## PERSONNEL DEVELOPMENT
### Section 4

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PERSONNEL DEVELOPMENT
Section 4

Oregon Law
and
Portland Public Schools
Special Education
POLICIES AND PROCEDURES
### Section 4: Comprehensive System of Personnel Development

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| **34 CFR 300.221 Implementation of CSPD**  
The LEA must have on file with the SEA information to demonstrate that-  
(a) All personnel necessary to carry out Part B of the Act within the jurisdiction of the agency are appropriately and adequately prepared, consistent with the requirements of Secs. 300.380-300.382; and  
(b) To the extent the LEA determines appropriate, it shall contribute to and use the comprehensive system of personnel development of the State established under Sec. 300.135.  
(See Section 11: Comprehensive System of Personnel Development; Oregon State Application, Oregon’s Policies and Procedures for the Operation of Programs Under IDEA.) | **I. Personnel Development**  
A. The district uses personnel who are appropriately and adequately prepared to provide special education and related services, consistent with Teacher Standards and Practices Commission requirements.  
B. The district has a plan for a comprehensive system of personnel development in the district that ensures the availability of qualified and appropriately trained personnel.  
See Attachment B.  
C. To the extent the district determines appropriate, the district contributes to and uses the comprehensive system of personnel development of the State established under Sec. 300.135 (see Section 11: Comprehensive System of Personnel Development; Oregon State Application, Oregon’s Policies and Procedures for the Operation of Programs Under IDEA). |
ATTACHMENT B

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

I. Procedures for Staff Development

A. Input for staff development is obtained in the form of an annual needs assessment of personnel, from discussions at the building levels, and from the onsite monitoring reports of the Department of Education.

B. Needs are then compiled and communicated annually by the Special Education Director who is responsible for the development and implementation of staff development activities.

C. District staff are encouraged to be aware of significant information proven effective through research and demonstration or disseminated by the Department of Education.

D. Staff development activities include local, regional, and statewide workshops; release time for visitation to other programs; regular meetings of instructional, related, and support personnel relating to specific programming; and individual consultation with local or Department of Education personnel.

E. The district shall provide incentives for personnel to enable them to participate in the inservice training and staff development activities such as released time, payment for participation, salary step credit, or updating professional skills.

F. The district shall encourage the use of innovative practices in the educational setting which have been found to be effective.

II. Personnel

A. The district shall employ qualified personnel to carry out the responsibilities of special education and provide for all applicable state and federal statutes and regulations; and shall provide inservice training and other staff development activities.

B. District personnel trained by inservice training and staff development activities include:

1. General instructional personnel;
2. Special educational instructional personnel;
3. Related services personnel;
4. Support personnel; and
5. Administrative personnel.

C. Other persons trained by inservice training and staff development activities include:

1. Parents;
2. Surrogate parents;
3. Volunteers; and
4. Other interested community persons, agencies and organizations (such as medical personnel, care providers, etc.).
OREGON ADMINISTRATIVE RULES
CHAPTER 581, DIVISION 37 — DEPARTMENT OF EDUCATION

DIVISION 37
EDUCATIONAL ASSISTANTS

[ED. NOTE: Administrative Order 1EB 107, filed 10-31-63 was previously adopted relating to Teacher Aides.]

581-037-0005 Definitions

(1) The terms "teacher" and "educational assistant" refer to persons defined as such in ORS 342.120.

(2) "Supervision" refers to responsibility for and management of the program staff of which administrators, teachers and assistants are members.

Stat. Auth.: ORS Ch. 342
Stat. Implemented: ORS 343.120
Hist.: 1EB 118, f. 11-21-63; ef. 12-25-67; 1EB 131, f. 5-12-72; ef. 6-1-72; 1EB 227, f. & ef. 6-4-76; 1EB 15-1980, f. & ef. 6-9-80; EB 7-1990, f. & cert. ef. 1-26-90

581-037-0006 Qualifications of Educational Assistants

A teacher aide shall:

(1) Have a high school diploma or such knowledge and experience determined by the local district superintendent to be sufficient to function as an educational assistant.

(2) Have standards of moral character as required of teachers.

Stat. Auth.: ORS Ch. 342
Stat. Implemented: ORS 343.120
Hist.: 1EB 327, f. & ef. 6-4-76; 1EB 20-1980(Temp), f. & ef. 7-15-80; 1EB 5-1981, f. & ef. 2-12-81; EB 7-1990, f. & cert. ef. 1-26-90

581-037-0015 Assignment and Direction and Supervision of Educational Assistants

(1) The assistant shall assist a teacher only in a supportive capacity. The role of the educational assistant is adaptable to many support tasks, and nothing in these rules should be interpreted as limiting assistants only to the performance of classroom duties.

Educational assistant tasks may include:

(a) Instructional support—Tasks performed by assistants to supplement students' basic instruction by offering students opportunities to practice and apply what they have learned;

(b) Clerical support—Tasks such as preparing materials, duplicating and operating audiovisual equipment, which are primarily concerned with the physical arrangement of the learning environment; and

(c) Student control—Such duties as supervision of lunchroom's and playground areas, assisting with fire drills, monitoring students in hallways, etc.

Any assistant assigned to instruction-related activities shall work under the direction of the teacher assigned to that instructional station.

(3) A plan of supervision for the assistant shall provide for:

(a) Access to assistance and consultation; and

(b) Regular monitoring of the assistant's performance to determine effectiveness of the assigned tasks and the effect on students.

Stat. Auth.: ORS Ch. 342
Stat. Implemented: ORS 343.120
Hist.: 1EB 131, f. 5-19-72, ef. 6-1-72; 1EB 15-1980, f. & ef. 6-9-80; EB 7-1990, f. & cert. ef. 1-26-90

581-037-0025 Training of Educational Assistants

Districts employing educational assistants shall provide or arrange for suitable training for such personnel to prepare them to perform such functions as they may be assigned.

Stat. Auth.: ORS Ch. 342
Stat. Implemented: ORS 343.120
Hist.: 1EB 131, f. 5-19-72, ef. 6-1-72; EB 7-1990, f. & cert. ef. 1-26-90

581-037-0030 Credentialing of Educational Assistants

The Oregon State Board of Education will require no certificate, diploma or other credential (except the prerequisite high school diploma or its equivalent as a condition for employment as an educational assistant.

Stat. Auth.: ORS Ch. 342
Stat. Implemented: ORS 343.120
Hist.: 1EB 131, f. 5-19-72, ef. 6-1-72; EB 7-1990, f. & cert. ef. 1-26-90

Revised: September 2002
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PERSONNEL DEVELOPMENT
Section 4

Portland Public Schools
Special Education
OPERATIONS
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Date: January 22, 2001

To: Special Education Teachers
Supervisors, Assistant Supervisors, TOSAs

From: Maxine Kilcrease, Director of Special Education
Connie Bull, Special Education Legal Specialist

Re: The Use of Educational Assistants – Supervision and Delegation of Tasks

Attached is a copy of the Oregon Administrative Rule which addresses the criteria and use of educational assistants (EAs). Under this rule, every EA must work under the direction of a certified teacher. The certified teacher must have a “plan of supervision” for the EA that provides for access to assistance and consultation, and regular monitoring of the EA’s performance to determine the effectiveness of the assigned tasks and the effect on the students. OAR 581-037-0015(2) and (3). The Oregon Department of Education has investigated numerous IDEA state complaints that have resulted in the finding of inadequate supervision of EAs. To remain in compliance with the law, District staff should maintain written logs of their regularly scheduled meetings with EAs.

District teachers must also be careful when delegating tasks to an EA. Under Oregon law, EAs may assist a teacher in a supportive capacity only. EAs may not administer standardized tests to students, draft the content of IEPs or draft lesson plans. These activities would exceed the scope of an EA’s supportive role. OAR 581-037-0015 sets forth the activities that an EA may do. This list is not exhaustive. As a general rule, remember that the more you delegate the greater the probability that you may be over-delegating your teaching responsibilities to an EA.

Cc: Hugh Ellis

010901EARoleMemo
MEMORANDUM

Date: March 13, 2001

To: Special Education Staff

From: Maxine Kilcrease, Director of Special Education
       Connie Bull, Special Education Legal Specialist
       Special Education Supervisors

RE: EA Assignments

Last week it was brought to our attention that a few of the Educational Assistants (EAs) have a different view of their job responsibilities than we do. Special education EAs are not hired to work exclusively with one student. Rather, they are hired to work within a special education cluster. Although some EAs are initially hired to work with specific special education students, it is the expectation that the EA will work with other students when the assigned student does not require adult assistance. In addition, because all EAs are assigned to a cluster, an EA’s assignment may be changed at any time during the school year depending on the needs of the special education students in the cluster.

We hope this clears up any misunderstandings. If any staff member has questions, please contact your respective supervisor at (503) 916-5840.

Cc: Principals
    DOSAs

031201EAAssignMemo
MEMORANDUM

To: All Principals
From: Jollee Patterson
Date: October 3, 2001
Re: Guidelines regarding private tutors

Several questions have arisen regarding the guidelines for private tutors (i.e.: tutors hired by and paid for by parents) who ask to work with individual students during the school day. It is important that our practices regarding private tutors be consistent across the District so that parents clearly understand the guidelines.

The general practice regarding private tutors has been to allow them to work with students on school premises but only during non-instructional time, including before school, after school, recess and lunchtime. Recently, we have had more requests from parents who wish to have their students removed from the classroom in order to receive private tutoring during that time. We have also seen an increase in requests by parents to have private tutors sit in class with the student.

I would recommend that principals continue to allow private tutors to provide tutoring during non-instructional time during the day.

Generally, however, students should not be removed from class in order to receive private tutoring (even if the tutoring is on the same subject as the class). If the parent is insistent, the parent should put their request in writing and the principal should discuss the request with their DOSA. If permitted, this arrangement should be viewed as short term and should be re-evaluated on a weekly basis to determine that it continues to be in the best interest of the child to miss instructional time. A student should not miss any more than one class during the day to receive private tutoring.

Allowing tutors to sit in class with a student should be discouraged in all but exceptional circumstances. These circumstances should always be discussed with your DOSA, and, again, should only continue for a very limited period of time. If permitted, the teacher must be informed of the arrangement in advance.

Tutors should register with the school office and fill out the form that is kept for volunteers. However, the tutor should apply for a Civic Use of Buildings permit and the tutor or parent is required to pay the application fee for the permit. Tutors should not be charged an additional rental fee. Because tutors will have direct, unsupervised contact
with children, they must have a criminal background check. The tutor or parent must pay the charge for the background check.

I hope these guidelines are clear. As always, please feel free to call me at ext. 3570 if you have any questions.

cc: Instructional Policy Team
    Management Policy Team
MEMORANDUM

August 14, 2002

TO: Special Education Supervisors

FROM: Connie Bull, Special Education Legal Counsel

RE: Procedure when District Staff Observe Another Staff Member Abusing or Possible Abusing a Student

This memorandum replaces those dated, April 1, 2002 and May 1, 2002.

If District staff observe other District staff abusing or possible abusing a student, the staff member should follow the District’s child abuse reporting procedures. The appropriate DOSA and Maureen Sloan, Human Resources Legal Counsel, at (503) 916-2000 ext. 3025, should also be notified. These procedures will ensure that the Department of Human Resources is notified of the incident and that there is a uniform District response.

cc: Maxine Kilcrease
CHILD ABUSE REPORTING PROCEDURES AND RESOURCE MATERIALS
2002-2003

Portland Public Schools’ Board of Education
Instructions to the Superintendent Regarding Child Abuse Reporting Procedures:

- Every two years all administrators are directed by the Superintendent to have child abuse reporting procedures presentations, including viewing the child abuse reporting video, for all Portland Public School employees.

- All school district employees are required to attend these presentations once every two years.

- Any new public school employee hired shall, within six months of their employment, view such a presentation.

To assist the schools in meeting the requirements of the Board Policy relating to child abuse reporting and the responsibilities of public school employees, all of whom are mandated reporters according to Oregon State law, resource materials and information are provided and described in this publication.

DISTRICT RESOURCES

Videotape: “Child Abuse Reporting Procedures"
Call Number: V06493
Available through PPS AV Booking; 503-916-3228

PPS Channel 28 will show the Child Abuse video at 2:30 p.m., 3:30 p.m. and 4:30 p.m.
  September 2002: Daily showings beginning September 4;
  October 2002: Every Monday in October

Hand out: Copies of this document, “PPS Child Abuse Reporting Procedures and Resource Materials,” are distributed through the Student Services Department – Portland
The following reporting procedures are to be followed by public school employees all of whom are mandated reporters according to Oregon State law:

**DURING THE SCHOOL DAY:**

1. **Employees are required to report the facts of suspected child abuse to the principal (or principal’s designee) immediately.** The school employee who suspects, observes signs, or becomes aware of any of the following should report immediately:
   - Physical abuse, with or without injuries
   - Sexual abuse
   - Sexual exploitation
   - Neglect
   - Emotional abuse
   - Threat of harm

2. **Without delay,** the employee, the principal, or principal’s designee, reports to the Child Abuse Hotline.

   Best practice would have the employee and principal reporting together, completing a child abuse reporting form as the report is made. Employees who choose to make the report independently must notify the principal and/or principal designee immediately, to ensure the school office is ready to receive case workers and/or law enforcement officials. In the rare case of principals or principal designees making a report for someone, the employee has the obligation to check back in a timely manner to confirm the report has been made. In all cases, a reporting form must be completed and filed with the principal's office immediately.

   **Child Abuse Hotline: 503-731-3100**

   Please have ready the following information for the Hotline worker:
   - Student’s full name
   - Date of birth
   - Parent or guardian’s name
   - Student’s home address
   - Student’s home phone number

   All this information is on the student’s registration form located in the school office.

   Contacting the Child Abuse Hotline to make a report fulfills the legal obligation of mandated reporters to report suspected abuse. The Child Abuse Hotline will communicate with Portland Police to coordinate response services for each situation.
The principal, principal’s designee, or employee may request information on what action will be taken.

It is the responsibility of the employee who observes the abuse or determines the concern to report it or cause it to be reported. If the principal or principal designee is making the report for an employee, the employee must follow up with the principal or designee to make certain the report was made. Documentation of each report should be recorded and kept on file in the school office (see attached Child Abuse Report Log.) The employee’s mandatory reporting obligation is not fulfilled until he or she confirms that the report is made.

It is critical that the report be made as early in the school day as possible. This is to help avoid the situation in which a child is sent home prior to Portland Police or Hotline workers being able to conduct an interview, if deemed necessary, with the child at school.

3. If District staff members observe other District staff abusing or possibly abusing a student, the staff member should follow the District’s child abuse reporting procedures. According to that procedure, the staff member should immediately report the facts to his or her principal. The principal will then contact the Child Abuse Hotline. The principal will also contact the appropriate DOSA and Maureen Sloane, Human Resources Legal Counsel, at (503) 916-3025. These procedures will ensure that the Department of Human Resources is notified of the incident and that there is a uniform District response.

4. Suspected child abuse should not be delegated to a third party such as the school counselor or Child Development Specialist prior to reporting to the Child Abuse Hotline. The exception would be if the counselor or CDS is the principal’s designee. Once a child discloses, no further interviews should take place unless directed otherwise by the police or Child Protective Services workers. It is appropriate to inform the school counselor of an abuse report in order that follow-up support can be provided if necessary.

5. Under no circumstances should any school employee contact the parents of a child about whom a report has been made. It is the responsibility of the Portland Police or Child Protective Services workers to contact the parents and follow up with the school.

6. Every school will have a written procedure to follow for reporting suspected abuse when the principal is out of the building and the principal designee is not available. This procedure will be communicated to the staff at the beginning of the school year along with information about the legal responsibility of mandated reporters.

7. MESD, Multnomah County nurses, and staff from other outside agencies are authorized to report directly to the police or Child Abuse Hotline, after which the principal or designee is notified in person or in writing.

IF THE STUDENT IS TO BE INTERVIEWED:
1. If the Portland Police or Child Protective Services should decide to interview the student at school, the principal will secure the name, badge identification number, and phone number of the officer or worker. This information should be recorded, along with other information requested, on the Child Abuse Report Log (see attached) and kept on file in the school office for documentation.

2. The officer or worker may request to speak with the employee, principal, or principal’s designee prior to speaking with the student. School employees should share all detailed information with the officer or worker.

3. The student should be interviewed in a private and secure place within the school. A school employee can request to be present in the interview to help the student feel more comfortable. However, it is up to the judgment of the Portland Police or worker to interview the student alone.

4. If the student is receiving Special Education services, it may be necessary to provide either a Special Education teacher or an assistant to help the student during the interview. If the student is receiving ESL (English as a Second Language) services, it may be necessary to provide an interpreter for the student. The school should assist with helping to arrange for an interpreter. The school can contact Rayona Horkulic, Interpretation and Translation Services, at 503-916-3427.

5. At the conclusion of the interview the officer or worker will determine the next step and inform the school – particularly if he or she intends to contact the parents. If the officer does not inform school personnel, ask for information before the officer or worker departs.

6. **If the parent calls the school:**

   If the interview takes place at the end of the school day and the student is held after school, parents may call asking about their child. The principal should simply report the child’s whereabouts and ask the parent to contact the Hotline at 503-731-3100 for further information. The principal should not give the parent the reason the child is being held at school.

   **POINTS TO REMEMBER:**

   Actions taken by the authorities vary according to individual cases. It is difficult for the school to predict whether or not a child will be taken into protective custody or how parents will react to an allegation of abuse. However, all school employees are mandated reporters **twenty-four hours a day, seven days a week** throughout the year, whether or not they are at work. School employees cannot make discretionary judgments about whether or not to contact the Hotline. Oregon school employees can be and have been prosecuted for failure to report suspected child abuse.

   If a concerned person in the community calls the school to report possible abuse, the school employee may refer them to the Child Abuse Hotline. **However, the school employee as a mandated reporter is also required to contact the proper authorities.** Merely referring a
concerned citizen to the Hotline is not fulfilling the legal obligation. In such a case it would be appropriate to follow the procedures for reporting suspected abuse outlined in this document.

If a parent, or another individual, informs a school employee of abuse that occurred previously in a child’s life and states that it was reported to the authorities, the school employee needs to contact the Child Abuse Hotline to confirm that the report was made. It is not appropriate to assume an abuse report was made because a parent, or other individual, assures the school. **It must be confirmed.**

By law, authorities cannot reveal to parents the name of the individual who makes a report. However, it is not unusual for students to tell their parents that they talked with someone at school, and parents can often make correct assumptions about the source of an abuse report. School employees are not expected to talk with parents who are angry or upset. If an angry or upset parent calls or approaches a school employee about an allegation of abuse, contact the principal immediately. If a school employee is threatened or intimidated by a parent or another individual, the employee is encouraged to call the police.
RESOURCES FOR STAFF PRESENTATIONS

VIDEOTAPE

- A video produced by the Committee For Children, “Identifying, Reporting And Handling Disclosure Of The Sexually Abused Child” can be borrowed from The Student Services Department, 503-916-5840.

BOOKLETS

- “Recognizing and Reporting Child Abuse and Neglect – An Explanation of Oregon’s Mandatory Reporting Law” prepared by the Services to Children and Families (SCF)/Child Protective Service Program (revised 10/99). Copies are available upon request from the Student Services Department, 503-916-5840, ext. 328.

- “Helping Children Heal-What School Personnel Need to Know” and “Child Abuse-What Oregon School Personnel Need to Know” by Judith Burks. This excellent resource document describes responses to child abuse by the courts and gives helpful information for all staff in continuing to work with students. All school counselors and CDS have a copy of these booklets. Books may be borrowed from the Student Services Department, 503-916-5840, ext. 328.


DISTRICT RESOURCES AND CURRICULUM MATERIALS FOR USE WITH STUDENTS

- For information on personal safety materials to use with elementary students call the Student Services Department at 503-916-5840, ext. 328. To log on to the Student Services Library, go to PPS Webpages—Staff Link, Professional Library, Library Catalog—use “d4pac” login for Student Services Library or “pac” login for the Professional Library. The Student Services Library has a variety of books, videotapes and kits available for check out, including:

  - “Body Rights” – Stories and activities for pre-kindergarten-1st grade
  - “Talking About Touching, A Personal Safety Curriculum” – Activities and poster pictures for Pre-K-kindergarten, 1st-3rd grades and 4th-5th grades
  - “Child Sexual Abuse: A Solution” – videotape or filmstrips for students K-6th grade, staff and parents

Revised: September 2002
WEB RESOURCES FOR STAFF USE

The Professional Library has put together a bibliography of web sites and articles on Child Abuse that is updated with new materials with old links validated each summer. The bibliography is titled “Child Abuse: A Selective Bibliography of Articles.” It is available through the Professional Library web page at: http://www.pps.k12.or.us/district/depts/edmedia/abuseok.pdf.

COMMUNITY RESOURCES FOR USE WITH STUDENTS


- **The American Red Cross Program** “When I’m in Charge” instructs elementary age students on prevention and safety tips when they are home alone. Information about this program can be obtained by calling Terry Knott, American Red Cross, Oregon Trail Chapter at 503-284-0011, ext. 308.

RESOURCES FOR FAMILIES

WHERE TO FIND HELP

- **Parents Anonymous Helpline**: 1-800-345-5044 or 503-452-4789 in the metropolitan area. The 24-hour helpline helps parents who need to talk or who need referrals to area agencies or family support groups that specialize in domestic violence.

- **Multnomah County Mental Health Crisis Line**, 503-215-7082. The service provides crisis intervention and can assist in evaluating suicidal children/adults; it also makes referrals.

- **Crisis Lines**: Domestic crisis lines serve almost every county in the state. Look under Crisis Intervention in the phone book yellow pages and ask for a referral.

- **Child Abuse Hotline**, 503-731-3100. The 24-hour hotline handles Multnomah County calls for the Department of Human Services.

- For questions, referrals and crisis intervention: 24-hour Childhelp/IOF Foresters National Child Abuse Hotline at 1-800-4-A-CHILD. TDD: 1-800-2-A-CHILD

- For information about abuse prevention, write: National Committee To Prevent Child Abuse, P. O. Box 2866, Chicago, IL. 60690
**Child Abuse Reporting Procedures**

If a **School Employee** suspects . . .

• Physical Abuse with or without Injuries
• Sexual Abuse
• Neglect
• Emotional Abuse
• Sexual Exploitation
• Threat of Harm

Then the **Employee immediately** reports to the Principal or the Principal’s Designee.

The **employee, Principal, or Principal’s Designee, will immediately report** . . .

• Physical Abuse with or without Injuries
• Sexual Abuse
• Neglect
• Emotional Abuse
• Sexual Exploitation
• Threat of Harm

To the **Child Abuse Hotline**
503-731-3100

**Schools DO NOT contact parents**

- Oregon law states that all school employees are mandated reporters and must report suspected child abuse. School employees are mandated reporters seven days a week, 24 hours a day, year round.

- The Portland Public Schools reporting procedures define that the **school employee** will report suspected child abuse to the **school principal, or principal’s designee**, who will assist in making the report to the **Child Abuse Hotline**. In situations where the principal or designee reports, he/she will notify employee that the report was made and document that information in writing. The employee should check back if he/she does not hear in a timely manner. See attached Child Abuse Report Log.

- If, for any reason, the principal is unavailable, the employee should report directly to the principal’s designee. If neither the principal or principal’s designee is available, the employee should follow the school’s **written plan** for such a circumstance, which may include calling the Child Abuse Hotline directly.

- If the employee reports suspected child abuse directly the Child Abuse Hotline, the employee **must** also notify the school principal in person or in writing. See attached Child Abuse Report Log.
Responses to Parent Inquiry

When parents call the school and want to know the whereabouts of child;

Principal reports custody or refers parent to the Child Abuse Hotline, 503-731-3100

Principal does not report reason child was detained or questioned by police or Hotline personnel.

No notation in student’s record.

Student-to-Student Abuse Procedures

School employee suspects/observes student-to-student abuse and reports to principal.

Principal determines student-to-student abuse has occurred.

Principal follows school discipline action procedures in "Handbook on Student Responsibility, Rights, and Discipline."

Principal, designee, and/or employee reports incident to Child Abuse Hotline

Student-to-Student Abuse is defined as physical abuse of another, but not mutual combat; may include the use of a weapon and sexual assault.
Portland Public Schools
Child Abuse Report Log
(To be kept on file in the school office)

Date: ________________ School: ____________________________ Grade: __________

Student’s Name: ____________________________ Date of Birth: ________________

Parent/Guardian: ____________________________ Teacher: __________________________

Student’s Address: ____________________________________________________________

Date Of Alleged Abuse: ________________________________

Alleged Incident: _________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Hotline Contact:

Employee reporting suspected abuse to principal or principal’s designee: ____________________________

Hotline Person Contacted: ____________________________

Principal/Staff Member Reporting to the Hotline: ____________________________

Agency responding (check one):  ☐ Police   ☐ Hotline

Name of Police Officer/Hotline Worker Responding: ____________________________

Badge Identification Number: ________________ Phone Number: ____________________________

Date and time of call: ____________________________________________________________

Comments: ______________________________________________________________________

If Student is Taken Into Custody At School:

Date: ________________ Time: ________________

This report filled out by: ____________________________________________________________

DO NOT PLACE IN STUDENT’S CUMULATIVE FOLDER
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