DALLAS SCHOOL DISTRICT

Steve Spencer
Superintendent

Rachel Alpert
Assistant Superintendent

2024-2025
Board of Directors
Ed Dressel
Lu Ann Meyer
Rob Ogilvie
Zach Steele
Jon Woods

Juli Lichtenberger
Board Secretary

Please join us at our school board meetings. Unless otherwise scheduled the board meets the second and fourth Mondays of the month.

District Office
Board Room
6:30 p.m.

Mission Statement
Dallas School District is centered on students, powered by collaboration, built on equity, and driven by excellence.

Our Vision
Each student is known by name, strength, and need – pursuing a life of engagement, innovation, and success.

Tagline:
Ask yourself…Is it good for kids?

Dallas School District
111 SW Ash Street
Dallas OR 97338
503.623.5594 ph

Agenda
Board Meeting
October 28, 2024
6:30 p.m.
https://dsd2-org.zoom.us/j/84855147461
District Office Board Room

1.0 Welcome/Pledge of Allegiance

2.0 Approval of the Agenda

3.0 Good News

3.1 LaCreole held an Open House recently which was well attended.

3.2 Lyle's kindergarten enjoyed a field trip to EZ Orchards Pumpkin Patch and the first grade spent a day at the Oregon Zoo.

3.3 Dallas High School was recognized by the House of Representatives in Washington DC as the first high school in Marion and Polk County to offer the College Civics Course.

4.0 Public Comment

5.0 Announcements

5.1 October & November Calendars 393

5.1.1 Board Work Session at Dallas High School October 29, 2024 at 8:00 a.m.

5.1.2 No Board Meeting on November 11, 2024

5.1.3 Next Board Meeting November 25, 2024 at 3:45 p.m. following a Work Session at Morrison Campus at 2:45 p.m.

5.1.4 Citizens Oversight Committee Meeting November 5, 2024 at 5:30 p.m.

5.1.5 District Equity Advisory Committee Meeting November 7, 2024 at 5:00 p.m.

5.1.6 Finance Committee Meeting November 21, 2024 at 5:30 p.m.

6.0 Consent Agenda

6.1	Approval of the October 14, 2024 Board Minutes	395
6.2	GCBDA/GDBDA – Family Leave	398
6.3	EBBB – Injury or Illness Reports	400
6.4	DJC – Bidding Requirements	402
6.5	EBCB – Emergency Procedure Drills and Instruction	406

7.0 Technology & Innovation Annual Report – Sean Johnson 408

8.0 Division 22 Standards Assurances – Nick Ingalls 410

9.0 2023-2024 At-a-Glance District Profile – Nick Ingalls 430

10.0 Building Metrics Report – Liz Postlewait, Reed Langdon & Darrick Bruns **435**

11.0 Finance Committee Application (Board Action) 441

12.0 Policies First Read

12.1 EFA – Local Wellness 442

12.2 GBDA – Expression of Milk or Breast-feeding in the Workplace 449

12.3 GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements 450

12.4 GBN/JBA – Sexual Harassment 453

13.0 Administrative Rules (Information Only)

13.1 JHFE/GBNAB-AR – Reporting of Suspected Abuse of a Child 462

13.2 KBA-AR – Public Records Request 466

14.0 Reports

14.1 Equity Committee Draft Minutes 469

15.0 Adjourn

www.dallas.k12.or.us

Phone: 503.623.5594 • Fax: 503.623.5597 • Address: 111 SW Ash Street • Dallas, Oregon 97338

DALLAS SCHOOL DISTRICT

Public Participation in Board Meetings

During each school board meeting, the agenda has been set to include an item titled "public comment." It is during this portion of the agenda the public can comment on any item that is or is not on the agenda.

Because of the nature of the Board's work, it is typical that the Board will hear from a patron. Public participation is a time for the Board to listen, not a time for discussion or responding to questions, as the Board needs adequate time to process the information received to ensure proper steps are taken going forward. The Board may direct questions to district administrative staff to respond to after the meeting. If input is given related to an action item later in the agenda, the Board will use the input during their discussion or deliberation of that specific item. All public comment during a Board meeting is limited to 3 minutes for each individual. Up to 5 minutes may be granted to one person who represents a group of 3 or more with similar testimony. The Board Chairperson may adjust or extend allowable time limits, if necessary.

The Board cannot hear complaints about specific school personnel during an open meeting. If a patron has a specific complaint against district personnel, the board chair or the superintendent can direct the patron to the appropriate complaint process governed by board policy.

There are three ways to provide public comment at a Board meeting.

1) If you wish to address the Board in person during a Board meeting, please fill out the request for public comment form available outside the boardroom. If the meeting has started and you decide you would like to provide public comment, please alert the administrator who was the greeter or the board executive assistant with your request by simply handing them the public participation form. This will be directed to the board chair.
2) If you wish to address the Board remotely (via Zoom) during a Board meeting, please email Juli Lichtenberger, Executive Assistant to the Superintendent and Board, (juli.lichtenberger@dsd2.org) at least two hours prior to the start of the meeting. Clearly label the subject line as "Public Comment". In the email state that you would like to address the board remotely during the meeting, and include the topic.

Steve Spencer, Superintendent

Rachel Alpert, Assistant Superintendent

Board of Directors: Ed Dressel • Lu Ann Meyer • Rob Ogilvie • Zach Steele • Jonathan Woods

3) If you wish to address the Board in hard copy or email please submit to Juli Lichtenberger, Executive Assistant to the Superintendent and Board, at juli.lichtenberger@dsd2.org at least two hours prior to the start of the meeting. Clearly label the subject line or document as "Public Comment

If you have questions about the district, we encourage you to contact our superintendent.

Thank you for your interest in Dallas School District.

All public meetings, assemblies and celebrations held by the Dallas School District 2 are required to be accessible to persons with disabilities under Title II of the Americans with Disabilities Act (ADA). Accommodations are available upon request to persons who require alternatively formatted materials or auxiliary aids to ensure effective communication and access to events. Please allow at least 10 business days to arrange for accommodations. All requests should be sent to:

DO Reception
Dallas School District 2
111 SW Ash Street
Dallas, OR 97338
503-623-5594

Or: e-mail compliance.officer@dsd2.org

OCT2024

SUN	MON	TUE	WED	THU	FRI	SAT
		01 Citizens Oversight Committee Meeting 5:30 p.m.	02	03 District Equity Advisory Committee Meeting 5:00 p.m.	04	05
06	07	08	09	10	11 No School State Inservice Day	12
13	14 Homecoming Week Board Meeting 6:30 p.m.	15 Homecoming Week	16 Homecoming Week	17 Homecoming Week Finance Committee Meeting 5:30 p.m.	18 Homecoming Week	19
20	21	22	23	24	25	26
27	28 Board Meeting 6:30 p.m.	29 Board Work Session with Dallas High School 8:00 a.m.	30	31 No School Assessment Day		

NOV2024

SUN	MON	TUE	WED	THU	FRI	SAT
					01 No School District Inservice Day	02
03	04	05 Citizens Oversight Committee Meeting 5:30 p.m.	06	07 District Equity Committee Meeting 5:00 p.m. OSBA Annual Convention	08 OSBA Annual Convention	09 OSBA Annual Convention
10	11 No School Holiday	12	13	14	15	16
17	18	19	20	21 Finance Committee Meeting 5:30 p.m.	22	23
24	25 K-12 Conferences Board Work Session with Morrison 2:45 p.m. Board Meeting 3:45 p.m.	26 K-12 Conferences	27 K-12 Conferences	28 No School Holiday	29 No School	30

Minutes
Board Meeting
October 14, 2024
6:30 p.m.
https://dsd2-org.zoom.us/j/84855147461
District Office Board Room

Present: Lu Ann Meyer, Rob Ogilvie, Zach Steele, Jon Woods, Ed Dressel, Steve Spencer, Annie Edmiston, Juli Lichtenberger, Rachel Alpert, Sean Johnson, Bob Archer, Ann Ziehl, Tami Montague, Tim Larson, Tyler Lalack, Nick Ingalls, Reed Langdon, Todd Baughman

Visitors: Amanda Perrigo, Ryan Rowley, Danielle Bull, Walt Markee, Maddy Jackson, Ben Rowley, Savannah Petrovic

1.0 Welcome/Pledge of Allegiance

2.0 Approval of the Agenda
Rob Ogilvie moved to approve the agenda, seconded by Jon Woods. The motion passed unanimously.

3.0 Good News
3.1 McKenzie Darr was awarded the Oregon School Psychologist of the Year by the Oregon School Psychologists Association! Congratulations McKenzie.
3.2 Dallas High School recently held an American Red Cross blood drive. They surpassed their goal with 32 pints of blood collected by 42 donors.
3.3 Thank you, Sean Johnson and the Technology Department, for your work.
3.4 The varsity football team is 5-0 and ranked first in the power ranking.
3.5 Cross Country hosted the first annual Dragon Mile in front of the home football crowd, where three runners broke the previously held girls record for the mile time. Kelsey Rodli, set the new mile record with a time of 5:23, Amber Green and Jazmine Irving also put themselves in the record books with 5:25 and 5:45 times. Rodli was selected as our Student Athlete of the month!
Good news was shared with the Board.

4.0 Student Report – Annie Edmiston
Annie Edmiston shared highlights from Dallas High School.

5.0 Public Comment
Walt Markee, community member, addressed the Board regarding keeping wrestling as a unit taught in PE at LaCreole Middle School.

6.0 Announcements
6.1 October Calendar
6.1.1 Next Board Meeting October 28, 2024 at 6:30 p.m.
6.1.2 Board Work Session at Dallas High School October 29, 2024 at 8:00 a.m.
6.1.3 Citizens Oversight Committee Meeting November 5, 2024 at 5:30 p.m.

6.1.4 District Equity Advisory Committee Meeting November 7, 2024 at 5:00 p.m.
6.1.5 Finance Committee Meeting October 17, 2024 at 5:30 p.m.

7.0 Consent Agenda

7.1 Approval of the September 23, 2024 Board Minutes
7.2 Staffing Report
7.3 GCDA/GDDA – Criminal Records Checks and Fingerprinting
7.4 EBCA – Safety Threats
7.5 LBEA – Resident Student Denial for Virtual Charter School Attendance
7.6 JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements
7.7 JEA – Compulsory School Attendance

Moved by Zach Steele to approve the Consent Agenda, seconded by Rob Ogilvie. The motion passed unanimously.

8.0 Financial Report – Tami Montague

Tami Montague, Director of Fiscal Services, shared the financial report for month ending September 2024. Items that need to be watch closely and those on track were highlighted. Ending fund balance is projected at 5.6% as of this report.

8.1 Finance Committee

The first meeting of the year is scheduled this week. Tami Montague asked what the Board would like the committee to work on this year. The Board discussed some ideas that could be brought forward to the committee.

9.0 Future Farmers of America Student Report

Ryan Rowley and Danielle Bull addressed the Board with some students. Ben Rowley, Chapter President, shared highlights the program has participated in recently. Savannah Petrovic, Chapter Secretary, shared further highlights and accomplishments. Upcoming events were shared.

10.0 Policies First Read

10.1 GCBDA/GDBDA – Family Leave
10.2 EBBB – Injury or Illness Reports
10.3 DJC – Bidding Requirements
10.4 EBCB – Emergency Procedure Drills and Instruction

Rachel Alpert, Assistant Superintendent, shared changes that were made to the policies at the recommendation of Oregon School Boards Association. Move to Consent Agenda at the next meeting.

11.0 Administrative Rules (Information Only)

11.1 DJC-AR – Exemptions from Competitive Bidding and Special Procurements

Rachel Alpert shared the changes in the Administrative Rule.

12.0 Reports

12.1 Enrollment Report
Steve Spencer, Superintendent, shared information regarding the report. Discussion was held.

12.2 Charter School Enrollment Reports

12.3 Charter School Financial Reports

12.4 Charter School Minutes and Agendas

Lu Ann Meyer, Board Chair, read in a statement adjourning the Board into Executive Session.

13.0 Executive Session per ORS 192.660

(2)(i) To Evaluate the Employment-Related Performance of District Personnel

The Board adjourned back into regular session.

14.0 Adjourn at 7:58 p.m.

_____ _____

Board Chair / Lu Ann Meyer **Date**

_____ _____

Board Secretary / Juli Lichtenberger **Date**

Dallas School District 2

Code:	GCBDA/GDBDA
Adopted:	6/14/17
Revised/Readopted:	1/09/23
Orig. Code:	GCBDA/GDBDA

Family Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA) ~~of 1993,~~ the Oregon Family Leave Act (OFLA), ~~of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances),~~ the Oregon Military Family Leave Act (OMFLA), Paid Family Medical Leave Insurance (PFMLI) ~~of 2009~~ and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

~~FMLA applies to districts with 50 or more employees within 75 miles of the employee's worksite, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.~~

~~OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.~~

In order for an employee to be eligible for the benefits under FMLA, the employee~~he/she~~ must have been employed by the district for at least 12 months, ~~and~~ have worked at least 1,250 hours during the past 12-month period and worked at a worksite that employs 50 district employees within 75 miles of the worksite.

Generally, in~~In~~ order for an employee to be eligible for the benefits under OFLA, the employee~~he/she~~ must work an average of 25 hours or more per week during the~~and have been employed at least~~ 180 calendar days immediately prior to the first day of the start of the requested~~family medical~~ leave ~~of absence~~. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins: there. ~~There~~ is no minimum average number of hours worked per week ~~when determining employee eligibility for parental leave~~. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PMFLI is generally available to district employees who have earned $1,000 in subject wages or taxable income during the alternate or base years[1], contributed to the PMFLI fund in the alternate or base years and are otherwise eligible.[2]

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[1] The wages are not required to have been earned for work in the district.

[2] See OAR 471-070-1010 for additional information.

Federal and state leave entitlements generally run concurrently.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 657B.010
ORS 659A.090
ORS 659A.093
ORS 659A.096
ORS 659A.099
ORS 659A.150 - 659A.186
OAR 839-009-0200 - 0320

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2012); Family and Medical Leave Act, 29 C.F.R. Part 825 (2017).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).
Senate Bill 999 (2023).

Cross Reference(s):

GCBDD/GDBDD - Sick Time

Corrected 12/27/23

Dallas School District 2

Code: EBBB
Adopted: 1/23/18
Revised/Readopted: 10/24/22
Orig. Code: EBBB

Injury~~/~~ or Illness Reports

All injuries or ~~/~~illnesses[1], sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. [Staff members will report self-administered first-aid[2] treatment to an immediate supervisor.] All accidents involving employees, students, visiting public or district property will be reported immediately to a supervisor.

When an accident occurs and appropriate steps are taken to care for the accident victim, the staff member under whose supervision and accident occurred, shall file a written report, within 24 hours, to the district's safety officer using the Accident Report Form. Reports will cover property damage as well as personal injury. This report is mandatory and shall be filed regardless of how slight or severe the accident may appear to be.

In the event of a work-related[3] illness or injury to an employee resulting in in-patient~~overnight~~ hospitalization~~for medical treatment~~[4]~~ other than first aid~~, loss of an eye, amputation or avulsion[5], the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA)~~. This report will be made~~ within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes[6] shall be reported[7] to OSHA within eight hours.

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[1] The Oregon Occupational Safety and Health Division provides: "Injury or illness" means an abnormal condition or disorder. Injuries include cases such as, but not limited to, a cut, fracture, sprain, or amputation. Illnesses include both acute and chronic illnesses, such as, but not limited to, skin disease, respiratory disorder, or poisoning (record injuries and illnesses only if they are new, work-related cases that meet one or more of the recording criteria). (OAR 437-001-0015(39))

[2] For employees, "first aid" means any one-time treatment and subsequent observation of minor scratches, cuts, burns, splinters, or similar injuries that do not ordinarily require medical care. Such one-time treatment and subsequent observation is considered first aid even though it is provided by a physician or registered professional personnel. (OAR 437-001-0015(34))

[3] An injury or illness is work related if an event or exposure in the work environment either caused or contributed to the resulting condition or significantly aggravated a preexisting ~~condition.~~injury or illness. (OAR 437-001-0700(6))

[4] ~~"Medical treatment" includes managing or caring for a patient for the purpose of combatting is the management or care of a patient to combat disease or disorder. The following are not considered medical treatment: visits to a physician or other licenseddoctor or health care professional solely for observation or counseling; diagnostic procedures, such as x-rays and blood tests, including administering prescription medications used solely for diagnostic purposes; orand any procedure that can be labeled first aid according to OAR 437-001-0700(8)(d)(A)(iii).~~

[5] Amputations and avulsions are only required to be reported if they result in bone loss. (OAR 437-001-0704(4))

[6] ~~A~~ "eCatastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility. (OAR 437-001-0015(11))

[7] Reporting must be done in person or by telephone. (OAR 437-001-0704(3))

All injuries or ~~/~~illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public and accidents involving district property, employees, students or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

The district safety officer will maintain records on~~and reports on serious~~ injuries, ~~/~~illnesses, and~~including~~ accidents involving district property, ~~or~~ employees, students or visiting public~~s,~~. ~~and~~ These records will include prevention measures taken, reporting information, periodic statistical reports on the number and types of injuries~~/~~, illnesses and accidents occurring in the district, ~~as well as on the measures being taken to prevent such injuries/illnesses in the future~~and monthly and annual analyses of accident data. ~~The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually.~~ Such reports will be submitted to the superintendent ~~for review annually~~[8].

END OF POLICY

Legal Reference(s):

ORS 339.309

OAR 437-001-0015

OAR 437-001-0700
OAR 437-001-0704
OAR 437-001-0760

OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-2225

Corrected 5/16/24

[8] ~~Annual reporting is required, but may occur more often.~~

Dallas School District 2

Code: DJC
Adopted:
Orig. Code(s): DJC

Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. The LCRB has not adopted its own rules of procurement. Consequently, the *Oregon Attorney General's Model Public Contracting Rules*[1] shall apply to the district.[2]

~~OR~~

~~[The Board is the Local Contract Review Board (LCRB) for the district. The LCRB has adopted its own rules of procedure that will govern district purchasing.[3] Consequently, the model rules[4] adopted by the Attorney General shall not apply to the district. The district shall review its rules each time the Attorney General adopts a modification of the model rules to determine whether any modifications need to be made to district rules, as required by ORS 279A.065(6)(b). New rules, as necessary, shall be adopted by the LCRB. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.]~~

Additionally, the district may include as part of its procedures portions of the Oregon Department of Administrative Services administrative rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 - 249.

The LCRB may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district may not artificially divide or fragment a procurement to reduce the procurement requirements.

The superintendent may develop administrative regulations or procedures to assist with the implementation of this policy and applicable procurement rules.

Goods and Services

The district will purchase goods and services through the following procedures, unless an exception applies:

1. Small Procurement. For purchases of goods and services with a contract price not exceeding $25,000, the district can use any manner deemed practical or convenient, including direct selection

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[1] Oregon Administrative Rules (OAR) 137-045 - 049

[2] See ORS 279A.065(5). {The LCRB can formally adopt the AG rules. If the LCRB formally adopts the rules, the district is required to review the AG rules each time there is a modification.}

~~[3] [The district should insert date of adoption of such rules and their location here and remove brackets.]~~

~~[4] Oregon Administrative Rules (OAR) 137-045 - 049~~

or award. Amendments to a contract awarded through small procurement must be in accordance with OAR 137-047-0800.

2. Intermediate Procurement. For purchases of goods and services with a contract price exceeding $25,000, but not exceeding $250,000, the district shall seek at least three informally solicited competitive price quotes or competitive proposals from prospective contractors. The district will keep record of the request and quotes. If three quotes are not reasonably available, fewer will suffice, but the district will make a written record of the effort made. The district may negotiate with a prospective contractor to clarify the quote or offer, or to effect modifications. Amendments to a contract awarded through intermediate procurement must be in accordance with OAR 137-047-0800.

3. Regular Procurement. For purchases exceeding $250,000, the district will use competitive sealed bids (OAR 137-047-0255) or competitive sealed proposals (OAR 137-047-0260). Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-047-0800.

4. Emergency Procurements. In situations of emergency[5], the LCRB or designee may authorize an emergency procurement. In an emergency procurement, the district is not required to follow general procurement requirements. The district must ensure competition for the contract that is reasonable and appropriate under the circumstances. The district must document the nature of the emergency and the method used for the selection of the contractor.

5. Sole-source Procurements. If the LCRB or designee determines that the goods or services are available from only one source, the district may award a contract without competition. To the extent reasonably practicable, the district shall negotiate with the sole source to obtain contract terms that are advantageous to the district. The determination of sole source must be based on written findings and may include:

   a. That the efficient utilization of existing goods requires acquiring compatible goods or services;
   b. That the goods or services required to exchange software or data with other public or private agencies ae available from only one source;
   c. That the goods or services are for use in a pilot or experimental project; or
   d. Other findings that support the conclusion that the goods or services are available from only one source.[6]

6. Special Procurements. "Special procurement" means a contract or class of contracts that use a contracting procedure other than competitive sealed proposals, competitive sealed bidding, small procurement or intermediate procurement. Special procurements require LCRB approval and will be conducted in accordance with ORS 279B.085, OAR 137-047-0285, this policy, and administrative regulation DJC-AR - Exemptions from Competitive Bidding and Special Procurement.{[7]}

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[5] "Emergency" means circumstances that:
1. Could not have been foreseen;
2. Create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and
3. Require prompt execution of a contract to remedy the condition.

[6] If the contract does not exceed $250,000, using intermediate procurement is likely less burdensome than sole source.

[7] {If the LCRB has designated contracts or classes of contracts as special procurements, include this information along with reference to the LCRB action.}

7. Personal Services Contracts. "Personal services contract," as used in this policy, means a contract whose primary purpose is to acquire specialized skills, knowledge and resources in the application of technical or scientific expertise, or the exercise of professional, artistic or management discretion or judgment.[8] Unless otherwise designated by the LCRB, personal services contracts will be procured in accordance with applicable procurement laws. The LCRB may designate certain service contracts or classes of service contracts as personal services contracts and exempt them from competitive bidding.{[9]} All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price. Personal service contractors may be required to qualify as independent contractors in accordance with applicable laws.[10]

Procurements for services estimated to be in excess of $250,000 shall go through the cost analysis and feasibility process in accordance with ORS 279B.030.

Public Improvements

"Public improvement" means a project for construction, reconstruction or major renovation on real property by or for the district.[11] The district will contract for public improvements using the following procedures, unless an exception applies.

1. Public improvements contracts with a value of less than $25,000 are exempt from competitive bidding.

2. Intermediate Procurements. For public improvement contracts not exceeding $100,000, the district may utilize three quotes[12]:

   a. The request for the quotes shall be in writing (unless not reasonably practicable)[13];
   b. The request for quotes shall include the selection criteria and if the criteria are not of equal value, their relative value or ranking.

   The district shall award the contract to the prospective contractor whose quote will best serve the interest of the district, based on the selection criteria. If the award is not made to the offeror and

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[8] This includes, but is not limited to, contracts for the services of an accountant, physician or dentist, educator, consultant (including a provider under an Architectural and Engineering Service Contract), broadcaster, or artist (including a photographer, filmmaker, painter, weaver or sculptor (OAR 137-045-0010(19)). Also includes architectural, engineering, photogrammatic mapping, transportation planning or land surveying services procured under ORS 279C.105 (ORS 279C.100) and related services procured under ORS 279C.120 (ORS 279C.100(5)).

[9] {If the LCRB has designated contracts or classes of contracts as personal services contracts, include this information along with reference to the LCRB action.}

[10] See ORS 670.600 and OAR 459-005-0020.

[11] Public improvement does not include:
1. Projects for which no funds of the district are directly or indirectly used, except for participation that is incidental or related primarily to project design or inspection; or
2. Emergency work, minor alternation, ordinary repair or maintenance necessary to preserve a public improvement.

[12] If three quotes are not reasonably available, the district shall make a written record of the effort made to obtain these quotes.

[13] For Public Works Contracts, oral quotations may only be utilized in the event that written copies of prevailing wage rates are not required by the Bureau of Labor and Industries.

quote with the lowest price, the district will make a written record of the basis for the award. Amendments to a contract awarded via intermediate procurement may be increased in accordance with OAR 137-049-0160(6)-(7).

3. Regular Procurements. For purchases exceeding $100,000, the district will use invitation to bid or request for proposals except as otherwise allowed by law. See OAR 137-049-0130 and OAR 137-049-0640. Amendments to contracts awarded through regular procurement must be in accordance with OAR 137-049-0910.

4. Emergency Procurements. Emergency contracts for construction services are not considered public improvement contracts and will be procured in accordance with OAR 137-049-0140 and OAR 137-049-0150.

5. Community Benefit Contracts. "Community benefit contract" means a public improvement contract that includes, but is not limited to, terms and conditions that require the contractor to:

   a. Qualify as a training agent, as defined in ORS 660.010, or provide apprenticeship training that meets applicable federal and state standards for apprenticeship training;
   b. Employ apprentices to perform a specified percentage of work hours that workers in apprenticeable occupations perform on the community benefit project;
   c. Provide employer -paid family health insurance; and
   d. Meet any other requirements that the LCRB sets forth.

   Community benefits contracts may be procured in accordance with ORS 279C.308.

6. Construction Manager/General Contractor (CM/GC) Procurement. The district shall procure CM/GC services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3) and OAR 137-049-0690, which requires "the assistance of legal counsel with substantial experience and necessary expertise in using the CM/GC Method, as well as knowledgeable staff, consultants or both staff and consultants who have demonstrated capability of managing the CM/GC process in the necessary disciplines of engineering, construction scheduling and cost control, accounting, legal, Public Contracting and project management."

END OF POLICY

Legal Reference(s):

ORS Chapter 279
ORS Chapter 279A
ORS Chapter 279B
ORS Chapter 279C
ORS 670.600
OAR Chapter 125, Divisions 246 - 249
OAR Chapter 137, Divisions 045 - 049
OAR 459-005-0020

OREGON PROCUREMENT MANUAL, Oregon Department of Administrative Services.

Dallas School District 2

Code: EBCB
Adopted: 2/09/16
Revised/Readopted: 10/24/22
Orig. Code: EBCB

Emergency Procedure Drills and Instruction

Each administrator will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes (ORS) and the applicable Oregon Fire Code.

All schools are required to instruct and drill students on district emergency procedures so they~~that students~~ can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, and safety threats. Instruction on emergency procedures~~fires, earthquakes, safety threats, and drills for students,~~ shall be conducted for at least 30 minutes each school month.

The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

Fire Emergencies

~~The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year.~~ Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of "drop, cover and hold on" during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety, and will include explanation of the district's communication strategy following a safety threat action (See Board policy EBCA - Safety Threats**).

~~The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.~~

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

Legal Reference(s):

ORS 192.660(2)(k)
ORS 336.071
ORS 339.324
ORS 476.030
OAR 581-022-2225

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE.

Dallas School District – Technology Department
2024-2025 Annual Report
Sean Johnson, Director of Technology & Innovation
Oct. 28th, 2024

Technology Department:

During the summer of 2024, we collected all district MacBooks to install updates and make any necessary repairs to ensure optimal performance, security, and longevity. It is essential to regularly maintain both the software and hardware aspects of our MacBooks to maximize their lifespan. This maintenance included updating the operating system, replacing thermal pads, and performing a general cleaning of the devices. Each of these tasks contributes to the overall health of your MacBook.

In addition to the MacBook updates and repairs, we have implemented FMX as our new platform for managing technology ticketing requests. This transition marks a significant step in enhancing our workflow and communication. FMX provides more robust tracking capabilities, allowing us to gain deeper insights into patterns and trends in the types of requests and issues reported across the district. By leveraging this data, we can better identify recurring challenges, prioritize critical areas for improvement, and make more informed decisions about resource allocation and training needs. Ultimately, this system will enable us to refine our operations and deliver more efficient support, ensuring we meet the evolving technological needs of our district. FMX has also been implemented by the Facilities & Maintenance department and is being used to approve transportation requests, replacing the older system, SchoolDude.

As we use PowerSchool daily, we have streamlined a few processes and utilized more of the system to improve our reporting capabilities. PowerSchool provides a wide range of reporting features that generate real-time data for administrators, teachers, and district staff. Whether it's for grades, attendance, or behavioral reports, it allows for easy access and sharing of insights without manual report generation. Additionally, because all data is centralized and consistently updated, PowerSchool helps ensure accuracy in the information reported to state and federal agencies, reducing the likelihood of errors and potential penalties.

We've also begun engaging parents through PowerSchool, allowing them to easily access and stay informed about their child's performance metrics digitally, replacing traditional physical methods of communication for progress updates. Parents can log into a dedicated portal to track their child's academic performance, attendance, and behavior. Along with access to performance metrics, both students and parents can use the PowerSchool mobile app to receive notifications, check grades, review schedules, and communicate with the school, all from a smartphone.

Reprographics/Print Shop:

Over in the Print Shop, the workload has eased a bit due to us getting PaperCut Job Ticketing working close to what it was before our ransomware attack. The Job Ticketing portion of

Elementary to be completed, but once they are on the new system, we will have a robust platform that allows us to be prepared for lockdowns, emergencies, and general communication to classrooms for announcements.

Moving Forward:

Currently, nearly all district devices are leased through Insight Financial Services. These leases cover a wide range of equipment, including staff MacBooks, staff Windows laptops, student iPads, cases, crayons for the iPads, and a selection of CTL Chromebooks. At present, we are managing six active leases, each with varying maturity dates.

Many of these leases are scheduled to mature in the summer of 2026, with most coming due within about a month of each other. However, two leases are set to expire earlier—one in September 2025, and the other in February 2026.

This staggered maturity presents both benefits and challenges. The two earlier maturing leases provide an opportunity to start the refresh process ahead of the main group, potentially easing the logistical and financial strain that comes with handling a large volume of devices at once. However, most devices will still require replacement around the same time, posing a potential risk of overburdening both our budget and IT resources.

Having multiple leases mature in close succession also creates risks. If not properly managed, this could lead to temporary disruptions in device availability, procurement challenges, and potential interruptions for both staff and students.

In addition to reviewing the end of our leases, we also face a significant challenge regarding the use of Artificial Intelligence (AI) in our schools. One thing we know for sure about AI is that it is here to stay. AI in K-12 schools holds tremendous potential to transform education in several key areas, offering new tools and opportunities for both students and teachers.

Several district staff members, including myself, Superintendent Spencer, Tyler Lalack, and Shannon Ritter, have had the opportunity to join WESD's AI & Seek Cohort series, which aims to provide an enlightening and comprehensive series on integrating Generative Artificial Intelligence in education. The series will cover a range of critical topics designed to support educators, administrators, and policymakers in navigating the evolving landscape of AI.
AI has the potential to significantly reshape K-12 education by making learning more personalized, inclusive, and efficient. However, to fully realize these benefits, it will be crucial to address challenges like equity, data privacy, and teacher training.

I would like to express my personal gratitude to the Board, Superintendent Spencer, my colleagues, coworkers, and the Technology department for entrusting me with the leadership of this team. Your collective support, guidance, and trust have been instrumental in fostering a collaborative environment. I am deeply appreciative of the opportunity to lead alongside such dedicated and talented individuals. Together, we will continue to push boundaries and achieve remarkable success.

OREGON
DEPARTMENT OF
EDUCATION

Division 22 Standards Assurances for the 2023-24 School Year

October 28th

Overview

What are the Division 22 Standards?

- All Oregon administrative rules (OARs) set out in Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools.

  Example: 581 - 022 - 0102 Definitions
  Chp. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.

- Compliance with these rules ensures a baseline level of service across the state.

Division 22 Rule Categories

Division 22 standards include over 50 rules.

Teaching & Learning
Curriculum & Instruction
Assessment & Reporting
Program & Service Requirements
HS Diploma
Health & Safety
Policies & Practices
Plans & Reports
Athletics & Interscholastic Activities
District Performance & Accountability
Human Resources/Staffing

Snapshot: Division 22 Rules

Required Instructional Time

Human Sexuality Education

Comprehensive School Counseling

Every Student Belongs

Suicide Prevention Plan

Safety of School Sports-Concussions

Teaching & Learning

- Curriculum & Instruction
- Assessment & Reporting
- Program & Service Requirements
- HS Diploma

Health & Safety

- Policies & Practices
- Plans & Reports
- Athletics & Interscholastic Activities

District Performance & Accountability

Human Resources/Staffing

Administration of State Assessments

Identification of TAG Students

Credit Options

Complaint Procedures

Fingerprint Based Background Checks

Teacher Training Related to Dyslexia

What are the requirements for each of the rules?

Consult the following resources for information:

Resource	Description
ODE's Rules at a Glance Summary	Provides a high level summary of each rule
Secretary of State's Oregon Administrative Rules Database	Consult the text of the OAR for all of the specific details
ODE's Division 22 Standards Newsletter	Biannual publication that highlights new/revised rules, clarifies existing rules; provides insights on how the standards intersect with current issues and trends in K-12 education, as well as resources and promising practices

What are the Division 22 Standards Assurances?

Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1

State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance

Division 22 Standards & Assurances of Compliance "Our Why"

- Signals our commitment to providing a high-quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.

What happens if the district is out of compliance?

- ODE reviews the district's proposed corrective action plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support.
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed.
- The corrective action must be complete by the beginning of the next school year.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies.

Report for the 2023-24 School Year

Division 22 Waivers for 2023-24

- 581-022-2115(3) Assessment of Essential Skills:
  - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
  - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- OAR 581-022-2120 Essential Skill Assessments for English Language Learners
  - This related policy requirement has also been waived through the end of the 2027-28 SY.

Rule Revision in Effect for the 2023-24 SY

OAR 581-022-2220 Health Services

- New requirements were adopted by the State Board of Education in June 2023.
- Requires school districts to develop, implement, and annually update a written, prevention-oriented health services plan for all students.

*Includes medically fragile student services, CPR staff training requirements, etc.

District Report on Compliance with Division 22 Standards

The Dallas School District is compliant with all Division 22 requirements.

Including 581-022-2307 Educational Equity Advisory Committee (EEAC).

We had until September of 2025 to start an EEAC, however, as a district goal, this was formed and had its first meeting in Spring of 2024.

Corrective Action Implemented

We had one corrective plan in place under OAR 581 - 022 - 2445, universal dyslexia screenings.

We were compliant with most of the rule, but did not send family history questionnaires in 22-23, however, this was done in 23 - 24 to return to compliance.

Looking Ahead: Compliance for the 2024-25 SY

New/Revised Rules & Requirements

OAR 581-022-2030 District Curriculum

Beginning in 2024-25, districts must have:

- a planned K-12 instructional program for Social and Emotional Learning; and
- a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.

OAR 581-022-2000 Diploma Requirements

- Credit requirements for students who were first enrolled in grade 9 during the 2023-24 school year or first enrolled in grade 9 in any subsequent school year include 0.5 credit in Personal Financial Education and 0.5 credit in Higher Education & Career Path Skills (SB 3 - 2023).

New/Revised Rules & Requirements

Modified Diploma, Extended Diploma, and Certificate of Attendance

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

OAR 581-022-2045 Substance Use Prevention and Intervention Plan

Requires a comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School** (SB 238 – 2023).

Teaching & Learning Update

Oct. 28th, 2024

On Deck

1. Division 22 Compliance Report

2. At A Glance District Profile

Division 22 Report

OREGON
DEPARTMENT OF
EDUCATION

Division 22 Standards Assurances for the 2023-24 School Year

October 28th

23-24 At A Glance Report

OREGON DEPARTMENT OF EDUCATION

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OREGON AT-A-GLANCE DISTRICT PROFILE

Dallas SD 2

SUPERINTENDENT: Steve Spencer | 111 SW Ash St, Dallas 97338 | 503-623-5594

2023-24

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OREGON AT-A-GLANCE DISTRICT PROFILE

Dallas SD 2

2023-24

SUPERINTENDENT: Steve Spencer | 111 SW Ash St. Dallas 97338 | 503-623-5594

Students We Serve

2,977
Student Enrollment

DEMOGRAPHICS

American Indian/Alaska Native	
Students	2%
Teachers	1%
Asian	
Students	1%
Teachers	3%
Black/African American	
Students	1%
Teachers	1%
Hispanic/Latino	
Students	13%
Teachers	2%
Multiracial	
Students	4%
Teachers	0%
Native Hawaiian/Pacific Islander	
Students	1%
Teachers	1%
White	
Students	79%
Teachers	94%

<5% Ever English Learners

14 Languages Spoken

18% Students with Disabilities

16% Mobile Students

34% Students Experiencing Poverty

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

Academic Success

Grade 3 ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.

Grade 8 MATHEMATICS

Students meeting state grade-level expectations.

High School Success

ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.

ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2019-20 graduating in 2022-23.

FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2018-19 finishing in 2022-23.

District Goals

Improve early literacy and numeracy outcomes for students with a focus on reducing academic disparities for student subgroups.

Using the criteria established in SB 732, Establish a district Educational Equity Advisory Committee (EEAC) with the charge to develop a comprehensive educational equity plan to ensure equitable opportunities and outcomes for all students within the district.

The district will implement the Dallas School District 2024-2028 Strategic Plan.

Develop and implement a district wide communications and marketing strategy to shape the online narrative of our schools and district.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

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OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Dallas SD 2

Outcomes

2023-24

Our Staff (rounded FTE)

16 Administrators

177 Teachers

113 Educational assistants

7 Counselors

0 Social Workers

2 Licensed Librarians

2 Psychologists

75% % of licensed teachers with more than 3 years of experience

	REGULAR ATTENDERS	Grade 3 ENGLISH LANGUAGE ARTS	Grade 8 MATHEMATICS
American Indian/Alaska Native	53%	<10 students or data unavailable	<10 students or data unavailable
Asian	64%	<10 students or data unavailable	<10 students or data unavailable
Black/African American	48%	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	58%	9%	<5%
Multiracial	62%	27%	<10 students or data unavailable
Native Hawaiian/Pacific Islander	65%	<10 students or data unavailable	<10 students or data unavailable
White	67%	32%	17%
Students Experiencing Poverty	51%	18%	6%
Ever English Learner	53%	<10 students or data unavailable	<10 students or data unavailable
Students with Disabilities	61%	5%	12%
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	45%	<10 students or data unavailable	<10 students or data unavailable
Students in Foster Care	59%	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	73%	<10 students or data unavailable	<10 students or data unavailable
Female	65%	36%	17%
Male	66%	22%	12%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

	ON-TRACK TO GRADUATE	ON-TIME GRADUATION	FIVE-YEAR COMPLETION
American Indian/Alaska Native	<10 students or data unavailable	71%	<10 students or data unavailable
Asian	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Black/African American	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Hispanic/Latino	79%	59%	86%
Multiracial	<10 students or data unavailable	<10 students or data unavailable	62%
Native Hawaiian/Pacific Islander	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
White	84%	73%	80%
Students Experiencing Poverty	61%	55%	65%
Ever English Learner	<10 students or data unavailable	77%	<10 students or data unavailable
Students with Disabilities	76%	71%	65%
Migrant	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Homeless	<10 students or data unavailable	60%	60%
Students in Foster Care	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Military Connected	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Talented and Gifted	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable
Female	86%	69%	84%
Male	80%	76%	76%
Non-Binary	<10 students or data unavailable	<10 students or data unavailable	<10 students or data unavailable

Work in Progress:

Regular Attender:

- Staff from 5 buildings attending workshops
- Already seeing some improvements
- Continued sessions and coaching available through WESD

9GOT:

- Team formed at the HS, saw a 10% increase last year and held steady this year
- Coaching and CoP through WESD

On - Time Graduation:

- Disconnect between Powerschool and internal data (coded incorrectly for various reasons, Homeschool, moved districts, etc.)

Five - Year Completer

- Expand credit recovery and prevention work
- Expand alternative education (Dragon Academy, Dragon Academy Online)

Work in Progress:

Grade 3 ELA

- Early Literacy Grant
- Scope and sequence now in place
- Added UFLI intervention K -3

Grade 8 Mathematics

- Carnegie conference, most participants were from LaCreole
- Vertical alignment work has been expanding to elementary

Oakdale Elementary Metrics
2024-2025

Reading:

STAR Early Literacy
Grades K-2
Measured by Percent of Students Meeting District Benchmarks

Grade	Fall	Winter	Spring
K	57%		
1	54%		
2	33%		

STAR Reading
Grade 3
Measured by Percent of students Meeting District Benchmarks

Grade	Fall	Winter	Spring
3	60%		

Math:

STAR Math
Grades 1-3
Measured by Percent of students Meeting District Benchmarks

Grade	Fall	Winter	Spring
1	29%		
2	27%		
3	58%		

Oakdale Elementary Metrics
2024-2025

Attendance

Attendance:
Measured by Average Daily Attendance
Regular Attenders

	Fall (September)	Winter September - January 31st	Entire School Year
2024-2025	93.83%		
2023-2024	95.7%	91.16%	91.67%

Attendance:
Regular Attenders

	Fall (September)	Winter September - January 31st	Entire School Year
2024-2025	79% (232 students)		
2023-2024			68%

Behavior

Behavior:
Measured in Discipline Incidents recorded on school based form.

	Fall (September)	Winter September - January 31st	Entire School Year
2024-2025	5		
*2023-2024	4	13	30

*2023-24 - Oakdale was in the process of creating new systems to accurately account for behavior data. The data listed above was not a true representation of documented behaviors. Behavior data was documented and tracked in a different format.

Lyle Elementary Metrics
Fall 2024

Reading:

STAR Early Literacy
Grades K-2
Measured by Percent of Students Meeting District Benchmarks

Grade	Fall	Winter	Spring
K	57.1%		
1	50%		
2	32.5%		

STAR Reading
Grade 3
Measured by Percent of students Meeting District Benchmarks

Grade	Fall	Winter	Spring
3	42.9%		

Math:

STAR Math
Grades 1-3
Measured by Percent of students Meeting District Benchmarks
(Note: Kindergarten does not take this assessment)

Grade	Fall	Winter	Spring
1	32%		
2	41.9%		
3	42.9%		

Lyle Elementary Metrics
Fall 2024

Attendance:
Measured by Average Daily Attendance

School Year	Fall (September)	Winter September - January 31st	Entire School Year
2024-2025	91.6%		
2023-2024	88.1%	88.7%	88%

Attendance:
Measured by Regular Attenders
Note: A regular attender is a student who has attended school 90% or more of the time in a school year.

School Year	Fall (September)	Winter (September - January 31st)	Entire School Year
2024-2025	71%		
2023-2024 (Entire School Year)			68%

Behavior:
Measured in Discipline Incidents recorded on school based form.

School Year	Fall (September)	Winter September - January 31st	Entire School Year
2024-2025	15		
2023-2024	16	216	600

Whitworth Elementary Metrics

Reading:

STAR Reading
Grade 3-5
Measured by Percent of students Meeting District Benchmarks

Grade	Fall	Winter	Spring
3	22%		
4	51%		
5	49%		

Math:

STAR Math
Grades 3-5
Measured by Percent of students Meeting District Benchmarks

Grade	Fall	Winter	Spring
3	31%		
4	48%		
5	44%		

Attendance:

Measured by Average Daily Attendance
Regular Attenders

	Fall (September)	Winter September - January 31st	Entire School Year
2024-2025	74% (269 students)		

Whitworth Elementary Metrics

2023-2024	70% (238 students)		74%

Measured by:
Regular Attenders

	Fall (September)	Winter September - January 31st	Entire School Year
2024-2025	93.37%		
2023-2024	93.35%		

Behavior:
Measured in Major Discipline Incidents (State Reportable Incidents) recorded on school based form.

	Fall (September)	Winter September - January 31st	Entire School Year
2024-2025	21		
2023-2024	1		

DALLAS SCHOOL DISTRICT

Finance Committee

Application for Finance Committee Member

NAME: Tyler Ferrari	***OCCUPATION:*** Economic Development Specialist
ADDRESS: [redacted] Dallas, OR 97338	***Home Phone:*** ***Cell Phone:*** [redacted] ***E-mail Address:*** [redacted]

Team Member Expectations:

- Attend scheduled Finance Committee meetings
- Participate in Board meetings as needed to provide updates on progress

What contribution do you think you would make to the Committee?

I believe my experience in municipal and state government would bring a unique perspective to the committee and my knowledge of the community's future and current growth would be an asset as the committee plans for the future

What experience do you have related to this type of work?

Outside of my job in local government, I previously have served on the Parks and Recreation Commission for the City of Murrieta, California. Additionally, I have worked in government since 2018 at various levels, including the California State Senate

In order to help us have a well-rounded group, we would like to know what committees or organizations you are involved with.

In Dallas, I am regularly involved with Dallas Rotary, The School District's Equity Advisory Committee, Dallas Downtown Association, and Dallas Area Chamber of Commerce

Please return this form to Juli Lichtenberger by e-mail, juli.lichtenberger@dsd2.org
or by mail, 111 SW Ash Street, Dallas, OR 97338

This application could be subjected to release with a public records request.

Dallas School District 2

Code: EFA
Adopted: 7/11/17
Orig. Code: EFA

Local Wellness

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT
The district shall manage and coordinate the implementation of this local wellness policy.

1. Implementation will consist of, but not be limited to, the following: Delineating roles, responsibilities, actions and timelines specific to each school;

2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;

3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;

4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

The Board designates the district principals as the people who will be responsible for ensuring each school meets the goals outlined and complies with this policy.

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available,

the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy. The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

2. The extent to which the district's policy compares to model local school wellness policy; and

3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available.
The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy)

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities in community news, on the district's website, on school websites, and/or in district or school communications. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Students and staff will receive consistent nutrition messages throughout the school environment;

2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program[(which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating)], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

4. Teachers will receive curriculum-specific training;

5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;

6. Families and community organizations are involved, to the extent practicable, in nutrition education;

7. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;

1. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

2. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;

3. Families are invited to attend exhibitions of student nutrition projects or health fairs;

4. Physical activity is encouraged to be part of all school-community events.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Summer Food Service Program (SFSP), and other programs.

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed Smart Snacks Standards[1]. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the principal for approval before starting.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;

2. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;

[1] Oregon Department of Education, Oregon Smart Snacks Standards

3. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;

4. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;

5. At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;

6. A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;

2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;

3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;

4. Education and resources to help employees make decisions about health care; and

5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and

workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and

3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide).The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Safe Routes to Schools Program;

2. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);

3. Nonfood-related fund raisers;

4. Physical activity energizers during transitions from one subject to another;

5. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;

6. Use of alternates to food as rewards in the classroom;

7. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;

8. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);

9. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).

DEFINITIONS

1. "Competitive food" means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.

2. "Food and beverage marketing"[2] is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

3. "Oregon Smart Snacks Standards"[3] means the State's minimum nutrition standards for competitive foods and beverages (ORS 336.423).

4. "School day" means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].

5. "School campus" means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

ORS 327.531
ORS 327.537
ORS 329.496
ORS 332.107
ORS 336.423

OAR 581-051-0100
OAR 581-051-0305
OAR 581-051-0306
OAR 581-051-0310
OAR 581-051-0400

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).

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[2] This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

[3] Oregon Department of Education, Oregon Smart Snacks Standards

Dallas School District 2

Code: **GBDA**
Adopted: 1/09/23
Orig. Code(s): GBDA

Expression of Milk or Breast-feeding in the Workplace

When possible an employee must give reasonable notice of the intent to express milk or breast-feed to a supervisor. The district shall provide the employee a reasonable rest period to express milk or breast-feed each time the employee has a need to express milk or breast-feed. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

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

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

1. District office: location, e.g., a private office in the district office building;
2. Oakdale Heights Elementary School: Room 101;
3. Lyle Elementary School: Room 1A;
4. Whitworth Elementary School: Room 23;
5. LaCreole Middle School: Room ~~30~~ 1A;
6. Dallas High School: Room 735A;
7. Morrison Campus/District Office: Room 113.

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

This policy and the list of designated locations is published in the employee handbook. The list of designated locations is available upon request in the central office of each school facility and in the district's central office.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 653.077
ORS 653.256
OAR 839-020-0051

Cross Reference(s):
GCBDD/GDBDD - Sick Time

Dallas School District 2

Code: GBNAB/JHFE
Adopted: 9/10/12
Revised/Readopted: 5/25/21; 1/09/23
Orig. Code(s): JHFE

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse[1] shall ~~orally report or cause an oral report~~ immediately ~~by telephone or otherwise~~ make a report to the ~~local office of the~~ Oregon Department of Human Services (DHS) through the centralized child abuse reporting system[[2]]~~or its designee~~ or to a~~the~~ law enforcement agency within the county where the person making the report is located at the time of the contact ~~pursuant to Oregon Revised Statute (ORS) 419B.010~~. Any district employee who has reasonable cause to believe that any **person**[3] with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made~~ in the same manner ~~to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010~~described above.

The report must contain, ~~If~~ if known, ~~the report shall contain~~ the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors[4], agents[5], volunteers[6], or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the Oregon Department of Human Services~~ (DHS) ~~or~~ through its centralized child abuse reporting system or to a~~designee or the local~~ law enforcement agency ~~pursuant to ORS 419B.015~~, and to a~~the~~ designated licensed administrator.

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[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] ~~{~~How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)~~}~~

[3] "Person" could include adult, student or other child.

[4] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[5] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[6] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the [director of human resources] who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for making a report to~~local~~ law enforcement or~~and~~ the centralized child abuse reporting system of~~local~~ DHS~~ office or its designee~~, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS~~, or its designee,~~ for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;

2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor or agent for the district is prohibited. Texting or electronically communicating with a student through contact information gained as a volunteer for the district is prohibited except as required to meet the obligations of the volunteer position.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 339.370 - 339.400
ORS 418.257 - 418.259
ORS 419B.005 - 419B.050
OAR 581-022-2205

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Dallas School District 2

Code:	GBN/JBA
Adopted:	9/08/14
Revised/Readopted:	1/09/23; 9/25/23
Orig. Code(s):	GBN/JBA

Sexual Harassment

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties[1] shall include:

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:

    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job; or
    c. Creates an intimidating, offensive, or hostile environment.

[1] "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at~~At~~ a school-sponsored activity or program; or 3) off~~Off~~ school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

3. Assault when sexual contact occurs without the student's, staff member's or third party's consent[2]. ~~because the student, staff member of third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.~~

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions~~action~~, offensive because of that other person's sexual orientation or gender identity.

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

Oregon Procedures

Reports and complaints of sexual harassment should be made to any administrator at a school building or to either of the following individual(s):

Name	Position	Phone	Email
Rachel Alpert	Director of HR	503-623-5594	compliance.officer@dsd2.org
Ron Snively[3]	Title IX Coordinator	503-623-8336	compliance.officer@dsd2.org

These individual(s) are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

Any staff member who becomes aware of behavior that may violate this policy shall immediately report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;

2. Staff member is protected and to promote a nonhostile work environment; or

3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the

[2] "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

[3] ~~This person is also as the athletic director in the district.~~

student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to ~~immediately~~ report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment:

7. Discipline of staff and students engaging in sexual harassment;
8. Removal of third parties engaged in sexual harassment;
9. Additional supervision in activities;
10. Additional controls for district electronic systems;
11. Trainings and education for staff and students; and
12. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

13. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
14. If the third party works for an entity that contracts with the district, communicating with the third party's employer;

15. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;

16. Limiting attendance at district events; and

17. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

18. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or

19. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person[4] who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

20. Each reporting person;

21. If appropriate, any impacted person who is not a reporting person;

22. Each reported person; and

23. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include[5]:

24. Name and contact information for all person designated by the district to receive complaints;

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[4] Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

[5] Remember confidentiality laws when providing any information.

25. The rights of the person that the notification is going to;

26. Information about the internal complaint processes available through the school or district that the student, student's parents, staff member, person or person's parent who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;

27. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;

28. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;

29. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;

30. Information about, and contact information for, services and resources that are available to the person, including but not limited to:

    a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
    b. For the reported persons, information about and contact information for state and community-based mental health services.

31. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

32. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

33. Be written in plain language that is easy to understand;

34. Use print that is of a color, size and font that allows the notification to be easily read; and

35. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

36. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

37. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity[6];

38. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

39. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

40. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

41. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

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[6] "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

The athletic director is designated as the Title IX Coordinator and can be contacted at 503-623-8336. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this policy~~AR~~. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.[7] The district shall treat complainants and respondents equitably by providing supportive measures[8] to the complainant and by following a grievance procedure[9] prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.[10]

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.[11] The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

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[7] (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

[8] (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.[8] The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

[9] This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

[10] The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

[11] The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

42. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);

43. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

44. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary[12], or both.

No Retaliation

Neither the district or any person may retaliate[13] against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy shall be prominently published in the student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any student, parent of a student, school or district staff member, or third party upon request.

END OF POLICY

Legal Reference(s):

ORS 243.706
ORS 332.107
ORS 342.700
ORS 342.704
ORS 342.708
ORS 342.850
ORS 342.865
ORS 659.850
ORS 659A.006
ORS 659A.029
ORS 659A.030
OAR 581-021-0038
OAR 584-020-0040
OAR 584-020-0041

[12] Of the United Stated Department of Education.

[13] Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Dallas School District 2

Code: JHFE/GBNAB-AR(1)
Revised/Reviewed: 9/10/12; 1/23/18; 4/27/21
Adopted: 1/09/23
Orig. Code(s): JHFE-AR(1)

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse[1] shall ~~orally report or cause an oral~~ make a report immediately ~~by telephone or otherwise~~ to the ~~local office of the~~ Oregon Department of Human Services (DHS) through the centralized child abuse reporting system[[2]]~~or its designee~~ or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**[3] with whom the employee is in contact has abused a child shall immediately report in the same manner.~~or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.~~

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the~~ DHS through~~or~~ its centralized child abuse reporting system or to a~~designee or the local~~ law enforcement agency ~~pursuant to ORS 419B.015~~, and to a~~the~~ designated licensed administrator or alternate licensed administrator for their school building.

The report must contain, ~~If~~ if known, ~~the report shall contain~~ the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the [director of human resources] who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report;

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[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] [How to report abuse or neglect: Oregon DHS. Call 855-503-SAFE (7233)]

[3] "Person" could include adult, student or other child.

date and time that the report was made; and name of district administrator who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave[4] and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not been~~be~~ violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the district shall prohibit the contractor, agent or volunteer from providing services to the district. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated[5] and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement. If the employee is not part of a collective bargaining agreement, may appeal the employment action taken through an appeal process administered by a neutral third party.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Definitions

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[4] The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

[5] The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or ~~its designee or~~ law enforcement pursuant to law.

1. Oregon law ~~recognizes these and other types of~~ define "abuse" in ORS 419B.005(1).~~:~~

   ~~a. Physical;~~
   ~~b. Neglect;~~
   ~~c. Mental injury;~~
   ~~d. Threat of harm;~~
   ~~e. Sexual abuse and sexual exploitation.~~

2. "Child" means an unmarried person who is under 18 years of age or is ~~under 21 years of age and residing in or receiving care or services at a child-caring agency~~ a child in care, as defined in ORS 418.257.

3. A "substantiated report" means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by ~~this~~ policy or this administrative regulation, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

4. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator~~,~~ unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

5. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;

6. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;

7. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their~~the~~ investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

Dallas School District 2

Code: KBA-AR
Revised/Reviewed: 5/15/18; 9/25/23
Orig. Code: KBA-AR

Public Records Request

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing to the Assistant Superintendent through the {[1]}district office at 111 South West Ash Street, Dallas, OR 97338-2213.

2. Upon receipt of a written request, the district shall respond within five business days[2] acknowledging receipt of the request or completing[3] the district's response to the request. If the district provides an acknowledgment of the request, it must:

   a. Confirm that the district is the custodian of the requested record;
   b. Inform the requester that the district is not the custodian of the requested record; or
   c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.

3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:

   a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
   b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.

4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:

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[1] {ORS 192.324(7) requires a public body to include the name of one or more individuals to whom a public records request may be sent, with addresses, in written procedures. If the district does not have other written procedures which includes this required designation besides a KBA-AR, per ORS 192.324(7).}

[2] "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

[3] The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

a. The staff or volunteers[4] necessary to complete a response to the public records request are unavailable;
b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
c. Of the volume of the public records request being simultaneously processed by the district.

In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.

6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be made available in the form the record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.

7. Information will be made available to individuals with disabilities in an accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

8. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be ~~reimbursed to the district~~charged to the requester.

[~~Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of $.25 per page.~~]

[{[5]}Costs will be as follows:

a. Clerical time: $60 per hour;
b. Administrator time: $100 per hour;
c. Attorney time: $300 per hour;

[4] Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

[5] {ORS 192.324(7) requires the public body to include "the amounts of and the manner of calculating fees that the public body charges for responding to requests of public records." If the district does not have other written procedures which include this required information besides a KBA-AR, add this information here. Dollar amounts should be reviewed to reflect actual district costs.}

d. Printing: $0.25 per page.]

Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

Dallas School District Equity Advisory Committee Meeting
October 3, 2024
5:00-6:00 PM in the District Office Board Room

Call to Order:

Members Present:
Jeanette Baxter, Natalie Beck Boyechko, Tyler Ferrari, Emma Fetterley, Janet Kintner,, Slade Thackeray

Members Excused:
Dave Hunt, Benjamin Jenkins, Juli Ann Lindemann, Miranda Long, Bill Masei, Amber May, Margaret McGrady, Dawn Rocak

Approval and/or Correction of Minutes

Meeting minutes from June 6, 2024 reviewed and approved

Officer Reports (none)

Standing Committee Reports (none)

Special Committee Reports (none)

Old Business (none)

New Business

- Data Presentation (Todd)
  - Student Group data and experience narratives
    - Data reviewed. Discussion items:
      - validating the count of students in foster care, distinguishing between students in care with relatives versus students in custody of Department of Human Services Child Welfare.
      - collecting data on adjudicated youth with probation officers
      - Future review of modified diploma data
  - Youth Truth survey report
    - Data reviewed for the areas of
      - Belonging–the degree to which students feel a sens of belonging at school
      - Relationships–the degree to which students have strong, supportive relationships with their teachers
      - Emotional and Mental Health
      - Engagement–the degree to which students perceive high expectations and feel engaged in their education and their school

        - Discussion of disaggregated groups (school levels, race, gender, general and special education, English language learner and Non-English language learner) and of additional pieces of information to support analysis of the data:
            - YouthTruth website address
            - Response rates
            - Scale labels for items
            - Complete list of survey questions

- Members completed an Equity Walk at Morrison Campus Alternative Program, using this Equity Walk Tool .
    - Samples of collected evidence of diversity, equity and inclusion:
        - Ample resources posted
        - Some signage in multiple languages
        - All gender bathrooms
        - Posted student work, exhibiting students' diversity, cultures, talents and interests
        - Laundry room in process (electrical and plumbing installed, with washer/dryer to be added)
    - Samples of recommendations for improving diversity, equity and inclusion:
        - Overwhelming visual displays. Conduct an autism walk-through.
        - Continue facility upgrades, such as automatic doors and ADA compliance, update carpeting, lighting
        - Increase languages for postings, books, resources
        - Improve some physical safety and evacuation postings/features

Announcements

- Future Equity Walks–TBA
- Next meeting November 7, 2024, 5:00-6:00 PM

Meeting adjourned at 6:07 p.m. This agenda item will carry over to November:

- Registration and welcoming experiences for students and families