



Philomath School District 17J

Benton County School District No. 17J, 1620 Applegate Street Philomath OR 97370 (541) 929-3169

Philomath School District 17J

Board of Directors

Superintendent's Report

October 19, 2020

Personnel Updates:

PSD is excited to announce the following staff updates:

- Welcome, **Bryan Traylor**, to the Interim Principal role at Philomath Elementary School. Working alongside of the current Assistant Principal, Mike McDonough, the team is strong.
- Congratulations and welcome to **Daniel Mikula**, our new PSD Pool Director.
- PES also welcomes new Instructional Assistant, **Laura Coen**.
- Congratulations to school office managers, **Molly Crocker**, at PMS, and **Laura Schunn**, at PES and Blodgett.
- Welcome, **Beth Aschenbrenner**, to an Instructional Assistant role at the Philomath Academy.
- **Carina Montalvo** and **Cynthia Zerby** are joining PES as Lunch/ Recess support staff. They will join Kierstin Rowley, an existing PES employee, in this work.
- PHS continues to fill assistant coaching ranks, hiring **Charlotte Fiege** and **London Starley** for Volleyball and **Kayley Kildea** for Dance.

Clemens Pool:

- As referenced above, welcome to our new pool director, **Daniel Mikula**. He will begin work on Monday, October 26th.
- Prior to the end of the calendar year, the *Pool Advisory Committee* will be re-convened.
- Mr. Mikula will begin working on the creation of both short- and long-term plans for operation.

School Lunch:

- School lunches continue to be **free to students** 18 years of age and younger, through 12/31/2020.
- PES Lunch/ Recess staff have assumed delivery responsibilities to assist Corvallis School District Food Services. These three individuals will be riding buses to destinations and serving meals.
- Corvallis Food Services and Mid-Columbia Bus Company have assisted with extending options for meal delivery. Current locations are located at:
 - Clemens Primary School;
 - Bus Stop at 7th and Pioneer;
 - 26th Street, near the Baptist Church; and
 - Blodgett Elementary School.

Discussion of Services from LBL:

- Reviewed services provided to the Philomath School district by LBL, our regional Education Service District.
- Current service supports are being maintained at this time.

In-Person Small Groups:

- Beginning initial plans for hosting limited in-person instruction (LIPI) for small groups during CDL (Comprehensive Distance Learning).
- May only host group sizes of ten students at a time for no more than two hours per day.
- Initial grouping being planned for students currently with no Chromebook and/or no internet access.
- Weekly reporting to ODE required, including cohort data for each school.

Student Success Act:

- Adjusted funding amount is \$417,924, of which \$58,882 will go to Kings Valley Charter School.
- Since remaining with existing plan, although scaled down, Philomath SD does not need to submit an updated plan. Priority areas for the 2020-2021 school year consist of the following:
 - Student Transportation (Limited In-Person Instruction & Meals) \$ 30,000.00
 - Mental Health Support Staff \$ 60,000.00
 - Instructional Assistants \$100,000.00
 - RTIi Intervention Specialists (Language Arts and/or Mathematics) \$120,000.00
 - Technology (Chromebooks and Carts) \$ 31,090.00
 - Indirect (5%) \$ 17,952.00
- Kings Valley Charter School adjustments are as follows:
 - Dean of Students (0.5 FTE) \$ 40,000.00
 - Behavior Assistant/ Tutorial Support (0.25 FTE) \$ 8,000.00
 - Family and Student Support Liaison (0.25 FTE) \$ 10,000.00

2019-2020 State Report Cards:

- Annual State Report Cards, created for each district and school by ODE, were released to the public.
- Due to COVID-19, data is extremely limited in this report (i.e., no state assessment data).
- PSD high school graduation rate is 90%; five-year high school completion is 94%.
- Philomath High School graduation rate at 92%; five-year high school completion is 95%.
- See attached reports for additional detail.

Valley Coast Superintendents Association (VCSA) Retreat:

- Hosted and facilitated by LBL, participated with twelve regional superintendents in a two-day retreat.
- Opportunity to meet and work with superintendents throughout our regional service area.

All Students Belong:

- New rule, adopted by the Oregon State Board of Education in mid-September.
- OAR 581-022-2312, titled *All Students Belong*.
- The rule prohibits hate symbols, specifically three of the most recognizable symbols of hate in the United States—the swastika (outside of a religious context), the Confederate flag, and the noose.
- Temporary rules took effect on September 18, 2020.
- Policies and procedures must be approved no later than January 1, 2021.
- School districts are required to adopt policies and procedures that prohibit the use or display of the aforementioned symbols in any program or school-sponsored activity except where used in teaching curricula aligned with Oregon State Standards.
- Sample policy attached for initial reading.

Indigenous Peoples' Day:

Indigenous Peoples' Day is a holiday that celebrates the history and contributions of Native Americans. Celebrated on the 2nd Monday in October, this holiday is celebrated either in addition to or in place of Columbus Day. In 2011, the Affiliated Tribes of Northwest Indians, representing 59 tribes from Washington, Oregon, Idaho, Northern California, Western Montana, and some Alaskan Tribes passed resolution #11-57 to support the change of Columbus Day to Indigenous Peoples' Day. On September 10, 2020, the State of Oregon declared October 12, 2020 to be Indigenous Peoples' Day for observance in Oregon.

On October 12, 2020, the *City of Philomath* approved a proclamation for Indigenous Peoples' Day, specifically citing the Confederated Tribes of the Siletz and the Confederated Tribes of the Grand Ronde.

Black Lives Matter:

A joint statement was issued by a number of state education agencies related to support for *Black Lives Matter*. The statement reads as follows:

"We are committed to ensuring that all students in Oregon feel safe, welcome, and included in our schools and activities. As part of that commitment, we unequivocally affirm that Black Lives Matter and believe racial discrimination and injustice are intolerable in any form."

Agencies endorsing this statement are as follows:

- Confederation of Oregon School Administrators (COSA)
- Oregon Association of Education Service Districts (OAESD)
- Oregon Association of Student Councils (OASC)
- Oregon Department of Education (ODE)
- Oregon Education Association (OEA)
- Oregon School Activities Association (OSAA)
- Oregon School Boards Association (OSBA)
- Oregon School Employees Association (OSEA)



STUDENTS WE SERVE[^]

1,656 Student Enrollment

[^]Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: **1%**

Teachers: **0%**

Asian

Students: **1%**

Teachers: **1%**

Black/African American

Students: **<1%**

Teachers: **0%**

Hispanic/Latino

Students: **9%**

Teachers: **1%**

Multiracial

Students: **6%**

Teachers: **0%**

Native Hawaiian/Pacific Islander

Students: **<1%**

Teachers: **1%**

White

Students: **83%**

Teachers: **98%**

INTRODUCTION

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. This year's profiles do not include statewide assessments data, class size data, or attendance data as a result of the necessary statewide school closures and the implementation of Distance Learning for All. The profiles present all available data not impacted by the state's response to COVID-19.

ACADEMIC SUCCESS

ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2015-16 graduating in 2018-19.

District: **90%**

Oregon Average: **80%**

FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years.

District: **94%**

Oregon Average: **86%**

OUR STAFF (ROUNDED FTE)

11 Administrators

97 Teachers

36 Educational assistants

7 Counselors/Psychologists

0 Licensed Librarians

82% of licensed teachers with more than 3 years of experience



OUTCOMES

On-Time Graduation and Five-Year Completion rates separated by student group.

ON-TIME GRADUATION

American Indian/Alaska Native:	*
Asian:	*
Black/African American:	*
Hispanic/Latino:	83%
Multiracial:	*
Native Hawaiian/Pacific Islander:	*
White:	92%
Free/Reduced Price Lunch:	85%
Ever English Learner:	*
Students with Disabilities:	72%
Migrant:	*
Talented and Gifted:	*
Female:	91%
Male:	90%

Non-Binary: Coming in 2021-22

FIVE-YEAR COMPLETION

American Indian/Alaska Native:	*
Asian:	*
Black/African American:	*
Hispanic/Latino:	>95%
Multiracial:	*
Native Hawaiian/Pacific Islander:	*
White:	94%
Free/Reduced Price Lunch:	>95%
Ever English Learner:	*
Students with Disabilities:	82%
Migrant:	*
Talented and Gifted:	*
Female:	>95%
Male:	91%

Non-Binary: Coming in 2021-22



STUDENTS WE SERVE[^]

22 Student Enrollment

[^]Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: 5%

Teachers: 0%

Asian

Students: 0%

Teachers: 0%

Black/African American

Students: 9%

Teachers: 0%

Hispanic/Latino

Students: 5%

Teachers: 0%

Multiracial

Students: 5%

Teachers: 0%

Native Hawaiian/Pacific Islander

Students: 0%

Teachers: 0%

White

Students: 77%

Teachers: 100%

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REQUIRED VACCINATIONS

83%

OUR STAFF (ROUNDED FTE)

2 Teachers

1 Educational assistants

<1 Counselors/Psychologists

94% Average Teacher retention rate

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

Yes: Same principal for the last 3 years?



STUDENTS WE SERVE[^]

169 Student Enrollment

[^]Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: 1%

Teachers: 0%

Asian

Students: 1%

Teachers: 0%

Black/African American

Students: 0%

Teachers: 0%

Hispanic/Latino

Students: 9%

Teachers: 0%

Multiracial

Students: 4%

Teachers: 0%

Native Hawaiian/Pacific Islander

Students: 1%

Teachers: 0%

White

Students: 85%

Teachers: 100%

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REQUIRED VACCINATIONS

97%

OUR STAFF (ROUNDED FTE)

11 Teachers

6 Educational assistants

1 Counselors/Psychologists

77% Average Teacher retention rate

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

Yes: Same principal for the last 3 years?



STUDENTS WE SERVE[^]

205 Student Enrollment

[^]Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: **1%**

Teachers: **0%**

Asian

Students: **1%**

Teachers: **4%**

Black/African American

Students: **<1%**

Teachers: **0%**

Hispanic/Latino

Students: **7%**

Teachers: **0%**

Multiracial

Students: **5%**

Teachers: **0%**

Native Hawaiian/Pacific Islander

Students: **<1%**

Teachers: **0%**

White

Students: **85%**

Teachers: **96%**

REQUIRED VACCINATIONS

80%

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ACADEMIC SUCCESS

ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2015-16 graduating in 2018-19

School: *

District: **90%**

Oregon Average: **80%**

FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years.

School: **92%**

District: **94%**

Oregon Average: **86%**

OUR STAFF (ROUNDED FTE)

17 Teachers

4 Educational assistants

1 Counselors/Psychologists

86% Average Teacher retention rate

86% of licensed teachers with more than 3 years of experience

Yes: Same principal for the last 3 years?



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

Kings Valley Charter School

Grades: K-12

541-929-2134 | 38840 Kings Valley Hwy, Philomath 97370



OUTCOMES

On-Time Graduation and Five-Year Completion rates separated by student group.

ON-TIME GRADUATION

American Indian/Alaska Native:*

Asian:*

Black/African American:*

Hispanic/Latino:*

Multiracial:*

Native Hawaiian/Pacific Islander:*

White:*

Free/Reduced Price Lunch:*

Ever English Learner:*

Students with Disabilities:*

Migrant:*

Talented and Gifted:*

Female:*

Male:*

Non-Binary: Coming in 2021-22

FIVE-YEAR COMPLETION

American Indian/Alaska Native:*

Asian:*

Black/African American:*

Hispanic/Latino:*

Multiracial:*

Native Hawaiian/Pacific Islander:*

White:>95%

Free/Reduced Price Lunch:*

Ever English Learner:*

Students with Disabilities:*

Migrant:*

Talented and Gifted:*

Female:*

Male:*

Non-Binary: Coming in 2021-22



STUDENTS WE SERVE[^]

386 Student Enrollment

[^]Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: <1%

Teachers: 0%

Asian

Students: 0%

Teachers: 0%

Black/African American

Students: <1%

Teachers: 0%

Hispanic/Latino

Students: 10%

Teachers: 0%

Multiracial

Students: 6%

Teachers: 0%

Native Hawaiian/Pacific Islander

Students: <1%

Teachers: 0%

White

Students: 84%

Teachers: 100%

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The profiles present all available data not impacted by the state's response to COVID-19.

REQUIRED VACCINATIONS

94%

OUR STAFF (ROUNDED FTE)

22 Teachers

11 Educational assistants

<1 Counselors/Psychologists

85% Average Teacher retention rate

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

Yes: Same principal for the last 3 years?



STUDENTS WE SERVE[^]

501 Student Enrollment

[^]Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: **1%**

Teachers: **0%**

Asian

Students: **1%**

Teachers: **0%**

Black/African American

Students: **0%**

Teachers: **0%**

Hispanic/Latino

Students: **9%**

Teachers: **0%**

Multiracial

Students: **6%**

Teachers: **0%**

Native Hawaiian/Pacific Islander

Students: **0%**

Teachers: **3%**

White

Students: **82%**

Teachers: **97%**

REQUIRED VACCINATIONS

96%

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ACADEMIC SUCCESS

ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2015-16 graduating in 2018-19

School: **92%**

District: **90%**

Oregon Average: **80%**

FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years.

School: **95%**

District: **94%**

Oregon Average: **86%**

OUR STAFF (ROUNDED FTE)

26 Teachers

7 Educational assistants

2 Counselors/Psychologists

89% Average Teacher retention rate

93% of licensed teachers with more than 3 years of experience

No: Same principal for the last 3 years?



OUTCOMES

On-Time Graduation and Five-Year Completion rates separated by student group.

ON-TIME GRADUATION

American Indian/Alaska Native:	*
Asian:	*
Black/African American:	*
Hispanic/Latino:	91%
Multiracial:	*
Native Hawaiian/Pacific Islander:	*
White:	93%
Free/Reduced Price Lunch:	88%
Ever English Learner:	*
Students with Disabilities:	75%
Migrant:	*
Talented and Gifted:	*
Female:	91%
Male:	94%

FIVE-YEAR COMPLETION

American Indian/Alaska Native:	*
Asian:	*
Black/African American:	*
Hispanic/Latino:	>95%
Multiracial:	*
Native Hawaiian/Pacific Islander:	*
White:	94%
Free/Reduced Price Lunch:	>95%
Ever English Learner:	*
Students with Disabilities:	81%
Migrant:	*
Talented and Gifted:	*
Female:	>95%
Male:	92%

Non-Binary: Coming in 2021-22

Non-Binary: Coming in 2021-22

STUDENTS WE SERVE[^]

373 Student Enrollment

[^]Student enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native

Students: <1%

Teachers: 0%

Asian

Students: 1%

Teachers: 0%

Black/African American

Students: 0%

Teachers: 0%

Hispanic/Latino

Students: 10%

Teachers: 4%

Multiracial

Students: 6%

Teachers: 0%

Native Hawaiian/Pacific Islander

Students: 0%

Teachers: 0%

White

Students: 82%

Teachers: 96%

INTRODUCTION

The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. This year's profiles do not include statewide assessments data, class size data, or attendance data as a result of the necessary statewide school closures and the implementation of Distance Learning for All. The profiles present all available data not impacted by the state's response to COVID-19.

REQUIRED VACCINATIONS

93%

OUR STAFF (ROUNDED FTE)

19 Teachers

6 Educational assistants

1 Counselors/Psychologists

93% Average Teacher retention rate

76% of licensed teachers with more than 3 years of experience

Yes: Same principal for the last 3 years?

OSBA Model Sample Policy

Code: ACB
Adopted:

All Students Belong

Educational Equity Statement (Policy JBB):

The district is committed to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. “Achieving equity” means students’ identities will not predict or predetermine their success in school.

Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment [based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin]^{1}.

All visitors are entitled to participate in an environment that is free from discrimination or harassment [based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin]^{2}.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

¹ {OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added.}

² {OAR 581-022-2312 does not include this list of classes for visitors (only for students), but it can be added.}

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag³,^{4} and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The district prohibits the use or display of any symbols of hate^{5} on school^{6} grounds or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

ORS 659.850
ORS 659.852

OAR 581-002-0005
OAR 581-022-2312

OAR 581-022-2370

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

³ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

⁴ {We strongly advise that a district not add to these symbols of hate without first consulting with legal counsel.}

⁵ {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the district document why the district feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors.}

⁶ {Oregon Administrative Rule uses “school.”}

OSBA Model Sample Policy

Code: ACB-AR
Adopted:

Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.¹

Step 1^{2}: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and promptly report the incident to the school or program administrator.

Step 2: The administrator shall acknowledge, in writing, receipt of the complaint and investigate any complaint of a bias incident. [Responding staff] will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.^{3}

The administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator or designee will make a decision within [10] days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² {These specific procedures are not required. The procedures must include all of the requirements listed in OAR 581-022-2312(6)(e). If making changes, we recommend working closely with legal counsel.}

³ {ODE will be releasing additional guidance to support administrators in these situations.}

- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.⁴

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator or designee, the complainant or respondent may submit a written appeal to the superintendent within five school days after receipt of the administrator or designee's response to the complaint.

The superintendent shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent will review the merits of the complaint and the administrator or designee's decision. The superintendent will respond in writing to the complainant within 10 school days.

The superintendent will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within five school days of receipt of the superintendent's response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a mutually agreed upon Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within 10 days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the [superintendent or designee] and will begin at Step 3. Complaints against the superintendent or Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district[,] [or] a parent or guardian of a student who attends school in the district[or a student,] is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal⁵ the district's final

⁴ Refer to policies GBL - Personnel Records, JOA - Directory Information and JOB - Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

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

decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁶

District and school administrators will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

[When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.]

⁶ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>