

# PORTLAND PUBLIC SCHOOLS



## Substitute Teacher & *Aesop Handbook*

2012-2013

501 N. DIXON STREET  
PORTLAND, OR 97227  
Phone: (503) 916-3330

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# PORTLAND PUBLIC SCHOOLS

501 N. Dixon Street / Portland, Oregon 97227  
Mailing Address: P.O. Box 3107 / Portland, Oregon 97208-3107  
Telephone: (503) 916-3181 - FAX: (503) 916-3160

## DEPARTMENT OF HUMAN RESOURCES

August 24, 2012

Dear Portland Public Substitute Teachers:

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

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

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

Sincerely,

Michelle Riddell  
Interim Executive Director Human Resources

## Important Contact Information

Portland Public Schools District Office.....503-916-2000  
Health and Welfare Trust.....503-454-3873  
Human Resources.....503-916-3544  
PAT (Portland Association of Teachers).....503-233-5018  
Payroll.....503-916-3302  
IT Help Desk.....503-916-3375

Portland Public Schools Website..... [www.pps.k12.or.us](http://www.pps.k12.or.us)

Aesop .....800-942-3767  
(Substitute Employee Management System) Automated Calling System Available 24 hours a day

Aesop Online .....[www.FrontlineK12.com/Aesop](http://www.FrontlineK12.com/Aesop)

Substitute Teacher Help Desk.....503-916-3330

Sub Office Hours of Operation – 7:00 a.m. – 4:30 p.m.

## Open Phone Hours

**7:00 AM - 10:00 AM**

**11:30 AM - 12:30 PM**

**2:30 PM - 4:30 PM**

Substitute Teacher Webpage.....<http://www.hr-substitute.pps.k12.or.us>

Teachers Standard and Practices Commission (TSPC).....503-378-3586  
[www.tspc.state.or.us](http://www.tspc.state.or.us)

Workers Compensation/Risk Management.....503-916-3204

Employee Assistance Program – The Walker Group (RBH).....800-927-9432

Professional Library.....503-916-3267

Fax – 503-916-3022, Email – [libraries@pps.net](mailto:libraries@pps.net)

Google Maps..... <http://maps.google.com>

Tri-met..... [www.tri-met.org](http://www.tri-met.org)

## Sub Office

Patty Blanchard	<a href="mailto:pblancha@pps.net">pblancha@pps.net</a>	Substitute Office Manager	503-916-3330
Becky Dahl	<a href="mailto:bdahl@pps.net">bdahl@pps.net</a>	Substitute Office Specialist	503-916-3330
Melissa Schneibel	<a href="mailto:mschneibel@pps.net">mschneibel@pps.net</a>	Substitute Office Representative	503-916-3330

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

**JOB DESCRIPTION – SUBSTITUTE TEACHER**

**DISTRICT MISSION:**

Our mission at PPS is that by the end of elementary, middle and high school every student by name is meeting or exceeding academic standards and is fully prepared to make productive life decisions.

Our employees' highest priority is to support the work in our schools every day. We want our students to be prepared to succeed, not just at each grade, but for a future beyond our schools: college, careers and fulfilling lives as good parents, neighbors and members of the community.

The District is focused on deepening our understanding of institutionalized racism and its impact on student learning, and providing support for leading systemic equity transformation initiatives in the district and schools.

**Position Summary:**

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

**Duties and Responsibilities:**

1. Implements instructions left by the absent teacher while ensuring the integrity of academic time.
2. Confers with the principal or designated supervisor concerning the completion of any reports that may be necessary.
3. Models and instructs students appropriately in citizenship and interpersonal relationships and responsibilities.
4. Provides instruction, organization, and management in the classroom, which creates an environment conducive to learning.
5. Supervises classified employees who are assigned to assist the absent teacher.
6. Responsible for student supervision, guidance, development, and safety.
7. Displays judgment that supports professional standards of conduct.
8. Communicates with the absent teacher by telephone or in writing.
9. Completes and maintains records of student attendance and performance.
10. Maintains school property.
11. Observes the specified length of day.
12. Keeps abreast of the developments in education through professional reading, and by attendance at institutes and other educational meetings.
13. Performs other reasonably related duties as assigned.

**Minimum Qualifications:**

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

No employee or applicant for employment shall be subjected to discrimination because of race, color, religion, national origin, sex, age, disability, or sexual orientation. School District 1-J complies with the Immigration Reform and Contract Act of 1985 (IRCA) as amended and the Americans with Disabilities Act (ADA) of 1991.

## Important Substitute Teacher Information

- 1) **Pre-employment** – All PPS job offers are contingent on the satisfactory completion of a background check, including fingerprinting and criminal records, Child Abuse Prevention/ Sexual Conduct Training, appropriate Oregon licensure, sexual conduct verification (new Oregon Statute requirement) and professional references.
- 2) **Licensure** – Public school teachers in the state of Oregon must hold an Oregon teaching license. If you have questions regarding your license please contact Teacher Standards and Practices Commission (TSPC) via phone (503) 378-3586, or email via their website [www.tspc.state.or.us](http://www.tspc.state.or.us). **The substitute office does not expedite licenses for substitutes.** According to TSPC’s regulations (OAR 584-050-0040), in order for the 120 day grace period to be in effect, you must submit renewal materials to TSPC prior to the expiration date on the face of your license. If you have not completed all the requirements for renewal or the next license type (e.g., have not received test scores), at a minimum, a C-1 application and renewal fees must be submitted to TSPC prior to the license expiration date in order for the grace period to begin. If you do not, your license becomes inactive, and you may not work as an educator. Intentionally working on an expired license is a violation of educator standards and Oregon law.
- 3) **Licensure Renewal** – According to TSPC, “If you are . . . , retired, or working as a substitute teacher, then you must report PDUs directly to TSPC by submitting the Log of Completed Professional Development Activities directly to the agency, based on the specific license you hold (Basic, Standard, Initial, etc.). You should list all PDU activities on this form. Although you should also maintain separate documentation of all PDUs completed, copies of those materials will only need to be submitted if you are audited by TSPC. Again, although you may now download this form and use it to track your progress, no one will need to send this form to TSPC until 2013.” In addition, due to changes in TSPC renewal requirements, retirees no longer have the option of a one-time waiver. If you have specific questions regarding the renewal process, you may visit the TSPC website at [www.tspc.state.or.us](http://www.tspc.state.or.us) or call 503-378-3586.
- 4) **Delays or School closure due to weather** – Media announcements may not be the most reliable source of school closure information. For the most accurate, up-to-date school closure information, go to <http://www.pps.k12.or.us> or <http://www.pdxinfo.net/>. The information at those site is provided by the district’s Communications Department and is the most current and accurate information available.
  - a) **Delays** – Substitutes scheduled to work when there is a delay in opening school are required to be at work, prepared and available 15 minutes before the first scheduled classes. (on the delay bell schedule)
  - b) **Closures** –Substitutes and hourly employees that were scheduled to work at a school that closes for the day due to weather or unforeseen circumstances are not paid. Substitutes receiving extended pay will not be paid for the closure dates. If when the schools re-open and you are still working the same job your extended pay will be re-instated.
- 5) **Report to Office** –Make sure you plan enough time to report into the school office upon your arrival.
- 6) **Cell Phone Usage** – Cell phones are not to be used for personal use during class instructional times: this includes texting, emailing, playing games, internet/data use and blue tooth. Please follow the building rules while on assignment for approved usage.
- 7) **Half-day Rules** – Substitute teachers should have a clear understanding of whether they are substituting for a whole day or a half-day assignment before accepting jobs. When accepting two half-day jobs, it is the substitute’s responsibility to insure he/she will be able to finish the morning job and to reach the afternoon job before the start time. A substitute who works two half-day jobs on the same date will be paid at the full day rate.
- 8) **Leaving Early** – When accepting an assignment, it is your responsibility to be aware of the end time of the job. You must work the scheduled day you have agreed to accept. If you are unable to work the scheduled time do not accept the assignment. The school’s expectation is that you will be able to fulfill the whole assignment once you have accepted.
- 9) **Arriving Late** – The District expects that you will arrive on time to every assignment you accept. If there is an emergency please contact the school directly. Please do not accept a job if you cannot arrive within one hour of accepting it.

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

## General Information – Aesop

- 1) **Accepting and Canceling Jobs** – Whenever possible, you should accept the job you are offered through Aesop. Once you have done so, you should write down the job number, date, time, location, teacher, and any other information pertinent to the assignment. If you need to cancel a job after accepting it, you should do so at the earliest possible opportunity. This can be done by simply calling Aesop and following the prompts to cancel a job. If you are cancelling a job within one (1) hour of the start time you must call the help desk. The system will not let you cancel the job.
- 2) **Teacher Requests** – If a teacher asks you to substitute teach for him/her always call the Aesop line to make sure the system has put you into the job, or to accept the job if it is waiting for you to accept. If you arrive at a school and find a double booking for the job that you have accepted please call the Sub Office Help Desk at 503-916-3330. **The job will go to the substitute that accepted the job through the Aesop system.**
- 3) **The times Aesop will call out Jobs** - The system will call in the A.M. only for jobs that day. The system will not leave a message on an answering machine. It will start to call out for future jobs in the afternoon.

	Current Jobs	Future Jobs
Monday - Thursday	5:30 AM--12:00 PM	4:30 PM--9:00 PM
Friday	5:30 AM--12:00 PM	No Calls
Saturday	No Calls	No Calls
Sunday	No Calls	1:00 PM--9:00 PM
Holiday	No Calls	1:00 PM--5:00 PM

- 4) **Late Cancellations** - A cancellation is considered late when it is called in less than 12 hours before the job starts. We understand that some late cancellations are unavoidable. However, in order to give the system adequate time to find a replacement for you, cancellations should be made as early as possible. On high call-out days with over 300 jobs in the system, a late cancellation increases the odds that a job may be unfilled, placing undue stress on students and faculty.
- 5) **Unavailability** – If you know you will not be available to work a specific date in the future please make yourself unavailable in Aesop for that date. If you indicate you are unavailable today when Aesop is calling you to offer an assignment, the system will only make you unavailable for that job and you will continue to receive calls. You need to call the Aesop system to say you are unavailable for the whole day to stop the system from calling you. This will alleviate the receipt of multiple calls on your phone and the District believing you are available.
- 6) **Emergency Calls** – When emergency needs arise due to a heavy demand for substitutes, all substitutes, both Master and Restricted List, may be called for any assignment.

## Medical Insurance Information

### Qualifying for Substitute Teacher Insurance

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

### Enrollment

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

### Rates

Rates are subject to change. Please call the Trust office at (503) 454-3892 for current rates and benefit plan options.

### FREQUENTLY ASKED QUESTIONS AND COMMENTS:

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

- Contact the Trust Office (503-454-3892) to obtain information for self-pay insurance beginning October 1.

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

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

### Employee Assistance Program

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

## Personal Injury Benefits and Property Loss

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

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

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

## OPSRP - Oregon Public Services Retirement Plan (formerly PERS)

Employees hired on or after August 29, 2003 are eligible for OPSRP. This state retirement plan is for employees who work at least 600 hours per calendar year and is mandatory by law. Membership is established after completion of 6 months of qualified employment, and requires an employee contribution of 6% of gross salary on a pre-tax basis. This contribution is not subject to Federal and State taxes until it is withdrawn from the retirement system. Additionally, the District contributes an amount to OPSRP for each covered employee. Vesting usually occurs after 5 years of working at least 600 hours per calendar year. Members automatically vest at age 65, even if they have worked fewer than five years. More information is available by calling 503-598-7377 or going to <http://www.oregon.gov/PERS/>.

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

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

## Drug Free Workplace Act

Employees who use drugs are strongly encouraged to seek treatment before their drug use affects the workplace and, therefore, jeopardizes their employment. ***Assistance in obtaining drug counseling is available through the Employee Assistance Program:***

Reliant Behavioral Health  
866-750-1327  
[www.MyRBH.com](http://www.MyRBH.com)

## Substitute Teacher Time Report & Payroll Information

- Payroll Cutoff Dates for 2012-2013  
Note: this information is subject to change.

<u>Payroll Period</u>	<u>Pay Date</u>
7/16/12 – 8/15/12	8/31/12
8/16/12 – 9/15/12	9/28/12
9/16/12 – 10/15/12	10/31/12
10/16/12 – 11/15/12	11/30/12
11/16/12 – 12/3/12	12/14/12
12/4/12 – 1/15/13	1/31/13
1/16/13 – 2/15/13	2/28/13
2/16/13 – 3/15/13	3/22/13
3/16/13 – 4/15/13	4/30/13
4/16/13 – 5/15/13	5/31/13
5/16/13 – 6/15/13	6/28/13
6/16/13 – 7/15/13	6/31/13

**2012-2013  
Substitute Teacher Salary Schedule**

Full Day	\$172.25
½ Day	\$86.13
Extended rate**	\$188.87 (172.25+16.62)

\*\*Extended rate (Step 1 BA divided by 190 days, or  $172.25+16.62=188.87$ ) is earned after working 10 consecutive days on the same job.

If you find any discrepancies on your paycheck regarding hours, please contact the Payroll Department at 503-916-3302.

## Your Day as a Substitute Teacher

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

## Tips for Success

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

1. Confidentiality – Substitute teachers have a grave responsibility to treat with confidentiality most matters pertaining to students. Student behavior, performance, and achievement levels should not be the subject of general conversation and should not be discussed outside of the school setting. When working with special needs students, substitutes should exercise an even greater degree of caution.
2. Substitute/Student Relationship – Substitute teachers should exercise extreme caution and good judgment in verbal and physical relationships with students. Substitutes should establish a position of authority with the students; they may “be friendly” without “befriending” the students. Substitute teachers should not search students’ personal belongings. Berating students, calling students derogatory names, and using insults or other threatening verbal attacks is not acceptable practice.
3. Firm, Fair and Consistent – Most literature on substitute teaching indicates that in order to be successful in their treatment of students, the substitute needs to treat students in a firm, fair, and consistent manner. Fairness and consistency are key issues with students. The substitute must be impartial when dealing with student behavior or performance.
4. Ethical Educator – TSPC standards states “The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of students, the district, and the profession. Honoring appropriate adult boundaries with students in conduct and conversations at all times.”
5. The discipline policy and procedures for the school district and each school should be followed. If the regular classroom teacher does not leave a copy of the discipline policy and/or procedures check with the office for a copy
6. Other Duties as Assigned – The substitute teacher shall assume the duties and schedule of the regular teacher within the substitute workday. Occasionally, a substitute may be asked to teach in a classroom other than the one agreed upon through Aesop. The substitute will normally cooperate with the school administration in its attempt to meet the instructional and safety needs of the students under their care. If, however, a substitute feels unprepared to take on an assignment different than the one agreed upon through Aesop, the substitute may refuse the assignment. In that case, the substitute should notify the building administrator to make alternative arrangements. If the building is unable to make alternative arrangements with the substitute, the substitute should contact the substitute office.
7. Unattended Classroom – As a general rule, for student safety, a substitute should never leave the classroom unattended, except in unusual circumstances and cases of emergency. For example, if a student runs out of the room, the teacher should not chase the student. Contact the office immediately for assistance and they will handle the situation. If the substitute needs to leave the classroom, a nearby teacher should be notified so that the classroom will be supervised.
8. Leaving the Campus – The care and supervision of the students assigned to the substitute should be of paramount importance. At no time during the day other than duty free lunch should the substitute leave campus unless authorized to do so. Substitute teachers should check out through the school office before leaving at the end of the school day.
9. At the End of the Day – After students have been dismissed for the day or placed safely on the correct school bus, the room should be checked to ensure that it is restored to the way the substitute found it. Books, supplies, and instructional materials should be returned, desks placed in their original positions, etc. Any keys issued need to be returned to the school office. If inadvertently the keys are not left at the building they must be returned immediately to the school office. Successful substitutes will take a few minutes to leave a detailed note for the teacher.
10. Transporting Students - Reasonable care requires that field trips be planned and conducted in a manner so that students will not be exposed to situations inherently dangerous and that activities will be avoided in which it is reasonably foreseeable that an accident or injury may occur. **The School Administrator’s approval is required.**  
*(Private Transportation is addressed in Administrative Directive 6.50.001-AD. See Appendix)*

## Classroom Management

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

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

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

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

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

Use these strategies to improve your classroom management:

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

## **Online Resources**

The following websites are examples of online resources that Substitute Teachers can utilize for sample lesson plans, classroom management strategies, etc.

<http://www.teach-nology.com>

<http://www.education-world.com>

<http://www.lessonplanet.com>

<http://sti.usu.edu/subs/index.aspx>

## **Sample Sub Bag**

Substitute Teachers often choose to create a “Sub Bag”, which includes supplies, activities and personal items that the sub teacher can prepare in advance. Keep your bag packed and ready at all times and you will be ready for any job at a moment's notice. Below are examples of items that you may want to include. Be creative!

### **Classroom Supplies**

Markers, crayons or colored pencils

Pens, Pencils / pencil sharpener

Tape, Glue Sticks

Scissors, Ruler

Paper clips, staples, a small stapler

Post-it Notes, File Folders

Paper – lined and blank

Dry/Wet erase markers

### **Activity Materials**

Back up Lesson Plans

Filler Activities

Books – story and activity

Estimation Jar

Timer or Stopwatch

### **Rewards/Motivators**

Tickets

Certificates

Stickers

Mystery Box

Privilege Cards

### **Personal/Professional**

Clipboard

Substitute Teacher Report

Directions to school

Time Document – pre-printed

Water Bottle

Whistle

Tissues

Snack, Lunch

## Child Abuse Reporting

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

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

## First Aid, Safety and Confidentiality

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

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

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

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

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

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

## Illness of Students

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

## Disabilities and Special Education

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

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

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

## No Child Left Behind

### Highly Qualified Teachers

The No Child Left Behind (NCLB) Act requires that all teachers of core academic subjects must be highly qualified in the core subject(s). [Teachers may not substitute longer than 4 weeks in any assignment that requires "Highly Qualified" status if they do not meet the Highly Qualified standards.](#)

*Reporting:* Each school and the district must report annually to the Oregon Department of Education (ODE) on the number of highly qualified teachers.

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

**Highly qualified** means that the teacher:

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

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

## Obtaining Highly Qualified Designation from TSPC

You may request that the Teacher Standards and Practices Commission (TSPC) review your employment and education documents for the purposes of designating you as meeting the *Highly Qualified* criteria. If you have enough teaching experience and college credits in the subject, you may receive the *Highly Qualified* designations through HOUSSE (High Objective Uniform State Standard of Evaluation). Core academic subject specific exams are an additional avenue for obtaining NCLB Highly Qualified status.

Check TSPC's website [www.tspc.state.or.us](http://www.tspc.state.or.us) for updates on the *Highly Qualified* Criteria.

To obtain an "Individual HQ Evaluation Request" form and directions:

[http://www.tspc.state.or.us/forms\\_inst.asp?id=16](http://www.tspc.state.or.us/forms_inst.asp?id=16)

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

## APPENDIX

## **PORTLAND SCHOOL BOARD POLICIES AND ADMINISTRATIVE DIRECTIVES**

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

# CHILD ABUSE REPORTING

## ADMINISTRATIVE DIRECTIVE 4.50.050-AD

Portland Public Schools ORS 419.005 – 419B.045 requires that if school personnel have reasonable cause to believe that child abuse has occurred, it shall be reported.

### (1) Mandatory Requirement to Report

(a) Personnel shall immediately report the information to the principal or principal's designee and call the Child Abuse Hotline. Employees may choose to call the hotline with or without the principal, but must notify the principal or principal's designee immediately.

(b) Each school building must have a posting that includes the name and contact information for the principal or the principal's designee as the person designated for the school building to receive reports of suspected child abuse by school employees and the procedures the person will follow upon the receipt of a report. If a person suspected of abusing a child is an employee of Portland Public Schools, then the principal or the principal's designee must also inform a Human Resources' Performance Management Administrator, in addition to the principal or principal's designee and the Child Abuse Hotline.

(i) If there is reasonable cause to support the report that an employee has abused a child, that employee will be placed on paid administrative leave pending investigation, as required by ORS 339.375(3).

(ii) Students will not be disciplined for the initiation of a report made in good faith about suspected child abuse by a school employee.

(iii) The principal or the principal's designee or the Human Resources' Legal Counsel must provide notification to the person who made the report about the actions taken by the education provider based on the report.

(c) The initiation of a report made in good faith about suspected child abuse will not adversely affect any terms or conditions of employment or the work environment of the complainant.

### (2) Investigation at School

(a) On request, the principal will permit a law enforcement investigator, including a Department of Human Services investigator, to interview a child. The school administrator or a designee may at the discretion of the law enforcement investigator be present at the investigation. Nothing that transpires in either the investigation, nor the fact of an investigation, may be noted in student education records or revealed to anyone. Special requests for disclosure may be discussed with the District's General Counsel.

(b) Prior to an interview of a child by a law enforcement investigator, the principal shall first verify the identity of the person by official ID Card, or badge, and record the person's name, agency, business address, phone number, time, and date of interview on the Child Abuse Report Log. The principal shall retain this information in a file kept by the principal's secretary or in the principal's office.

(c) If a police officer plans to take custody of the child, ask the police officer to sign your prepared custody record which should read substantially as follows. The principal shall retain this receipt. EXAMPLE: Custody of John Smith has been received January 5, 2000, at 2:00 p.m. Officer Blake Smith Portland Police Department Badge #111

### (3) Parent Notification

(a) In the event the child is taken into custody, school employees shall not notify the parent or guardian. Notification should be done only by the law enforcement investigator.

(b) In the event of an interview only, the school shall not notify the parent unless the law enforcement investigator approves the notification. The principal should discuss parent notification with the officer and urge that it occur promptly.

(c) If a parent calls and asks for the whereabouts of his/her child, the principal should simply report that the child is in custody, but not the reason, and suggest that the parent phone the Child Abuse Hotline.

#### (4) Sources for Detailed Procedures

(a) The Student Services Memo on Child Abuse Reporting – Procedures and Resource Materials is available from Student Services, and is on the website.

#### (5) Trainings

(a) Employees: The district shall provide training each school year to school employees on the prevention and identification of child abuse and on the reporting obligations.

(b) Parents and Legal Guardians: The district shall make training on identification and prevention of child abuse available to parents and legal guardians of students attending a Portland Public School. The training shall be provided separately from the training provided to school employees.

(c) Students: The district shall make training that is designed to prevent child abuse available each school year to students attending a Portland Public School.

#### Policy Implemented:

*History: Adpt. 6/71; Amd. 8/74; Amd. 11/79; Amd. 2/82; Amd. 4/82; Amd. 11/82; Amd. 12/85; Amd. 4/87; Rnmd. 5/0 (from 4.50.21 to 4.50.50); Amd. 1/94 ed.; Amd. 9/01/02; Amd. 4/28/2004, Amd. 5/08/08*

# **Prohibition Against Employee Child Abuse and Sexual Conduct with Students**

## **ADMINISTRATIVE DIRECTIVE 5.10.063-AD**

### **I. Definitions**

Sexual conduct and child abuse by district/school employees will not be tolerated. All district employees are subject to the guidelines of this administrative directive.

- (1) "Sexual conduct" is any verbal, physical, or other conduct by a school employee that is sexual in nature; directed toward any prekindergarten through grade 12 student; unreasonably interferes with a student's educational performance; and creates an intimidating, hostile or offensive educational environment.
- (2) "Child abuse or neglect" is any form of abuse, including abuse through neglect and abuse or neglect by a third party, of a person under age 18.

### **II. Training**

- (1) The district will require annual training for district employees.
  - (a) Procedures and resource materials are available and are on the website.
  - (b) The district will provide to employees at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

### **III. Reporting and Appeal Rights**

- (1) Any district employee who has reasonable cause to believe that another district employee or volunteer has engaged in sexual conduct with a student or abuse of a child must immediately notify the administrator or the person designated for the building to receive reports of suspected sexual conduct. A building designee receiving such reports shall contact Human Resources' Legal Counsel and the child abuse hotline.
- (2) The district will post in each building the name and contact information of the person designated to receive sexual conduct and child abuse reports, as well as the procedure the district will follow upon receipt of a report.
- (3) If there is reasonable cause to support the report that an employee has engaged in sexual conduct with a student, that employee will be placed on paid administrative leave pending investigation, as required by Oregon law.
- (4) The initiation of a report made in good faith about suspected sexual contact with a student will not adversely affect any terms or conditions of employment or the work environment of the person reporting. Students will not be disciplined for any report of suspected sexual conduct or child abuse made in good faith.
- (5) If, following the investigation, the report is substantiated, the district will inform the accused employee that the report has been substantiated and provide information regarding the appeal process. The employee may appeal the district's decision through the appeal process according to established district guidelines.
- (6) The Human Resources' Legal counsel must provide notification to the person who made the report about the actions taken by the district based on the report.

### **IV. Law Enforcement Interview**

- (1) On request, a building administrator will permit a law enforcement investigator, including a Department of Human Services investigator, to interview a child. The administrator or designee may at the discretion of the law enforcement investigator be present at the investigation. Nothing that transpires in the investigation, nor the fact of an investigation, may be noted in student education records or revealed unless otherwise required by law. Special requests for disclosure may be discussed with the District's General Counsel.
- (2) Prior to an interview of a child by a law enforcement investigator, the building administrator shall first verify the identity of the person by official ID Card, or badge, and record the person's name, agency, business address, phone number, time, and date of interview on the Child Abuse Report Log. The building administrator shall retain this information in a secured and confidential building file.

Legal References: HB 2062; ORS 339.370, 339.372, 339.375 and 339.377  
History: Adpt. 8/10

## Sexual Harassment - 5.10.060-P

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

*Legal References: ORS 243.706; ORS 659.010 (14); OAR 584-020-0040; ORS 342.700; ORS 659.020; OAR 584-020-0041; ORS 342.704; ORS 659.029; ORS 342.708; ORS 659.030; ORS 342.850; ORS 659.040; ORS 342.865; ORS 659.150; Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C.A., Section 2000(e) et seq. (West 1985); Age Discrimination in Employment Act of 1967, as amended, 29 U.S.C.A., Section 621 (West 1985); Age Discrimination Act of 1975, as amended, 42 U.S.C.A., Section 6101 (West 1985); Equal Pay Act of 1963, as amended, 29 U.S.C.A., Section 206(d) (West 1985); Title IX of the Education Amendments of 1972, 20 U.S.C.A., Sections 1681, 1682 and 1683 (West 1985); Rehabilitation Act of 1973, 29 U.S.C.A. Sections 504, 791, 793 and 794 (West 1985); Americans with Disabilities Act of 1990, 42 U.S.C. Section 12101 et seq. 29 CFR Part 1630*  
History: Adpt. 9/25/97; Amd. 2/99

# Sexual Harassment Complaint Procedure

## Administrative Directive - 5.10.061

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

### (1) Reporting:

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

### (2) Investigation:

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

### (3) Corrective Action:

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

### (4) Responsibilities:

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

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

# Sexual Harassment – Staff To Student - 5.10.062-P

## (1) Sexual Harassment.

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

## (2) Additional Protections.

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

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

## **Affirmative Action – Sex Discrimination**

### **Administrative Directive - 5.50.050**

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

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

Policy Implemented:  
History: Adpt. 9/76

## **Private Transportation**

### **Administrative Directive - 6.50.011**

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

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

# Student and Staff Acceptable Use Policy (AUP)

## ADMINISTRATIVE DIRECTIVE 8.60.041-AD

### I. Introduction

The District's Acceptable Use Policy ("AUP") is to prevent online users from unauthorized access and other unlawful activities, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet (including social media, e-mail, and chat rooms) and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students, approved volunteers, District contractors and PPS employees are authorized to use the network.** The District sponsors and owns the network. The network is intended for educational and administrative purposes as defined in [Board Policy 8.60.040](#)

### II. Student and Employee Network Use

All network users are expected to follow this policy and report any misuse of the network or Internet to a teacher, or other appropriate District personnel. Access to the District electronic network has been established for educational use only, including support of administrative and student services, student and staff research, lesson planning, collaboration and sharing of ideas, contact with teachers and support staff, and the downloading of materials to be used as educational resources. District employees may use the network for incidental personal use, but this use should be limited and must be in accordance with all District policies, administrative directives, and other guidelines regarding computers, networks and Web pages. **By using the network, users have agreed to this policy.** If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

These conditions for use remain in effect until:

- A. In case of students, revoked by the parent, or the student loses the privilege of using the District's network due to a violation of this policy or is no longer a PPS student.
- B. In case of employees, the employee loses the privilege of using the District's network due to a violation of this policy or is no longer a PPS employee

### III. Cyber Ethics

Use appropriate language and be polite; swearing, vulgarity, ethnic or racial slurs, and any other inflammatory language is prohibited. Pretending to be someone else when sending/receiving messages is inappropriate. Transmitting obscene messages or pictures is prohibited. Social networking has become a common medium of interaction. To learn about the District's policy on social networking, refer to the [PPS Web Policies and Guidelines](#)

### IV. Access to Student Information

All users authorized to access the student information are required to abide by the policies governing review and release of student education records. The Family Educational Rights and Privacy Act (FERPA) mandates that information contained in a student's education record must be kept confidential and outlines the procedures for review, release and access of such information. Access to student information systems will be granted only to those individuals who have been determined to have a legitimate educational interest in the data. Individuals who have been granted access must not inappropriately access, use or discuss confidential student information. (Additionally, employees must only access information that is educationally relevant for their purposes.) Individuals who have student data on a portable device are responsible to secure the data. If the individual loses the data, he/she should inform the appropriate District personnel immediately.

### V. Filtering and Privacy

In accordance with the Children's Internet Protection Act (CIPA), the District will use technology protection measures on the network to block or filter, to the extent practicable, access to material that is *obscene, pornographic and/or harmful to minors*. Use of the District network constitutes consent to be monitored. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including e-mail. Under the direction of District HR or Legal authority, the IT Department reserves the right to access and disclose, as appropriate, all information and data stored on District technology, transmitted over the District network and technology. In addition, information and data stored on the District's network may become discoverable evidence if a public records request is made or for any legal proceedings in which the District may be involved. "Deleted" or "purged" data from the District network may be retrieved for later public records disclosure or disciplinary purposes, as deemed necessary by the District.

### VI. Unacceptable Uses of the Computer Network or Internet

- A. **Violating any state or federal law or municipal ordinance, such as: accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information, or copyrighted materials.**

**B. Selling or purchasing illegal items or substances.**

**C. Obtaining and/or using anonymous e-mail sites; spamming; spreading viruses; or malicious software (malware). Spamming is sending an annoying or unnecessary message to a large number of people with the intent or effect of harming the network.**

**D. Causing harm to others or damage to their property, such as:**

1. Using profane, abusive, or impolite language; threatening, harassing, bullying or making damaging or false statements about others; accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
2. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs; or disrupting any computer system performance; causing physical damage to a technology resource; or
3. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws.

**E. Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:**

1. Attempting to gain unauthorized access to the District network or to any other computer system through the District network or go beyond your authorized access.
2. Using another's account password(s) or identifier(s);
3. Interfering with other users' ability to access their account(s);
4. Disclosing anyone's password or allowing a person to use another user's account(s);
5. Providing your account information to others, or making your account readily accessible;
6. Deleting, copying, modifying, or forging other users' names, e-mails, files, or data; disguising one's identity, impersonating other users, or sending anonymous e-mail; or
7. Posting or distributing personal information about other District personnel on the District Web site without the employee's permission or making any reference to confidential student information on the District Web site.

**F. Using the network or Internet for commercial purposes:**

1. Using the Internet for personal financial gain;
2. Using the Internet for personal advertising, promotion, or financial gain;
3. Using the network to conduct for-profit business activities and/or engage in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes; or
4. Using your PPS e-mail address for any of the above listed activities.

**G. Connecting personal equipment without virus protection to the network.**

**H. Using software or hardware designed to interfere with or circumvent security mechanisms.**

**I. Using the network or Internet in any manner that violates any District or school rule or policy, including, but not limited to any rule or policy in the District's Handbook on [Student Responsibilities Rights and Discipline](#)**

## **VII. Plagiarism and Copyright Infringement**

Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.

Users will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, users should follow the expressed requirements. If users are unsure whether or not they can use a work, they should request permission from the copyright owner.

Any software that is protected under the copyright laws will not be loaded onto or transmitted via the network or other on-line servers without the written consent of the copyright holder.

## **VIII. Penalties for Improper Use**

The use of a District account is a privilege, not a right, and misuse could result in the restriction or cancellation of the account. Misuse may also lead to other disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities.

Policy Implemented: 12-01-10

# EMPLOYEE DISCIPLINE

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

## G. Employee Discipline.

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

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

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

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

## Student Education Records 2.50.020-P

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

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

### 2.50.020-P Student Education Records

Legal References: ORS 30.864; ORS 107.154; ORS 326.565; ORS 326.575; ORS 339.260; ORS 343.177 (3); OAR 166-405-0010 to 166-415-0010; OAR 581-021-0210 to 581-0440; OAR 581-022-1660; OAR 581-022-1670; Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000). Assistance to States for the Education of Children with Disabilities, 34 CFR Section 300.501 (2000).  
History: Adpt. 6/71; Amd. 8/11/75; Amd. 10/1/81; Amd. 5/84 ed.; Amd. 5/8/86; Amd. 7/10/86; Amd. 5/14/87; Amd. 12/14/89; Amd. 1/24/91; Amd. 10/22/92; Amd. 9/02, BA 2424

## Tobacco Possession and Use 3.30.021P

Tobacco use is the single most preventable cause of death in the United States.<sup>1</sup> Nearly all (80 percent in Ore<sup>2</sup>) first-use of tobacco and most addiction (89percent<sup>3</sup>) occurs before young people graduate from high school. Tobacco is often the first illegal drug used by young people who use alcohol and other illegal drugs. Schools have the opportunity to help prevent tobacco use for the health and well being of students and staff, and to prepare students for smoke-free work environments. A Portland Public Schools Strategic Plan core value states: "Adult behavior is a powerful teacher for young people."

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

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



## ADMINISTRATIVE DIRECTIVE

**4.30.022-AD**

# **Alcohol, Other Drugs, & Tobacco**

### **I. Introduction**

- A. Drug- or alcohol-impaired learning, and the use, possession, or sale of alcohol, drugs, and tobacco are not tolerated on any district property or at any school activity by students, staff, or other persons. This protects present and future students, parents/guardians, and the community from the casualties and consequences of drug-related activity and tobacco use.
- B. This directive establishes the rules, consequences, and interventions for student drug-related activity. The District's goal is to intervene, educate, and counsel students and their parents/guardians at the earliest signs of a serious problem. It also provides guidance on the collection of tobacco products.

### **II. Definitions**

- A. Drug: includes all mood-altering substances or facsimiles thereof, which have not been medically prescribed for the student, including alcohol.
- B. Drug-impaired learning: the degradation of student learning, participation, or behavior which is caused by the presence of drugs or alcohol or their residuals in the body.
- C. Drug-related activity: includes but is not limited to use, transfer, sale, or possession of drugs, including alcohol, or drug paraphernalia, drug-impaired learning, drug-influenced behavior, and any act assisting or promoting such activity. It does not include tobacco-related activity.
  - 1. Assisting or promoting includes being where drugs, including alcohol, are being used, transferred, sold or possessed or engaging in any conduct that aids or facilitates drug-related activity.
- D. Tobacco: includes, but is not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, or any smoking product or spit tobacco product such as smokeless tobacco, dip, chew or snuff, or any nicotine delivery system in any form.

### **III. Procedures**

- A. Families are to be kept informed and involved in measures to intervene in student involvement with drugs and tobacco.
- B. When a student's conduct may involve drug-related activity, the principal or designee shall:
  - 1. Ensure there is a thorough investigation.

2. Conduct an informal meeting with the student to inform the student of the suspected drug-related activity in language the student can understand and give the student the opportunity to explain his/her side of the story.
- C. If the principal or designee determines that the student has violated the District's standards of conduct against drug-related activity, the principal or designee:
1. Shall make a good faith effort to notify the parent/guardian and/or advocate by phone and shall also notify the parent/guardian in writing in the student's home language of the violation.
  2. Shall not suspend the student unless:
    - a) The student is under the influence, in which case the student shall be suspended for the rest of the day. Personal contact with a parent/guardian must be made before the student may be sent home.
    - b) The suspected misconduct is drug transfer or sale and the school has no space or staff to serve the student separately from other students
  3. Shall notify law enforcement if the evidence indicates the law has been violated.
  4. Shall proceed with arranging a hearing on the suspected misconduct.
    - a) The parent/guardian shall be notified in their home language by phone and/or in writing and invited to attend the hearing.
- D. A Level A violation hearing shall be conducted by the principal or his/her designee. In all other respects, the school level notice, hearing, and decision requirements of this directive shall be the same notice, hearing, and decision requirements for an expulsion as outlined in 4.30.021-AD. The decision of the hearing officer may be appealed using the procedures for an expulsion appeal in 4.30.021-AD.
- E. If it is determined that a student has been involved in a drug-related activity, the hearing officer shall without exception impose the requirements only as outlined in Section IV below.
1. Families shall be informed at the hearing of their option to present an alternative plan (*see Section IV.F.*) within two days of the hearing and district staff shall assist the family and/or their advocate in identifying community-based resources (*see Section IV.G.*).

**IV. Requirements for Drug-Related Activity Violations**

- A. Level A: First Violation within three years, except sale or transfer:
1. The student shall attend with a parent/guardian the six hour Insight Class.
  2. The student is barred from performing, competing and/or representing the school in school-sponsored competitions, games, performances, dances, and other similar activities which are either after school, off campus or intramural for a period of 28 consecutive calendar days starting with the day after the hearing.
    - a) If an event or activity is academic in nature and required for a student to obtain a grade, and a suitable alternative is not available, the administrator may permit the student to participate.
  3. The student is also barred from attending school-sponsored competitions, games, performances, dances, and other similar activities which are either after school, off campus or intramural for a period of 28 consecutive calendar days starting with the day after the hearing. An athlete, performer, and/or participant on a team, club, and school organization may have additional requirements for attendance and practice but may not dress down, compete, or serve as a representative of the school for the duration of the 28-day period.
  4. At the principal or designee's discretion, the student may be suspended in-school or out of school for up to five days and/or be required to perform up to eight hours of approved community service.
  5. A student who does not make satisfactory progress toward completing Level A requirements within four weeks of the hearing date shall be expelled. Satisfactory progress is defined as having completed the community service requirement, if any, and having no unexcused absences from the Insight Class.
    - a) The expulsion may be delayed if the student is accepted into a school-approved alternative program or treatment service, which addresses the student's alcohol and other drug issues.
    - b) If the alternative program or treatment service is successfully completed, the expulsion will not go into effect.
- B. Level B: First Violation within three years for the transfer or sale or assisting in the transfer or sale of drugs or Second Violation within three years if the first was not for transfer or sale:
1. The student shall be expelled and provided an education at a non-District alternative school, or

2. The expulsion may be delayed if the student is accepted into a school-approved alternative program or treatment service which addresses the student's alcohol and other drug issues. If the alternative program or treatment service is successfully completed, the expulsion will not go into effect.
- C. Level C: Second Violation within three years if the first was for transfer or sale or Third Violation within three years of the last drug-related offense:
1. The student shall be expelled and provided an education at a non-District alternative school.
  2. The student/parent/guardian shall authorize the therapy program to provide information to the school on the student's progress and urinalysis results.
- D. Commencement Disqualification. Requiring that seniors be disqualified from participation in commencement exercises and related activities if with 60 consecutive calendar days of the last senior school day they are found to be in violation of District Alcohol or Drug policy or any violation resulting in three or more days of suspension or more serious disciplinary action.
- E. Exclusion from activities. Students who are under a delayed expulsion are excluded from all other District schools and District activities. Except in cases where school participation is part of an approved intervention plan, students who are expelled are excluded from all District schools and District activities.
- F. Returning to a District school. Re-entry to a District school at the end of an expulsion for a drug-related activity shall be conditioned on:
1. For students who do not successfully complete Level A or Level B requirements, the student's participation in an approved therapy program (not at district expense) and/or agreement to a plan approved by the school administrator in collaboration with the parent/guardian to protect the student and school from future drug-related activity.
  2. For Level C, the student's satisfactory completion of an approved therapy program (not at district expense), which includes urinalysis (not at district expense).
- G. Alternative Plan. The family may elect to propose an alternative plan within two days of the hearing. In order for an alternative plan to be substituted for the prescribed mandatory requirements it must have the approval of the principal and the district staff responsible for supervising the school the student attends or designee in consultation with the central office responsible for student discipline. The alternative plan shall:

1. Be therapeutically sound and more effective than the prescribed action;
  2. Insulate the school from drug-related activities to the same extent or more than the prescribed action;
  3. Include the 28 day restriction if a Level A violation (*see Section IV.A.*) and a restriction for not less than 28 days if a Level B or C violation (*see Section IV.B.-C.*);
  4. Include authorization to receive information and regular reports on student progress; and
  5. Contain conditions for and place of re-enrollment upon successful completion, actions to be taken if not successfully completed, and monitoring criteria and time frames and deadlines.
- H. Assisting families. District staff shall assist families in identifying community-based resources for alcohol and other drug related services.
- I. Failure to complete procedures. If the student and/or parent/guardian does not complete procedures in IV.A. above, or the student is found to have a second or third involvement in drug-related activity in three years, then, subject to federal confidentiality rules, the school may petition the Juvenile Court to take jurisdiction of the child as a person who is a danger to himself/herself or the community because of his/her involvement with drugs.

**V. Confidentiality**

- A. A student who, for the purpose of obtaining help, discloses alcohol/drug behavior which is prohibited under this directive shall not be subject to disciplinary action for the behavior which is disclosed. It is not considered self-disclosure when a student admits alcohol/drug use and/or requests assistance for alcohol/drug abuse in the course of an investigation of possible misconduct.
- B. This subsection does not modify the limited confidentiality of the student/counselor relationship.

**VI. Other Related Provisions**

- A. District staff shall immediately report non-students who are found on or around any district property engaging in possibly unlawful activity involving drugs or alcohol to the Portland School Police for arrest and prosecution.
- B. Students with disabilities shall be disciplined in accordance with applicable provisions of 4.30.025-AD and other district procedures as required by state and federal law.

**VII. Collection of Tobacco Products**

- A. District staff shall collect tobacco products possessed on school premises or at school activities by students. When the tobacco products are so collected, the student should be informed that they will be destroyed if not picked up by a parent/guardian within three school days. Emancipated students 18 years and over may pick up the tobacco products after school hours within three days.

Policy Implemented: 4.30.010-P; 3.30.020-P; 3.30.021-P

History: Adpt. 6/71; Amd. 8/73; Amd. 3/80; Amd. 8/83; Amd. 10/90; Amd. 3/91; Amd. 9/25/91 ed.; Amd. 10/01/91; Amd. 3/09/92; Amd. 5/10/92; Amd. 5/15/92; Amd. 2/09/95; Amd. 6/05/98; Amd. 9/01/02; Amd. 6/18/04 Amd. 2/10

Legal references: ORS 163.575; ORS 167.400; ORS 339.240; ORS 339.250; ORS 339.883; ORS Chapter 475; OAR 581-021-0050 to -0055; OAR 581-021-0065 to -0071; OAR 581-021-0110; 42 CFR, Chapter 1, Subchapter A. Confidentiality of Alcohol and Drug Abuse Patient Records; Safe and Drug Free Schools and Communities Act



## BOARD POLICY

# Portland Public Schools Racial Educational Equity Policy

**2.10.010-P**

The Board of Education for Portland Public Schools is committed to the success of every student in each of our schools. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and will be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential.

In light of this mission and our beliefs, Portland Public Schools' historic, persistent achievement gap between White students and students of color is unacceptable. While efforts have been made to address the inequities between White students and students of color, these efforts have been largely unsuccessful. Recognizing that there are other student groups that have not reached their achievement potential, this policy focuses on the most historically persistent achievement gap, which is that between White students and students of color. Closing this achievement gap while raising achievement for all students is the top priority of the Board of Education, the Superintendent and all district staff. Race must cease to be a predictor of student achievement and success.<sup>1</sup>

In Portland Public Schools, for every year that we have data, White students have clearly outperformed Black, Hispanic and Native American students on state assessments in every subject at every grade level. White students consistently graduate at higher percentages than students of color, while students of color are disciplined far more frequently than White students. These disparities are unacceptable and are directly at odds with our belief that all students can achieve.

The responsibility for the disparities among our young people rests with adults, not the children. We are aware that student achievement data from school districts across the country reveal similar patterns, and that complex societal and historical factors contribute to the inequities our students face. Nonetheless, rather than perpetuating disparities, Portland Public Schools must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

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<sup>1</sup> For the purposes of this policy, "race" is defined as "A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups." Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. (2007).



## BOARD POLICY

### Portland Public Schools Racial Educational Equity Policy

**2.10.010-P**

Portland Public Schools will significantly change its practices in order to achieve and maintain racial equity in education. Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.<sup>2</sup> The concept of educational equity goes beyond formal equality -- where all students are treated the same -- to fostering a barrier-free environment where all students, regardless of their race, have the opportunity to benefit equally. Educational equity benefits all students, and our entire community. Students of all races shall graduate from PPS ready to succeed in a racially and culturally diverse local, national and global community. To achieve educational equity, PPS will provide additional and differentiated resources to support the success of all students, including students of color.

In order to achieve racial equity for our students, the Board establishes the following goals:

- A. The District shall provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- B. The District shall create multiple pathways to success in order to meet the needs of our diverse students, and shall actively encourage, support and expect high academic achievement for students from all racial groups.
- C. The District shall recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel, and shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement. Additionally, in alignment with the Oregon Minority Teacher Act, the District shall actively strive to have our teacher and administrator workforce reflect the diversity of our student body.
- D. The District shall remedy the practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline, and the under-representation in programs such as talented and gifted and Advanced Placement.
- E. All staff and students shall be given the opportunity to understand racial identity, and the impact of their own racial identity on themselves and others.

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<sup>2</sup> Glenn Singleton and Curtis Linton *Courageous Conversations About Race*, p. 46 (2006)



## BOARD POLICY

### Portland Public Schools Racial Educational Equity Policy

**2.10.010-P**

- F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making. The District shall create welcoming environments that reflect and support the racial and ethnic diversity of the student population and community. In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

The Board will hold the Superintendent and central and school leadership staff accountable for making measurable progress in meeting the goals. Every Portland Public Schools employee is responsible for the success and achievement of all students. The Board recognizes that these are long term goals that require significant work and resources to implement across all schools. As such, the Board directs the Superintendent to develop action plans with clear accountability and metrics, and including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the above goals. Such action plans shall identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent will present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent will report on progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

References: "The State of Black Oregon" (The Urban League of Portland 2009); "Communities of Color in Multnomah County: An Unsettling Report" (Coalition of Communities of Color/Portland State University 2010); "The Economic Cost of the Achievement Gap" (Chalkboard Project 2010); "The Hispanic/White Achievement Gap in Oregon" (Chalkboard Project 2009); "A Deeper Look at the Black-White Achievement Gap in Multnomah County" (Chalkboard Project 2009); ORS 342.433.

History: Adopted by Resolution No. 4459, 6-13-11



## Policies and Procedures Acknowledgement Form

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

- Child Abuse Reporting -4.50.050-AD
- Prohibition Against Employee Child Abuse and Sexual Conduct with Students 5.10.063-AD
- Drug Free Workplace Act
- Employee Discipline
- Student Education Records – 2.50.020-P
- Tobacco Possession and Use Policy – 3.30.021-P
- Sexual Harassment Policy – 5.10.060-P
- Sexual Harassment Complaint Procedure – 5.10.061-AD
- Sexual Harassment - Staff to Student – Policy – 5.10.062-P
- Affirmative Action – Sex Discrimination – 5.50.050-AD
- Private Transportation – 6.50.011-AD
- Student and Staff Acceptable Use Policy (AUP) -8.60.041-AD
- Racial Educational Equity Policy- 2.10.010-P

Furthermore I understand I am responsible for complying with all PPS policies and directives. PPS policies and directives can be found on the PPS website <http://inside.pps.k12.or.us>.

---

Signature

---

Date

---

Printed Name

cc: Personnel File



# 2012-13 Attendance Area Map

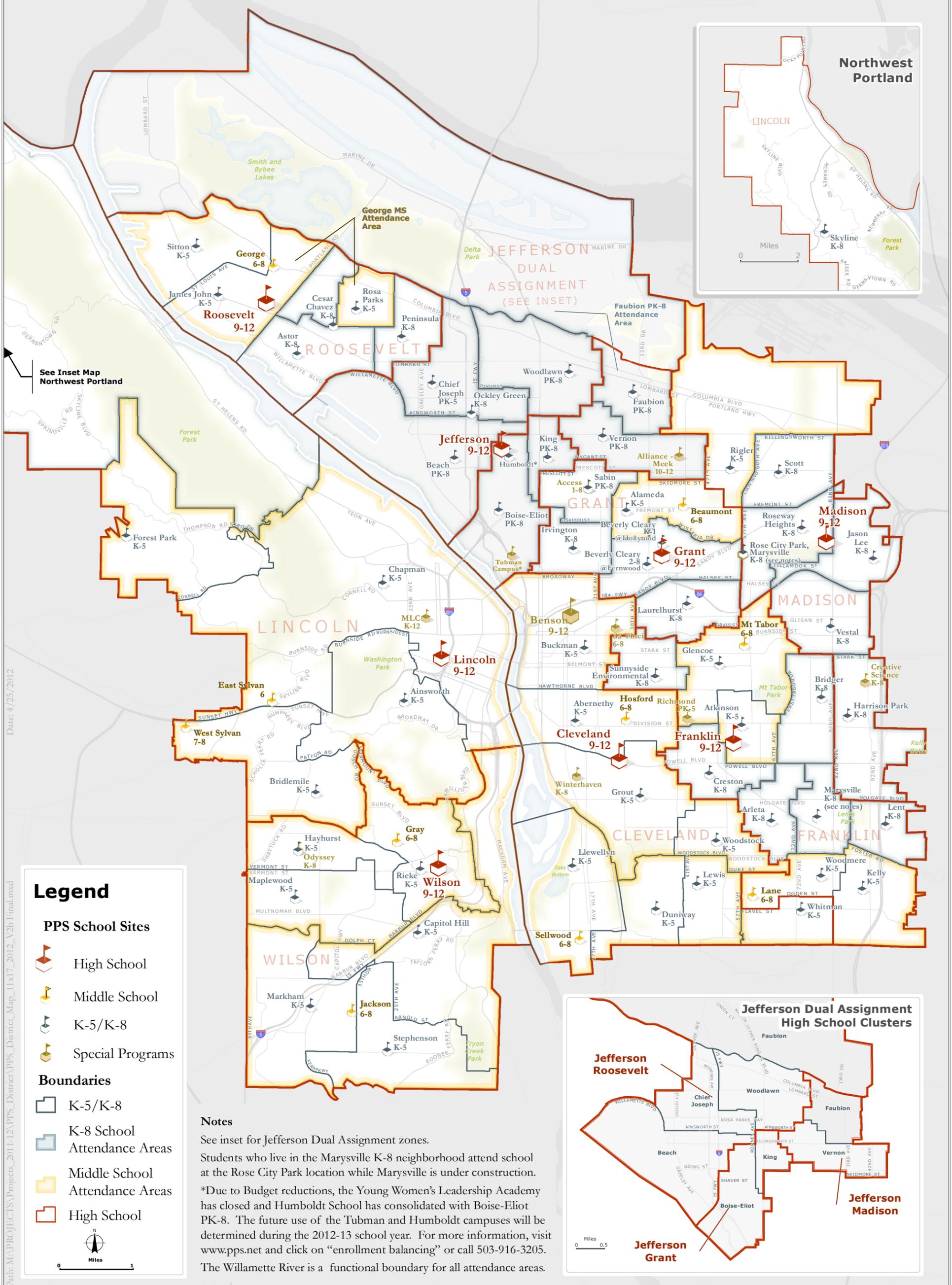
Portland Public Schools is the largest of six school districts within the city of Portland, educating more than 47,000 students. Every K-12 student has a neighborhood school based on home address.

General information: [www.pps.net](http://www.pps.net), 503-916-2000

Detailed School Boundaries: [www.pps.net/schools/maps.htm](http://www.pps.net/schools/maps.htm)

Information on special programs and transfer options:

- Focus Option Schools: [www.pps.net/departments/enrollment-transfer/6875.htm](http://www.pps.net/departments/enrollment-transfer/6875.htm)
- Education Options: [www.pps.net/departments/education-options/](http://www.pps.net/departments/education-options/)
- Special Education: [www.pps.net/departments/special-education/](http://www.pps.net/departments/special-education/)



Date: 4/25/2012

Path: M:\PROJECTS\Projects\_2011-12\PPS\_District\PPS\_District\_Map\_11x17\_2012\_V2b\_Final.mxd

## Legend

- PPS School Sites**
- High School
  - Middle School
  - K-5/K-8
  - Special Programs
- Boundaries**
- K-5/K-8
  - K-8 School Attendance Areas
  - Middle School Attendance Areas
  - High School

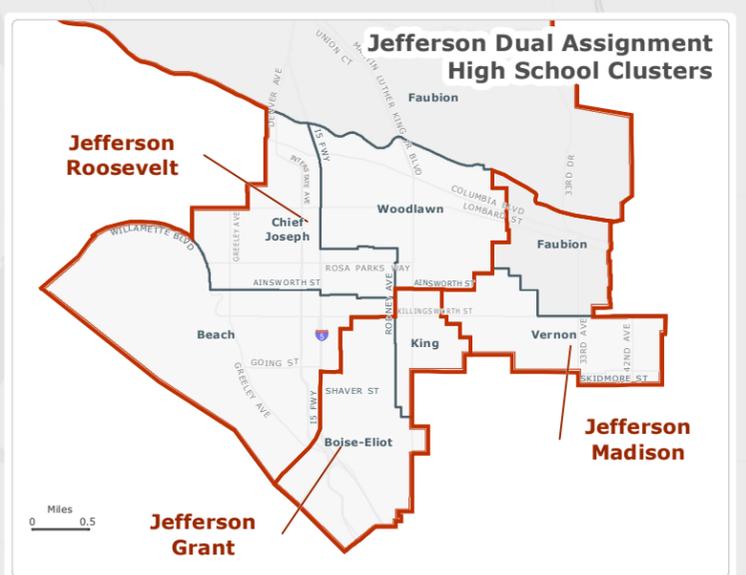
**Notes**

See inset for Jefferson Dual Assignment zones.

Students who live in the Marysville K-8 neighborhood attend school at the Rose City Park location while Marysville is under construction.

\*Due to Budget reductions, the Young Women's Leadership Academy has closed and Humboldt School has consolidated with Boise-Eliot PK-8. The future use of the Tubman and Humboldt campuses will be determined during the 2012-13 school year. For more information, visit [www.pps.net](http://www.pps.net) and click on "enrollment balancing" or call 503-916-3205.

The Willamette River is a functional boundary for all attendance areas.





SCHOOL QUARTER CALENDAR

(SUBJECT TO POSSIBLE REVISION)

Calendars are on the district website: www.pps.k12.or.us; click on "Calendar" tab.



S M T W Th F S

Calendar grid for June 2012 with dates 1-30 and special days like END GRD, PLAN, and HC.

Calendar grid for July 2012 with dates 1-31 and a holiday (H) on the 4th.

Calendar grid for August 2012 with dates 1-31 and professional development days (PROF PLAN).

Calendar grid for September 2012 with dates 1-30 and special days like START, LO, and PLAN.

Calendar grid for October 2012 with dates 1-31 and special days like INS, LO, and MT.

Calendar grid for November 2012 with dates 1-30 and special days like GRD, PLAN CC, and AM/PM/EVE.

Calendar grid for December 2012 with dates 1-31 and special days like MT, LO, and X.

SYMBOL EXPLANATION

- Students Out of School
AM Morning Conferences, No PM School for Teachers
AM/PM/EVE Morning/Afternoon/Evening Conferences
CC Classified Connection
END End of School Year
EVE Optional Evening Conferences
GRD Grading Period Ends
H Holiday
HC Holiday Commemoration

S M T W Th F S

Calendar grid for January 2013 with dates 1-31 and special days like H, LO, and HC.

Calendar grid for February 2013 with dates 1-28 and special days like PLAN, LO, and H.

Calendar grid for March 2013 with dates 1-31 and special days like MT, LO, and PLAN.

Calendar grid for April 2013 with dates 1-30 and special days like GRD, PLAN, and LO.

Calendar grid for May 2013 with dates 1-31 and special days like MT, LO, and H.

Calendar grid for June 2013 with dates 1-30 and special days like END GRD, PLAN, and PLAN.

Calendar grid for July 2013 with dates 1-31 and a holiday (H) on the 4th.

Snow Make-Up Days will be added to the end of the first semester and/or the end of the school year.

- INS Statewide Inservice
LO Late Opening
MT Mid-Term Progress Reports
PLAN Teacher Planning Day
PROF Professional Development Day
START Start of School Year
TRF-H High School Transfer Application Deadline
TRF-E/MS Elementary/Middle School Transfer Application Deadline
X Schools and Offices Closed
\* Prof. Dev. Day or Teacher Plan Day
Snow make-up days - this would move END, GRD, and PLAN days over accordingly

# SCHOOL QUARTER CALENDAR

## QUARTER CALENDAR DATES FOR SCHOOL YEAR 2012-2013

Summer Scholars . . . . .	First Semester: June 25-July 16 / Second Semester: July 23-August 10, 2012
Project Community Care Day . . . . .	August 25, 2012
Professional Development Day or Teacher Planning Day* (school decision) . . . . .	August 29, 2012
Professional Development Day or Teacher Planning Day* (school decision) . . . . .	August 30, 2012
Schools closed, District Offices open, all Custodians report . . . . .	August 31, 2012
Labor Day Holiday (schools and all offices closed) . . . . .	September 3, 2012
Teacher Planning Day . . . . .	September 4, 2012
First Day of School for Students . . . . .	September 5, 2012
(Kindergarten and PK classes will begin regular classroom instruction no later than September 7. Schools may choose to use the 5th, 6th and 7th for kindergarten assessment.)	
PSAT Testing for All High School Sophomores (during regular school hours) . . . . .	October 17, 2012
Statewide Inservice (No school - all 190, 200, 210, 225 & 230 employees off) . . . . .	October 12, 2012
End of 1st Grading Period . . . . .	November 8, 2012
Teacher Planning Day and Classified Connection Training Day (no school for students) . . . . .	November 9, 2012
Holiday in Celebration of Veterans' Day (schools and all offices closed) . . . . .	November 12, 2012
Conferences	
Morning, Afternoon and Optional Evening Conferences (no school for students) . . . . .	November 19, 2012
Morning, Afternoon and Optional Evening Conferences (no school for students) . . . . .	November 20, 2012
Morning Conferences (no school for students; no afternoon school for teachers) . . . . .	November 21, 2012
Thanksgiving Holiday (schools and all offices closed) . . . . .	November 22 & 23, 2012
Students' last day prior to Winter Break . . . . .	December 14, 2012
Schools and Offices closed . . . . .	December 24, 2012
Schools and Offices closed . . . . .	December 25, 2012
Holiday in Celebration of New Year's Day (schools and all offices closed) . . . . .	January 1, 2013
Students return following Winter Break . . . . .	January 2, 2013
Martin Luther King Jr. Day Holiday Commemoration (schools and all offices closed) . . . . .	January 21, 2013
High School Transfer - Opens . . . . .	January __, 2013
Elementary/Middle School Transfer - Opens . . . . .	January __, 2013
End of 2nd Grading Period . . . . .	January 31, 2013
Teacher Planning Day (no school for students) . . . . .	February 1, 2013
Presidents' Day Holiday (schools and all offices closed) . . . . .	February 18, 2013
High School Transfer Deadline . . . . .	February __, 2013
Elementary/Middle School Transfer Deadline . . . . .	March __, 2013
Spring Break (no school for students) . . . . .	March 25-29, 2013
ACT Testing for All High School Juniors (during regular school hours) . . . . .	April 23, 2013
End of 3rd Grading Period . . . . .	April 11, 2013
Teacher Planning Day (no school for students) . . . . .	April 12, 2013
Memorial Day Holiday (schools and all offices closed) . . . . .	May 27, 2013
Last Day of School for Students . . . . .	June 14, 2013
Teacher Planning Day (no school for students) . . . . .	June 17 & 18, 2013
Snow Make-Up Days (END, GRD, PLAN days would be moved back accordingly) . . . . .	June 17, 18 & 19, 2013
Summer Scholars . . . . .	First Semester: June __-July __ / Second Semester: July __-August __, 2013
Graduation Dates . . . . .	June __, __, __ & __, 2013

## GRADING PERIOD SCHEDULE FOR 2012-2013 SCHOOL YEAR

Start of <b>First</b> Grading Period . . . . .	September 5, 2012	Start of <b>Third</b> Grading Period . . . . .	February 4, 2013
End of <b>First</b> Grading Period . . . . .	November 8, 2012	End of <b>Third</b> Grading Period . . . . .	April 11, 2013
Start of <b>Second</b> Grading Period . . . . .	November 13, 2012	Start of <b>Fourth</b> Grading Period . . . . .	April 15, 2013
End of <b>Second</b> Grading Period . . . . .	January 31, 2013	End of <b>Fourth</b> Grading Period . . . . .	June 14, 2013

## EMPLOYEE WORK YEAR 2012-2013

<b>190-Day</b> Employees . . . . .	August 29 to June 18	<b>225-Day</b> Employees* . . . . .	August 13 to June 28
<b>200-Day</b> Employees . . . . .	August 20 to June 21	<b>230-Day</b> Employees* . . . . .	August 13 to June 28
<b>210-Day</b> Employees . . . . .	August 13 to June 28	<b>260-Day</b> Employees . . . . .	July 1 to June 30
<b>215-Day</b> Employees* . . . . .	August 13 to June 28	*Refer to 2012-2013 Employee Work Year Schedule for July/Aug. work day details	

**Portland Public Schools Nondiscrimination Statement:** Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. — Board of Education Policy 1.80.020-P

## Substitute Web Guide

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## Table of Contents

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Home Page .....	3
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History .....	16
Feedback .....	18
Preferences .....	18
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# Getting Started

## Proactively fill your schedule

Aesop offers you the flexibility to proactively search for jobs and fill your own schedule the way you want. To help you benefit most from automated substitute placement, Aesop offers you both phone and web services for finding and accepting jobs. Substitutes can call in to Aesop toll-free at 1-800-942-3767 or log in online at [www.FrontlineK12.com/Aesop](http://www.FrontlineK12.com/Aesop).

## Manage your preferences

With Aesop, not only can you plan your schedule ahead of time, but you can also choose Non-Work Days, view work history and receive phone and e-mail notifications of available jobs.

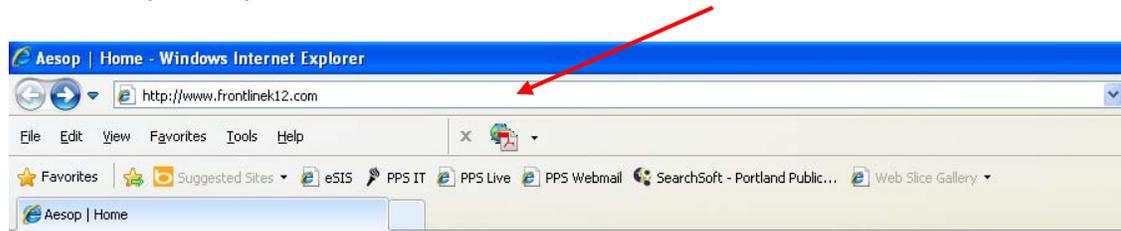
## Find out about available jobs

Aesop notifies substitutes of available jobs they qualify for. Most employee absences are entered the day before the absence occurs, but they can enter their absences very far in advance. Depending on the district's settings, substitutes can discover available jobs days, weeks, or even months in advance.

Aesop can alert substitutes to new jobs through both phone and e-mail services. Substitutes can then choose to accept or reject the assignment.

## Log on to Aesop

The first step to log on to Aesop is to visit the Aesop website. Put **[www.FrontlineK12.com/Aesop](http://www.FrontlineK12.com/Aesop)** into your internet browser address bar and hit the **Enter** button on your keyboard.



## Substitute Web Guide

This will take you to the Aesop website. At the top right corner of this page you will see the area to login. Use the **ID** (most likely your 10-digit phone number) and **PIN** provided to you by your district. Once you have entered this info into the boxes click the **Login** button.



If you are new to Aesop your district may have provided you with a **Welcome Letter**. Your ID and PIN will be in this letter.

Welcome to Portland Public Schools!

Our automated substitute management system is called Aesop and it utilizes both the telephone and the Internet to assist you in locating jobs in our school district. The Aesop system is available 24 hours a day, 7 days a week.

Aesop uses three methods to make jobs available to substitutes:

1. Aesop is available online at <http://www.frontlinek12.com/aesop>. You can proactively search for and accept available jobs, as well as manage existing jobs.
2. Aesop is also available via a toll-free, automated system at 1-800-942-3767. You can proactively search for and accept available jobs, as well as manage existing jobs.
3. Aesop will also make phone calls to substitutes to offer jobs.

The phone number we have on record for you is (610) 331-1996 .

**Important Notes:**

\* In order to access the Aesop system, you will need to enter an ID and PIN numbers as follows:

ID Number	6103311996
PIN Number	13452

*Your phone number is your Login ID. If you change/update your phone number, your Login ID will change as well. Your PIN may be changed at any time.*

\* If a teacher is pre-arranging a substitute over the phone, they will need to know your phone number (Login ID).

\* If you accept a job, Aesop will issue a confirmation number. **Please remember that your transaction is not complete until Aesop supplies you with a confirmation number.**

\* Aesop will automatically make a recording of your name. To review or change the recording of your name, call in to Aesop and select option 4.

**How do I learn how to use Aesop?**

1. After you login to the system, there are training videos available on the lower left hand side of the web page. These are found after clicking the link called "[Basic Training Video](#)" and "[Advanced Training Video](#)".
2. Written training materials are also available by clicking the link called "Quick Start User Guide" under the message area.

**As a reminder, you must pick up your Substitute ID badge before you report to a school for work. Your badge is available from the Human Resources Front Desk, which is on the 2nd floor of the BESC, located at 501 N. Dixon, Portland, OR 97227. Your badge will be available within 3 days of receipt of this letter.**

# Home Page

Once you have logged into Aesop you will be taken to your home page. You may first get a couple pop-ups of your important notifications. There are two types of notifications you can receive.

## Notifications

**Web Alerts** - These are alerts that have been created by your district for substitutes to see. They can contain important general information that may be useful to you. Once you have read the alerts you can click the **Dismiss** button to move on. These web alerts can be revisited at any time from your website.

**Important Notifications** X

**Medium** Victoria County School District posted on Tuesday, March 20, 2012

Please review the dress code policy in your substitute handbook before arriving at your assignment.

**Low** Victoria County School District posted on Thursday, March 29, 2012

All substitutes are to report to the Main Office before going to their assigned classroom.

Dismiss

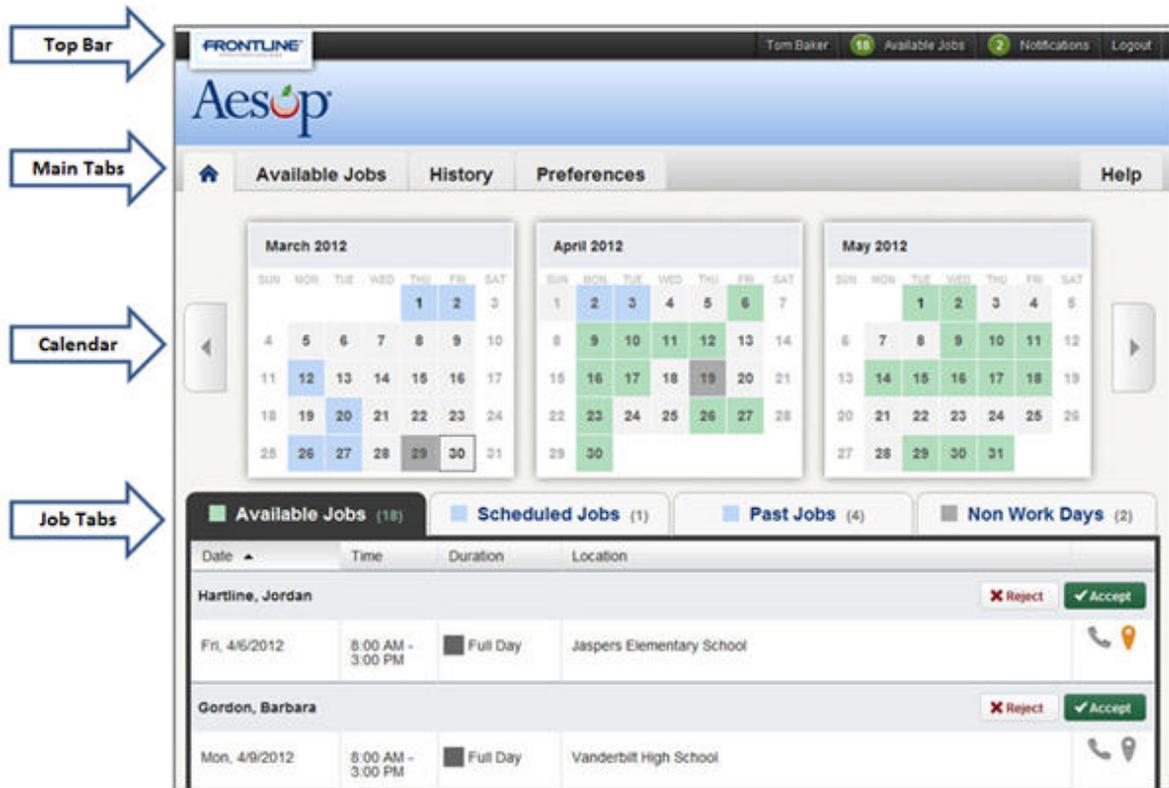
**Confirmations** - You also may receive notifications that you need to confirm. The example below is a notification that the sub has been removed from a job and their services are no longer needed. These notifications are very important and must be confirmed before you can move on to your home page.

You were removed from this assignment on Thursday, March 29, 2012 2:45 PM.  
Your services are no longer required for this assignment.

Date	Time	Duration	Location	
<b>Gordon, Barbara</b>				Conf #78176991
Wed, 5/23/2012	8:00 AM - 3:00 PM	Full Day	Vanderbilt High School	

Confirm

Once you have dismissed or confirmed all of your notifications you will be able to view your home page.



## Top Bar

At the very top of your home page you will see a black bar with four different buttons you can click on.



**Your Name** - Clicking on your name will take you to the Preferences tab where you can change your personal information and PIN and other settings.

**Available Jobs** - The number of current available jobs will be displayed in the green circle. Clicking on this option will bring you to the available jobs tab where you will see a list of the available jobs.

**Notifications** - The number of notifications (web alerts) you have will be displayed in the green circle. Clicking on this option bring up a list of your current web alerts.

**Logout** - Clicking the Logout option will log you out of Aesop and bring you to a login page.

## Main Tabs

The next section of your home page is the Main Tabs.



**Home Tab** - The tab with the blue house icon is your home tab. You can click this tab from anywhere in the website to be taken back to the home page.

**Available Jobs** - Clicking this tab will take you to a page listing all of the current available jobs for you.

**History** - The History tab will take you to a page where you can view the history of your jobs and non-work days.

**Preferences** - Clicking this tab will bring you to the preferences area of your website you can change your personal information and PIN.

**Help** - The Help tab will bring you to a page where you can find the **User Guide** as well as the contact information for your district's Aesop Administrator.

## Calendar

Just below the main tabs is your calendar. The calendar is color coded to show the different types of days.

A **black box** around the date represents that it is the current day.

**Light blue** days are past or scheduled jobs.

**Green** days are days there are available jobs.

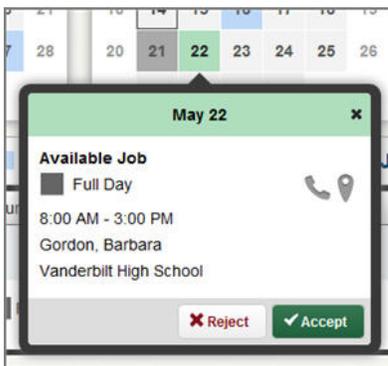
**Dark gray** represents a non-work day.

April 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Use the back and forward arrows to either side of the calendar to move back and forward in time on the calendar.



Clicking on an individual day in the calendar will pop up information about that day. If there is an available job on that day you can accept or reject it right from the pop-up.



## Job Tabs

The main body of your home page will be your job tabs. They can be found directly beneath the calendar. Clicking these tabs will not take you away from the home page but will change what you are viewing on the home page.



**Available Jobs** - This tab will bring up the view of the currently available jobs for you. The number in parenthesis represents how many available jobs there are.

**Scheduled Jobs** - This tab shows the currently scheduled jobs you have already accepted. The number in parenthesis represents the number of currently scheduled jobs.

**Past Jobs** - The Past Jobs tab brings up your job history for the past 30 days. The number in parenthesis represents the number of past jobs in the last 30 days.

**Non Work Days** - This tab will show you your upcoming Non Work Days as well as non-work days from the past 30 days. You can also create non work days from here. The number in parenthesis represents upcoming non work days and non-work days from up to 30 days in the past.

# Finding Jobs

On your Sub Web page there are three places you can click to access a list of jobs that you are qualified and available to fill.

**Find jobs by clicking any of these three tabs**

Date	Time	Duration	Location
<b>Gordon, Barbara</b>			
Mon, 4/9/2012	8:00 AM - 3:00 PM	Full Day	Vanderbilt High School

## Job Details

When you have your list of available jobs up you can see all the details of the job (Teacher name/title, job date, job time, location, etc..) without having to go to another screen.

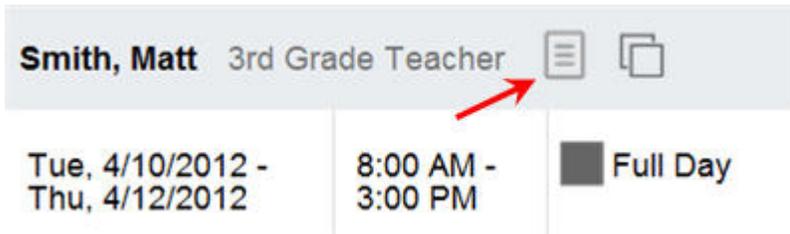
**Smith, Matt** 3rd Grade Teacher Reject Accept

Date	Time	Duration	Location
Mon, 4/30/2012	8:00 AM - 3:00 PM	Full Day	Sawyer Elementary School

Accepting or rejecting this job is as simple as clicking the Accept or Reject button, but there are other job details you can view as well.

### Notes

If you see an icon that look like a sheet of paper that means this job has notes. These could be important notes from the Teacher letting you know information about the job.

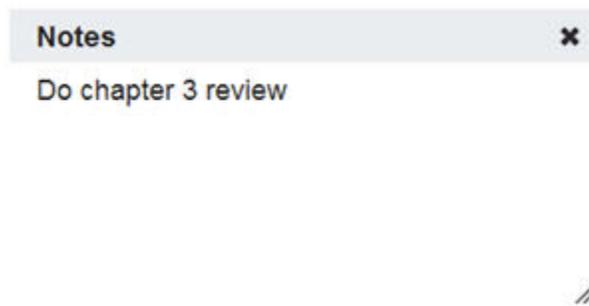


Smith, Matt 3rd Grade Teacher

Tue, 4/10/2012 - Thu, 4/12/2012 8:00 AM - 3:00 PM Full Day

The image shows a job listing for 'Smith, Matt 3rd Grade Teacher'. Below the name and title, there are three columns: dates 'Tue, 4/10/2012 - Thu, 4/12/2012', time '8:00 AM - 3:00 PM', and 'Full Day'. To the right of the name and title are two icons: a sheet of paper with lines (representing notes) and a document with a checkmark. A red arrow points to the notes icon.

These notes can be viewed before accepting or rejecting the job. Just click the icon and the notes will pop up on your screen. To exit the notes click the X in the top right corner of the pop-up.



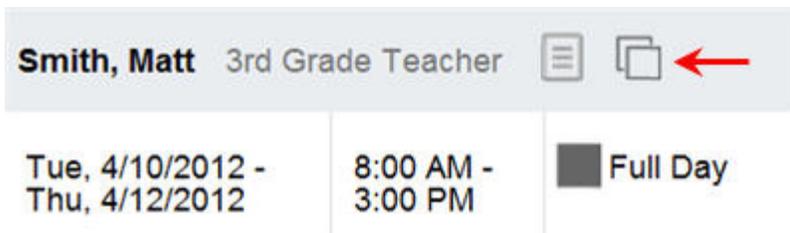
Notes

Do chapter 3 review

The image shows a pop-up window titled 'Notes' with a close button (X) in the top right corner. The text inside the window reads 'Do chapter 3 review'. Below the window is a horizontal line with a small icon of a pencil and eraser.

### Multi Day Absence

Some absences in your available jobs list may be multi day absences. Multi day absences will be indicated with the icon you see below.

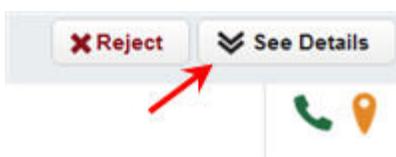


Smith, Matt 3rd Grade Teacher

Tue, 4/10/2012 - Thu, 4/12/2012 8:00 AM - 3:00 PM Full Day

The image shows a job listing for 'Smith, Matt 3rd Grade Teacher'. Below the name and title, there are three columns: dates 'Tue, 4/10/2012 - Thu, 4/12/2012', time '8:00 AM - 3:00 PM', and 'Full Day'. To the right of the name and title are two icons: a sheet of paper with lines (representing notes) and a document with a checkmark. A red arrow points to the document with a checkmark icon.

For these jobs instead of seeing an Accept button you will see a **See Details** button.



Reject See Details

The image shows two buttons: 'Reject' with a red X icon and 'See Details' with a downward arrow icon. A red arrow points to the 'See Details' button. Below the buttons are two icons: a green telephone handset and an orange location pin.

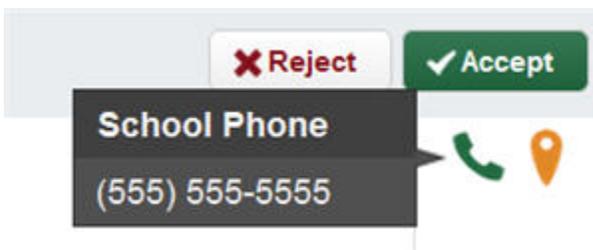
Click this button to have the job expand to show the details for each day in the job. You can collapse the job again by clicking the **Hide Details** button. To accept the job click the **Accept Multi-day** button.

Smith, Matt 3rd Grade Teacher				✖ Reject	✔ Accept Multi-day	🏠 Hide Details
Tue, 4/10/2012	8:00 AM - 3:00 PM	■ Full Day	Sawyer Elementary School	📞	📍	
Wed, 4/11/2012	8:00 AM - 3:00 PM	■ Full Day	Sawyer Elementary School	📞	📍	
Thu, 4/12/2012	11:31 AM - 3:00 PM	▣ Half Day PM	Sawyer Elementary School	📞	📍	

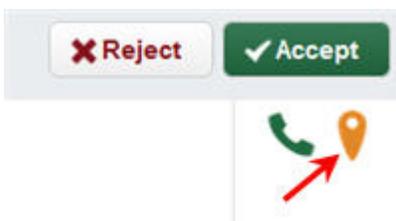
### Phone Number and Map

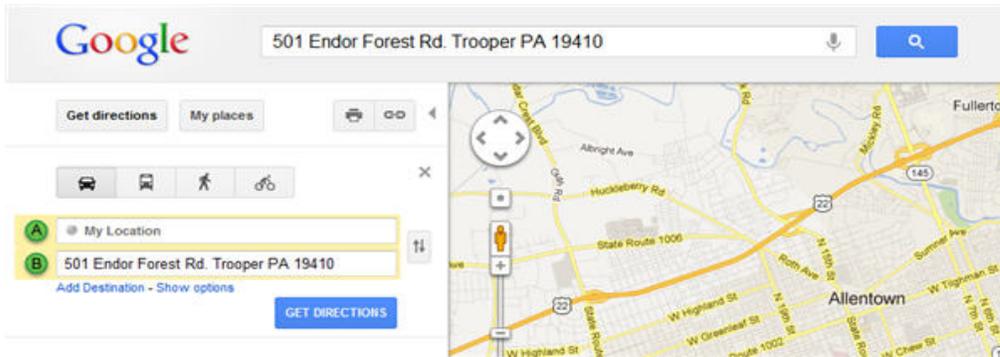
In each job listing there will be an icon for the school's phone number as well as a map to the school.

Click on the green phone icon to have the school's phone number pop up. If the icon is gray that means the school's phone number is not available.



Click on the map pin icon to open up Google Maps where you can get directions to the school. If the icon is gray that means the schools address is not available.





## Accepting or Rejecting a Job

Now that you have seen the job details you are ready to accept or reject the job.

### Reject

To reject a job all you have to do is click the Reject button on the right side of the job listing. Rejecting a job will make it disappear from your available jobs and you will not see it again. Only click the reject button if you are absolutely sure that you will not want to come back to this job later.

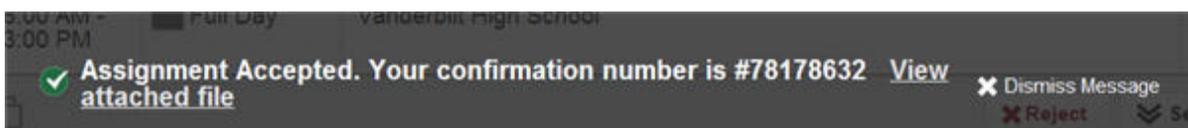


### Accept

To accept a job click the green Accept button on the right side of the job listing.



Once you have accepted the job you will receive a pop-up at the top of your screen showing you the confirmation number. If there is a file attached to the absence you will also see a link to view the attached file. This pop-up will stay on your screen until you dismiss it. Dismiss it by clicking the x next to Dismiss Message.



Once you have a confirmation number you know that the job is yours and no other sub will be able to accept this job.

# Schedule

## Scheduled Jobs

To view a list of your currently scheduled jobs click the Scheduled Jobs tab on your home page. The tab will have a number in it indicating how many currently scheduled jobs you have at this time.

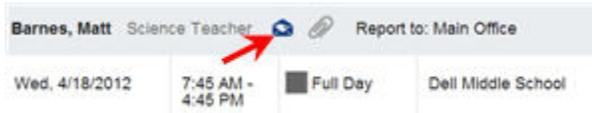
The screenshot shows the Aesop user interface. At the top is the Aesop logo. Below it are navigation tabs: Home, Available Jobs, History, and Preferences. The main area displays three calendar views for April 2012, May 2012, and June 2012. Below the calendars are three tabs: Available Jobs (14), Scheduled Jobs (3), and Past Jobs (4). A red arrow points to the Scheduled Jobs tab. Below the tabs is a table with columns for Date, Time, Duration, and Location. The first row of the table shows the name Gordon, Barbara.

Date	Time	Duration	Location
Gordon, Barbara			

When you click this tab your scheduled job will be listed in the main window. The details of each job will be displayed including the name/title of the employee, the time of the absence, the duration, and the location. Your confirmation number will also be listed here. The phone and map icons can be accessed on this page as well.

Available Jobs (14)		Scheduled Jobs (3)		Past Jobs (4)		Non Work Days (2)	
Date	Time	Duration	Location				
<b>Hartline, Jordan</b> Report to: Main Office Conf #78177003							
Fri, 4/6/2012	8:00 AM - 3:00 PM	Full Day	Jaspers Elementary School				
<b>Barnes, Matt</b> Science Teacher   Report to: Main Office Conf #78178632							
Wed, 4/18/2012	7:45 AM - 4:45 PM	Full Day	Dell Middle School				
<b>Smith, Matt</b> 3rd Grade Teacher   Report to: Main Office Conf #78176969							
Mon, 4/30/2012	8:00 AM - 3:00 PM	Full Day	Sawyer Elementary School				

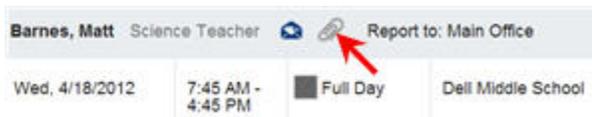
### Email the Employee



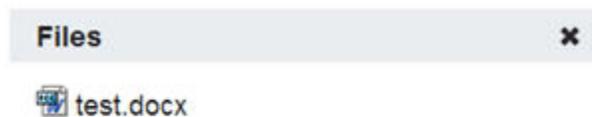
Clicking this icon will open up the email client on your computer with the employee's email address populated.

### Attachments

If you see a paperclip icon in the job info that means there is an attachment, like a Word or Excel document, with this absence.



To view the attachment click the paperclip icon. This will open a pop-up on your screen with the attachment or attachments listed. Click the attachment you want to view to open it up.

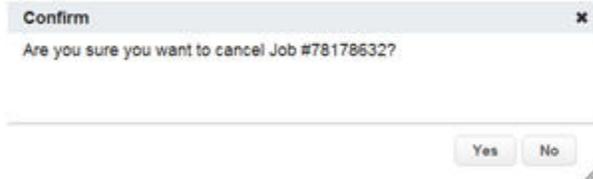


## Canceling a Job

Depending on the permissions given to you in Aesop, you may be able to cancel a job after you have accepted it. Not all absences will have the option to cancel. An example of this would be if a job is too close to its start time Aesop may not allow you to cancel it. If you do have the ability to cancel a job you will see a red Cancel button.



When you click the Cancel button you will receive a pop-up asking you if you are sure you want to cancel the absence. Click Yes to confirm the cancel.



After you have cancel the absence you will see a pop-up letting you know the absence has been successfully cancelled. Dismiss the pop-up by clicking the x.

## Non Work Days

If you have days or partial days that you are not able to substitute you can create Non Work Days so Aesop will not offer you jobs on those days. Click the Non Work Days tab to view your non work days and to create new ones. The tab will have a number on it indicating how many non work days you have scheduled.



To create a new non work day click the Add Non-Work Day button. This will bring up a window where you can enter your non work day info.

### Single Non Work Day

**Add Non-Work Day** ✕

Date  

Repeat

from   All Day

to

Reason

---



To create a single work day...

**Date** - Type the date into the box or use the calendar icon to select the date.

**From/to** - Enter the start and end times for when you can't work. You must uncheck the "All Day" box to edit the times.

**Reason** - Enter the reason for your non work day. This info is not required.

Click the **Save** button when you are ready to save the non work day.

### Repeating Non Work Day

You can also create a non work day that will repeat. For example, maybe you can't work on Tuesdays for the entire month.

**Add Non-Work Day** ✕

Date  

Repeat  every  day

Tuesday

Until  

from   All Day

to

Reason

---

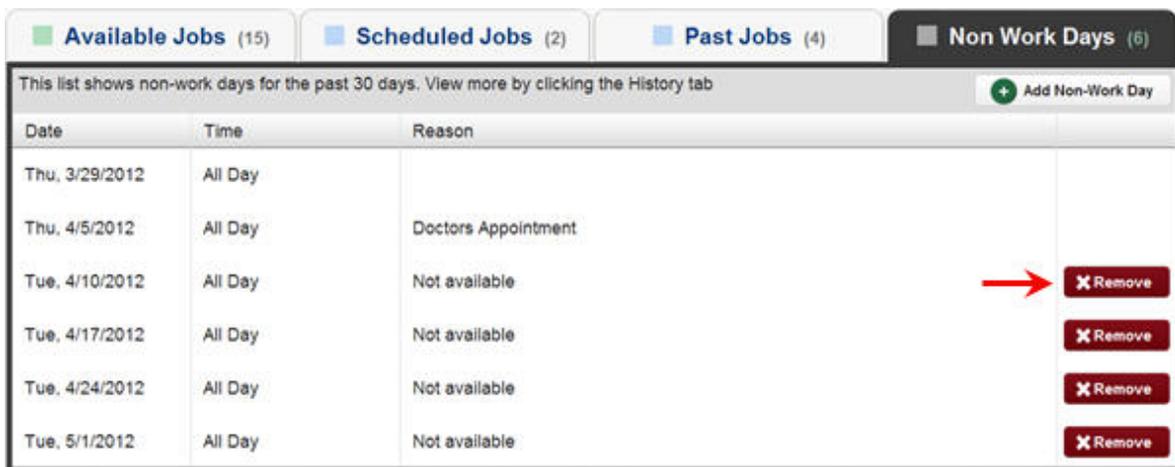


When creating the non work day, click the check box for Repeat.  
Then mark the circle for Tuesday.  
Put in the end date you want this to repeat until.

Click the Save button to save the repeating non work day.

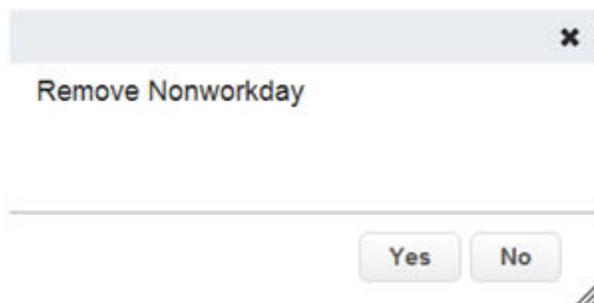
### Removing a Non Work Day

In your Non Work Days tab you will see a Remove button for any non work days that are still in the future. Click the remove button for the specific non work day you want to remove.



Date	Time	Reason	
Thu, 3/29/2012	All Day		
Thu, 4/5/2012	All Day	Doctors Appointment	
Tue, 4/10/2012	All Day	Not available	<input type="button" value="X Remove"/>
Tue, 4/17/2012	All Day	Not available	<input type="button" value="X Remove"/>
Tue, 4/24/2012	All Day	Not available	<input type="button" value="X Remove"/>
Tue, 5/1/2012	All Day	Not available	<input type="button" value="X Remove"/>

You will receive a confirmation pop-up. Click Yes to confirm.



# History

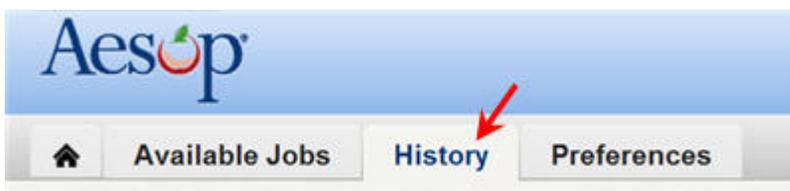
## Past Jobs

If you want a quick view of the jobs you have worked in the past 30 days, you can access the Past Jobs tab. On the tab there will be a number in parenthesis which indicates how many jobs you have had in the past 30 days.

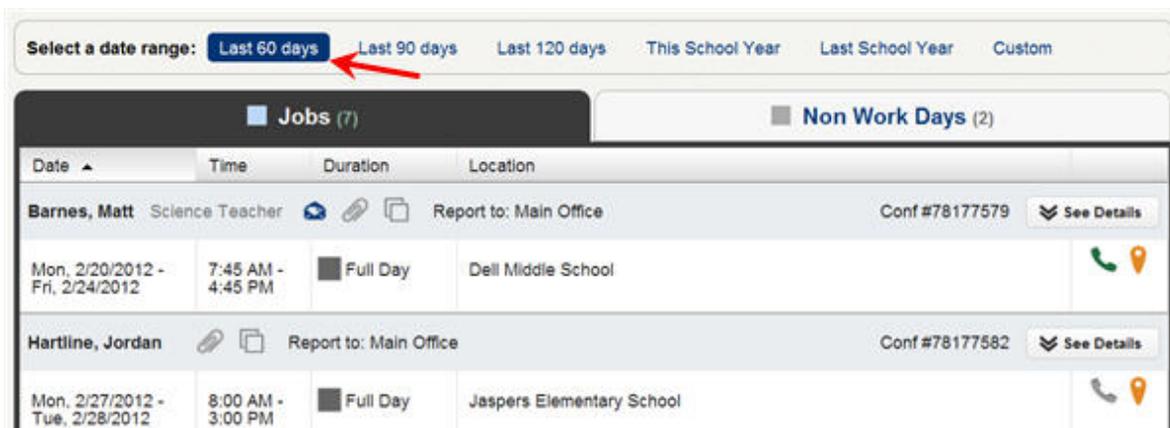
Date	Time	Duration	Location
<b>Barnes, Matt</b> Science Teacher Report to: Main Office Conf #78177581			
Mon, 3/12/2012	7:45 AM - 4:45 PM	Full Day	Dell Middle School
<b>Smith, Matt</b> 3rd Grade Teacher Report to: Main Office Conf #78177578			
Tue, 3/20/2012	8:00 AM - 3:00 PM	Full Day	Sawyer Elementary School
<b>Smith, Matt</b> 3rd Grade Teacher Report to: Main Office Conf #78176966 See Details			
Mon, 3/26/2012 - Tue, 3/27/2012	11:31 AM - 3:00 PM	Half Day PM	Sawyer Elementary School
<b>Barnes, Matt</b> Science Teacher Report to: Main Office Conf #78176971 See Details			
Mon, 4/2/2012 - Tue, 4/3/2012	7:45 AM - 4:45 PM	Full Day	Dell Middle School

## History Tab

If you would like to go further than 30 days into your job history you can click the History tab in the main tabs.



The History tab will allow you to look at the history of your absences and non-work days for various time periods. Just click the predefined time period to see the info for that date range.

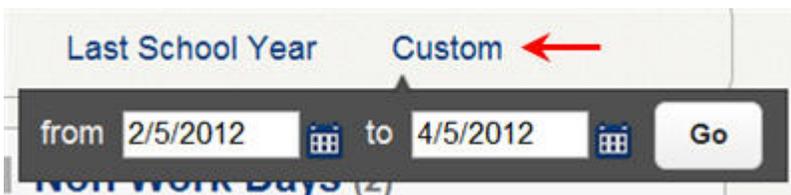


The screenshot shows the History tab interface. At the top, there is a "Select a date range:" section with several options: "Last 60 days" (highlighted with a red arrow), "Last 90 days", "Last 120 days", "This School Year", "Last School Year", and "Custom". Below this, there are two tabs: "Jobs (7)" and "Non Work Days (2)". The "Jobs" tab is active, displaying a table with columns for Date, Time, Duration, and Location. The table contains two entries:

Date	Time	Duration	Location
Mon, 2/20/2012 - Fri, 2/24/2012	7:45 AM - 4:45 PM	Full Day	Dell Middle School
Mon, 2/27/2012 - Tue, 2/28/2012	8:00 AM - 3:00 PM	Full Day	Jaspers Elementary School

### Custom Date Range

To create a custom date range click the Custom option. A date range box will pop up. Enter your custom date range and click the Go button to bring up the info for that range.



The screenshot shows the Custom date range selection interface. It features a "Last School Year" and "Custom" option (highlighted with a red arrow). Below the "Custom" option, there is a date range box with the following text: "from 2/5/2012 to 4/5/2012 Go".

# Preferences

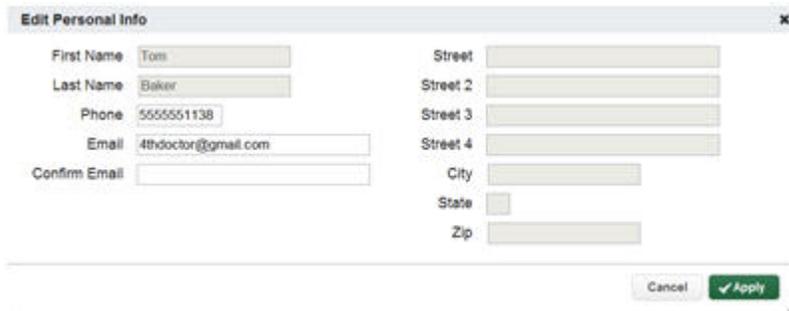
## Personal Info

To view and/or change your personal info click the Personal Info option in the left menu.



A screenshot of a web application interface. On the left is a vertical menu with five items: 'Personal Info', 'Change Pin', 'Schools', 'Call Times', and 'District List'. A red arrow points to 'Personal Info'. To the right of the menu is a user profile card for 'Tom Baker'. The card has a header with the name 'Tom Baker' and a table below. The table has columns for 'Name', 'Phone', 'Email', and 'Address'. The 'Name' column contains 'Tom Baker', 'Phone' contains '(555) 555-1138', and 'Email' contains '4thdoctor@gmail.com'. The 'Address' column is empty. Below the table is a blue 'Edit' button with a right-pointing arrow.

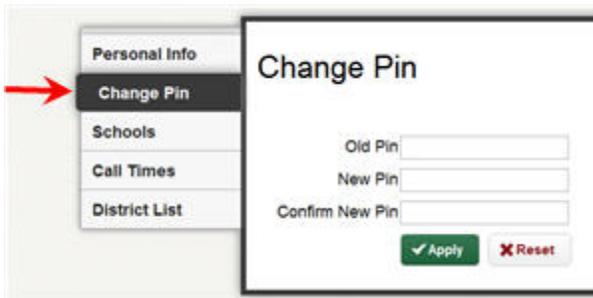
To edit your information click the Edit button. Portland Public Schools allows substitutes to change their email address and phone number. If you make any changes click the Apply button to save the changes.



A screenshot of an 'Edit Personal Info' form. The form has a title bar with 'Edit Personal Info' and a close button. It contains several input fields: 'First Name' (Tom), 'Last Name' (Baker), 'Phone' (5555551138), 'Email' (4thdoctor@gmail.com), 'Confirm Email', 'Street', 'Street 2', 'Street 3', 'Street 4', 'City', 'State', and 'Zip'. At the bottom right are 'Cancel' and 'Apply' buttons.

## Change Pin

The next option in the preferences menu is to change your pin. This is the pin you use to login to Aesop.



A screenshot of a web application interface. On the left is a vertical menu with five items: 'Personal Info', 'Change Pin', 'Schools', 'Call Times', and 'District List'. A red arrow points to 'Change Pin'. To the right of the menu is a 'Change Pin' form. The form has three input fields: 'Old Pin', 'New Pin', and 'Confirm New Pin'. At the bottom are 'Apply' and 'Reset' buttons.

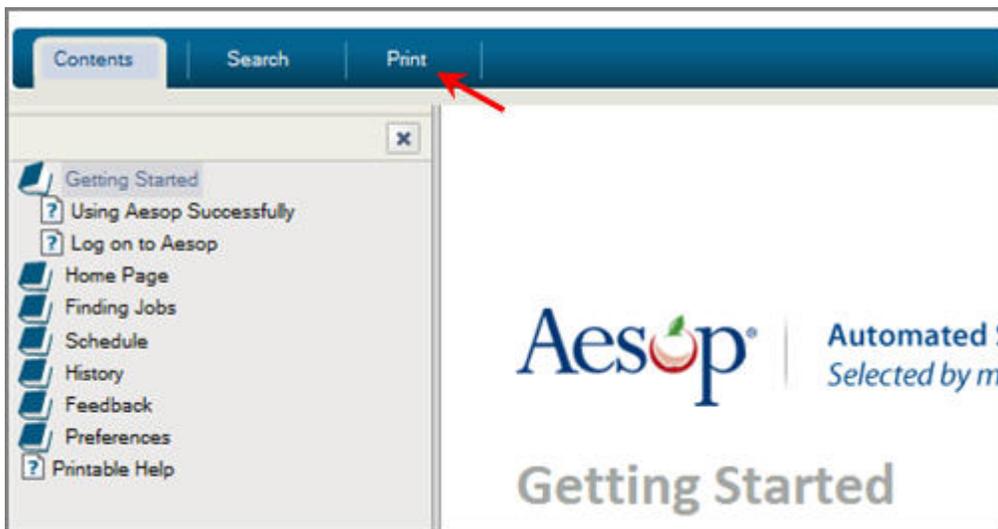
To change your pin:

1. Enter you old pin.
2. Enter your new pin.
3. Confirm by entering your new pin again.
4. Click the Apply button to save.

**Note:** Pins must be 4 or 5 digits long and can only be numerical.

## Printable Help

Each topic in this help guide can be printed individually by clicking the Print tab while in that topic.



## When you call Aesop

To Review or Change your Personal Information, Press 4

- To review or change your name recording, Press 1
- To change your Pin number, Press 2
- To change your phone number, Press 3

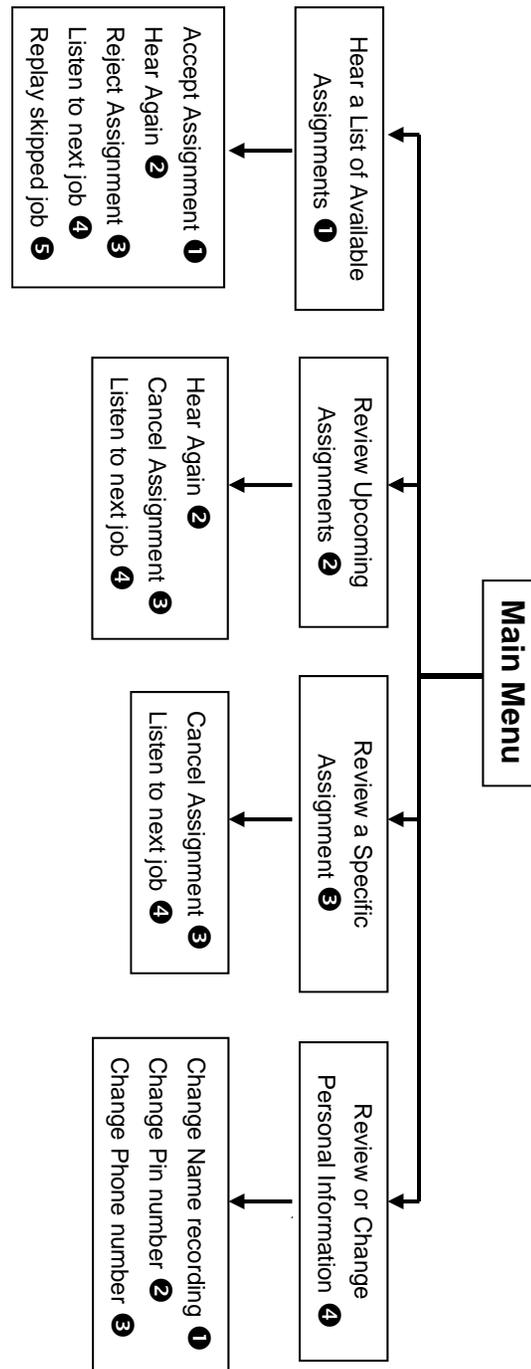
## Special Things to Note

### When Aesop calls you:

- The phone number that appears on Caller ID is: 1-800-942-3767.
- Aesop will **not** leave an assignment on your home answering machine.
- Please say "hello" in order for Aesop to begin the phone call.
- If you are sick and wish not to work, Press 2 - To Prevent Further Calls Today.
- If two or more substitutes have the same phone number it is to your advantage that you both voice-record your names. Aesop will then play the voice recording at the beginning of the phone call and you can enter the correct Pin number.

1.800.942.3767

## Aesop Phone Menu at a Glance



## Phone System Instructions for Substitutes

1.800.942.3767

### Learn how to

- Search for jobs by phone
- Respond when the system offers you a job
- Personalize the phone system

**FRONTLINE**  
PLACEMENT • TECHNOLOGIES

[www.FrontlineK12.com/Aesop](http://www.FrontlineK12.com/Aesop)

## When Aesop calls you

When you answer the phone, say "Hello" and Aesop will present the following options:

If you are interested in a job, Press ①

Aesop will play you the School District Name and the School Name.

**Enter your Pin number followed by the pound key ('#')**

Aesop will now read off all the details of the assignment.

- To accept the assignment, Press ①
- To hear the assignment again, Press ②
- To reject but allow additional Calls today, Press ③
- To reject this assignment and prevent additional calls today, Press ④



When you have successfully accepted an assignment Aesop will play back the **confirmation number**.

To prevent further calls today, Press ②

If you are unavailable, Press ③

To prevent Aesop from ever calling, Press ⑨

- If you select this option then Aesop will never call you again.

[www.FrontlineK12.com/Aesop](http://www.FrontlineK12.com/Aesop)

## When you call Aesop

1. Dial 1.800.942.3767
2. Enter your **ID number** followed by the pound key ('#')
3. Enter your **PIN number** followed by the pound key ('#')



Pressing the star key ('\*') will always take you back one menu level anywhere in the phone system.

To Hear a List of Available Assignments, Press ①

Aesop will play you a list of up to five available jobs.

- To accept the assignment, Press ①
- To hear the assignment again, Press ②
- To reject this assignment and not hear it again, Press ③
- To listen to the next assignment, Press ④
- To replay a bypassed assignment, Press ⑤
- To return to the Main Menu, Press ⑥



When you have successfully accepted an assignment Aesop will play back the **confirmation number**.

1.800.942.3767

## When you call Aesop

To Review or Cancel your Upcoming Assignments, Press ②

- To review your assignments for the next 7 days, Press ③
- To return to the previous menu, Press ⬅

Aesop will now read off all the details of the assignment.

- To hear this again, Press ②
- To cancel this assignment, Press ③
- To listen to the next assignment, Press ④
- To return to the Main Menu, Press ⑥

To Review or Cancel a Specific Assignment, Press ③

Aesop will ask you to enter the confirmation number.

- To cancel this assignment, Press ③
- To listen to the next assignment, Press ④
- To return to the Main Menu, Press ⑥



Please note that if you are canceling a job within an hour of the start time you must call the sub office at 503-916-3330

Available 24/7