on your mind ● Summit 2: What should we do? ● Summit 3: Reaction to plan ● Summit 4: Participation <p>The minor issues were keeping the library open longer, lack of lockers, longer lunch, lack of funds to support programs, later start, and lack of security in parking lot. The 4 main issues were lack of classes, lunch choices, electronics policy, and school spirit.</p> <p>Mr. DeYoe explained that the lack of classes issue involved adding more electives. The students planned to create a student survey that would survey the types of electives desired. Regarding lunch choices, Mr. DeYoe explained there were not enough lines; there was a lack of variety, a desire for healthier options, and free water. He noted the students would work with food services to have some of the issues fixed or improved. Regarding the electronics policy, students felt better communication was needed. Was it possible to use electronic devices during non-educational time (e.g. lunch and passing times)? Students’ planned to research and survey students as to where and when they could take it to the administration/school board and reach an agreement to have those things available. On lack of school spirit, Mr. DeYoe explained there was an overall negative viewpoint on sports. The plan was to develop positive sportsmanship through a fan system and to focus on positive sportsmanship.</p> <p>Chair Woods commented on the number of electronic devices used in his college classrooms to aid students learning.</p> <p>Ms. Reese inquired as to the next step. Mr. DeYoe responded the group would take those four issues and create subcommittees (anyone can belong). He noted the school spirit and class subcommittee had already met. The electronics and lunch meetings were scheduled for the next day (March 11, 2008) and Wednesday (March 12, 2008) respectively. Ms. Reese inquired if the Board would receive an update before the end of the year. Mr. DeYoe responded affirmatively.</p> <p>Ms. Larsell commented on how impressed she was and then inquired with whom the subcommittees planned to share the findings with. Mr. DeYoe answered that within those four groups the electronics policy had to go to the administration and school board. The lunch issues would go to the Wellness Committee and Food Services.</p> <p>b> <u>PMS Salute to Success</u> Superintendent Gray stated she had asked PMS Principal Gonzalez and teacher Laura Queen to present to the Board because their school was honored with an OSBA Salute to Success award. She noted that not very many awards were given to districts during the school year and it was an award for an outstanding program led by a school and by students.</p> <p>Ms. Queen shared with the Board the Sparrow Club’s motto “Find Your Wings.” She shared a video regarding the sparrow the PMS had adopted.-</p>
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PMS SALUTE TO
SUCCESS

<p>HIGH SCHOOL STUDENT BODY REPORT</p>	<p>Superintendent Gray added that in November at the OSBA conference, the OSBA presented the awards at a luncheon and winners attended a panel and shared their ideas with the rest of the community.</p> <p>c> <u>High School Student Body Report – Andrew DeYoe</u> Student Body Representative Andrew DeYoe informed the Board that next week the high school would begin a school supply drive for Vernonia students that were hit by the flood. The ASB called the drive “We Will Survive School Supply Drive.” The drive would be held from March 17th through the 21st and would consist of raising both school supplies and money donations. Mr. DeYoe also shared that the high school had crowned its Rose Festival Princess, Vy Nguyen, and the upcoming Friday (March 14, 2007) there would be a spring sports assembly.</p> <p><i>* Note: It was requested the Board consider the budget committee appointments at this point. The section titled budget committee appointments was moved from Superintendent Reports.</i></p>
<p>BUDGET COMMITTEE APPOINTMENTS</p>	<p><u>Budget Committee Appointments</u> Ms. Reese thanked the audience and members of the board and superintendent. She explained she and staff had been engaged in an outreach process since February to recruit for the budget committee. There were four candidates. Due to illness, several of the candidates were unable to attend. Ms. Reese introduced Jennifer Haggerty who was present to briefly present to the Board why she would like to be on the committee.</p> <p>Ms. Haggerty stated she had moved into the district a year ago and that she had three children. She was currently helping out in the classroom and noted she liked to be involved and enjoyed getting to know her children’s teacher and fellow students. She added both her and her husband believed their children’s education was important and thus, were both involved with the Parent Teacher Organization (PTO) at Sacramento Elementary. She added she had a background in accounting.</p> <p>Ms. Reese added that Ms. Haggerty was organized and had a very strong sense of community. Ms. Reese shared the names of the other candidates which included Mr. Rod Martin, Ms. Chelsea Butterfield, and Ms. Adair Fernee. Superintendent Gray shared that Ms. Butterfield had withdrawn her application. Ms. Reese stated that Ms. Fernee was part of the Prescott Site Council, Parent Teacher Organization, and the Superintendent’s Parent Advisory Council. She graduated from Parkrose in 1985.</p> <p>Ms. Reese thanked all the candidates for volunteering and stepping forward.</p> <p>Ms. Larsell asked how many openings were there for the committee. Ms. Reese responded there were two openings. Superintendent Gray explained the Board would be voting on each position under action items.</p>
<p>ROSALIND CURRY PROVIDED THE PFA REPORT</p>	<p><u>PFA MONTHLY REPORT - ROSALIND CURRY</u> <u>Agenda Item #76</u> Rosalind Curry, PFA President, stated she did not have a lot to report since the PFA had not held its monthly meeting due to parent/teacher conferences. She did share she had heard through the grapevine a concern regarding class size. She noted it was difficult to schedule conferences with 32 sets of parents as there was only so much time. She was asked to bring it before the Board by both teachers and parents.</p>
<p>BOARD REPORTS</p> <p>SUPERINTENDENT EVALUATION</p>	<p><u>BOARD REPORTS</u> <u>Agenda Item #68:</u> a> <u>Evaluation</u> Chair Woods made a statement regarding the superintendent evaluation which was entered into the record verbatim.</p>

<p>BOARD REPORT: ALESIA REESE</p>	<p>The evaluation of the superintendent is one of the primary tasks of a school board. It sits in that middle ground where the law demands a public display of information, the evaluation, and at the same time requires protection of an individual's privacy. This announcement is what the law has defined as the middle ground.</p> <p>The job of superintendent is unlike any other. At the base they are the chief executive of a large, regulated organization. In Parkrose, this means 454 employees and budget of over 40 million. They must have the tact of an elected official, because they are one of the public faces of the district. Sometimes, out in the community more than the board. Like chief executives of other not-for-profit organizations, she must deal with boards that, while well meaning, are not experts in organizations or its aims.</p> <p>The superintendency requires not just a bachelors or masters degree, but frequently a doctorate. This is not just an educational requirement. Superintendents usually spend a minimum of five years in the classroom and five years as a principal before moving into district level management. When you enter the superintendency you already have half a lifetime of experience.</p> <p>The board can sum up our evaluation of Dr. Gray as, "We have seen a good start. We like the plans. We want to see how the plans are implemented."</p> <p>We have seen how Dr. Gray has learned about the district through not just being out in the district, but also through the family and community engagement teams. We are impressed with how quickly she has built relationships and learned how to work here in the district and in Portland: stepping up to the board of the ACE Charter School; forging links with the Portland Schools Foundation; the rapid development of vocational training for our high school students and; giving our athletic and sports community some much needed attention.</p> <p>We have learned through Dr. Gray her system of interlocking and coordinated plans and objectives. Every item of the board's strategic plan implies measurable goals for the superintendent, measurable goals for principals, teachers and students. This system has allowed the board to see incremental progress toward achieving the goals set out in the strategic plan. That progress has been relayed to us at every business meeting and every work session.</p> <p>This is the good start. These are the good plans.</p> <p>Our district has a history of good starts and good plans. The strategic plan put a bright light on the high school. Three of the four board goals concern themselves with the high school. Our next work session concerns the high school. We are looking forward to our superintendent's reform plan and the implementation of that plan over the next year.</p> <p>We are aware that this reform plan will involve strong information and evaluation feedback loops, and are looking forward to seeing how her focus on measurable goals and objectives extends to this area.</p> <p>We are also aware that we are entering into negotiations cycle, and expect to see strong leadership that reflects a nuanced understanding of how the goals of the strategic plan should affect negotiation objectives.</p> <p>In conclusion, our evaluation of Dr. Gray has left us with the impression that the community, staff, and the board made an excellent choice of Dr. Gray as superintendent. We hope that she is as pleased with her choice to come to Parkrose.</p> <p>b> <u>Board Member Alesia Reese</u> Ms. Reese reviewed the Wellness Committee meeting minutes and noted the group was exciting. She then reviewed the Finance Subcommittee report. Lastly, she added she and</p>
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<p>BOARD REPORT: VICE-CHAIR ED GRASSEL</p> <p>BOARD GOALS</p>	<p>Mary Larson were hoping the members appointed to the Budget Committee would want to join the Finance Subcommittee.</p> <p>c> <u>Board Vice-Chair Ed Grassel</u> Mr. Grassel stated he desired to compliment the active parents in the baseball program – Mike Land and Rod Drake who had put in many hours working on the baseball field. Mr. Grassel thanked them for their hard work. Mr. Grassel then spoke to a coordinated effort with Superintendent Gray and Facilities Manager Scott Wood noting he had discussed some items and those items happened in a week. Mr. Grassel then thanked people for understanding that pride in Parkrose schools started with the students feeling like they had a place to stand up, noting students wanted respect and would receive respect when they felt like they had something to respect.</p> <p>Mr. Grassel stated he had been involved with the School Improvement Subcommittee noting the group met last Monday. He thanked those who had volunteered to be involved with the subcommittee. He shared he could not say enough about Jeff for his involvement.</p> <p>d> <u>Board Goals</u> Chair Woods noted the Board would be working on goal number four on March 13 when the Board gathered to discuss the academy system at the high school. Superintendent Gray added the Board would be working on goal two when they reviewed the individual learning plans.</p>
<p>CITIZEN COMMENTS</p>	<p><u>CITIZEN COMMENTS</u> <u>Agenda Item #78</u> None</p>
<p>FOUNDATION UPDATE</p> <p>TALENTED AND GIFTED PROGRAM UPDATE</p>	<p><u>SUPERINTENDENT/SPECIAL REPORTS</u> <u>Agenda Item #: 79</u></p> <p>a> <u>Foundation Update</u> Ms. Larsell noted this was the third or fourth Foundation Auction and that every year there was an appeal bid. For the current year the Foundation was looking at some amazing technology to get students excited about science and other subjects that were hard to get in and explore. Tickets for the auction would be sold online or at each school.</p> <p>Superintendent Gray added the Foundation was starting an alumni book which would contain all Parkrose alumni. She noted the district had no alumni database and that a company had been contacted to create a database as a free service. The database would contain alumni from 1930 to the present.</p> <p>b> <u>Talented and Gifted Program Update</u> Director of Student Services Kathy Keim-Robinson reviewed the most current Talented and Gifted Program (TAG) numbers but warned the Board another screening of all 2nd grade and 6th grade students could alter the figures. Ms. Keim-Robinson explained there was a TAG coordinator in each of the buildings. The coordinator taught during the day and was the point person for screening and talking with other teachers and parents.</p> <p>Ms. Keim-Robinson shared with the Board the type of nomination process (open process) and reminded the Board Parkrose followed the state requirements for inclusion in the TAG program (97th percentile- top 3% - on a measure of cognitive or intellectual ability or academically talented in either reading or math). Ms. Keim-Robinson also explained the process for developing an individual TAG plan that could include independent study projects, accelerated classes, and selection of AP courses.</p>

	<p>Chair Woods inquired about additional resources for TAG as well as how TAG coordinators were chosen. Ms. Keim-Robinson responded that some districts that had more students continued with separate programs – size allowed them to do that. Neighboring schools similar to Parkrose focused on differentiated instruction, independent study programs and accelerated programs which was typical for districts Parkrose’s size.</p> <p>Ms. Keim-Robinson explained about qualifications that filling the coordinator positions could be challenging because it had an extra duty stipend but entailed a significant amount of work and responsibility. As a result, the district had focused on professional development to ensure those who took on the role had top notch skills.</p> <p>Ms. Reese stated she would be curious to know the composite of the classes with a few real examples - something that would put some background to the program and explain exactly what kids were doing. Ms. Keim-Robinson stated she had not examined the number over the years, but the numbers were right on target. She reiterated it was important to know the district did not have TAG classes or a program.</p> <p>Ms. Reese asked how competitive the district was and if the district lost students based on how it had implemented TAG options. Ms. Keim-Robinson answered she would need to look into that further but could share that Parkrose was one of the few districts that required a single test.</p> <p>Karen Lo, a community member, spoke on behalf of Melissa Whitcomb by reading a pre-prepared statement entered into the record verbatim.</p> <p>Citizen Comment – Karen Loh on behalf of Melissa Whitcomb 9043 NE Wygant St.</p> <p>First of all, I apologize for not being present to share my thoughts. My children are participating in a band concert this evening and I am unable to be both places....</p> <p>Tonight as Kathy Keim-Robinson has addressed the board with information regarding the talented and gifted students in the Parkrose District, as a parent, I want to take this opportunity to express my concerns about the lack of services available to these students. TAG students deserve a funded program so that they may explore educational ideas beyond the scope of their everyday assignments. These students deserve the opportunity to be challenged and in a setting in which they are not viewed as “geeks,” or “teachers pets.”</p> <p>Other groups of students that receive special funding, attention, and challenges, such as special education and ELL, have special programs devoted to their learning and special needs. TAG students may be viewed as those that can go through the system and learn on their own, but that is not true. They need guidance just as much as other students.</p> <p>It takes more than just filling out a teaching plan to help these students. Teachers with an understanding of how these kids tick and programs geared toward advanced learning are needed to meet the needs of TAG students. Last year when I attempted to work with a teacher regarding my child’s learning capacity, I was told that she could do the regular assignments and then ask for additional work. Educating students with accelerated learning capacities goes beyond “extra” assignments.</p> <p>As the districts annual budget is prepared, I urge administration and the board to find funds to commit to these students. They are entitled to programs that will</p>
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<p>HEALTH MATERIAL ADOPTION</p>	<p>enable them to thrive. They deserve to be engaged, challenged, and supported.</p> <p>I thank you for the opportunity to voice my concerns. Melissa Whitcomb</p> <p>Superintendent Gray stated there was a discussion for funding that went no where. She added the district was required by law to identify students and to provide for planning with parent input.</p> <p>c> <u>Health Material Adoption –</u> Jeff Rose School Improvement Director Jeff Rose stated the district was about three days off schedule. He explained the district had created a team based on district-wide representation. The first team reviewed materials at Clackamas ESD that was approved by the state. Mr. Rose explained the difference between a math adoption and a health adoption as an example of how different a health adoption is for K-12. In addition, Mr. Rose explained the process the adoption team went through to select and screen health adoption material.</p> <p>Ms. Reese inquired if health had differentiated instruction for special education, ELL and TAG. Mr. Rose explained that none of the programs under review did that very well.</p>
<p>POLICIES & PRACTICES REGARDING STAFF DISCIPLINE</p>	<p>d> <u>Policies & Practices Regarding Staff Discipline</u> In response to a citizen comment last week as well as questions expressed by the Board, Director of Human Resources Marian Young reviewed the appropriate policies covering employee discipline. Ms. Young explained the district had a comprehensive set of policies in place that included the requirement that all staff have a background check, which included an FBI check, at the time of employment. She noted teachers through licensure were required to have the same national check. Licensure renewal for certified staff required teachers to go through a state background check. In addition, the district conducted reference checks at the time of employment.</p> <p>In addition to investigating potential employees, the district also possessed a requirement for employees to report child abuse. The law requiring child abuse reporting had been enhanced to include reporting if there was reasonable suspicion of a fellow staff member abusing a student with penalties for staff members who failed to make reports. The district also had policy based on Oregon law that when reasonable suspicion existed of abuse the employee was immediately placed on paid administrative leave until an investigation was completed. Law enforcement or DHS conduct the investigations.</p> <p>Ms. Young briefly reviewed reporting procedures for staff which included requiring the superintendent to report suspected abuse to TSPC. Ms. Young also explained the positive side of resignation agreements and assured the Board an agreement that required the district to retain a secret was not in Parkrose practice. In addition, all resignation agreements were viewed by the district's attorney.</p> <p>Ms. Young acknowledged that continued education and reminding of existing policies was an important part to policy compliance in addition to a deeper level of education about prevention and identification of child abuse. This identification included recognizing what the signs were in children and adult behavior (e.g. grooming behavior).</p> <p>Chair Woods inquired how difficult it would be for an individual to research resignation agreements. He asked if there was a list of employees that could be cross referenced with those convicted of a crime.</p>

	<p>Ms. Young responded that the key would be those who were convicted of a crime. The question was temporarily placed on hold.</p> <p>Ms. Larsell wondered if there was enough policy and checks and balances around resignation agreements. Superintendent Gray assured the Board the attorney reviewed every resignation agreement the district entered into with an employee.</p> <p>Ms. Larsell stated she was concerned about existing employees leaving the district and the practice of attorney review ceasing. Superintendent Gray inquired if adding minor language involving the review by the district's attorney for resignation agreements would bolster the policy enough for the Board. Ms. Young stated having a conversation about what the criteria the district needed to consider in making a resignation agreement may be beneficial. Superintendent Gray added that staff could create administrative rule language and attach it to the appropriate policy dealing with resignation agreements.</p> <p>Chair Woods asked how someone would find something in the past. Ms. Young responded that the only way was if someone knew of a particular case. At that point they could then ask if there was a resignation agreement in that particular case.</p> <p>Vice-Chair Grassel inquired why the district would not want to be proactive if a request from a district was presented to Parkrose in that the district could direct the reference check to the appropriate place to acquire more complete information. Ms. Young discussed the pros and cons of employment references in regards to the Vice-Chair's question stating ultimately the district could acquire legal advice on how to go about conveying that kind of information.</p> <p>Chair Woods inquired of a scenario were a teacher under investigation resigned their position and attempted to obtain a job in another district. Chair Woods inquired what the district's response would be in this case. Ms. Young stated it was her belief an individual under an investigation would not be considered for employment in another district.</p> <p>Mr. Crawford inquired about teachers who were falsely accused and if anything was placed in their file. Ms. Young responded that in regards to complaints in general, if an investigation proved there was no merit to the complaint, a note was made in an investigatory file that was separate from the personnel file. Mr. Crawford verified that the note would not follow an employee to a new employer.</p>
FINANCIAL UPDATE	<p>e> <u>Financial Update</u> Superintendent Gray reminded board members they possessed a copy of the financial update in their binder and if they had questions to contact Director of Business Services Mary Larson.</p>
ARTHUR ACADEMY UPDATE	<p>f> <u>Arthur Academy Update</u> Superintendent Gray reviewed the type of academy Arthur Academy was (charter) as well as the history of the academy. She stated Parkrose had received their application of which she had rejected for incompleteness. Superintendent Gray also rejected the application based on the academy having a significant impact on the quality of education in the Parkrose district. A copy of the letter was sent to the CEO and attorney.</p>
ATTORNEY SERVICES	<p><i>**Note: Items were taken out of order.</i></p> <p>g> <u>Attorney Services</u> Superintendent Gray explained she had been working with Paul Dakpolos with all the schools involved with Arthur Academy. She shared she had asked him to</p>

OFFICIAL MINUTES – MARCH 10, 2008

	contract with the district for work on the academy application since he was an expert in the field. She clarified she had to request the Board's approval to seek counsel outside of the expressed legal counsel approved in July.
ACE NUMBER UPDATE	h> <u>ACE Number Update</u> Superintendent Gray stated the district currently had 3 students signed up on paper but 9 promised. She explained there was a meeting scheduled for Tuesday to discuss the creation of a recruitment plan. There was discussion regarding the misconceptions floating around the high school. Superintendent Gray reminded the Board of the Bridge Program which she stated she could not commit to with only 9 students. Principal Reynolds stated that another piece was that high school staff was just hitting the sophomore classes.
PERSONAL PLANNING TOOLS	i> <u>Personal Planning Tools</u> Superintendent Gray reminded the Board the personal planning tools were part of the Board goals. She explained the administrative team was looking at a streamlined, multiuse, accessible, flexible tool for assessment on the teacher's desktop to look at individual student learning. She then reviewed her report to the Board that covered numerous programs in the marketplace. Her recommendations were: <ul style="list-style-type: none"> ● Continue to preview demonstrations of products with administration team with a focus on accessibility, feasibility, user friendliness, versatility, flexibility and cost effectiveness. Data must be comprehensive, formative and real time. ● Focus on individual student learning profile data systems and data warehouse and not on individual student plans. The individual student learning profiles would be compiled by teachers and reviewed regularly. They would be located on the teachers' desktops. ● Focus on streamlining of data collection, storage, and management. ● Make provision in the 2008-2009 budget to adopt, train and implement a data warehouse assessment system K-12 for the 2008-2009 school year.
CONSENT CALENDAR VOTE	<u>ACTION ITEMS</u> Agenda Item #71: a> <u>CONSENT CALENDAR</u> WOODS MOVED to ACCEPT the consent calendar as presented with the following items listed: <ul style="list-style-type: none"> ● PERSONNEL <i>New Hires</i> <i>Retirements</i> Lynette Hall, Teacher, Prescott Elementary <i>Resignations</i> Britt Christiaansen, Teacher, Sacramento Elementary ● BOARD MINUTES Regular Business Meeting, Monday, February 25, 2008 ● BUSINESS/FINANCE <p>Hearing no objections to the consent calendar, it was so ordered.</p>
THE BOARD APPROVED THE CONSENT CALENDAR	
THE BOARD APPROVED COMBINING ACTION ITEMS B> THROUGH D>	b> <u>ACCEPT/REJECT</u> combine b> through d> Chair Woods called for a motion to combine action items b> through d>. Ms. Reese moved to combine action items b> through d>. Hearing no discussion, the MOTION to APPROVE the combining of action items b> through d> passed by a 4-0

<p>THE BOARD APPROVED COMBINED ACTION ITEMS B> THROUGH D></p>	<p>vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p> <p>c > <u>ACCEPT/REJECT</u> the combined action items b> through d>. Chair Woods called for a motion to approve the combined action items b> through d>. Ms. Reese moved to accept the combined action items b> through d>. Hearing no discussion, the MOTION to APPROVE combining action items b> through d> passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p>
<p>THE BOARD APPROVED THE COMINBING OF ACTION ITEMS E> THROUGH G></p>	<p>d> <u>ACCEPT/REJECT</u> combining action items e> through g>. Chair Woods called for a motion to combine action items e> through g>. Vice-Chair Grassel so moved. Hearing no discussion, the MOTION to APPROVE combining action items e> through g> passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p>
<p>THE BOARD APPROVED COMBINED ACTIONS ITEMS E> THROUGH G></p>	<p>e> <u>ACCEPT/REJECT</u> combined action items e> through g>. Chair Woods called for a motion to accept combined action items e> through g>. Vice-Chair Grassel so moved. Hearing no discussion, the MOTION to APPROVE combined action items e> through g> passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p>
<p>THE BOARD APPROVED THE ONE-YEAR CONTRACT EXTENSION FOR NON-LICENSED MANAGEMENT, SUPERVISORY AND CONFIDENTIAL STAFF</p>	<p>f> <u>ACCEPT/REJECT</u> One-Year Extension of Contract for Non-Licensed Management, Supervisory & Confidential Staff. (Individual Employment Agreements will be presented no later than the June Board meeting).</p> <p>Ms. Larsell moved to accept the One-Year Extension of Contract for Non-Licensed Management, Supervisory & Confidential Staff. (Individual Employment Agreements will be presented no later than the June Board meeting). Hearing no discussion, the MOTION to APPROVE the One-Year Extension of Contract for Non-Licensed Management, Supervisory & Confidential Staff. (Individual Employment Agreements will be presented no later than the June Board meeting) passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p>
<p>THE BOARD APPROVED THE NOTIFICATION TO TEMPORARY TEACHERS</p>	<p>g> <u>ACCEPT/REJECT</u> Notification to TEMPORARY teachers there will be no position available for them after June 18, 2008, and to express appreciation for services to the District during the 2007-2008 school year, and encourage them to apply for positions available during the 2008-2009 school year.</p> <p>Chair Woods called for a motion, Vice-Chair Grassel so ordered. Hearing no discussion, the MOTION to APPROVE the Notification to TEMPORARY teachers there will be no position available for them after June 18, 2008, and to express appreciation for services to the District during the 2007-2008 school year, and encourage them to apply for positions available during the 2008-2009 school year passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p>
<p>THE BOARD APPROVED COMBINING ACTION ITEMS J> THROUGH M></p>	<p>h> <u>ACCEPT/REJECT</u> combining action items j> through m>. Chair Woods called for a motion to combine action items j> through m>, so moved by Mr. Crawford. Hearing no discussion, the MOTION to APPROVE combining action items j> through m> passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p>
<p>THE BOARD APPROVED THE COMBINED ACTIONS ITEMS J> THROUGH M></p>	<p>i> <u>ACCEPT/REJECT</u> the combined action items j> through m>. Chair Woods noted the Board was voting on approving the combined action items j> through m>. Hearing no discussion, the MOTION to APPROVE combining action</p>

OFFICIAL MINUTES – MARCH 10, 2008

<p>THE BOARD APPROVED THE LEAVE OF ABSENCE REQUEST</p> <p>THE BOARD APPROVED THE NOMINATION OF JENNIFER HAGGERTY TO BUDGET COMMITTEE POSITION 1</p> <p>THE BOARD APPROVED THE NOMINATION OF ADAIR FERNEE TO BUDGET COMMITTEE POSITION 2</p> <p>THE BOARD APPROVED THE SUPERINTENDENT TO SEEK ALTERNATIVE ATTORNEY SERVICES</p>	<p>items j> through m> passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p> <p>j> <u>ACCEPT/REJECT</u> the Leave of Absence Request Chair Woods called for a motion to accept the leave of absence request. Ms. Reese moved to accept the leave of absence request. Hearing no discussion, the MOTION to ACCEPT the leave of absence request passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p> <p>j> <u>ACCEPT/REJECT</u> the Nominations for Budget Committee Position 1 Ms. Reese moved to nominate Jennifer Haggerty for position 1. Hearing no discussion, the MOTION to NOMINATE Jennifer Haggerty to position 1 passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p> <p>k> <u>ACCEPT/REJECT</u> the Nominations for Budget Committee Position 2 Ms. Reese moved to nominate Adair Fernee for position 2. Hearing no discussion, the MOTION to NOMINATE Adair Fernee to position 2 passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p> <p>l> <u>ACCEPT/REJECT</u> Attorney Services Chair Woods entertained a motion to encourage Superintendent Gray to seek out services from an attorney skilled in charter school issues. Mr. Crawford so moved. Hearing no discussion, the MOTION to ENCOURAGE Superintendent Gray to seek out services from an attorney skilled in charter school issues passed by a 4-0 vote with Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.</p>
	<p><u>DISCUSSION ITEMS</u> Agenda Item #72 None</p>
<p>FUTURE AGENDA ITEMS</p>	<p><u>CORRESPONDENCE/ANNOUNCEMENTS/REQUESTS</u> Agenda Item #73</p> <p>a> Future Agenda Items</p> <p>b> Chair Woods announced the following meetings:</p> <ul style="list-style-type: none"> ● Special Board Session, Thursday, March 13, 2008, District Office, 4:00 p.m. ● Board Working Session, Monday, April 14, 2008, District Office, 5:00 p.m. ● Budget Meeting, Wednesday, April 16, 2008, PHSCC-Conference Room L-13/14, 7:00 p.m. ● Budget Meeting, Wednesday, April 23, 2008, PHSCC-Conference Room L-13/14, 7:00 p.m. ● Board Regular Session, Monday, April 28, 2008, PHSCC-Conference Room L-13/14, 7:00 p.m. ● (Optional) Budget Meeting, Wednesday, April 30, 2008, PHSCC-Conference Room L-13/14, 7:00 p.m.
<p>ADJOURNMENT</p>	<p><u>Adjournment</u> Chair Woods adjourned the regular meeting of the Parkrose Board of Education at 9:39 p.m.</p>

OFFICIAL MINUTES: March 13, 2008 WORKING SESSION



PARKROSE SCHOOL DISTRICT NO. 3
10636 N.E. Prescott Street
Portland OR 97220-2699

89a

Working Session of the Parkrose Board of Education of School
District No. 3, Multnomah County, Oregon

Thursday, March 13, 2008

MINUTES

WORKING
SESSION BOARD
MEETING
CONVENED

WORKING SESSION BOARD MEETING – CALL TO ORDER – 5:00 p.m.

The Parkrose Board of Education of School District No. 3, Multnomah County, Oregon, convened in Working Session in the District Office in the said District, County, and State at the hour of 5:00 p.m. on the date hereinabove shown and by common consent of the Directors.

Chair Woods called the meeting to order at 5:00 p.m.

PRESENT: James Woods – Chair
Ed Grassel – Vice-Chair
Katie Larsell
Alesia Reese
Guy Crawford

Others in attendance: Superintendent Dr. Karen Fischer Gray, Director of School Improvement Jeff Rose, Director of Student Services Kathy Keim-Robinson, Director of Human Resources Marian Young, Mary Larson, Director of Business Services, and Parkrose High School Principal Roy Reynolds.

TE BOARD HEARD
INFORMATION
ON CAREER
PATHWAYS AND
THE ACADEMIES
AT PHS

a> CAREER PATHWAYS/ACADEMIES REPORT

The Board received and discussed materials and information regarding career pathways and the academies at Parkrose High School.

ADJOURNMENT

ADJOURNMENT

Chair Woods adjourned the working session of the Parkrose Board of Education at 7:00 p.m.

OFFICIAL MINUTES: February 11, 2008 WORKING SESSION



PARKROSE SCHOOL DISTRICT NO. 3
10636 N.E. Prescott Street
Portland OR 97220-2699

89a

Working Session of the Parkrose Board of Education of School
District No. 3, Multnomah County, Oregon

Monday, April 14, 2008

MINUTES

EXECUTIVE
SESSION WAS
HELD AT 5:00 P.M.

EXECUTIVE SESSION – NEGOTIATIONS – 5:00 P.M.

The Parkrose Board of Education of School District No. 3, Multnomah County, Oregon, convened in an Executive Session at the Parkrose District Office in the Boardroom in the said District, County, and State at the hour of 5:00 p.m. on the date hereinabove shown and by common consent of the Directors.

Chair Woods called the executive session to order at 5:00 p.m.

- a> Under ORS 192.660 (1)(b) “To conduct deliberations with persons designated by the governing body to carry on labor negotiations.”

Those present were the five (5) members of the Board: Chair James Woods, Vice-Chair Ed Grassel, Alesia Reese, Guy Crawford and Katie Larsell.

Others in attendance were Superintendent Karen Fischer Gray, Director of Human Resources Marian Young, Director of School Improvement Jeff Rose, Director of Student Services Kathy Keim-Robinson, and Director of Business Operations Mary Larson.

The Executive Session adjourned to the call of Chair Woods at 5:55 p.m.

REGULAR BOARD
MEETING WAS
HELD BRIEFLY TO
CONDUCT
BUSINESS

REGULAR BOARD MEETING – CALL TO ORDER 6:00 P.M.

The Parkrose Board of Education of School District No. 3, Multnomah County, Oregon, convened in Regular Session at the Parkrose District Office in the Boardroom in the said District, County, and State at the hour of 6:00 p.m. on the date hereinabove shown and by common consent of the Directors.

PRESENT: James Woods – Chair
Ed Grassel – Vice-Chair
Katie Larsell
Alesia Reese
Guy Crawford

ACTION ITEMS

1. VOTE ON PHS TRAVEL REQUEST (LOUISVILLE, KY)

The Board discussed whether a substitute was going to be paid for by the College Board as the travel request form was not completely filled out. There was speculation the employee would be absent for up to 8 days costing approximately \$1600 for a substitute. The College Board would be providing a \$1550 stipend for travel expenses.

Mr. Grassel moved to approve the travel request for Mrs. Langdahl contingent on all expenses, including the substitute, be paid for by the College Board. Mr. Crawford seconded the motion. Hearing no discussion, the **MOTION to APPROVE** Mrs. Langdahl’s travel request with contingency passed by a 5-0 vote with James Woods, Katie Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.

2. VOTE ON PHS TRAVEL REQUEST (SPOKANE, WA)

Superintendent Gray explained the reason for the second travel request.

Mr. Crawford moved to accept the proposal. Ms. Reese seconded. Hearing no further discussion, the **MOTION to APPROVE** the travel request to Spokane, WA passed by a 5-0 vote with James Woods, Katie

WORKING
SESSION BOARD
MEETING
CONVENED

Larsell, Guy Crawford, Alesia Reese, and Ed Grassel voting in the affirmative.

WORKING SESSION BOARD MEETING (6:09 p.m.)

a> **TECH PLAN REVIEW – RON HOPPES, GUEST PRESENTER**

Mr. Hoppes presented a PowerPoint presentation that detailed the context for the tech plan. The Board briefly discussed the plan.

b> **CENTENNIAL, GRADUATION, AND RETIREMENT CELEBRATIONS**

The Board briefly reviewed the alumni work that may be used for a Centennial celebration. There was still some concern over the exact date of the centennial.

Superintendent Gray inquired of the Board about its involvement with the graduation celebration. It was decided the Board would like to wear caps and gowns and the Chair would give a speech.

For the retirement celebration, it was asked that Food Services cater the food and incidentals. The Board would continue to serve.

c> **COMMITTEES**

Superintendent Gray stated the agenda item was for the purpose of aiding the Board in focusing on the committee goals and who the committees reported to. She reminded the Board the committees were linked to identified Board goals in the strategic plan.

Chair Woods noted the committees always reported to the Board. There was a spot on the agenda to make those reports.

Superintendent Gray also reviewed a series of policies that would be presented for a 1st reading at the April 28, 2008 Board meeting.

Lastly, the Board inquired about policy governing skateboards on buses. There was brief review and discussion involving safety issues of items such as skateboards on buses as well as the legal requirements for securing items during transportation.

ADJOURNMENT

ADJOURNMENT

Chair Woods adjourned the working session of the Parkrose Board of Education at 7:43 p.m.

SUBMITTED BY: Chris Gibb	(✓)	DATE 03/21/08
APPROVED BY:		
Building Administrator	()	
Superintendent Karen Fischer Gray	()	
Mary Larson	()	

**Parkrose School District #3
Agenda**

Item

#89a

TOPIC: Resolution to approve and appropriate a grant awarded by the Intel Corporation to Russell Academy in the amount of \$2600.

PURPOSE OF AGENDA ITEM: [Why are you asking for Board review]:

Information ☐ Policy Change ☐ Action/Approval **XX** Presentation/Special Request ☐

BACKGROUND: Attachments: Y____ N____ **LIST:** _____

RATIONALE/DISCUSSION:

Russell Academy has received a grant from Intel Corporation in the amount of \$2600. This money is received because of volunteer hours Intel employees have volunteered at Russell Academy during the 2006-07 school year. Intel prefers funds to be spent on science, math, engineering and technology education.

FINANCIAL IMPLICATIONS:

Revenue	1180824100	\$2600
Expenditures	1150200000	\$2600

RELATION TO GOALS:

This grant will be used to purchase new computers for Russell Academy.

ACTION REQUESTED:

A resolution to approve and appropriate a grant received from Intel Corporation to Russell Academy.

SUBMITTED BY: (✓) Chris Gibb	DATE 03/21/08
APPROVED BY:	
Building Administrator ()	
Superintendent Karen Fischer Gray ()	
Mary Larson ()	

**Parkrose School District #3
Agenda**

Item

#89a

TOPIC: Resolution to approve and appropriate a grant awarded by the East Portland Neighbors to Sacramento Elementary in the amount of \$750.

PURPOSE OF AGENDA ITEM: [Why are you asking for Board review]:

Information ☐ Policy Change ☐ Action/Approval **XX** Presentation/Special Request ☐

BACKGROUND: Attachments: Y____ N____ **LIST:** _____

RATIONALE/DISCUSSION:

Sacramento Elementary has received a grant from East Portland Neighbors to be used for Cougar Community Garden.

FINANCIAL IMPLICATIONS:

Revenue	1180824100	\$750
Expenditures	1155200000	\$750

RELATION TO GOALS:

This grant will be used to purchase items for the Sacramento Elementary Cougar Community Garden.

ACTION REQUESTED:

A resolution to approve and appropriate a grant received from East Portland Neighbors.

SUBMITTED BY: (✓) Chris Gibb	DATE 04/09/08
APPROVED BY:	
Building Administrator ()	
Superintendent Karen Fischer Gray ()	
Mary Larson ()	

**Parkrose School District #3
Agenda**

Item

#89a

TOPIC: Resolution to approve and appropriate a grant awarded to Parkrose School District by Portland Schools Foundation in the amount of \$75,000.

PURPOSE OF AGENDA ITEM: [Why are you asking for Board review]:

Information ☐ Policy Change ☐ Action/Approval **XX** Presentation/Special Request ☐

BACKGROUND: Attachments: Y____ N____ **LIST:** _____

RATIONALE/DISCUSSION:

Parkrose School District has been awarded a grant from Portland Schools Foundation in the amount of \$75,000 to help support the District's Project Rebound Program.

FINANCIAL IMPLICATIONS:

Revenue	1180824100	\$75,000
Expenditures	11791000	\$75,000

RELATION TO GOALS:

This grant will be used to help support the 2008 Project Rebound summer program.

ACTION REQUESTED:

Resolution to approve and appropriate a grant received from Portland Schools Foundation to Parkrose School District for the 2007-08 school year.

Parkrose School District #3

Agenda Item # 89a

SUBMITTED BY: MARY LARSON	(✓)	DATE 4/28/08
APPROVED BY:		
Building Administrator	()	
Superintendent Karen Gray	(X)	4/28/08
Director of Business Services Mary Larson	(X)	4/28/08

TOPIC: DISPOSAL OF SURPLUS PROPERTY

PURPOSE OF AGENDA ITEM: [Why are you asking for Board review]:

Information ____ Policy Change ____ Action/Approval X Presentation/Special Request ____

BACKGROUND: Attachments: Y X N ____ **LIST: REQUEST FOR DISPOSAL OF ITEMS**

RATIONALE/DISCUSSION:

Attached is a listing of surplus property from Food Service, Transportation, Prescott Elementary, Parkrose Middle School and Parkrose High School. These items listed are unusable, obsolete or broken. The items from Parkrose Middle School include technology equipment that is broken and the cost of repairs exceeds replacement costs. Parkrose High School has declared shells and risers as unusable. Prescott Elementary has no need for these computer tables. Transportation is asking to dispose of buses that are no longer used as spare buses and food service has broken, obsolete technology and kitchen equipment that can be sold. Upon board approval, the items will be disposed of.

FINANCIAL IMPLICATIONS:

There could be a minimal revenue source if any of the listed equipment can be sold. Any revenue received will be credited to the General Fund under Miscellaneous Revenue.

RELATION TO GOALS:

This request for action is in accordance with Parkrose School District Policy DN and Administrative Rule DN-AR.

ACTION REQUESTED:

Board approval to declare the attached list of property to be disposed of as prescribed in Policy DN.

Parkrose School District #3

REQUEST FOR DISPOSAL OF CAPITAL ASSET ITEMS									
Name of Individual Requesting Disposition: <u>Ellen Christensen</u>									
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
Building: <u>No Warehouse</u>			Location of Items: <u>Warehouse</u>						
Disposal: Please Indicate Method									
Selling: Competitive Bid Process									
Donation: List Organization									
Other: List Means and/or Place									
Description of Property including Brand & Serial #	District Tag #	Date Acquired	Purchase Price	Replacement Price	Qty	Total Cost of Disposition (5) x (6)			
Red Cambro Cardboard Bar 4'	None				1		sell		
Blue Cambro Cardboard Bar	"				1		"		
5' w/Green Top Shield									
Red Cambro Cardboard Bar	"				1		"		
5' w/Red Top Shield									
Brown Cambro Cardboard Bar	"				1		"		
5' w/Red Top Shield / no base									
Hobart Mixer	A001476				1		"		
Elo Monitor	A008022						Recycle		
"	A008025						"		
"	A008018						"		
Total Items and Cost of Disposal:					5				
Required Signatures (if applicable)									
Principal:									
Technology:									
Request Approved? Yes <input type="checkbox"/> No <input type="checkbox"/>									
*If denied, recommended action:									
To Operations for Equipment Removal									
To District Office to Remove from Inventory									
Date:									
Date:									
Date Approved:									
Date Approved:									
Date Approved:									
Approved By:									

Please forward white and yellow copies to District Office for Board Approval. Pink copy for your file.

REQUEST FOR DISPOSAL OF CAPITAL ASSET ITEMS							
Name of Individual Requesting Disposition:		Building:		Location of Items:			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	District Tag #	Date Acquired	Purchase Price	Replacement Price	Qty	Total Cost of Disposition (5) x (6)	Disposal: Please Indicate Method Selling: Competitive Bid Process Donation: List Organization Other: List Means and/or Place
Elo Monitor	A008020				1		Recycle
IBM Monitors	NONE				7		Recycle
Steam Kettle	A000894				1		Sell - Craig's List
Hobart Mixer	NONE				1		" " "
" "	A001770				1		" " "
" "	A000178				1		" " "
Total Items and Cost of Disposal:							
Required Signatures (if applicable)					12		
Principal:		Date Approved:		Approved By:			
Technology:		Date Approved:					
Request Approved? Yes _____ No _____		Date Approved:					
*If denied, recommended action:							
To Operations for Equipment Removal		Date:					
To District Office to Remove from Inventory		Date:					

Please forward white and yellow copies to District Office for Board Approval. Pink copy for your file.

Parkrose School District #3

REQUEST FOR DISPOSAL OF CAPITAL ASSET ITEMS							
Name of Individual Requesting Disposition:		Building:			Location of Items:		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Description of Property Including Brand & Serial #	District Tag #	Date Acquired	Purchase Price	Replacement Price	Qty	Total Cost of Disposition (5) x (6)	Disposal: Please Indicate Method Selling: Competitive Bid Process Donation: List Organization Other: List Means and/or Place
1979 Superior 605 pass School Bus					1		Sell
1992 Wayne 12 pass School Bus					1		Sell
1988 Bluebird 10 pass School Bus					1		Sell
Total Items and Cost of Disposal:					3		

Required Signatures (if applicable)	Date Approved:
Principal:	Date Approved:
Technology:	Date Approved:
Request Approved? Yes <input type="checkbox"/> No <input type="checkbox"/>	Approved By:
*If denied, recommended action:	
To Operations for Equipment Removal	Date:
To District Office to Remove from Inventory	Date:

REQUEST FOR DISPOSAL OF CAPITAL ASSET ITEMS									
Name of Individual Requesting Disposition: <u>MAC DRIVER</u>		Building: <u>WESLEY</u>		Location of Items: <u>MAIN HALL - EAST SIDE</u>					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		
Description of Property including Brand & Serial #	District Tag #	Date Acquired	Purchase Price	Replacement Price	Qty	(5) x (8)	Total Cost of Disposition	Disposal: Please Indicate Method	Selling: Competitive Bid Process
							Donation: List Organization	Other: List Means and/or Place	
Rolling Computer Tables	ADD 32413								
	ADD 32417								
	ADD 32332								
	ADD 32408								
	ADD 32228								
	NO TAG								
	NO TAG								
	ADD 32224								
	ADD 32222								
	ADD 32534								
	ADD 3215								
Total Items and Cost of Disposal:									
Required Signatures (If applicable)									
Principal: <u>M. H. H.</u>		Date Approved:		Date Approved:		Date Approved:		Approved By:	
Technology:		Date Approved:		Date Approved:		Date Approved:		Approved By:	
Request Approved? Yes <input type="checkbox"/> No <input type="checkbox"/>		Date Approved:		Date Approved:		Date Approved:		Approved By:	
*If denied, recommended action:									
To Operations for Equipment Removal		Date:		Date:		Date:		Date:	
To District Office to Remove from Inventory		Date:		Date:		Date:		Date:	

REQUEST FOR DISPOSAL OF CAPITAL ASSET ITEMS							
SCOTT WOOD VIA							
Name of Individual Requesting Disposition:		Building:		Location of Items:			
TERRY FRANCESCHI		HIGH SCHOOL		HIGH SCHOOL			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Description of Property including Brand & Serial #		District	Date Acquired	Purchase Price	Replacement Price	Qty	Disposal: Please Indicate Method
		Tag #					Selling: Competitive Bid Process
							Donation: List Organization
							Other: List Means and/or Place
ORCHESTRA SHELLS *	AD05535 UNKNOWN						DISMANTLED ON SITE
WENGER BRAND	5536						SCRAP METAL REMOVED BY SCOTT WOOD FOR RESALE, WOOD TO BE REUSED AS POSSIBLE, AND AS NEEDED ON SITE.
	5537						SCRAP METAL REMOVED BY SCOTT WOOD FOR RESALE, WOOD TO BE REUSED AS POSSIBLE, AND AS NEEDED ON SITE.
	5538						SCRAP METAL REMOVED BY SCOTT WOOD FOR RESALE, WOOD TO BE REUSED AS POSSIBLE, AND AS NEEDED ON SITE.
	5539						SCRAP METAL REMOVED BY SCOTT WOOD FOR RESALE, WOOD TO BE REUSED AS POSSIBLE, AND AS NEEDED ON SITE.
	5540						SCRAP METAL REMOVED BY SCOTT WOOD FOR RESALE, WOOD TO BE REUSED AS POSSIBLE, AND AS NEEDED ON SITE.
CHORR RISERS *	DED NOT UNKNOWN						DISMANTLED ON SITE
WENGER BRAND	SEE TAGS						CARPET COVERED WOOD DISCARDED AND SCRAP METAL REMOVED BY SCOTT WOOD FOR RESALE.
	* IF PURCHASED TOGETHER AND TO SAVE SHIPPER						DISMANTLED ON SITE
Total Items and Cost of Disposal:							
Required Signatures (if applicable)							
Principal:							
Technology:							
Request Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>							
If denied, recommended action:							
To Operations for Equipment Removal							
To District Office to Remove from Inventory							

Name of Individual Requesting Disposition:

Building:

Location of Items:

(8)
Disposal: Please Indicate Method
Selling: Competitive Bid Process
Donation: List Organization
Other: List Means and/or Place

Description of Property including Brand & Serial #

Mitsubishi: LED projector	AC08412
---------------------------	---------

Serial # 1005373

RMA # 5041056

Model # 7200M XLT

Closest Tag #

Mitsubishi Dig. Electronics
see Attached

Total Items and Cost of Disposal:

Required Signatures (If applicable)

Principal: Mr. A. Brown

Technology:

Request Approved? Yes

Request Approved? Yes No

If denied, recommended action:

To Operations for Equipment Removal

Date:	
Date:	for District Office to Remove from Inventory

Date: _____
District Office to Remove from Inventory

Please forward white and yellow copies to District Office for Board Approval. Pink copy for your file.

Mitsubishi Digital Electronics of America

March 11, 2008

Parkrose School Dist.
10636 N.E. Prescott
Portland, OR 97220
Attention: Claire Peterson

Re: Scrap Unit Authorization

Dear Customer,

The product listed below was returned to our National Service Center (NSC) for repair and/or estimate of repair. When we contacted you, you indicated that you did not want the product returned to you. We realize there are a number of reasons to decline repairs and in some cases decline the return of a product. It may make more financial sense to scrap a unit than to pay for return shipping.

In order to confirm your wishes please sign or have this letter signed by an authorized representative of your company in the space provided below confirming your consent to MDEA for disposing of the following Mitsubishi product by our NSC. Please return the signed letter by facsimile to 310-762-6892, attention Angela Ayala, Sr. Service & Warranty Administrator.

Product Model: XL2U

Serial Number: 1005373

RMA Number: 5041056

Date Unit Received: 02/05/08

By signing this letter, I represent that I am the owner of this product or am an authorized representative of the owner and I have the authority to sign this document. I hereby release all claim of title to the ownership of the product listed above to MDEA for disposal in its sole discretion. MDEA will dispose of the product at its sole discretion and I will not be charged for the disposal, any shipping, check-put, estimate or other fees.


Authorized Signature

3-21-08
Date

Ana A. Gonzalez
Printed Name

Principal
Title

3/11/2008 10:41 AM

Request for Extended TravelNAME: Team of 10 people (See page 3)DATE: July 7 - 11DEPT/BUILDING: High School AdministrationPURPOSE: 2008 AVID Summer Institute - Team of 8 + Karen Gray and Ana Gonzalez

DISTRICT BENEFIT: _____

TRAVEL DETAILS: **1. DESTINATION:** Dallas, Texas

2. DATES: July 7 - July 11, 2008

<u>ESTIMATED EXPENSES:</u>	<u>DESCRIPTION</u>	<u>COST</u>
TRAVEL \$431.00 per person	Alaska Airlines - 10 people	\$4,310.00
MEALS	Breakfast - \$10. x 10 x 5 days	500.00
	Lunch \$14. x 10 x 5 days	700.00
	Dinner - \$25. x 10 x 4 days	1,000.00
	(per contract)	
LODGING	5 rooms @ \$164. per room x 4 nights (estimate - 2 per room)	3,280.00
REGIS/FEES	\$640. x 2 (Karen Gray & Ana Gonzalez) Other 8 are included in AVID contract	1,280.00
SUBSTITUTE	N/A	
OTHER	N/A	
TOTAL		11,070.00

BUDGET SOURCE(S): **(See attached document)**1. GENERAL FUND: 01-71-2321-00-0641 - \$640.00 / 01-71-2321-00-0342 - \$979.0051-23-2240-64-0342 - \$640.00 / 51-23-2240-64-0342 - \$979.00

2. WORKSHOP FUNDS: _____

3. CONTRACT REQUIREMENT: _____

4. OTHER: 51-79-2240-64-0342 - \$7,832.00

SUPERVISORS RECOMMENDATION AND COMMENTS:

SUPERVISOR SIGNATURE_____

SEND FORM TO SUPERINTENDENT/DESIGNEE:

SUPERINTENDENT/DESIGNEE RECOMMENDATIONS/COMMENTS:

Karen Gray
(OK)
4/29/08

BOARD ACTION:_____ APPROVED:_____ DISAPPROVED:_____ DATE:_____

I AGREE THAT ALL OF THE INFORMATION ON THIS FORM IS ACCURATE AND TRUE TO THE BEST OF MY KNOWLEDGE.

EMPLOYEE SIGNATURE:_____

DATE:_____

Budget CodesKaren Gray

Registration Fee – 01-71-2321-00-0641 / Superintendent's Budget – Dues & Fees

\$ 640.00

Travel Expenses – 01-71-2321-00-0342 / Superintendent's Budget – District Travel

Airfare – \$ 431.

Meals – 220.

Lodging – 328.

\$ 979.00**Total: 1,619.00**Ana Gonzalez

Registration Fee – 51-23-2240-64-0342 / Middle School Title IIA

\$ 640.00

Travel Expenses – 51-23-2240-64-0342 / Middle School Title IIA

Airfare – \$ 431.

Meals – 220.

Lodging – 328.

\$ 979.00**Total: 1,619.00**Group Members x 8

Travel Expenses – 51-79-2240-64-0342 / District Title IIA

Airfare – \$ 3,448

Meals – 1,760.

Lodging – 2,624.

\$ 7,832.00People AttendingAdministrators

Helen Ying

School Improvement Director

High School Teachers:

Lynn Harr – Counselor

Travis Boeh – English

Carter Wilson – History

Damon Jansen – Math/Science

Nerissa Ediza – English/L.A.

TBA – Math

89a

Request for Extended Travel

(THIS REQUEST FORM REQUIRED FOR TRAVEL OUTSIDE OF THE 200-MILE RADIUS)

NAME: ED GRASSEL, KRIS LAMET, JOE OVER

DATE: 4/11/08 **DEPT/BUILDING:** BOARD/TECHNOLOGY SERVICES

PURPOSE:

To attend the annual national ISTE/NECC conference.

DISTRICT BENEFIT:

Opportunity for attendance at a conference that covers the wide arena of technology for education. This is the premiere conference for K-12 education technology

TRAVEL DETAILS: 1. **DESTINATION:** San Antonio, Texas
 2. **TRAVEL DATES:** June 28, 2008 – July 3, 2008

<u>ESTIMATED EXPENSES:</u>	<u>DESCRIPTION</u>	<u>COST</u>
• TRAVEL	Air fare \$400 each	\$1,200
• MEALS	Per diem	\$735
• LODGING	Hotel \$175 X 2 X 4 nights	\$1,400
• REGIS/FEEES	Conference \$305	\$915
• SUBSTITUTE		
• OTHER		

TOTAL: \$4,250

BUDGET SOURCE(S):

Source	Budget Code	Amount
• GENERAL FUND:		
• WORKSHOP FUNDS:		
• CONTRACT REQUIREMENT:		
• OTHER: Title IID Federal Funds		\$4,250

TOTAL: \$4,250

SUPERVISORS RECOMMENDATION AND COMMENTS:

This is the opportunity for technology staff to learn about emerging education technologies for K-12, learn about best practices, hear national speakers and bring back direction for Parkrose technology.

This conference has something for the technology department, school principals, superintendents, school board members, librarians. It is truly a multi-faceted learning experience conference.

SUPERVISOR SIGNATURE:

Karen Gaus

SEND FORM TO SUPERINTENDENT/DESIGNEE:

SUPERINTENDENT/DESIGNEE RECOMMENDATIONS/COMMENTS:

BOARD ACTION:

NOT-REQUIRED ☐ REQUIRED ☒ APPROVED ☐ DISAPPROVED ☐ DATE: _____

I AGREE THAT ALL OF THE INFORMATION ON THIS FORM IS ACCURATE AND TRUE TO THE BEST OF MY KNOWLEDGE.

EMPLOYEE SIGNATURE:

Mary Yacym

DATE:

4/11/08

89a

Request for Extended Travel

(THIS REQUEST FORM REQUIRED FOR TRAVEL OUTSIDE OF THE 200-MILE RADIUS)

NAME: MARY LARSON

DATE: 4/11/08

DEPT/BUILDING BUSINESS SERVICES

PURPOSE:

Attend the Illinois Association of School Business Officials annual conference.

DISTRICT BENEFIT:

Opportunity for professional development for administrative staff.

Travel costs will be paid by Oregon Association of School Business Officials.

Conference costs will be waived by Illinois Association of School Business Officials.

TRAVEL DETAILS: **1. DESTINATION:** St. Charles, Illinois
 2. TRAVEL DATES: May 13, 2008 – May 16, 2008

<u>ESTIMATED EXPENSES:</u>	<u>DESCRIPTION</u>	<u>COST</u>
• TRAVEL	Air fare	\$350
• MEALS		\$175
• LODGING	hotel	\$375
• REGIS/FEES	Conference	\$420
• SUBSTITUTE		
• OTHER		

TOTAL: \$1320

BUDGET SOURCE(S):

Source	Budget Code	Amount
• GENERAL FUND:		
• WORKSHOP FUNDS:		
• CONTRACT REQUIREMENT:		
• OTHER: Oregon ASBO & Illinois ASBO		\$1320

SUPERVISORS RECOMMENDATION AND COMMENTS:

SUPERVISOR SIGNATURE: _____

SEND FORM TO SUPERINTENDENT/DESIGNEE:

SUPERINTENDENT/DESIGNEE RECOMMENDATIONS/COMMENTS:

Karen Gray
approved 4-11-08

BOARD ACTION:

NOT-REQUIRED ☒ **REQUIRED** _____ **APPROVED** _____ **DISAPPROVED** _____ **DATE:** _____

I AGREE THAT ALL OF THE INFORMATION ON THIS FORM IS ACCURATE AND TRUE TO THE BEST OF MY KNOWLEDGE.

EMPLOYEE SIGNATURE: Mary Yarn

DATE: 4/11/08

Request for Extended Travel*(THIS REQUEST FORM REQUIRED FOR TRAVEL OUTSIDE OF THE 200-MILE RADIUS)*

NAME: MARY LARSON

DATE: 4/18/08

DEPT/BUILDING: BUSINESS SERVICES & OPERATIONS

PURPOSE:

To attend a regional emergency management for schools training conference.

DISTRICT BENEFIT:

The District currently has various pieces of emergency planning. A complete and comprehensive plan is not yet developed that includes prevention, mitigation, preparedness, response and recovery. I learn the important components of an emergency plan.

Parkrose School District has joined other east county school districts and agencies in the SERRA group. The group is now reviewing plans that were implemented three years ago. It is important that Parkrose School District has a plan that coordinates with other school districts and meets our needs.

I have applied for a scholarship which would pay for travel costs to the conference up to \$500. If the scholarship is not approved, the total cost would be paid from Risk Management Fund.

TRAVEL DETAILS: 1. DESTINATION: San Francisco, CA

2. TRAVEL DATES: June 3-5, 2008

<u>ESTIMATED EXPENSES:</u>	<u>DESCRIPTION</u>	<u>COST</u>
• TRAVEL	Air fare	\$202.00
• MEALS	Per diem	\$110.00
• LODGING	2 nights Marriott SF	\$304.00
• REGIS/FEES	Fee is waived by USDOE	\$0.00
• SUBSTITUTE		
• OTHER	Parking, transportation	\$84.00

TOTAL: \$700.00

BUDGET SOURCE(S):

Source	Budget Code	Amount
• GENERAL FUND:		
• WORKSHOP FUNDS:		
• RISK MANAGEMENT FUND	33-79-2210-00-342	\$414.00
• OTHER: SCHOLARSHIP		\$286.00

TOTAL: \$700.00

SUPERVISORS RECOMMENDATION AND COMMENTS:

SUPERVISOR SIGNATURE: _____

SEND FORM TO SUPERINTENDENT/DESIGNEE:

SUPERINTENDENT/DESIGNEE RECOMMENDATIONS/COMMENTS:

Karen Gray

OK

4-18-08

BOARD ACTION:

NOT-REQUIRED ___ REQUIRED X APPROVED ___ DISAPPROVED ___ DATE: _____

I AGREE THAT ALL OF THE INFORMATION ON THIS FORM IS ACCURATE AND TRUE TO THE BEST OF MY KNOWLEDGE.

EMPLOYEE SIGNATURE: _____

Mary Yarnum

DATE: _____

4/18/08

Hurricane Katrina, Virginia Tech, MRSA...How prepared is your school?

SAVE THE DATE!

**U.S. Department of Education
Office of Safe and Drug-Free Schools Presents:
*Emergency Management for Schools Trainings***

**June 4-5, 2008
San Francisco, California**

Recent events, including school shootings, natural disasters, and the spread of infectious diseases, highlight the importance for schools of all sizes to have the capacity, skills, and resources to effectively address a broad range of emergencies that may impact their environments. For the past four years, the U.S. Department of Education's Office of Safe and Drug-Free Schools, through their Readiness and Emergency Management for Schools (REMS) Initiative (formerly, Emergency Response and Crisis Management), has developed resources and trainings to assist schools in preparing comprehensive, all-hazards plans to prepare for emergencies and respond effectively when they occur.

Now is your opportunity to participate in this training on behalf of your school!

The U.S. Department of Education and the REMS Technical Assistance (TA) Center invite a representative from your district to attend a one and a half day *Emergency Management for Schools* training.

WHAT: The training will address each of the four phases of emergency management:
Prevention-Mitigation, Preparedness, Response, and Recovery.

Strategies, approaches and examples for emergency management will be presented based on real world experience. Participants will have the opportunity to participate in exercises underscoring key training principles and will leave with ideas and materials to initiate or enhance the planning process in their district upon their return.

WHEN: June 4-5, 2008

WHERE: San Francisco, California

Marriott San Francisco

55 Fourth Street, San Francisco, CA 94103 415-896-1600

COST: The training is supported by the U.S. Department of Education and meeting registration is therefore **FREE** for all participants. Registration is limited to the first 125 participants per training.

- Attendees are responsible for transportation costs, hotel rooms, and meals (lunch is provided on Day 1 of the Training).
- Government rate for the Marriott San Francisco is \$152 for single occupancy.
- A limited number of scholarships for travel costs are available. Please visit the rem.ed.gov TA Center Web site to apply.

REMS TA Center
U.S. Department of
Education Office of Safe and
Drug-Free Schools
(866) 540-7367
tasupport@remstacenter.org
<http://rem.ed.gov>

TO REGISTER: Please visit the REMS TA Center at <http://rem.ed.gov> and visit the Training section to reserve a spot. Instructions for contacting the hotel will be provided. Please do not make any travel arrangements until your registration has been confirmed.

**Again, space is limited!
Please take advantage of this very important training opportunity.**

896

Position 17**Katie Larsell**Nominated by: [Parkrose SD](#) (132k [PDF](#))[Candidate Questionnaire/Resume](#) (434k [PDF](#))**Position 18****Susan Hammel**Nominated by: [Corbett SD](#) (151k [PDF](#))[Candidate Questionnaire/Resume](#) (440k [PDF](#))**Position 19****Dave Shields**Nominated by: [Mount Hood CC](#) (16k [PDF](#))[Candidate Questionnaire/Resume](#) (30k [PDF](#))

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date

2-8-08

Annette Mattson, OSBA President-Elect
Oregon School Boards Association
P.O. Box 1068
Salem, OR 9730
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Nominations are due by Feb. 15, 2008.

Return this form and all candidate information forms to the OSBA office.

Fax forms to 503-588-2813 or mail to Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308.

Dear Annette Mattson:

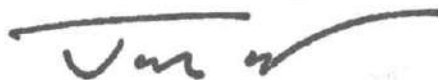
With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for Region 17.

CANDIDATE INFORMATION

Name: Katie Larsell
District/ESD/Community College: PARKROSE SCHOOL DISTRICT NO. 3
Address: 10636 NE PRESCOTT
City: Portland, Oregon ZIP 97220
E-mail: larsell@comcast.net Phone: 503-408-2100

This nomination was approved by an official action of our board of directors at a duly called meeting on 1-28-08.
(date)

Sincerely,



(Board chair)

Name: James Woods
District: PARKROSE SCHOOL DISTRICT NO. 3
Address: 10636 NE PRESCOTT
City: Portland, OR ZIP 97220

CANDIDATE QUESTIONNAIRE
OSBA Legislative Policy Committee

Name: Katie Larsell Date: February 12, 2008

District/ESD/CC: Parkrose School District Region: Multnomah County

I certify that I will faithfully serve, if elected, as a member of the OSBA Legislative Policy Committee and my nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: Katie A. Larsell

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I hope to influence OSBA's legislative strategy by representing the interests of Multnomah County school districts.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

I've worked with other school board members in Multnomah County on local and state funding issues for the last six years. I set up phone banks in Parkrose for the first ITAX campaign and then worked as staff for the second ITAX campaign (Stop the Repeal) with my assigned responsibility east Multnomah County. I was active in the lobbying and meetings that surrounded the end of the ITAX that resulted in the City of Portland keeping a business tax in place, and both Multnomah County and the City of Portland making one time payments to the school districts in Multnomah County.

I advocated for MESD to set up and maintain a list serve for Multnomah County board members.

3. What do you see as the two most challenging legislative issues faced by OSBA?

1) Funding, and

2) Keeping state initiatives at the right level so that local boards can maintain appropriate local control.

4. What do you see as the two most challenging legislative issues faced by your region?

That is a good question to ask the boards that I would be representing.

5. What is your plan for communicating with boards in your region about legislative issues?

I will use the Multnomah County board members list serve to communicate.

CANDIDATE PERSONAL/PROFESSIONAL RESUME**OSBA Legislative Policy Committee**

Name: Katie Larsell Date: February 12, 2008
Address: 13831 NE Klickitat Ct.
City / ZIP Portland, OR 97230
Business phone: N/A Residence phone: 503-256-3263/C:503-327-1612
E-mail: Larsell@comcast.net Fax (if applicable): _____
District/ESD/CC: Parkrose School District
Term expires: June 30, 2011 Years on board: 7

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable; email to OSBAelections@osba.org or mail to: Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308

Work or service performed for OSBA or local district (Include committee name and if you were chair):

Two years Parkrose Board of Education Vice-Chair

Three years Parkrose Board of Education Chair

Currently Chair of Community Partnerships, Subcommittee of Parkrose School Board of Education

Other education board positions held/dates:**Occupation** (Include at least the past five years): Retired Industrial Engineer

Employers: _____ Dates: _____

Schools attended (Include official name of school, where and when):High school: Jackson High School, PPSCollege: Macalester CollegeDegrees earned: MS engineering – University of Arizona

Education honors and/or awards:

Other applicable training or education:

OSBA Leadership Training 2003

Activities, other state and local community services:

City of Portland, East Portland Action Plan Committee 2008

Hobbies/special interests:

Kayaking

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

89c

Position 17**Katie Larsell**

Nominated by: [Parkrose SD](#) (132k [PDF](#)),
[Candidate Questionnaire/Resume](#) (434k [PDF](#))

Position 18**Susan Hammel**

Nominated by: [Corbett SD](#) (151k [PDF](#))
[Candidate Questionnaire/Resume](#) (440k [PDF](#))

Position 19**Dave Shields**

Nominated by: [Mount Hood CC](#) (16k [PDF](#))
[Candidate Questionnaire/Resume](#) (30k [PDF](#))

**NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER**

Date 2/15/08

Annette Mattson, OSBA President-Elect
Oregon School Boards Association
P.O. Box 1068
Salem, OR 9730
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Nominations are due by Feb. 15, 2008.

Return this form and all candidate information forms to the OSBA office.

Fax forms to 503-588-2813 or mail to Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308.

Dear Annette Mattson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for Region 18

CANDIDATE INFORMATION

Name: Susan Hammel
District/ESD/Community College: Corbett School District
Address: 501 NE Salzman Rd
City: Corbett, Oregon ZIP 97019
E-mail: hamdog@cascadeaccess.com Phone: 503-695-5767

consensus

This nomination was approved by an official ~~action~~ of our board of directors at a duly called meeting on January 16, 2008
(date)

Sincerely,



(Board chair)

Name: ROBERT G. BUTTKE
District: CORBETT
Address: CORBETT SCHOOL DISTRICT #39
35800 E. HISTORIC COLUMBIA RIVER HWY.
CORBETT, OR 97019
City: _____, OR ZIP _____

CANDIDATE QUESTIONNAIRE
OSBA Legislative Policy Committee

Name: Susan Hammel Date: 2-19-08

District/ESD/CC: Corbett
Region: 18

I certify that I will faithfully serve, if elected, as a member of the OSBA Legislative Policy Committee and my nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: Susan Hammel

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I want to learn more about the legislative process in Oregon to become a better informed board member and advocate for children in our community.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

I have served on numerous boards and committees in Corbett and have learned the importance of really listening and hearing both sides of an issue. I have a relationship with many community members that allows for information sharing in a constructive way.

3. What do you see as the two most challenging legislative issues faced by OSBA?

Implementing NCLB with limited resources and trying to meet the specialized needs of different districts..

4. What do you see as the two most challenging legislative issues faced by your region?

Stable funding in an area with limited growth and development due to land use issues and since we are a small district, meeting the individual needs of all of our students while following state and federal mandates.

5. What is your plan for communicating with boards in your region about legislative issues?

Personal contact, email, phone and updates at board meetings with information regarding LPC.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME
OSBA Legislative Policy Committee

Name: Susan Hammel Date 2-19-08

Address: 501 NE Salzman Rd

City / ZIP Corbett, OR 97019

Business phone:

Residence phone: 503 695 5767

E-mail: hamdog@cascadeaccess.com

Fax (if applicable): 541 610 1974

District/ESD/CC: Corbett

Term expires: 2009

Years on board: 4

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable; email to OSBAelections@osba.org or mail to: Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308

Work or service performed for OSBA or local district (Include committee name and if you were chair)

Corbett School Board 2004-present

Corbett PTA Secretary 1999-2001

Occupation (Include at least the past five years):

Employers: Independant Contractor-Manufacturers representative
present

Dates: 1988-

Schools attended (Include official name of school, where and when):

High school: Cleveland 1970-1974 Portland, OR

College: U of O 1974-1976 Eugene, OR

PSU 1982-1984 Portland, OR

Degrees earned: BS-Sociology

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Corbett Children's Theater Board

CCT vocal coach

BSA Troop 272 Fundraising Coordinator

Meals on Wheels Volunteer

Hobbies/special interests:

Music, theater, horses, travel

Business/professional/civic group memberships; offices held and dates:**Additional comments:**

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

89d

Position 17**Katie Larsell**Nominated by: [Parkrose SD](#) (132k [PDF](#))[Candidate Questionnaire/Resume](#) (434k [PDF](#))**Position 18****Susan Hammel**Nominated by: [Corbett SD](#) (151k [PDF](#))[Candidate Questionnaire/Resume](#) (440k [PDF](#))**Position 19****Dave Shields**Nominated by: [Mount Hood CC](#) (16k [PDF](#))[Candidate Questionnaire/Resume](#) (30k [PDF](#))

**NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER**

Date_ February 14, 2008

Annette Mattson, OSBA President-Elect
Oregon School Boards Association
P.O. Box 1068
Salem, OR 9730
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Nominations are due by Feb. 15, 2008. Return this form and all candidate information forms to the OSBA office. Fax forms to 503-588-2813 or mail to Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308.

Dear Annette Mattson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for Region 19.

CANDIDATE INFORMATION

Name: **Dave Shields**
District/ESD/Community College: ^{MT} ~~Mount~~ **Hood Community College**
Address: **PO Box 2215**
City: **Gresham, Oregon 97030**
E-mail: dave.shields@comcast.net Phone: **503.666.6167**

This nomination was approved by an official action of our board of directors at a duly called meeting on **March 13, 2008**.

(date) 12

Sincerely,



(Board chair)

Name: **Duke Shepard**
District: ^{MT} ~~Mount~~ **Hood Community College District**
Address: **26000 SE Stark Street**
City: **Gresham, Oregon 97030**

CANDIDATE QUESTIONNAIRE
OSBA Legislative Policy Committee

Name: **_Dave Shields**

Date: **February 19, 2008**

District/ESD/CC: **Mt. Hood Community College**

Region: _____

I certify that I will faithfully serve, if elected, as a member of the OSBA Legislative Policy Committee and my nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: _____

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I would like to work toward the development of policy and legislation which will promote, support and facilitate adequate funding for the k-12 educational system which must meet federal and state mandates.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

Leadership skills: the ability to define problems, develop appropriate solutions and champion the solution to citizens and legislators.

Example: lobbying for and attaining matching state funds for the MHCC Child Development Center during the 2007 Legislative session by meeting with state legislators and testifying before the Speaker of the House.

3. What do you see as the two most challenging legislative issues faced by OSBA?

- 1. Adequate and stable K-12 funding.*
- 2. Altering the double majority rule.*

4. What do you see as the two most challenging legislative issues faced by your region?

- 1. Reversing the double majority rule so districts can pass local bond levies for operations and construction.*
- 2. Funding for full day kindergarten and professional technical programs.*

5. What is your plan for communicating with boards in your region about legislative issues?

Written reports, oral presentations and person-to-person discussion

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE QUESTIONNAIRE
OSBA Legislative Policy Committee

Name: Dave Shields

Date: February 19, 2008

District/ESD/CC: **Mt. Hood Community College**

Region: 19

I certify that I will faithfully serve, if elected, as a member of the OSBA Legislative Policy Committee and my nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Signed: *Dave K. Shields*

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

I would like to work toward the development of policy and legislation which will promote, support and facilitate adequate funding for the k-12 educational system which must meet federal and state mandates.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

Leadership skills: the ability to define problems, develop appropriate solutions and champion the solution to citizens and legislators.

Example: lobbying for and attaining matching state funds for the MHCC Child Development Center during the 2007 Legislative session by meeting with state legislators and testifying before the Speaker of the House.

3. What do you see as the two most challenging legislative issues faced by OSBA?

- 1. Adequate and stable K-12 funding.*
- 2. Altering the double majority rule.*

4. What do you see as the two most challenging legislative issues faced by your region?

- 1. Reversing the double majority rule so districts can pass local bond levies for operations and construction.*
- 2. Funding for full day kindergarten and professional technical programs.*

5. What is your plan for communicating with boards in your region about legislative issues?

Written reports, oral presentations and person-to-person discussion

CANDIDATE PERSONAL/PROFESSIONAL RESUME

OSBA Legislative Policy Committee

Name: **Dave Shields**

Date: **February 19, 2008**

Address: **PO Box 2215**

City / ZIP **Gresham, OR 97030**

Business phone: **503.880.4476**

Residence phone: **503.666.6167**

E-mail: dave.shields@comcast.net

Fax (if applicable): **503.661.4876**

District/ESD/CC: **Mt. Hood Community College**

Term expires: **2009**

Years on board: **2**

Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable; email to OSBAelections@osba.org or mail to: Oregon School Boards Association, P.O. Box 1068, Salem, OR 97308

Work or service performed for OSBA or local district (Include committee name and if you were chair):

Gresham-Barlow School District Key Communicators Committee

Gresham-Barlow 21st Century Vision Planning Committee

MHCC District Board

MHCC District Bond Committee co-chair

Other education board positions held/dates:

National Cooperative Education Board for Colleges and Universities

Occupation (Include at least the past five years):

Employers:

Dates:

MHCC, retired

1971 - 2002

Schools attended (Include official name of school, where and when):

High school: *WyEast High School, Hood River, Oregon*

College: *Judson Baptist, Portland State University, University of Portland*

Degrees earned: *B. S., M. S., post-graduate work*

Education honors and/or awards:

2003 Gresham Area Chamber of Commerce Leadership and Service Award

2003 MHCC Foundation Star Supporter

2001 Robert Crumpton Award for Organizational Excellence

1995 Gresham Area Chamber of Commerce Golden Note Award

1995 MHCC Certificate of Achievement for Student Services

1981 National Automobile Dealers Association: Outstanding Contributions to the Automotive Consumer Action Program

Other applicable training or education:

Oregon State Apprenticeship (machinist)

Activities, other state and local community services:

Multnomah County Commission on Jail Policy and Procedures (2007 – present)

East Metro Economic Alliance (EMEA) (2004 – 2006)

Metro's Joint Policy and Advisory on Transportation (JPAT) (2005)

Multnomah County Tax Educational Accountability Committee (2003 – 2005)

Gresham-Barlow Citizen Advisory Committee

Gresham City Councilor

City of Gresham Planning Commission

City of Gresham Budget Committee

City of Gresham Economic Development Commission

City of Gresham Transportation Committee

City of Gresham Commission on Citizen Involvement

Hobbies/special interests:

Golf

Fly fishing

Travel

Education and Politics

Business/professional/civic group memberships; offices held and dates:

Gresham Chamber of Commerce Governmental Affairs Committee (2000 – present)

Gresham Chamber of Commerce Governmental Affairs Committee chairman (2001)

Gresham Chamber of Commerce Board member (2000 – 2006)

Gresham Chamber of Commerce President (2004)

Gresham Chamber of Commerce President-elect (2003)

Additional comments: *It would be my honor to serve on the OSBA Legislative Policy Committee. I have the experience, the passion and the time to contribute substantively to this committee.*

89e

Dr. Karen Fischer Gray
Superintendent
Parkrose School District

March 31, 2008

Dear Dr. Gray:


I am writing to request a leave of absence from Parkrose for the 2008-2009 school year.

I have a very young family. I would like to stay home with Kate (4 & ½) and Alan (2) while my wife gets a chance to go to work for a year.

It has been my privilege to work for Parkrose for 11 years so far. My years here so far have all been at Prescott School in the 1st, 2nd, and 3rd grades. I've been so fortunate to work for Michael Lopes, who's terrific on the nuts and bolts of our school operations, leads us instructionally, and knows the 392 kids remarkably well. Our staff, too, is a pleasure to work with.

Nevertheless, a leave would be helpful at this time. I will appreciate the consideration of my request.

Sincerely,


Dan Patterson
3rd grade teacher

Cc: Marian Young
Michael Lopes

89f

April 19, 2008

Attn: Leave Advisory Committee
Parkrose School District Office
10636 NE Prescott
Portland, Or
97220

Dear Parkrose Leave Advisory Committee:

My husband and I are eagerly awaiting the birth of our first child. Our due date is May 28th. I have decided that it would be safe to stop working on May 23rd. From May 27th to June 16th I would like to use sick days.

Once the 2008-2009 school year begins on August 26th, I would like to continue using sick days until approximately October 7th. These dates may change depending upon the arrival of the baby. Once I have exhausted my sick days I would like to request an unpaid leave of absence, for the 2008-2009 school year, following the conclusion of my FMLA leave.

I am requesting this leave so that I can stay at home with our newborn baby. My husband and I feel very strongly about being at home with our child during his first year.

Thank you for your time and consideration regarding this request.

Respectfully,



Lindsey R. Chipps

Parkrose School District #3

Agenda Item # 89i

SUBMITTED BY: (✓) Mary Larson	DATE 04/28/08
APPROVED BY:	
Building Administrator ()	
Superintendent Karen Fischer Gray (X)	04/28/08
Director of Business & Operations Mary Larson (x)	04/28/08

TOPIC: BOARD RESOLUTION AUTHORIZE OFFICIAL INTENT

PURPOSE OF AGENDA ITEM: [Why are you asking for Board review]:

Information ____ Policy Change ____ Action/Approval X Presentation/Special Request ____

BACKGROUND: Attachments: Y ____ N X **LIST:** RESOLUTION AGREEMENT
ENERGY PROJECTS SPENDING PLAN

RATIONALE/DISCUSSION:

This authorization allows district staff to reimburse capital expenditures from the proceeds of a Qualified Zone Academy Bond (QZAB) as previously approved by the Parkrose School District Board of Education.

FINANCIAL IMPLICATIONS:

The loan program is made to school districts to finance energy projects. Some of the loans are made at 0% interest with some at higher rates. Estimates for projects have been made at an interest rate of 4.9%.

Parkrose School District has applied for a \$1,000,000 loan for 2008 to maximize the possibility of no interest loan or a very small amount. Additionally, the Parkrose School District will apply for a second loan of \$1,000,000 in calendar year 2009. The loan(s) will be paid back by a transfer from the general fund caused by the energy savings of the projects.

The QZAB loan program has not been approved by Congress yet. This resolution allows the district to proceed with projects using the cash flow from the Capital Projects Fund. When the QZAB funding is approved, then any funds used, will be reimbursed (or paid back) by the QZAB loan.

RELATION TO GOALS:

This resolution allows the District and McKinstry to keep the renovation project schedule without disruption.

ACTION REQUESTED:

Hereby resolved the Parkrose School Board of Education accept Official Intent Resolution as attached.

OFFICIAL INTENT RESOLUTION

Section 1. The PARKROSE SCHOOL DISTRICT NO. 3 School District (the “Issuer”) reasonably expects to reimburse capital expenditures described herein, costs of issuance or an expenditure described in Treasury Regulation Section 1.150-2(d)(3) promulgated under the Internal Revenue Code of 1986, as amended, (the “Code”) with the proceeds of either a Qualified Zone Academy Bond issued pursuant to Section 1397E of the Code or an obligation exempt from income taxation under Section 103(a) of the Code, such obligation being entered into by the Issuer (the “Reimbursement Bond”).

Section 2. Except as provided in Section 7, the reimbursed expenditures have been paid not more than 60 days prior to the date of this Resolution.

Section 3. The maximum principal component of Reimbursement Bond expected to be issued is \$2,000,000.

Section 4. The expenditures with respect to which the Issuer reasonably expects to be reimbursed from the proceeds of Reimbursement Bond are for the acquisition of the property and costs set forth in Exhibit A.

Section 5. Except as provided in Section 7, the Issuer shall allocate on its books the Reimbursement Bond proceeds to the expenditures described herein with 18 months after the later of the date the original expenditure is paid or the date the Project is placed in service but not more than three years after the original expenditure is paid.

Section 6. The Issuer agrees that it will not use any reimbursed funds to pay debt service or to pay previously financed expenditures.

Section 7. Sections 2 and 5 shall not apply to an amount not in excess of twenty percent of the aggregate issue price that is reasonably expected to finance preliminary expenditures. Preliminary expenditures include architectural, engineering, surveying, soil testing, reimbursement bond issuance and similar costs that are incurred prior to commencement of acquisition, construction or rehabilitation of the Project, other than land acquisition, site preparation and similar costs incident to commencement of construction.

Adopted this 28th day of April, 2008.

PARKROSE SCHOOL DISTRICT NO. 3

Board Chair

OFFICIAL INTENT
ATTACHMENT A

Spending Plan for Parkrose School District:

Parkrose School District is currently working with McKinstry to install energy efficiency measures throughout the schools in the district. These project include; HVAC replacements, Control System Upgrades, Window Projects, and various other measures.

The costs of the measures, as well as the paybacks are listed in the attached Table 4.2. The intent of securing the QZAB is to help finance the installation of these measures.

The Construction Schedule is expected to last between 12 and 18 months, with construction starting in May 2008.



Scenario - C - ESPC Project - Scenario #1
Parkrose School District - Group 1: Phase 1
Table 4.2: FIM Matrix

FIM #	FIM Name	Building	Budget *	Annual Utility Savings	Annual Operational Savings	Potential Utility Rebate **	Net Customer Cost (with Utility Incentive)	Simple Payback (with Utility Incentive)	Federal or BETC Potential Funding **	Net Customer Cost (Including BETC)	Simple Payback (Including BETC)
1.03-PRH	Pool Boiler Upgrade	Parkrose High School	\$83,436	\$4,952	\$0	\$4,498	\$78,938	15.9	\$14,624	\$64,314	13.0
3.10-PRH	Install VFDs for Pool Fans	Parkrose High School	\$39,855	\$3,715	\$0	\$0	\$39,855	10.7	\$0	\$39,855	10.7
3.11-PRH	Install VFDs	Parkrose High School	\$87,883	\$3,737	\$0	\$0	\$87,883	23.5	\$14,296	\$73,587	19.7
4.01-PRH	Controls Retro-Cx	Parkrose High School	\$109,926	\$8,705	\$0	\$0	\$109,926	12.6	\$0	\$109,926	12.6
4.10-PRH	Heat Recovery	Parkrose High School	\$128,581	\$19,276	\$0	\$18,698	\$109,883	5.7	\$19,536	\$90,347	4.7
4.11-PRH	Demand Controlled Ventilation	Parkrose High School	\$72,210	\$8,001	\$0	\$7,268	\$64,942	8.1	\$0	\$64,942	8.1
9.01-PRH	Light Fixture Upgrade	Parkrose High School	\$73,441	\$3,862	\$249	\$8,171	\$65,270	15.9	\$11,105	\$54,165	13.2
9.02-PRH	R-Type Metal Halide Replacements	Parkrose High School	\$63,480	\$1,724	\$1,097	\$0	\$63,480	22.5	\$0	\$63,480	22.5



Scenario - C - ESPC Project - Scenario #1
Parkrose School District - Group 1: Phase 1
Table 4.2: FIM Matrix

FIM #	FIM Name	Building	Budget *	Annual Utility Savings	Annual Operational Savings	Potential Utility Rebate **	Net Customer Cost (with Utility Incentive)	Simple Payback (with Utility Incentive)	Federal or BETC Potential Funding **	Net Customer Cost (Including BETC)	Simple Payback (Including BETC)
26.01-PRH	Pool Cover	Parkrose High School	\$85,867	\$7,098	\$0	\$6,299	\$79,568	11.2	\$15,045	\$64,523	9.1
4.01-PRM	Control Upgrades - Building Wide	Parkrose Middle School	\$293,904	\$15,909	\$0	\$10,059	\$283,844	17.8	\$0	\$283,844	17.8
4.01b-PRM	Eliminate Pneumatics - Adder	Parkrose Middle School	\$85,488	\$0	\$0	\$0	\$85,488		\$0	\$85,488	
9.01-PRM	Light Fixture Upgrade	Parkrose Middle School	\$44,201	\$1,573	\$409	\$3,143	\$41,058	20.7	\$6,352	\$34,706	17.5
4.01-PRE	Controls Upgrade and Retro-Cx	Prescott Elementary	\$22,173	\$1,033	\$0	\$0	\$22,173	21.5	\$0	\$22,173	21.5
9.01-PRE	Light Fixture Upgrade	Prescott Elementary	\$14,733	\$1,006	\$99	\$1,853	\$12,880	11.7	\$2,766	\$10,114	9.2
13.02-PRE	Window Upgrade	Prescott Elementary	\$129,846	\$2,836	\$0	\$0	\$129,846	45.8	\$10,849	\$118,997	42.0
4.01-RUE	Retro-Cx	Russell Elementary	\$26,246	\$861	\$0	\$0	\$26,246	30.5	\$0	\$26,246	30.5



Scenario - C - ESPC Project - Scenario #1
Parkrose School District - Group 1: Phase 1
Table 4.2: FIM Matrix

FIM #	FIM Name	Building	Budget *	Annual Utility Savings	Annual Operational Savings	Potential Utility Rebate **	Net Customer Cost (with Utility Incentive)	Simple Payback (with Utility Incentive)	Federal or BETC Potential Funding **	Net Customer Cost (Including BETC)	Simple Payback (Including BETC)
9.01-RUE	Light Fixture Upgrade	Russell Elementary	\$13,623	\$574	\$95	\$818	\$12,805	19.1	\$2,750	\$10,055	15.0
4.01-SAE	Controls Upgrade and Retro-Cx	Sacramento Elementary	\$42,173	\$3,700	\$0	\$0	\$42,173	11.4	\$0	\$42,173	11.4
9.01-SAE	Light Fixture Upgrade	Sacramento Elementary	\$14,404	\$522	\$101	\$1,004	\$13,400	21.5	\$2,540	\$10,860	17.4
13.02-SAE	Window Upgrade	Sacramento Elementary	\$276,174	\$7,217	\$0	\$0	\$276,174	38.3	\$27,604	\$248,570	34.4
3.05-SHE	Insulate Supply Duct	Shaver Elementary	\$23,494	\$1,507	\$0	\$0	\$23,494	15.6	\$5,312	\$18,182	12.1
4.01-SHE	Boiler and Fan Control Upgrades	Shaver Elementary	\$39,395	\$2,275	\$0	\$583	\$38,812	17.1	\$0	\$38,812	17.1
13.02-SHE	Window Upgrade	Shaver Elementary	\$349,092	\$7,956	\$0	\$0	\$349,092	43.9	\$30,432	\$318,660	40.1
Totals for Selected FIMs			\$2,119,622	\$108,039	\$2,050	\$62,393	\$2,057,229	18.7	\$163,210	\$1,894,019	17.2

* Project costs for Sections B, C, and E of Table 4.1 are divided among individual FIMs proportional to each FIM's Section A cost. Therefore the budget prices shown for individual FIMs are approximate and shown for reference only. If individual FIMs are dropped from or added to the project, the project cost will not decrease or increase by exactly the dollar amount shown in this table.

** Utility rebate is contingent on utility company funding and final approval. Funds are shown for reference only.

** State or Federal Tax Credit or Funding is contingent on government funding and final approval. Funds are shown for reference only.

*** Total Measure Life is a weighted average based on individual measure lives and their associated annual utility and operational savings.

89j

Request for Extended Travel

NAME: Alaina LangdahlDATE: April 16, 2008DEPT/BUILDING: Parkrose High SchoolPURPOSE: AP Reading /Scoring

DISTRICT BENEFIT: Alaina will receive extensive training in AP scoring and essay requirements. As an AP Literature teacher, this training will directly impact AP scores at Parkrose High School.

TRAVEL DETAILS: 1. DESTINATION: Louisville, Kentucky2. DATES: June 4th - June 12th (8⁹ days)

ESTIMATED EXPENSES:	DESCRIPTION	COST
TRAVEL	round trip	\$ 470.00
MEALS	per diem \$50	\$ 450.00
LODGING	\$70 / night	\$ 630.00
REGIS/FEEES	no cost	00.00
SUBSTITUTE	2 days (6-4 and 6-5)	Paid by APIP Grant
OTHER		
TOTAL		\$ 1550.00

BUDGET SOURCE(S):

1. GENERAL FUND: _____

2. WORKSHOP FUNDS: _____

3. CONTRACT REQUIREMENT: _____

4. OTHER: APIP Grant - 56-31-2240-64 392.00

June 4 & 5 = student days –
Other days are non-student
due to finals. She has
seniors.

SUPERVISORS RECOMMENDATION AND COMMENTS:

4/18/08

SUPERVISORS RECOMMENDATION AND COMMENTS:

SUPERVISOR SIGNATURE: _____

SEND FORM TO SUPERINTENDENT/DESIGNEE:

SUPERINTENDENT/DESIGNEE RECOMMENDATIONS/COMMENTS:

Haven Gray *OK*
4-23-08

BOARD ACTION:

NOT-REQUIRED ____ REQUIRED ____ APPROVED ____ DISAPPROVED ____ DATE: ____

I AGREE THAT ALL OF THE INFORMATION ON THIS FORM IS ACCURATE AND TRUE TO THE
BEST OF MY KNOWLEDGE.

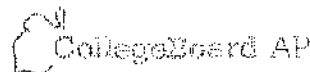
EMPLOYEE SIGNATURE: _____

DATE: _____



Listening. Learning.

Dear Administrator,



On behalf of the College Board's Advanced Placement Program® (AP) and Educational Testing Service, we are delighted to offer an invitation to Alaina Langdahl to serve as an AP Reader at this year's annual AP Reading.

We anticipate that in May 2008 more than 1.5 million outstanding students from around the globe will take approximately 2.7 million AP Examinations in 22 subject areas. Except for the Studio Art examination – which consists of a portfolio assessment – all exams contain multiple-choice and free-response questions (either essay or problem-solving) that provide students with the opportunity to demonstrate their mastery of rigorous, college-level coursework.

In June 2008, nearly 11,000 college faculty and AP teachers from around the world will gather at Louisville, Kentucky; Kansas City, Missouri; Colorado State University; the Ocean Center in Daytona Beach, Florida; and the University of Nebraska to evaluate and score about 10 million free-response answers. Participants in the AP Reading will:

- receive training in consistent application of the scoring standards, and use those standards to score student responses;
- interact with members of the AP Development Committee responsible for revising the AP Course Description and developing the exam, giving and receiving information about the current state of teaching and learning in the discipline;
- discuss achievement, assessment, and teaching strategies with other college and AP high school faculty;
- develop a network of professionals in their discipline that will last a lifetime; and
- earn 4.7 Continuing Education Units (CEUs).

The careful evaluation of students' work by your staff member and other highly qualified professionals is one of the most important aspects of the AP Program. The Program's acknowledged success is due to an evaluation and scoring process that reflects the high standards of faculty members who, by virtue of their experience and expertise, have appropriate student performance expectations within their respective disciplines. The AP Program sincerely hopes that you will encourage your faculty to participate in this year's AP Reading in every possible way. AP Readers testify that participation in the annual Reading offers a rare and enriching professional development experience and the opportunity to develop teaching approaches and ideas through close interactions with a diverse group of professional colleagues.

*Benefits
for
Parkrose
District are
highlighted.*

Many thanks in advance for your support of the academic experience of students worldwide.

Sincerely,

Trevor Packer
Vice President

*Listening. Learning.*

Dear Alaina Langdahl,

We are pleased to inform you that you have been selected to serve as a RD at the College Board's 2008 AP Reading in ENGLISH LIT. If you accept this appointment, your stipend will be \$1555.00. AP Reading participants will receive certificates awarding Continuing Education Units and Professional Development hours. Invitations are extended annually and this invitation is to score AP Exams at the 2008 AP Reading only.

Please reply within three weeks to indicate whether or not you are able to accept this appointment by completing the online response form. If we do not receive your response **within three weeks**, your access to the Web site will expire and another Reader will be appointed in your place. Should you miss the response deadline you may contact us at 1-888-9-AP READ (1-888-927-7323) or ReadAP@ets.org.

Reading Schedule: The AP Reading will be held over a seven-day period at one of six sites within the United States. A typical Reading day can be 8:30 a.m. – 4:45 p.m. but start and end times will vary by subject. **Early departure or part-time attendance is not permitted.** To find out your Reading location and dates, please refer to Reading Schedules on the AP Reading Registration Web site.

Travel: Directravel is the ETS authorized travel agency coordinating travel to the AP Reading Sites. **Directravel is authorized to book your itinerary on the ETS contracted carriers.**

If you accept this invitation to attend the AP Reading, please complete the online AP Reading Travel Form. Please note that the levels of service individual airlines provide varies from city to city, and that travel may involve connecting flights. Directravel will issue air travelers round-trip tickets from the airport nearest their home or college to the airport designated to serve the Reading site.

Reading Site Logistics: Housing and meals will be provided at the Reading site for Reading participants **only**. Depending on your Reading location, there may be some walking on hilly terrain and stair climbing to and from the Reading facilities. Refer to the FAQ page on the AP Reader Registration site for housing information. Additional details regarding Reading site accommodations will be provided in late February.

Stipend and Travel Reimbursement: 2008 stipend checks will be issued by ETS and will be mailed to your home address (please provide us with your most current information on the response form). To receive reimbursement for travel expenses, you must complete a Reader's Expense Voucher that will be provided to you at the Reading. For more information, refer to the [Directravel Web Site](#).

Contact Us: If you have questions about your invitation or the Reading, please contact us at 1-888-9-AP Read (1-888-927-7323) or ReadAP@ets.org.

Sincerely,

Performance Assessment Scoring Services
Educational Testing Service



Parkrose School District

RESOLUTION IN SUPPORT OF H.R. 648

WHEREAS, on January 8, 2002, President Bush signed into law the *No Child Left Behind* (NCLB) *Act of 2001*, which applies to all school districts and schools within states that accept federal Title I dollars; and

WHEREAS, the Parkrose School District supports the goals of NCLB of raising student achievement; closing the achievement gap; and ensuring that each child has a highly qualified teacher; and

WHEREAS, the Parkrose School District continues to welcome the accountability for improving student and school performance; and

WHEREAS, the Parkrose School District has had five years of operational experience in implementing NCLB; and

WHEREAS, the Parkrose School District has identified improvements that could be made to NCLB that would eliminate barriers to full implementation of the federal law; and

WHEREAS, the National School Boards Association (NSBA) developed draft legislation based on input from local school boards across the nation that would address the concerns of local school boards, and improve the implementation of NCLB; and

WHEREAS, in April 2006 the NSBA Delegate Assembly re-affirmed its support of federal legislation that is consistent with the NSBA draft legislation; and

WHEREAS, in January 2007 Representative Don Young (R-AK-AL) introduced legislation, the *No Child Left Behind Improvements Act of 2007*, *H.R. 648*, that is consistent with the NSBA draft legislation, and has strong bipartisan support from the bill's co-sponsors: Representatives Mike Ross (D-AR-4), Thaddeus McCotter (R-MI-11), Charlie Melancon (D-LA-3), Todd Platts (R-PA-19), Steven Rothman (D-NJ-9), and Jo Bonner (R-AL-1) ; now therefore, be it

RESOLVED, that the Parkrose School District urges Representative(s) Greg Walden, David Wu, Earl Blumenauer, Peter DeFazio, and Darlene Hooley to fully support H.R. 648 by becoming a co-sponsor of the bill, and be it further

RESOLVED, that the Parkrose School District seeks the support of local community and civic leaders and appropriate members of the Oregon Legislature in encouraging Representative(s) Greg Walden, David Wu, Earl Blumenauer, Peter DeFazio, and Darlene Hooley to become a co-sponsor of H.R. 648, and be it finally

RESOLVED, that copies of this resolution be sent to members of the Oregon U.S. congressional delegation, the governor, the members of the Oregon Legislature, local public governing officials, and the Oregon State Superintendent of Public Instruction Susan Castillo.