Ashland School Board
School Board Work Session
Thursday, May 28, 2026 6:30 PM

District Office
885 Siskiyou Blvd
Ashland, Oregon 97520

Agenda

1. Call to Order / Roll Check

Presenter: Board Chair Rebecca Dyson

2. Adoption or Adjustment of Agenda ***(At this time, Board members are provided the opportunity to amend the agenda)***

Presenter: Board Chair Rebecca Dyson

3. Outgoing Student-Board Reps

Presenter: Superintendent Joseph Hattrick

4. Policy KL Review **3**

Presenter: Superintendent Joseph Hattrick

5. Transformation Update

Presenter: Superintendent Joseph Hattrick

6. 2026-27 Board Meeting Schedule **34**

Presenter: Board Chair Rebecca Dyson

7. Board Reflections

Presenter: Board Chair Rebecca Dyson

8. Board Learning

Presenter: Board Chair Rebecca Dyson

9. School Board Self-Evaluation **35**

Presenter: Board Chair Rebecca Dyson

10. Adjourn

Presenter: Board Chair Rebecca Dyson

Ashland School District 5

Code: **KL**
Adopted: 8/09/04
Readopted: 6/12/17
Orig. Code(s): KL

Public Complaints

Members of the public, parents and students are encouraged to make their concerns known to the district and to afford the district an opportunity to review those concerns and respond to them.

Complaints about instructional materials, staff members or alleged violation of state standards or retaliation against a student or student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation should be dealt with first at the local school. Persons having complaints should approach the principal and, if possible, resolve the problems at this level. Complaints about Board policy or administrative regulations should be referred directly to the superintendent.

Complaints against a principal may be filed with the superintendent.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board.

Complaints against the Board chair may be made to the Board vice chair on behalf of the Board.

When a complaint is made directly to the Board or to an individual Board member, it will generally be referred to the superintendent for study and possible solution. A Board member shall not attempt to consider such complaints in any official capacity acting as an individual member.

If the person(s) having a complaint fails to resolve the concern with the principal or the superintendent, the person may request that the matter be referred to the Board. If the Board deems it advisable it may provide for a hearing of the complaint at an official meeting of the Board.

The superintendent shall develop administrative regulations designed to encourage the timely resolution of public complaints while providing a system of review which will allow both the complainant and other affected parties an opportunity to be heard.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the local level, the district will supply the complainant with appropriate information to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

END OF POLICY

Legal Reference(s):

ORS 192.610 to -192.690
ORS 332.107
OAR 581-022-1940
OAR 581-022-1941
House Bill (HB) 3371 (2015)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

IIA - Instructional Resources/Instructional Materials

Ashland School District 5

Code: KL-AR(1)
Revised/Reviewed: 6/12/17

Public Complaint Procedure

Initiating a Complaint: Step One

Any member of the public who wishes to express a complaint should discuss the matter with the school employee involved.

The Administrator: Step Two

If the complainant is unable to resolve a problem or concern at step one, within five working days of the meeting with the employee, the complainant may file a written, signed complaint with the principal. The principal shall evaluate the complaint and render a decision within five working days after receiving the complaint.

The Superintendent: Step Three

If Step 2 does not resolve the complaint, within 10 working days of the meeting with the principal, the complainant, if he/she wishes to pursue the action, shall file a signed, written complaint with the superintendent clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required.)

The superintendent shall investigate the complaint, confer with the complainant and the parties involved and prepare a written report of his/her findings and his/her conclusion and provide the written report to the complainant within 10 working days after receiving the written complaint.

The Board: Step Four

If the complainant is dissatisfied with the superintendent's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the complaint and to hear and evaluate any other evidence as it deems appropriate. Generally all parties involved, including the school administration, will be asked to attend such meeting for the purposes of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

The complainant shall be informed of the Board's decision within 20 working days from the hearing of the appeal by the Board. The Board's decision will be final.[1]

Complaints against the principal may be filed with the superintendent.

[1] The timelines may be extended upon written agreement between both parties.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule for which the State Superintendent of Public Instruction has appeal responsibilities, and the complaint is not resolved at the Board level, the district will supply the complainant with appropriate information to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rule (OAR) 581-022-1940.

Ashland School District

COMPLAINT FORM

TO: □ District Office □ _____ (Name of School)

Person Making Complaint _____

Telephone Number _____ Date _____

Nature of Complaint _____

_____

_____

_____

_____

_____

_____

Who should we talk to and what evidence should we consider? _____

_____

_____

_____

_____

Suggested solution/resolution/outcome: _____

_____

_____

_____

_____

_____

Office Use: Disposition of Complaint: _____

_____

Signature: _____ Date: _____

cc: District Office

Ashland School District 5

Code: KL-AR(2)
Revised/Reviewed: 9/12/22

Appeal to the Deputy Superintendent of Public Instruction

An appeal process has been established by the Oregon Department of Education (ODE) by Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023[1] for complaints that allege violation of OAR Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation).

The complainant may appeal the district's final decision for a complaint to the Deputy Superintendent of Public Instruction if:

1. The complainant has exhausted the district's complaint procedures except as otherwise allowed by statute;

2. The district failed to render a written decision within 30 days of the submission of the complaint at any step unless the district and complainant have agreed in writing to a longer time period for that step; or

3. The district failed to resolve the complaint within 90 days of the initial filing of the complaint, regardless of the number of steps in the district complaint process, unless the district and the complainant have agreed in writing to a longer time period.

The appeal may include a complaint alleging a violation of ORS 659.852 if the complainant alleges that retaliation occurred in response to a complaint for which the complainant received the district's final decision for a complaint.

The appeal must be received by ODE no later than:

1. One year after the date of the final decision by the district; or

2. If the district fails to resolve the complaint, no later than two years after the date on which the complainant first filed the complaint with the district.

The complaint upon which the appeal is based must have been initially filed with the district by the later of the following two dates:

1. The date occurring two years after the date on which the alleged violation or unlawful incident occurred or on which the complainant discovered the alleged violation or unlawful incident[2]; or

[1] The following is not a representation of the complete rules. See complete rules available on the Oregon Administrative Rules.

[2] If the alleged violation or unlawful incident is of a continuing nature, the date on which the alleged violation or unlawful incident occurred is the most recent date on which the alleged violation or unlawful incident occurred.

2. The date occurring one year after the date on which the affected student graduated from, moved away from or otherwise left the district.

The appeal shall:

1. Be in writing;

2. Be submitted in person, by mail, or electronically.

The appeal must contain:

1. The name of the person filing the appeal;

2. The phone number, address, or email address, if available, of the person filing the appeal;

3. The name of the student if the person filing the appeal is filing on behalf of the student;

4. A statement of the facts on which the appeal is based; and

5. Other information requested by ODE.

Upon receipt of an appeal, ODE will determine whether the appeal satisfies the requirements of OAR 581-002-0003 and OAR 581-002-0005.

After these determinations, ODE will give written notice to the complainant and the district whether the appeal has been accepted.

If ODE has accepted an appeal and gave notice to the complainant and the district involved, the district shall submit a written response and all correspondence, documents, and other information ODE requested within 30 days of receipt of the notice.

The district's written response shall include:

1. A statement of facts;

2. A description of district action taken in response to the complaint; or if none was taken, an explanation of the reason(s) why no action was taken;

3. Any stipulation reached concerning settlement of the complaint; and

4. A list of any complaints filed with another agency by the complainant concerning the subject of the appeal to the extent that the district is aware of such complaints.

The Director of ODE may for good cause extend the time by which a district must make a submission described above.

Upon receipt of the district's written response, ODE will conduct an investigation to determine whether the district violated a rule or law described in OAR 581-002-0003.

ODE shall issue a final order pursuant to OAR 581-002-0017.

VersionOSBA Model Sample Policy

Code: KL
Adopted:

Public Complaints */**

(Version 1)

{OAR 581-022-2370 requires districts to have a complaint procedure}

A parent or guardian of a student attending a school in the district[,] [or] a person who resides in the district[, a staff member] [, or a student] may petition the district with a complaint. A complainant will be referred through the proper administrative process for resolution of a complaint before investigation or action by the Board. An exception will be a complaint against the superintendent or one that involves Board actions or Board operations.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

[The Board advises that there is a process available for resolving complaints, including but not limited to complaints in one or more of the following areas:

1. Instruction;

2. Discipline;

3. Learning materials;

4. Compliance with State Standards;

5. Restraint and/or seclusion;

6. With a staff member; or

7. Retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation.]

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR[(1)] - Public Complaint Procedure.

[The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.]

[Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.]

[Complaints against the principal should be filed with the superintendent. (See KL-AR[(1)] – Public Complaint Procedure)]

[Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)]

[Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)]

[Complaints against the Board chair should be referred directly to the [district counsel] [Board vice chair] on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)]

[A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or

2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.]

The superintendent will administer the complaint process, as appropriate.

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, if [a student,] a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal[1] the district's final decision to the Oregon Department of Education under OARs 581-002-0001 - 581-002-0023[(See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction)].

Charter Schools of which the District Board is a Sponsor

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards). A complainant may appeal and will submit such appeal to the [superintendent] [Board chair] on behalf of the district Board within [30] days of receipt of the decision from the public charter school board. A final decision reached by the district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]

OR

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will not review an appeal of a decision reached by the Board of the [name of public charter school] on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852

[1] An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

(Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of [name of public charter school] as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.107
ORS 659.852
OAR 581-002-0001 - 002-0005
OAR 581-022-2370

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

OSBA Model Sample Policy

Code: **KL**
Adopted:

Public Complaints */**

(Version 2)

{OAR 581-022-2370 requires districts to have a complaint procedure}

[The district will develop and implement effective means of resolving complaints voiced by [employees,] [students,] parents of a student who attends school in the district or persons who reside in the district and will use recognized channels of communication.]

[The Board advises that the process for resolving a complaint as follows:

1. Teacher/Employee;

2. Principal/Supervisor;

3. Superintendent/Designee;

4. Board.]

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

{[1]}[If a complaint addresses one or more of the issues identified below, a complainant should use the complaint process available in any of the following policies and administrative regulations (AR):

1. Discrimination or harassment on a basis protected by law: Board policy AC, AC-AR;

2. Bias incidents or display of symbols of hate: Board policy ACB, ACB-AR;

3. Sexual harassment (staff): Board policy GBN/JBA, GBN/JBA-AR(1), GBN/JBA-AR(2);

4. Sexual harassment (student): Board policy JBA/GBN, JBA/GBN-AR(1), JBA/GBN-AR(2);

5. Workplace harassment: GBEA, GBEA-AR;

6. Hazing, harassment, intimidation, bullying, menacing or cyberbullying (staff): Board policy GBNA, GBNA-AR;

7. [Hazing,] [H][h]arassment, intimidation, bullying, [menacing,] cyberbullying, or teen dating violence (student): Board policy JFCF, JFCF-AR;

8. Sexual conduct with a student (staff): Board policy GBNAA/JHFF, GBNAA/JHFF-AR;

{[1] The district should cross reference the following list to board policies and administrative regulations present in the board's policy manual and revise as necessary.}

9. Sexual conduct with a student (student): Board policy JHFF/GBNAA, JHFF/GBNAA-AR;

10. Instructional resources or instructional materials: Board policy IIA, IIA-AR;

11. Complaints regarding the Talented and Gifted Program (TAG): Board policy IGBBC, IGBBC-AR.]

[Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.]

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should be reported to the superintendent.

[Complaints against the principal should be filed with the superintendent. (See KL-AR[(1)] – Public Complaint Procedure)]

[Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)]

[Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)]

[Complaints against the Board chair should be referred directly to the [district counsel] [Board vice chair] on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)]

[The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.]

[A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or

2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.]

The superintendent will administer the complaint process, as appropriate, established by administrative regulation KL-AR[(1)] – Public Complaint Procedure.

If a complainant, who is a parent or guardian of a student who attends school in the district, [a student,] [or] a person who resides in the district, alleges a violation of Oregon Administrative Rule (OAR), Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS. 659.852 (Retaliation) and the complaint is not resolved through the complaint process, the complainant may appeal[2] the district's final decision to the Deputy Superintendent

[2] An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

of Public Instruction under OAR 581-002-0001 – 581-002-0023 [(See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction)].

Charter Schools of which the District Board is a Sponsor

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards). A complainant may appeal and will submit such appeal to the [superintendent] [Board chair] on behalf of the district Board within [30] days of receipt of the decision from the public charter school board. A final decision reached by the district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]

OR

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will not review an appeal of a decision reached by the Board of the [name of public charter school] on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of [name of public charter school] as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.107
ORS 659.852
OAR 581-002-0001 – 002-0005
OAR 581-022-2370

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

OSBA Model Sample Administrative Regulation

Code: KL-AR[(1)]
Revised/Reviewed:

Public Complaint Procedure

{Highly recommended administrative regulation. OAR 581-022-2370 requires districts to have a complaint procedure.}

A parent or guardian of a student attending a school in the district[,] [or] a person who resides in the district[, a staff member] [, or a student] who wishes to express a concern should discuss the matter with the school employee involved.

{[1]}**The [Administrator][Supervisor]: Step One**

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the [administrator][supervisor] within [five] working days of the employee's response. The [administrator][supervisor] shall evaluate the complaint and render a decision within [five] working days after receiving the complaint. (A form is available, but is not required.)

The Superintendent: Step Two

If Step One does not resolve the complaint, within [10] working days of the written response from the [administrator][supervisor], the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report [[2]][in writing or in an electronic form] to the complainant within [10] working days after receiving the written complaint.

The Board: Step Three

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within [five] working days of receiving the superintendent's decision. The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as

[1] {For district information. The district's timeline established by each step of the district's complaint procedure for alleging a violation found in OAR 581-002-0003 must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)}

[2] [If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]

the district's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

If the Board chooses not to hear the complaint, the superintendent's decision in Step Two is final[3].

The complainant shall be informed in writing or in electronic form of the Board's decision within [30{4}] days from the receipt of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the district and the complainant.

The district's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant, who is a [student,] parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may appeal[5] the district's final decision to the Deputy Superintendent of Public Instruction under Oregon OARs 581-002-0001 – 581-002-0023.

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within [10] working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda[at the next regularly scheduled or special Board meeting]. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [30] days of receipt of the request to place the complaint on the Board agenda. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within [30] days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board

[3] [If the Board choose to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]

[4] {In a complaint process with more than one step, a written decision should be issued within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step.}

[5] An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [30] days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair may be referred directly to the [district counsel] [Board vice chair] on behalf of the Board. The [district counsel] [Board vice chair] shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within [30] days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

[{[6]}Charter Schools of which the District Board is a Sponsor

The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within [30] days of receipt of the complaint. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board's decision.]

PROPOSED

[6] {If the district Board elects to hear appeals on public charter school complaints for which the district Board has jurisdiction, as decided by statements in the charter agreement, Board policy, or a board resolution, this language is recommended for this administrative regulation to delineate the process.}

[Name of District]

COMPLAINT FORM

To: ☐ Employee* ☐ Administrator/Supervisor* ☐ Superintendent ☐ Board chair ☐ Board vice chair
* Form available but is not required.

Person Making Complaint _____

Phone Number _____ Email _____

Nature of Complaint _____
_____
_____
_____
_____
_____
_____

Who should we talk to and what evidence should we consider? _____
_____
_____
_____
_____

Suggested solution/resolution/outcome: _____
_____
_____
_____
_____
_____

Signature of Complainant: _____ Date: _____

.....

Office Use

Disposition of Complaint: _____
_____
_____

Signature: _____ Date: _____

cc: District Office

PROPOSED

OSBA Model Sample Policy

Code: KL-AR(2)
Revised/Reviewed:

Appeal to the Deputy Superintendent of Public Instruction

An appeal process has been established by the Oregon Department of Education (ODE) by Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023[1] for complaints that allege violation of OAR Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation).

The complainant may appeal the district's final decision for a complaint to the Deputy Superintendent of Public Instruction if:

1. The complainant has exhausted the district's complaint procedures except as otherwise allowed by statute;

2. The district failed to render a written decision within 30 days of the submission of the complaint at any step unless the district and complainant have agreed in writing to a longer time period for that step; or

3. The district failed to resolve the complaint within 90 days of the initial filing of the complaint, regardless of the number of steps in the district complaint process, unless the district and the complainant have agreed in writing to a longer time period.

The appeal may include a complaint alleging a violation of ORS 659.852 if the complainant alleges that retaliation occurred in response to a complaint for which the complainant received the district's final decision for a complaint.

The appeal must be received by ODE no later than:

1. One year after the date of the final decision by the district; or

2. If the district fails to resolve the complaint, no later than two years after the date on which the complainant first filed the complaint with the district.

The complaint upon which the appeal is based must have been initially filed with the district by the later of the following two dates:

1. The date occurring two years after the date on which the alleged violation or unlawful incident occurred or on which the complainant discovered the alleged violation or unlawful incident[2]; or

[1] The following is not a representation of the complete rules. See complete rules available on the Oregon Administrative Rules.

[2] If the alleged violation or unlawful incident is of a continuing nature, the date on which the alleged violation or unlawful incident occurred is the most recent date on which the alleged violation or unlawful incident occurred.

2. The date occurring one year after the date on which the affected student graduated from, moved away from or otherwise left the district.

The appeal shall:

1. Be in writing;

2. Be submitted in person, by mail, or electronically.

The appeal must contain:

1. The name of the person filing the appeal;

2. The phone number, address, or email address, if available, of the person filing the appeal;

3. The name of the student if the person filing the appeal is filing on behalf of the student;

4. A statement of the facts on which the appeal is based; and

5. Other information requested by ODE.

Upon receipt of an appeal, ODE will determine whether the appeal satisfies the requirements of OAR 581-002-0003 and OAR 581-002-0005.

After these determinations, ODE will give written notice to the complainant and the district whether the appeal has been accepted.

If ODE has accepted an appeal and gave notice to the complainant and the district involved, the district shall submit a written response and all correspondence, documents, and other information ODE requested within 30 days of receipt of the notice.

The district's written response shall include:

1. A statement of facts;

2. A description of district action taken in response to the complaint; or if none was taken, an explanation of the reason(s) why no action was taken;

3. Any stipulation reached concerning settlement of the complaint; and

4. A list of any complaints filed with another agency by the complainant concerning the subject of the appeal to the extent that the district is aware of such complaints.

The Director of ODE may for good cause extend the time by which a district must make a submission described above.

Upon receipt of the district's written response, ODE will conduct an investigation to determine whether the district violated a rule or law described in OAR 581-002-0003.

ODE shall issue a final order pursuant to OAR 581-002-0017.

Code: KL
Adopted: 8/19/10
Readopted: 2/21/13; 8/22/19; 6/25/20; 12/08/22; 4/13/23

Public Complaints**

The Board takes the concerns of the public seriously. The Board is committed to providing a fair and effective complaint process in order to seek resolution whenever possible, continuously improve the district's performance, and provide open channels of communication. This policy and the accompanying administrative regulation establish the process for addressing complaints.

Steps for complaint resolution

Whenever possible, the Board supports resolution of concerns with the person most directly involved in the issue. Direct communication can often facilitate prompt problem-solving and mutual understanding of concerns.

When a concern cannot be resolved through informal, direct communication, formal complaints may be filed in certain circumstances. The general steps for resolving complaints are as follows:

1. Step 1: If the complainant has not been able to resolve a concern with the person directly involved, the complainant may file a formal complaint with the building administrator or District-level administrator. Complainants are encouraged to use the complaint form attached to KL-AR, and must provide the information listed on that form. Multiple supports are available to parties involved in the complaint process.

2. Step 2: If the complaint is not resolved at Step 1, the complainant may appeal to the supervisor of the building administrator or District-level administrator. Complainants are encouraged to use the complaint appeal form attached to KL-AR, and must provide the information listed on that form.

3. Step 3: If the complaint is not resolved at Step 2, the complainant my appeal to the superintendent or the superintendent's designee. The decision of the superintendent or designee constitutes the final decision of the District, unless a specific law or District policy provides otherwise.

A complaint against a principal shall start at Step 2 and be filed with the principal's supervisor.

A complaint against the superintendent shall be filed with the Board chair.

A complaint against the Board as a whole shall be filed with the Board chair. A complaint against a Board member shall be filed with the Board chair on behalf of the Board. A complaint against the Board chair shall be filed with the Board vice chair on behalf of the Board.

Specific timelines and requirements for each step are set out in KL-AR, Complaint Process.

Persons eligible to file complaints

Complaints may be filed by a person who resides in the district, any parent or guardian of a student who attends school in the district, or a student. A complainant may only bring an individual complaint forward

regarding their own situation or, as appropriate, on behalf of their own student. Complaints cannot be filed on behalf of someone else's circumstances or on behalf of a group.

Timeline for filing complaints

All complaints must be received by the district on the later date of:

1. Within two years of the alleged violation or the complainant's discovery of the alleged violation. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or

2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

Additional provisions

While speakers at public board meetings may offer objective criticism of operations and programs, the Board will not hear personal complaints concerning district personnel nor against any person connected with the school system. The Board chair will direct the speaker to the complaint process for complaints involving individuals.

The superintendent will administer the complaint process set forth in KL-AR Complaint Procedure, unless the complaint is against the superintendent, the Board or a Board member, in which case the procedure described in KL-AR shall be administered by the Board.

These complaint procedures do not apply to certain types of complaints. When the district has other policies or administrative rules that require a specific complaint resolution or appeal process, those specific rules will apply rather than the general complaint procedure.

If a complaint is made directly to the Board or to an individual Board member, the complainant will be referred to the process above. A Board member shall not attempt to consider such complaints in any official capacity acting as an individual Board member.

Retaliation against any person who files a complaint or participates in the complaint process is strictly forbidden. Concerns about retaliation should be brought promptly to the attention of the appropriate party as outlined in KL-AR Complaint Procedure.

If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards);Oregon Revised Statute (ORS) 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion); ORS 659.850, OAR 581-021-0045, or OAR 581-021-0046 (related to Discrimination); OAR 581-021-0047 (Native American Mascots); or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, if a student, a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal the district's final decision to the Oregon Department of Education. The Oregon Department of Education will determine if it will accept the appeal.

Charter Schools of which the District Board is a Sponsor

The district Board, through its charter agreement with charters schools sponsored by the district, will not review an appeal of a decision reached by the board of a charter school on any complaint, including but not limited to those alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the board of charter school as the district Board's final decision.

**As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

END OF POLICY

Legal Reference(s):

ORS 192.660
ORS 332.107
ORS 659.852
OAR 581-002-0001 - 002-0005
OAR 581-022-2370

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

AC - Nondiscrimination
ACB - Every Student Belongs – Hate Symbols and Bias Incidents

Code: KL-AR(1)
Revised/Reviewed: 8/19/10; 2/21/13; 12/11/14; 1/22/15; 8/08/19; 6/25/20; 12/08/22; 4/14/23
Orig. Code: KK-AR

Public Complaint Procedure**

As set forward in KL, the Board takes the concerns of the public seriously. The Board is committed to providing a fair and effective complaint process in order to seek resolution whenever possible, continuously improve the district's performance, and provide open channels of communication. This regulation sets out the public complaint procedure as established by policy KL.

Process and timelines

A person with a concern is encouraged to discuss the concern with the individuals directly involved in the issue. Direct communication can often facilitate prompt problem-solving and mutual understanding of concerns. The District offers multiple supports to individuals seeking to resolve concerns. If a person does not feel comfortable addressing a concern directly with the individual involved, the person can request support from a building administrator or district-level administrator.

Step One: The building or District administrator

If the concerns cannot be resolved informally with the individuals directly involved, the complainant may file a written, signed complaint clearly stating the nature of the complaint and a suggested remedy with the building or District-level administrator. Complainants are strongly encouraged to use the complaint form attached to this AR, and must provide the information listed on that form. A written complaint commences the formal complaint process. The administrator shall evaluate the complaint, and shall attempt to resolve the complaint. The administrator can also refer the parties to alternative resolution process and other supports, if appropriate. If the complaint cannot be resolved, the administrator shall investigate the complaint and provide a written response within no more than twenty-five working days after receiving the complaint. The written response shall provide information about how to appeal to Step Two.

If the complainant is not satisfied with the Step 1 result and wishes to pursue the complaint, the complainant shall file a signed, written appeal with the District-level supervisor of the administrator within five working days after receipt of the written response of the administrator. The complainant should submit the original written complaint, the written response, and any additional information the complainant believes is relevant. Complainants are strongly encouraged to use the appeal form attached to this AR, and must provide the information listed on that form.

Step Two: District-Level Supervisor

If a complaint is appealed to Step Two, the District-level supervisor shall evaluate the appeal, confer with the complainant and the parties involved, and attempt to resolve the complaint. The supervisor can also

refer the parties to alternative resolution process and other supports, if appropriate. If the complaint cannot be resolved, the supervisor may, but is not required to, conduct additional investigation. The supervisor will provide a written response within no more than twenty-five working days after receiving the Step Two appeal. The written response shall provide information about how to appeal to Step Three.

If the complainant is not satisfied with the Step 2 result and wishes to pursue the appeal, the complainant shall file a signed, written appeal with the superintendent or designee within five working days after receipt of the written Step 2 response. The complainant should submit the original written complaint, the written response, the Step 2 appeal, the Step 2 decision and any additional information the complainant believes is relevant. Complainants are strongly encouraged to use the appeal form attached to this AR, and must provide the information listed on that form.

Step Three: The Superintendent or Designee

If a complaint is appealed to Step Three, the superintendent or designee shall review the information from Step 2. The superintendent or designee shall evaluate the appeal and may confer with the complainant and the parties involved in order to attempt to resolve the complaint. The superintendent or designee can also refer the parties to alternative resolution process and other supports, if appropriate. If the complaint cannot be resolved, the superintendent or designee may, but is not required to, conduct additional investigation. The superintendent or designee will prepare a written determination that shall address each of the allegations in the complaint and include the superintendent or designee's decisions and reasons for the decisions. In general, a written report will determine, based on a preponderance of the evidence standard, whether there was a violation of district policy related to each specific allegation. The report shall be provided to the complainant within 30 working days after receiving the written appeal. The decision of the superintendent or designee constitutes the final decision of the District, unless a specific law or District policy provides otherwise.

Complaints against the Superintendent

Complaints against the superintendent shall be filed with the Board chair. The Board chair shall present the complaint to the Board and inform the superintendent of the complaint. The Board chair will consult with the vice-chair and legal counsel regarding complaints against the superintendent and make a decision regarding the process for responding to the complaint, including whether to attempt informal resolution and whether to conduct a third-party investigation. The Board chair will inform the full Board of the process, including the status of any investigation. Within 90 calendar days of receipt of the complaint, the board will decide in open session what action, if any, is warranted, and the Board's decision will be communicated to the complainant in writing. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision. The Board may review the matter in executive session if permitted under the Oregon Public Meetings Law.

Complaints against the Board or an individual Board member

When a complaint is against the Board or an individual Board member other than the chair or vice-chair, the Board chair will consult with the vice-chair and legal counsel regarding the complaints and make a recommendation regarding the process for responding to the complaint, including whether to attempt informal resolution and whether to conduct a third-party investigation. The Board chair will inform the full Board of the recommended process, including the status of any investigation. Within 90 calendar days of receipt of the complaint, the Board will decide in open session what action, if any, is warranted, and the

decision will be communicated to the complainant in writing. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision.

If the complaint is against the chair, the complaint will be referred to the vice-chair, who shall consult with legal counsel and make a recommendation regarding the process for responding to the complaint, including whether to attempt informal resolution and whether to conduct a third-party investigation. The Board vice-chair will inform the full Board of the recommended process, including the status of any investigation. If the complaint is against the vice-chair, the complaint will be referred to the chair, who shall consult with legal counsel and make a recommendation regarding the process for responding to the complaint, including whether to attempt informal resolution and whether to conduct a third-party investigation. The Board chair will inform the full Board of the recommended process, including the status of any investigation. For a complaint against the chair or vice-chair, the Board will consider the complaint, and investigation if conducted, during a properly-noticed meeting and determine what, if any, action is warranted. The Board's decision will address each allegation in the complaint and contain reasons for the Board's decision.

The Board member against whom a complaint is filed shall not participate in any vote related to the complaint, including the Board's final vote on the complaint.

Alternative process for complaints regarding athletics

For complaints by student athletes or their parents relating to eligibility or participation, the district will endeavor to provide an expedited resolution where possible. Complaints about eligibility or participation should be brought to the attention of the coach directly responsible for the sport in which the student athlete is participating and the parties should seek informal resolution. If the concern is not resolved within five working days, the student athlete or their parents may file a written complaint with the athletic director, who shall meet with the student athlete and parents to attempt to resolve the complaint within five working days. If the complaint is not resolved, the student athlete or their parents may file an appeal with the high school principal. The high school principal shall consider the appeal and provide a written determination within five working days. If the student athlete or their parents are not satisfied with the high school principal's decision, the student athlete or their parents can appeal to the district administrator overseeing athletics. The district administrator overseeing athletics will review the complaint, confer with the district administrator overseeing high schools, and issue a decision within five business days. The decision of the district administrator overseeing athletics shall be final.

This alternative process is provided in order to allow for expedited resolution of complaints regarding eligibility or participation. Students or parents may also use the formal process described above. This expedited process will not be used for complaints outside of eligibility or participation. The district will determine which complaint process is appropriate based on the circumstances.

Complaints made by District Board Members

District Board members have the right to use the District complaint policies. Board members have the same protections as staff, students and third parties to not experience discrimination, harassment or other forms of conduct prohibited by District policy.

Board members are residents of the District. However, as a Board member they are in a unique position to challenge District policies and procedures in their role on the School Board. Unless the District makes a

decision that directly affects a Board member as a District resident, or as the parent or guardian of a District student, Board members may not make a complaint under Policy KL.

Board members will refrain from filing complaints under the District complaint policies because of disagreement with policy decisions the Board has voted on or for decisions that have been delegated to the administration. Board members shall use the Board meetings to address policy concerns.

Board members agree that if a Board member is a complainant under a District complaint policy and files a complaint against another Board member, that complaining Board member and the Board member who is the subject of the complaint agrees not to do the following:

1. Participate in the selection of an investigator;

2. Communicate with fellow Board members outside of a Board meeting about the complaint;

3. Lobby any fellow Board member to support a position on the complaint;

4. Deliberate on the complaint as a Board member;

5. Vote on a decision about the complaint; or

6. Retaliate against the complainant, District staff or other Board members in any way.

A Board member's failure to abide by this section may subject the Board member to the consequences of public censure.

Additional provisions

To ensure equitable access to the complaint process, complainants shall be provided with interpretation or translation services as well as support for putting a complaint in writing. Complainants can also request assistance in understanding the complaint process. Other supports are also available to parties during the complaint process. Requests for assistance can be made to the building administrator or superintendent.

The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution. The timelines outlined in this procedure will be tolled during the mediation or alternative dispute resolution.

"Working days" means days in which the District is open and students are in attendance. Working days does not include school breaks or teacher in-service days.

The timelines described in this section may be extended upon written agreement by the complainant and the district. If a complainant does not agree to an extension of time and a complaint is not resolved within 90 working days, the complainant may appeal to the Oregon Department of Education.

The parties to a complaint shall be given an update regarding the process at least every 45 days until the final decision is issues.

Complaints involving allegations of misconduct by a specific district staff member will be processed in accordance with Human Resources procedures. Additionally, complaints regarding licensed or classified staff will be processed in accordance with applicable collective bargaining agreements. Complainants

should be aware that the collective bargaining agreements and other considerations place limits on the processing of anonymous complaints. Complainants should be aware that employees are entitled to certain confidentiality rights under state and federal law, as well as applicable collective bargaining agreements. Taking into account these confidentiality protections, complainants will be notified of the outcome of complaints against employees to the extent permitted by law, district policy and practice, and applicable collective bargaining agreements.

From time-to-time Board members may receive complaints from community members, groups or staff by email or other means. Board members shall refer complainants to the Superintendent.

If the complainant chooses to engage in another complaint process with an outside agency such as the Oregon Department of Education, the Teacher Standards and Practices Commission, the Oregon Bureau of Labor and Industries, the Employment Relations Board, the Office for Civil Rights or other such agencies, the District is under no obligation to either begin or complete its complaint process.

Retaliation against any person who files a complaint or participates in the complaint process is strictly forbidden. Concerns about retaliation should be brought promptly to the attention of a principal or the superintendent.

If there are concerns about conflicts of interest in the investigation or decision-making process of addressing complaints, those concerns should be brought to the attention of the superintendent, the superintendent's designee, and/or the Board chair for evaluation and resolution. The superintendent or Board chair may determine that it is appropriate to engage a third party to assist regarding the conflict of interest.

This complaint procedure will be available at the district's administrative office and a link will be included on the home page of the district's website.

**As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

North Clackamas School
DISTRICT COMPLAINT FORM

TO: ☐ District Office ☐ (Name of School) _____

Person Making Complaint _____

Telephone Number _____

Date _____

Email address _____

The District wants to help ensure that the complaint process is accessible and equitable, and that complainants have the information they need about the process. If you need interpretation or translation services, or support putting your complaint in writing, or have any other questions about the process, please contact the building administrator or superintendent's office.

What is your complaint? (Please describe the concern in as much detail as possible including dates, locations, and persons involved. Please include each separate concern or allegation that you have. Please feel free to attach additional pages if necessary.) _____

_____

_____

Please describe how you have already attempted to resolve your complaint informally: _____

_____

_____

_____

_____

Who has information about your complaint and what other information would you like us to consider?

_____

_____

_____

_____

What is your suggested solution? _____

_____

_____

_____ _____

Signature of Complainant Date

cc: District Office

North Clackamas School District
COMPLAINT APPEAL FORM

TO: ☐ District Office ☐ (Name of School) _____

Person Filing Appeal _____

Telephone Number _____ Date _____

Email address _____

The District wants to help ensure that the complaint process is accessible and equitable, and that complainants have the information they need about the process. If you need interpretation or translation services, or support putting your complaint in writing, or have any other questions about the process, please contact the building administrator or superintendent's office.

Please describe why you are appealing your complaint? _____

_____

_____

_____

_____

Who did you discuss your complaint with? Were any aspects of your complaint resolved to your satisfaction? _____

_____

_____

Please attach your original written complaint and any written determination that you have received.

_____ _____

Signature of Complainant Date

DISTRICT COMPLAINT FORM

TO: □ District Office □ _____ (Name of School)

Person Making Complaint _____

Telephone Number _____

Date _____

Email address _____

The District wants to help ensure that the complaint process is accessible and equitable, and that complainants have the information they need about the process. If you need interpretation or translation services, or support putting your complaint in writing, or have any other questions about the process, please contact the building administrator or superintendent's office.

What is your complaint? (Please describe the concern in as much detail as possible including dates, locations, and persons involved. Please include each separate concern or allegation that you have. Please feel free to attach additional pages if necessary.)

Please describe how you have already attempted to resolve your complaint informally:

Who has information about your complaint and what other information would you like us to consider?

What is your suggested solution?

Signature of Complainant: _____ Date: _____

c: District Office

Please be aware that information shared on this form could be subject to disclosure under the Oregon Public Records Act. While the law may allow certain limited information to be kept confidential, in general complaints are considered public records.

COMPLAINT APPEAL FORM

TO: □ District Office □ _____ (Name of School)

Person Filing Appeal _____

Telephone Number _____

Date _____

Email address: _____

The District wants to help ensure that the complaint process is accessible and equitable, and that complainants have the information they need about the process. If you need interpretation or translation services, or support putting your complaint in writing, or have any other questions about the process, please contact the building administrator or superintendent's office.

Please describe why you are appealing your complaint?

Who did you discuss your complaint with? Were any aspects of your complaint resolved to your satisfaction?

Please attach your original written complaint and any written determination that you have received.

Signature of Complainant: _____ Date: _____

Please be aware that information shared on this form could be subject to disclosure under the Oregon Public Records Act. While the law may allow certain limited information to be kept confidential, in general complaints are considered public records.

BOARD MEETING SCHEDULE FOR 2026-2027

Meetings are held on the second and fourth Thursday of each month at 6:30 PM (with a few exceptions)

Board Meeting Schedule for 2026-2027 School Year	
July-December 2026	
Thursday, July 9- Regular Session	City Council Chamber
No Work Session (July)	-
Board Retreat - TBD	District Office
Thursday, August 13- Regular Session	City Council Chamber
Thursday, August 27- Work Session	District Office
Thursday, September 10- Regular Session	City Council Chamber
Thursday, September 24- Work Session	District Office
Thursday, October 8- Regular Session	City Council Chamber
Thursday, October 22- Work Session	District Office
Thursday, November 12- Regular Session	City Council Chamber
Thursday, November 19- Work Session (3rd Thursday – Thanksgiving falls on 4th Thursday)	District Office
Thursday, December 10- Regular Session	City Council Chamber
No Work Session (Dec - Winter Break)	-
January-June 2027	
Thursday, January 14- Regular Session	City Council Chamber
Thursday, January 28- Work Session	District Office
Thursday, Feb. 11 – Regular Session	City Council Chamber
Thursday, February 25- Work Session	District Office
Thursday, March 11- Regular Session	City Council Chamber
Thursday, March 18- Work Session (hold if needed) (3rd Thursday – Spring Break falls on 4th Thursday)	District Office
Thursday, April 8- Regular Session	City Council Chamber
Thursday, April 23- Work Session	District Office
Thursday, May 13- Regular Session	City Council Chamber
Thursday, May 27- Work Session	District Office
Thursday, June 10- Regular Session	City Council Chamber
No Work Session (June)	-

DRAFT 05.28.26

DRAFT

School Board
Self-Evaluation Tool

Standard 1: Vision-Directed Planning

The Board engages community and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policymaking, planning, resource allocation and activities.

- The board collaborates with the community to articulate core values and beliefs for the district
- Board members can clearly articulate the vison and strategic goals of the district
- The board collaborates with the superintendent to develop long-range strategic goals for improving student learning
- The board regularly monitors the progress of strategic goals focused on improving student learning
- The board adopted a budget that aligned resources to the district vision and strategic goals
- The board establishes and models a culture of high expectations for all students
- The board promotes a vision and expectation for excellence beyond the present performance

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 2: Community Engagement

The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, system connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.

- The board promotes practices that solicit input and involvement from all segments of the community
- The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community
- The board recognizes ad celebrates the contributions of school and community members to school improvement efforts
- The board is responsive and respectful to community inquiry and feedback
- The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials and state legislators

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 3: Effective Leadership

The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across the education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.

- Board members are visible in the community
- Board members develop professional community relationships to improve student learning and opportunities for students
- Board activities, analysis, and decision-making are aligned to vision and strategic goals
- The board solicits input from multiple sources to assist in making informed decisions
- The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators
- Board members model an empowering leadership style
- The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district
- Board members promote change through dialogue and collaboration
- Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 4: Accountability

The Board holds high expectations for the learning of each and every student and holds themselves and the District accountable for reaching those results. The board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with the District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.

- The board ensures funding to implement accountability measures
- The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation
- The board models a culture of high expectations throughout the district
- The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals
- The board ensures the budget aligns resources based on student learning priorities
- The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals
- Disaggregated student results and growth are measures against expectations set by district strategic goals
- The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals
- The board regularly establishes performance goals for itself
- The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 5: Using Data for Continuous Improvement and Accountability

The Board uses meaningful and high-quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.

- The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making
- Programs approved by the board have effective data collection requirements and measurable results
- The board uses data to identify discrepancies between current and desired outcomes
- The identifies and addresses priority needs based on data analysis
- The board communicates to the public how policy decisions are linked to student learning data
- The board creates a culture that encourages the use of data to identify learning needs throughout the system
- The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 6: Cultural Responsiveness

The Board recognizes cultural diversity in its many facets including social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, sexual orientation, gender identification, and students with special needs. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. The Board supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.

- Board outreach and community engagement activities accommodate cultural differences in values and communication
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups
- The board has a process to review policies for cultural responsiveness and bias
- Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard
- The board ensures district employees are representative of the values and culture of the community
- A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals
- The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 7: Culture and Climate

The Board creates a climate of expectation that all students can learn at their highest level. The Board supports policy and procedures that foster a positive and safe learning environment. The Board models professional relationships and a culture of mutual respect with staff and community. The Board models and establishes an organizational culture of service.

- The board models relationships built on trust and respect
- The board takes time to reflect and improve internal and external relationships
- The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate
- The board creates a system in which high levels of student learning are expected.
- The board establishes policies and ensures practices to foster a safe, positive learning climate for students
- The board models and holds the district responsible for improving a culture of service

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 8: Learning Organization

The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.

- Board policies nurture leadership capabilities across the organization
- The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners
- Board members promote positive change through dialogue and collaboration
- The board encourages professional development that increases learning and empowerment
- The board fosters and environment of mutual cooperation, emotional support, and personal growth throughout the organization

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 9: Systems Thinking

The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.

- The board works to avoid policy decisions that shift problems from one part of the system to another
- The board encourages an organizational structure that enables creative processes
- The board engages in process thinking, seeing beyond the immediate situation and easy solutions
- The board analyzes issues for their impact on other parts of the system
- The board team is solution-oriented
- The board work collaboratively with other agencies to encourage dialogue that fosters continual growth

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 10: Innovation and Creativity

The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.

- Board members create time and opportunities for their own creative thinking
- Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation
- The board sets meeting agendas that allow it to proactively identify and explore strategic issues
- The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events
- The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 11: Board Member Conduct, Ethics, and Relationship with the Superintendent

The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.

- Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties
- The board and superintendent trust and respect one another
- Board members represent the interests of the entire district
- Board members preserve the confidentiality of items discussed in executive session
- Board members do not use their office for personal gain or advancement
- Board members do not attempt to individually speak on behalf of the entire board or commit the board
- Board members direct complaints and requests to the superintendent rather than attempting to solve them directly
- The board and superintendent agree on the information needed by the board, and when and how the board receives that information
- The board and superintendent participate in learning opportunities as a team
- Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS

Standard 12: Budgeting and Financial Accountability

The Board ensures that strategic educational goals of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.

- Board members are knowledgeable of the district budgeting process
- Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs
- Board members have a basic understanding of district revenues and expenses
- The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget

0 **UNACCEPTABLE**. No indicators attempted or completed.
1 **NEEDS IMPROVEMENT**. Few indicators attempted, none/very few completed.
2 **GOOD**. At least half attempted and several completed.
3 **EXCELLENT**. Most completed.
4 **OUTSTANDING**. All completed.

COMMENTS