

**Bend-La Pine Schools
Bend, OR 97703
November 10, 2015**

Regular Meeting
6:00 p.m.

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting at 6:00 p.m. on November 10, 2015 in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

Call to Order	Chair Juba
Pledge of Allegiance	Julie Craig
Public Hearing : CMGC Process	Chair Juba
Review of Agenda	Chair Juba
<i>Public Input</i> This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic when you address the Board.	Chair Juba
Superintendent's Report	Superintendent Mikalson

Consent Agenda

Approval of Minutes – October 27, 2015 <i>reference: ORS 192.650 and ORS 332.057</i>	Chair Juba
Approval of Personnel Recommendations <i>reference: ORS 332.505</i>	Jay Mathisen
Executive Limitation 7 – Facilities	Vice Chair Kinkade

Action Items

Executive Limitation 3 – Treatment of Students, Families & Community	Vice Chair Kinkade
Resolution 1830 : Approval of CMGC Process	Chair Juba
Superintendent Evaluation Proposal	Chair Juba
Sites & Facilities Committee Charge	Chair Juba

Report

Professional Advancement Support System Update	Lora Nordquist
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Discussion

Community Engagement : Communicating Student B Message	Julie Craig
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Policy Governance

Executive Limitation 4 – Treatment of Staff	Vice Chair Kinkade
Executive Limitation 8 - Academic Programs	Vice Chair Kinkade

Board Comments

Adjourn

**Bend-La Pine Schools
Bend, OR 97703**

The Board of Directors for Bend-La Pine Schools met in a regular session on October 27, 2015
in room 314 of the Education Center, 520 NW Wall Street, Bend, OR 97703.

Board Members Present

Nori Juba
Peggy Kinkade
Andy High
Ron Gallinat
Julie Craig
Cheri Helt
Stuart Young

Call to Order

The meeting was called to order at 6:00p by Chair Juba. The Pledge of Allegiance followed.

Review of Agenda

There were no changes to the agenda.

Public Input

Don Stearns, BEA president, shared a flyer with board members about the Better Oregon Campaign which OEA is supporting, noting the goal is to raise money for K-12 education by changing the business tax structure. Board members asked for more specifics on the ballot language and if passed, where the additional dollars will specifically go. Stearns will send additional information to board members. Chair Juba thanked Stearns and looks forward to learning more about the ballot measure.

Superintendent's Report

Superintendent Mikalson introduced Heather Anderson, 4th grade teacher at Juniper Elementary. Mikalson shared Anderson was recently honored as the 2016 Oregon Teacher of the Year and expressed his congratulations and what an honor it is for Bend-La Pine Schools. Mikalson welcomed Anderson's family and colleagues, adding Anderson is the third teacher from the district to receive the honor. Bonnie Elliott from Bend Senior High won in 1991 and Jack Ensworth won in 1972. Ensworth went on to win the National Teacher of the Year award in 1973, and Mikalson feels Anderson has an excellent shot at winning that same title.

Chair Juba congratulated Anderson and said the board, and entire district is very proud of her accomplishments. The board took a moment to celebrate with Anderson, presenting her with flowers and desserts.

Consent Agenda

Ron Gallinat moved to approve the Consent Agenda. Stuart Young seconded the motion.
Unanimous approval.

Report

School Support and Design Process

Jay Mathisen introduced the work he, Jim Boen and Gary Timms have been focused on and the cultural shift that will hopefully produce measurable differences in student success. Mathisen said his team is seeking to shift the role of the school principal from chief site compliance officer to design team leader. The definition of Student B, or Student BLP, is broadening as well as his team works to align the ends adopted by the Board earlier in the year.

Mathisen noted the information in the board packet and shared a presentation, highlighting the design framework schools are using to develop their story and establish their goals. School design plans have been scaled down to three pages and incorporate academic excellence, thriving and future ready citizen goals. Principals are encouraged to support, inspire and think with their school team for creative and innovative ways they can accomplish their goals. Superintendent Mikalson suggested board members learn about the school design plan developments at each of their adopted schools. Mathisen noted Rosland and La Pine Elementary still have a different process for their school design plan as they are in the last year of focus and priority school work with the state.

Mathisen shared work being done between middle and high schools as they create future plans in helping students make successful transitions from the middle to high school level. Mathisen offered to answer any questions.

Chair Juba asked how teams at schools are working on goals and how will schools be held accountable. Mikalson said the Board Ends created framework to defining measures and DART 2.0 is designed to help measure data and results, both are being used as schools develop their plan and goals. Gary Timms explained the work done at the August Leadership Retreat, where principals and instructional leaders began to write their school stories has evolved into staff working together as a team to define their story and create goals. Currently Mathisen, Boen and Timms are working with schools to help establish conditions for their work so they can create a plan to accomplish their goals. Timms noted the school design plans are not just a one-year plan, they are being written with a three to five-year timeline in mind and will constantly be looked at and assessed. Mikalson added the direct evaluation of principals will include looking at school design plans and strides made to accomplish their defined goals.

Andy High asked how support staff are being incorporated in design plans. Mathisen said they are helping write the story and feels support staff members will play a large role in communicating the school story with parent and community members. Timms noted principals are working hard to find ways to include support staff members as often times their daily schedules are different than a teacher.

Stuart Young said he is excited and proud of the work being done. He appreciated Mathisen's presentation and is excited to see the range in plans that come from each school. He is looking forward to updates along the way as the school year continues and sees this as something that, in time, will likely expand to help create a larger vision plan for the district.

Cheri Helt applauded the work being done in buildings and sees this as a sustainable model for schools to work from. Mikalson agreed and shared his appreciation of Mathisen, Boen and Timms. He feels Bend-La Pine Schools has some of the best leaders in the state.

Discussion

Community Engagement

Chair Juba said Cheri Helt has been a part of the City of Bend's Marijuana Technical Advisory Committee (MTAC). The MTAC has met several times and is working on a recommendation to present to the Planning Commission, whom will ultimately make a recommendation to the City Council regarding marijuana regulations in the city of Bend.

Juba would like board members to work together to write a letter to the Planning Commission to consider school locations and proximity of marijuana dispensaries as they work to create industry regulations. Helt shared several handouts with board members which included street maps for each school and the number of students who currently walk to school, research articles about locations of dispensaries and ways they have impacted crime in various cities, research on how marijuana use can impact children, and information from OLCC on their regulations for liquor store location factored by population density. Helt shared the MTAC committee voted, in a 5-4 vote, that dispensaries must be located at least 1,000 ft. from a school which concerns her as many children will be walking through areas where dispensaries will be doing business. Walking zones for elementary students is one mile from school and one and a half miles for middle and high school students.

Helt shared information the City of Bend recently presented to Bend Parks and Recreation and further explained the recommended distances for dispensaries from schools, parks, day care facilities, and to other dispensaries. The only zoning limitation at this time does not allow dispensaries to be located in residential areas. Andy High asked what will happen if a new school is built and a dispensary is located closer than 1,000 ft. from the school. Helt said the dispensary would be grandfathered in and would not have to relocate, noting it is something to be conscientious of as the district plans for future growth.

Stuart Young thanked Helt for being a part of the MTAC committee and the extensive information shared. He would like to see the board draft a letter to the Planning Commission and City Council to state the board's view relative to students and overall potential impact for schools. Helt agreed, noting Bend is the only city on the east side of the Cascades who is allowing the sale of marijuana. Julie Craig suggested having a statement or letter prepared for the upcoming public hearing the Planning Commission is holding on November 9 and have the opinion of the board as part of the public record.

Peggy Kinkade said she would like to see marijuana more strictly regulated and suggested the letter from the board be focused on protecting children from exposure and she would also like to challenge the City Council to make a statement about what they will do to help protect the children of this community from a dangerous drug that has been proven harmful to children. Helt agreed. Andy High would like to see the city create some formulation of dispensaries based upon density much like OLCC does and a more thorough application process for dispensaries. Craig added her thoughts on restrictions for commercial and light industrial zoned areas for dispensaries.

Juba asked Kinkade and Helt to draft a letter on behalf of the board for the November 9 public hearing. He encouraged each board member to sign the letter. Board members agreed and shared thoughts of what they would like to include in the letter. Craig encouraged all to attend

the public hearing and asked for details of what is currently being taught about marijuana. Mikalson will follow up with information.

Chair Juba and Kinkade thanked Helt for her work and time spent on this important issue.

Chair Juba asked Andy High to share a construction committee update. High said architects have been selected for the 2016 summer bond projects. The committee and staff are working on the scoring guide for CMGC projects. He noted the bond budget and project lists are being reviewed as the decision to build Silver Rail as a 600 vs. 300 seat elementary did go over the initial budgeted amount.

Policy Governance

Executive Limitation 7 – Facilities

Peggy Kinkade reviewed changes in EL 7 and offered to answer any questions. Board members discussed changes and felt the discussion and suggestions from the October 13 meeting were captured. Andy High would like to continue to discuss partner agencies, but feels EL 7 covers the intentions of the board.

Chair Juba asked Superintendent Mikalson if the board was to approve EL 7, how would the district handle possible renewal of partner agency contracts. Mikalson said he would process contracts through board leadership.

Mikalson thanked Kinkade for her work and suggested the board approve the current draft pending legal review and advice. Kinkade thanked board and staff members for their patience in working through this limitation, noting it is likely that this will be the most difficult one they work through. Chair Juba entertained a motion. **Ron Gallinat moved to approve Executive Limitation 7 – Facilities as presented, pending review from legal council. Andy High seconded the motion. Unanimous approval.** Any changes or feedback recommended after legal review will be shared with board members.

Executive Limitation 3 – Treatment of Students, Families & Community

Peggy Kinkade reviewed the draft of EL 3 in the board packet and noted certain areas in the EL are covered in current district policies and practices.

Andy High asked about the undo burden of fundraising and how Mikalson plans to support schools. Mikalson explained he is most concerned about the burden or expectation of students to fundraise. Juba asked about the “attitude of staff” language and really how much control does a superintendent have over attitudes. The board discussed removing or rewording this section.

High asked about 9b and preventing weapons, that are legal, like a concealed weapon, from being on campus and also asked for clarification about dangerous weapons being carried by staff as part of their jobs, for example; a Maintenance staff member carrying a pocket knife because it is helpful tool for the job they perform. Mikalson clarified that the district has the ability to regulate staff, contractors and volunteers regarding weapons.

Mathisen noted there are several policies and administrative regulations that are in place and will continue to be once the EL is approved. These policies will be monitored and updated to reflect

most recent versions of law and regulations. Kinkade asked board members to send her any other thoughts and an updated version EL 3 will be part of the November 10 agenda. Juba thanked Kinkade for her work.

Board Comments

Julie Craig congratulated Heather Anderson, adding her son is in Anderson's class and she is a wonderful teacher.

Peggy Kinkade congratulated Heather Anderson, noting how exciting it is for the entire district. She attended a Site Council meeting at Cascade Middle School and was impressed to find out Principal Bennett is teaching a first period yoga class and studying the effects of students starting their day with yoga. Cascade is also experimenting with a hybrid schedule and teachers are leading interest based classes for students to take in addition to their regular schedule. Kinkade was excited to see Cascade trying new ideas and offering students more options.

Ron Gallinat congratulated Heather Anderson on the wonderful honor.

Andy High shared the City of Bend is moving forward with a fuel tax that would impact our propane bus fleet, and could cost the district close to \$150,000. Brad Henry said the district would be eligible for 70% reimbursement from the state for this cost.

Cheri Helt congratulated Heather Anderson and is excited for what this means for the district and appreciates Anderson's involvement in NCLB. Helt shared she attended part of the COSA conference and listened to a speaker talk about creativity, which left her thinking if creativity is something the district should be measuring as a tool or as a student outcome. She is intrigued by the idea of thinking of creativity as a tool and would like to continue this conversation. Helt thanked Kinkade for her work on policy governance and writing executive limitations.

Stuart Young said he is truly excited about the dialogue created through Mathisen's presentation. He feels the district is on the right track and the right questions are being asked and pointing the district in the right direction. He also congratulated Heather Anderson.

Chair Juba noted the upcoming OSBA convention will now include a district staff vs. board member bowling competition. He appreciates all the work being done by district staff and wants to make sure the board is accountable and working toward their goals as well. Juba reviewed an update on board goals:

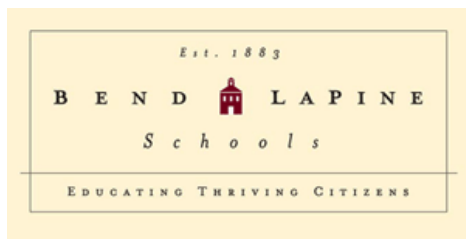
- Policy governance: great progress is being made on policy governance and should be finished in January. He noted this work is helping create organizational effectiveness.
- Performance audits: Andy High has been working with Brad Henry and making headway on framework and once the policy governance work is complete the audit committee will begin their work.
- Student B message to community: Julie Craig will lead a discussion at the next board meeting as she has been leading the work in developing how to communicate Student B, or BLP.
- Clean the plate: board members are working to support the work staff is doing and Juba felt Mathisen's presentation was excellent and the board will continue to find ways to support such efforts. He added a conversation has also been started with Salam Noor

about assessment and the board is supportive of the outreach efforts and direction of Superintendent Mikalson.

- Increased funding and resources in schools: Stuart Young and Andy High are working together on ways to access more funds for public schools and Juba feels there is a need to be creative and come up with more funding ideas.
- Building bridges: Juba feels community engagement is going well and said Cheri Helt will be a great addition to the OSBA board. Board members are continuing to engage with City Councilors, High is making connections with folks in Salem and Ron Gallinat continues his roll on the OEBC board.
- Expand professional development for board members: attending conferences, like COSA and OSBA provide time to expand, think and work together.

Meeting adjourned at 9:25p.

Respectfully submitted,
Andrea Wilson
10.27.2015



HUMAN RESOURCES
Education Center
520 N.W. Wall Street
Bend, Oregon 97701-2699
(541) 355-1100
Fax: (541) 355-1109

November 5, 2015

TO: Shay Mikalson, Superintendent
Board of Directors for Bend – La Pine Schools

FROM: Jay Mathisen, Deputy Superintendent
Jon Lindsay, Director of Human Resources - Certified

RE: Administrative and Licensed Recommended Hires, Resignations, and Retirees

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on November 10, 2015. All hires are subject to successful drug testing and background check.

Certified Hires

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Clamons, Marshall	Primary Teacher #106006	Elk Meadow ES	Temporary	11/10/2015
Page, Lorin	Student Services .10 FTE #106009	Highland ES	Part-time to Full-time Regular	11/10/2015

Certified Retirement

NAME	POSITION	LOCATION	HIRE DATE/RESIGNED DATE
Soto, Karen	Physical Education Teacher	Lava Ridge ES	08/29/1979 – 11/30/2015

Certified Retiree/Retire 2015/16 Only

NAME	POSITION	LOCATION	HIRE DATE/RESIGNED DATE
Soto, Karen	Physical Education Teacher	Lava Ridge ES	12/01/2015 – 06/30/2016

Administrative Retirement

NAME	POSITION	LOCATION	HIRE DATE/RESIGNED DATE
Heberlein, Susan	Principal	High Lakes ES	09/01/1998 – 11/30/2015

Administrative Retire/Rehire 2015-16 Only

NAME	POSITION	LOCATION	HIRE DATE/RESIGNED DATE
Heberlein, Susan	Principal	High Lakes ES	12/01/2015 – 06/30/2016



HUMAN RESOURCES

Education Center

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November 5, 2015

TO: Shay Mikalson, Superintendent
Bend-La Pine School Board of Directors

FROM: Jon Lindsay, Director of Human Resources – Licensed Staff
Debbie Watkins, Director of Human Resources – Classified Staff

RE: Classified/Confidential Recommended Hires, Resignations and Retirements

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on November 10, 2015.

Classified and Confidential Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Edde, Robert	105945 EA – Student Instruction	Westside Village	Temp 2.25 hrs / day	10/20/15
Galliher, Lori	106000 Bus Driver	Transportation	Reg 4.5 hrs / day	10/22/15
Hulbert, Carrie	105984 Specialist I	Human Resources	Temp 8 hrs/ day	10/27/15
Larson, Dana	106001 Bus Driver	La Pine Transportation	Reg 4.75 hrs / day	10/22/15
Struckmeyer, Richard	106000 Bus Driver	La Pine Transportation	Reg 4.5 hrs / day	10/22/15
Ward, Joanne	104842 Nutrition Server I	La Pine Elementary	Reg 2 hrs / day	10/29/15

Classified Resignations

Name	Position	Location	Resign Date
Mitsch, Melissa	Counseling Secretary II	High Desert	5/3/12 – 12/4/15

FACILITIES
DRAFT NEW BLS POLICY
EXECUTIVE LIMITATION (EL #7)
replaces BDGOV A.6.1

Note: No other existing policies have relate to this new policy. Policy monitoring should include monthly reports from Sites & Facilities Committee (#3) and description of levels of access for users of school district facilities (#6)

Draft #5

The superintendent shall not fail to assure that physical facilities support the accomplishment of Board policies.

Accordingly, the Superintendent shall not:

- 1) Fail to take reasonable steps to ensure that facilities are clean, safe and not subject to improper wear and tear or insufficient maintenance.
- 2) Fail to operate facilities efficiently to realize energy and cost savings.
- 3) Fail to refresh the 20 year long-range facilities plan every 5 years or more often to address student capacity, site-specific instructional needs, operational and maintenance needs. The planning shall not fail to include the following:
 - a) Formation of a Sites & Facilities Committee to carry out the board-developed charge. This committee shall be well-rounded and diverse with representation from attendance areas throughout the district. There should be a balanced number of staff and non-staff members on the committee.
 - b) Compliance with local, state and federal requirements.
 - c) Consideration of optimal timing of proposed voter construction bond measures.
- 4) Build new facilities without board approval. For new facilities programming, superintendent shall not fail to ensure the programming and construction team
 - a) Invites board member participation for any project which requires architectural services;
 - b) Frames its work using board and district goals;
 - c) Research and visit (in person or virtually) facilities which utilize best practices and innovation in education facility design;
 - d) Establish an architect and builder RFP process that is approved by the board;
 - e) Present pre-construction drawings and value engineering recommendations to the board for approval;
 - f) Get board approval for change orders which alter the scope and purpose of the planned project (e.g. add or subtract from planned square footage or are in excess of \$300,000). Superintendent shall inform board leadership of any change orders which exceed \$100,000 but are less than \$300,000);
 - g) Regularly update the board on construction progress;
 - h) Evaluate the quality, value and functionality of projects after completion.
- 5) Recommend (to the board for approval) land acquisition or sale of surplus real property without considering growth patterns, comparative costs, market timing, current budget demands, construction and transportation factors, and community impact.
- 6) Fail to develop a plan for public use of district buildings and grounds that includes
 - a) clear, consistent, and fair levels of access for potential users;

- b) a fair and reasonable fee structure which at a minimum covers any costs of use (e.g. additional maintenance, custodial or repairs) incurred by the district;
 - c) clear user expectations;
 - d) consequences for public users who misuse or damage district facilities and property;
 - e) protection of student safety, student function and academic program needs.
- 7) Fail to develop a school naming process that requires final approval by the School Board. This includes naming of new schools or support services facilities, naming of part of a school campus or building (e.g., a library, athletic field, gymnasium, or auditorium), or for changing the name of an existing facility. The Superintendent shall not fail to:
- a) Establish criteria for naming with the following specifications:
 - i) Names must reflect the values, vision and goals of the district;
 - ii) If an individual's name is considered, that individual must embody exemplary qualities that serve as a model of excellence. He or she must also have made a significant contribution to Bend-La Pine Schools, the local community, state or nation or otherwise have a strong connection to the district.
 - b) Include district staff and community members on an ad hoc naming committee;
 - c) Differentiate between the naming of facilities and naming sponsorships. ~~Sponsorship is an agreement between~~ In such cases, the district and a sponsor may enter into an agreement in return for financial consideration, to identify the sponsor with the name of a facility (e.g. "ABC Company Stadium") in return for financial consideration and for a negotiated period of time; naming sponsorships require board approval.
 - d) Invite the school board to issue the charge to committees which will recommend names for new school buildings. In such cases, the committee will provide a monthly progress report of its work to school board leadership for feedback.

TREATMENT OF STUDENTS, PARENTS/GUARDIANS & THE PUBLIC

DRAFT NEW BLS POLICY

EXECUTIVE LIMITATION (EL #3)

replaces BDGOV A.1, A.1.A, A.1.B and other policies as noted below

Draft #3

With respect to interactions with all stakeholders (students, parents/guardians, and the public), the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of Board policy.

Accordingly, the Superintendent shall not:

- 1) Fail to maintain an organizational culture that treats all stakeholders with respect, dignity and courtesy and that includes:
 - a) Open, honest and effective communication in all written and interpersonal interaction. This includes providing communication in other languages as needed.
 - b) Respect for others and their opinions.
 - c) Focus on common organizational goals as expressed in Board policies.
- 2) Fail to establish policies and procedures to ensure organizational compliance with all federal and state laws, including those dealing with any form of illegal discrimination.
- 3) Use methods of managing information that fail to protect confidential information.
- 4) Fail to provide and communicate a process for the timely handling of complaints.
- 5) Fail to ~~appropriately~~ involve stakeholders in an advisory capacity regarding district-level matters at the board's direction. in important issues (e.g. school boundary changes) that impact them directly.
- 6) Tolerate any behaviors or actions ~~or attitudes~~ that hinder the academic performance or the well being of students.

In addition to the above, with respect to interactions specifically with students and/or their families, the Superintendent shall not:

- 1) Fail to develop a comprehensive school safety program and protocols.
- 2) Fail to invite student and parent/guardian evaluation (via survey) of their educational experience.
- 3) Fail to provide options to help meet individual student needs and learning styles, including alternative programs.
- 4) Fail to encourage parent/guardian involvement.
- 5) Allow fundraising that imposes **undue burden** on students and their families.
- 6) Fail to provide timely notice to parents/guardians and students about ~~decisions that affect them, especially program academic calendar changes and calendars.~~
- 7) Fail to ensure that secondary students and their parents/guardians can access frequently updated student assignment and grade information.
- 8) Fail to protect students and parents/guardians who have voiced complaints ~~grievances~~ from staff retaliation within the school environment.
- 9) Fail to ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment. Policy shall not fail to include
 - a) A means of communicating discipline policy to all students annually;

- b) Prohibition of ~~weapons~~, illegal drugs (including marijuana), alcohol or tobacco products by students and adults on school property and at school-sponsored events;
- c) Prohibition of weapons by students and adults on school property and at school-sponsored events in accordance with GBJ-AR (with exceptions pursuant to state law).
- d) Consequences that hold students accountable for their behavior while emphasizing reparation, inclusion, and reintegration.

Administrative Policies will be adopted to address all state and federal requirements contained in the following current board policies:

- *AC Non-Discrimination
- *CFA-IFCA Decision Making Framework/School Site Councils
- *EBB Integrated Pest Management
- *EE Student Transportation Services
- *EEACC Student Conduct on School Buses
- *EFA Local Wellness Program
- *EFAA District Nutrition and Food Service
- *GBEB/JHCC Communicable Diseases
- *GBK.JFCG.KGC Tobacco Free Environment
- *IGAEB Drug, Alcohol and Tobacco Prevention
- *IGAEC Steroids & Performance Enhancing Substances
- *IGAI Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education
- *IGAJ Traffic Safety (Driver Education)
- *IGBA Students with Disabilities
- *IGBAB Records of Students with Disabilities
- *IGBAF, IGBAH, IGBAJ Special Education IEP, Eval. Procedures, Free Appropriate Public Ed.
- *IGBB, IGABA, IGBBC, IGABD, IGABE TAG Program, Identification, Programs & Services, Parent Notification & Participation, Complaints Regarding
- *IGBC Title I – Parental Involvement
- *IGBI Bilingual Education
- *JB Equal Educational Opportunity
- *JBAA-BGNA Sexual Harassment
- *JEA Student Attendance
- *JEB A Entrance Requirements
- *JEC Admission of Students
- *JECB Admission of Non-Resident Students
- *JECBD Homeless Students
- *JFCG Tobacco Free Environment
- *JFCJ Weapons in Schools
- *JFCM Threats of Violence
- *JFE Pregnant and Parenting Students
- *JGAB Use of Restraint and Seclusion
- *JGDA-JGEA Discipline of Disabled Students
- *JGCD Administering Medicines to Students
- *JHFDA Suspension of Driving Privileges
- *JHFE Reporting of Suspected Child Abuse
- *JHFF Reporting Requirements Regarding Sexual Conduct with Students
- *JO Education Records
- *JOA Directory Information
- *JOB Personally Identifiable Information
- *KCA Volunteers in Schools
- *KI Public Solicitation in District Facilities
- *KK Visitors to District Facilities
- *KL Public Complaints
- *KLD Public Complaints about District Person

The following current board policies may be addressed generally or in part by the following new policy but may require further detail in Administrative Policy for clarity and to meet legal requirements:

EB Safety Program

IGBHA Alternative Educational Programs

JBA-GBN Harassment/Intimidation/Bullying/Cyberbullying

JG Student Conduct and Discipline

KAB Parental Rights (Survey of Students)

The following policies are not tied to state or federal legal requirements, but the board may choose to direct staff to adopt related Administrative Policies:

JFCA Student Code of Dress

KJA Materials Distribution

The following policy is believed to be obsolete as of the 2015-16 school year:

IGAL Kindergarten Tuition

draft #3

Executive Summary

Brad Henry, Chief Financial & Operations Officer

Resolution 1830: Construction Manager/General Contractor Process

We have begun the early planning phase of the next group of projects scheduled for the summer of 2016. These include work at Juniper Elementary, La Pine Middle School, Pilot Butte Middle School, Thompson Elementary School and the Education Center. The Board has approved two contracts for the design work on these projects.

As you are aware, in the summer of 2014 we completed four projects. The District hired design services, designed the work, bid the work and awarded the contract. This is the traditional method known as design/bid/build or “hard bid”. This is the method specifically allowed in state statute. For the 2015 summer projects, the Board approved the use of the Construction Manager/General Contractor (CM/GC) method of construction. We are recommending the use of the CM/GC method once again for the 2016 summer projects.

At our last construction committee meeting, staff recommended that we use the Construction Manager/General Contractor (CMGC) method to complete the five projects scheduled for the summer of 2016. The committee agreed that this is the best method to use for these projects. The CMGC method is an exception to the design/bid/build (aka “hard bid”) process that is in statute. Because it is an exception, we are required to develop “Findings of Fact for the Use of CMGC”, hold a hearing on the use of CMGC and then the Board must take action to approve the exception. The hearing is required to be advertised at least 15 days in advance and the advertisement must include the findings. The hearing is scheduled for your meeting on the 10th and we advertised the hearing on the 21st and the 23rd of October. The findings are attached for your review.

We believe that the CMGC process is the best method as it will likely attract more interest in the projects from the contractors, which should encourage competitive pricing. Recall the 2014 projects used the hard bid process and we received one bid. We were fortunate that the bid was reasonable and we were able to accept the bid and move forward. The Request for Proposal process for the 2015 projects using CM/GC attracted four proposals. Much like the 2015 projects, the projects for 2016 have the potential to be complex given that we are performing remodels at four sites, an addition at one site and a tear down and rebuild at one site. The CMGC brings the contractor in early in the process to assist in the design with the expectation that there will be fewer surprises (change orders) later. Generally speaking, changes that happen later in the process are more expensive.

If we move forward using CMGC, we will use the Request for Proposal (RFP) process to select a CMGC. The CMGC will be awarded a contract, which will begin with the design phase. Once we are to a specified point in the design phase, the CMGC will be required to provide to us a Guaranteed Maximum Price (GMP) for the construction phase. Assuming the CMGC provides the GMP timely and the GMP is reasonable for the design and market, we will bring the GMP to the

Board for approval. If, for any reason we don't have a GMP when expected or we can't come to agreement on the amount, we have the option to cancel the CMGC contract and hard bid at that time. If we hard bid, the low bid will come to the Board for approval.

We recommend approval of Resolution 1830.

**Administrative School District No. 1
Bend-La Pine Schools**

RESOLUTION 1830

GRANTING BIDDING EXEMPTION, AUTHORIZING CONSTRUCTION OF THE 2016 REMODEL PROJECTS BY MEANS OF A CONSTRUCTION MANAGER/GENERAL CONTRACTOR AND AUTHORIZING SELECTION BY REQUEST FOR PROPOSALS

WHEREAS, ORS Chapter 279A authorizes the School District's Board of Directors to designate itself as the public contract review boards for the School District;

WHEREAS, the Board of Directors of Administrative School District #1, Bend-La Pine Schools, has designated itself as the public contract review board for the School District, and in that capacity has authority to exempt certain contracts from the competitive bidding requirements of ORS Chapter 279C;

WHEREAS, ORS 279C.335(2) provides for a process for exempting certain public improvement contracts from competitive bidding and the School District's Model Procurement Rules authorize the selection of a contractor through the CM/CG process as set forth in OAR 137-049-0690; and

WHEREAS, the School District Board of Directors determines that the 2016 Remodel Projects should be constructed by the CM/GC delivery method.

The School District Board of Directors finds as follows:

1. The School District Board of Directors adopts the specific findings of fact set forth above.
2. The exemption of the CM/GC contract from competitive bidding will promote competition and will not encourage favoritism because the CM/GC will be chosen by the request for proposals process, and the major portion of the construction work will be performed by subcontractors chosen by competitive bidding.
3. The exemption of the CM/GC contract from competitive bidding will likely result in cost savings to the School District, for the reasons set forth in the findings.
4. The exemption of the CM/GC contract also appears to be in the best interest of the School District in that the use of the CM/GC process will permit the School District to complete the construction within a GMP and within a reasonable time with minimum redesign effort.

NOW, THEREFORE, the School District Board of Directors resolves as follows:

The contract for construction of the 2016 Remodel Projects by a Construction Manager/General Contractor for a Guaranteed Maximum Price is exempted from competitive bidding, and the Construction Manager/General Contractor shall be selected by the Request for Proposal method in accordance with OAR 137-049-0650, and the process described in the findings.

Moved by: _____

Seconded by: _____

Yes votes: _____

No votes: _____

Dated this 10th day of November, 2015

Chair

Board Secretary

Director

**FINDINGS OF FACT FOR THE USE OF
THE CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC)**

Before the Administrative School District #1, Bend-La Pine Schools Board of Directors

Administrative School District #1)	Findings of Fact
For the)	Conclusion of Law
2016 Remodel Projects)	

SITUATION

On May 21, 2013, the voters of Administrative School District #1 – Bend-La Pine Schools approved a \$96,000,000 bond levy of which \$9,913,400 was set aside for the design and construction of a remodel to Juniper Elementary, Thompson Elementary (Amity Creek), La Pine Middle, Pilot Butte Middle, and the Administration Building. The projects include two additions and several remodels, which potentially need to commence prior to and after the summer break while the schools remain in operation. The projects include renovations that need to be completed prior to the next school year. Due to the schedule and complexity of construction, the on-site occupation of the building by students and staff during construction, and the critical timing of construction to meet the delivery schedule, the Facility Development Office is recommending that the School District use the Construction Manager/General Contractor (CM/GC) with a Guaranteed Maximum Price (GMP) construction delivery method. The use of this delivery method requires a specific exemption from the standard competitive bid process be granted by the Board.

The guiding applicable statutes are: ORS 279C.300 which requires, with certain exceptions, that all public improvement contracts be based on competitive bidding and, under ORS 279C.375, be awarded to the lowest responsive and responsible bidder. ORS 279A.050 and ORS 279A.060 permit the Board of Directors of the School District to act as the public contract review authority and to grant, under certain conditions, specific exemptions from the requirement for competitive bidding pursuant to ORS 279C.335(2) and ORS 279C.330. The Attorney General's Model Rules for public contracting, in OAR 127-049-0600 to 127-049-0690, allow for alternative contracting methods, including use of the CM/GC delivery method.

FINDINGS OF FACT

The School District makes the following findings regarding use of the CM/GC alternative contracting method for the above-referenced public improvement contract:

FINDING #1 – CM/GC WILL NOT DIMINISH COMPETITION NOR ENCOURAGE FAVORITISM

Finding: It is unlikely that the use of the CM/GC alternative contracting method will encourage favoritism, or substantially diminish competition, in the awarding of this public improvement contract.

FINDING #2 – CM/GC WILL RESULT IN SUBSTANTIAL COST SAVINGS AND OTHER SUBSATANTIAL BENEFITS

Finding: Use of the CM/GC alternative contracting method will result in substantial cost savings to the School District and other benefits.

Information regarding the following was considered in justification of the School District's conclusion in reaching these findings:

1. How Many Persons are Available to Bid

There are at least five persons in Bend and the surrounding area with the capability to bid on these projects.

2. Operational, Budget and Financial Data

Operational Data:

The CM/GC will be selected through a competitive process in accordance with a Request for Proposals (RFP) process authorized by the Board of Directors pursuant to OAR 137-049-0650. Competition will not be inhibited nor will favoritism be encouraged.

- A. SOLICITATION PROCESS: Pursuant to ORS 279C.360, the CM/GC solicitation will be advertised at least twice in the Daily Journal of Commerce.
- B. FULL DISCLOSURE: To ensure full disclosure of all information, the RFP solicitation package will include:
 - 1. Detailed Description of the Projects
 - 2. Contractual Terms & Conditions
 - 3. Selection Process
 - 4. Evaluation Criteria
 - 5. Role of Evaluation Committee
 - 6. Provisions for Comments
 - 7. Complaint Process and Remedies Available
- C. SELECTION PROCESS: Other highlights of the selection process will include:
 - 1. A pre-proposal vendor conference will be announced and held. This conference will be open to all interested parties. During this pre-proposal conference, as well as any time prior to ten (10) days before the close of the solicitation, interested parties will be able to ask questions, request clarifications and suggest changes in the solicitation documents if such parties believe that the terms and conditions of the solicitation are unclear, inconsistent with industry standards, or unfair and unnecessarily restrictive of competition.
 - 2. Sealed proposals will be submitted to the Facilities Development Supervisor located in the Education Center at 520 NW Wall Street, Room 330, Bend, Oregon and opened publicly at the time specified in the advertisements.
 - 3. The evaluation process will determine whether a proposal meets the screening requirements of the RFP, and to what extent. The following process will be used:
 - a. Proposals will be evaluated for completeness and compliance with the screening requirements of the RFP. Those proposals that are materially incomplete or non-responsive will be rejected.
 - b. Proposals considered complete and responsive will be evaluated to determine if they meet and comply with the qualifying criteria of the RFP. If a proposal is unclear, the proposer may be asked to provide written clarification. Those proposals that do not meet all requirements will be rejected.
 - c. Proposals will be independently scored by the voting members of the Selection Committee. Scores will then be combined and assigned to the proposals.
 - d. The Selection Committee will convene to select from the highest-scoring proposers, a group of at least three finalists (if three are available) for formal interviews.
 - e. The Selection Committee will conduct the interviews.
 - f. The Selection Committee will use the interview to confirm the scoring of the proposal and to clarify any questions. Based upon the revised scoring, the Selection Committee will rank the proposers, and provide an award recommendation to the Director of Facilities who will seek acceptance from the School District's Board of Directors to proceed with the contract negotiation with the highest-ranked proposer.
 - g. The Facilities Development Supervisor will negotiate a contract with the top-ranked firm. If an agreement cannot be reached, the School District will have the option to enter into an agreement with the second-ranked firm, and so forth.
 - 4. Competing proposers will be notified in writing of the selection of the apparent successful proposal and will be given seven (7) calendar days after receipt of the notice to review the RFP file and evaluation report at the office of Facilities Development. Any protest regarding the selection process will be subject to the requirements of OAR 137-049-0450, must be in writing, and must be delivered to the School District's Deputy Superintendent within seven (7) calendar days after receipt of the selection notice. No protest of the award selection shall be considered after this time period.

Budget and Financial Data:

The contract achieved through the CM/GC process will require the CM/GC to use an open competitive selection process to bid all components of the job. The CM/GC's overhead and fee makes up 10-15% of the total cost, and will be evaluated as one of the scoring criteria. Overhead, which includes supervision, bonding, insurance, and mobilization, must be within the industry standard range of approximately 10%. The CM/GC's fee must be within the industry standard range of 3-5%. Since these amounts will be scored as part of the competitive RFP process, the entire dollar value of the projects will be awarded through open competitive processes, at either the general contractor or subcontractor level. The CM/GC process also provides the following benefits:

(a) FEWER CHANGE ORDERS: When the CM/GC participates in the design process, fewer change orders occur during project construction. This is due to the CM/GC's better understanding of the owner's needs and the architect's design intent. As a result, the projects are more likely to be completed on time and within budget. In addition, fewer change orders reduce the administrative costs of projects management for both the School District and the contractor. These projects will involve complex remodels to the existing schools. The use of a CM/GC will reduce the amount of change orders due to unforeseen circumstances. Prior to construction the CM/GC will assist the design team in determining locations of existing utilities.

(b) GMP CHANGE ORDERS COST LESS: The reduced number of CM/GC change orders discussed above are processed at a lower cost under the GMP. The design-bid-build method typically results in the contractor charging 15% markup on construction change orders. The GMP method applies a lower predetermined markup. The experience of the School District has been that the markup is in the range of 3-5%.

(c) SAVINGS: Under the GMP method the School District will enjoy the full savings if actual costs are below the GMP. When the CM/GC completes the projects, any savings between the GMP and the actual cost accrue to the School District.

(d) CONTRACTOR'S FEE IS LESS: Contracts with CM/GC's are designed to create a better working relationship with the contractor. As a consequence, the overhead and profit fee is generally in the 3-5% range, and contractors indicate this is slightly lower than the fee anticipated on similar design-bid-build contracts.

3. Public Benefits

Early selection of the CM/GC creates more informed, better quality decision making by the project construction team. A more efficient construction team saves the District money and provides other public benefits. The CM/GC method will reduce financial risk to the School District. Reduced risk provides a significant value and potential savings.

THE CM/GC CONTRACTING METHOD ESTABLISHES A MAXIMUM PRICE PRIOR TO COMPLETION OF DOCUMENTS: The CM/GC will be able to obtain a complete understanding of the School District's needs, the architect's design intent, the scope of the projects, and the operational needs of the students, teachers, and administration of the school by participating in the design development phase. With the CM/GC participating in this phase they will be able to offer suggestions for improvements and provide advice that will reduce costs. With the benefit of this knowledge, the CM/GC will also be able to guarantee a maximum price to be paid by the School District for constructing the projects.

4. Value Engineering

The CM/GC process offers a unique opportunity for value engineering that is not possible through the design-bid-build process.

- A. VALUE ENGINEERING AND CM/GC PARTICIPATION IN THE DESIGN PROCESS: An essential part of each construction project is the value engineering evaluation. Value engineering is the means used to determine the best project design that meets the needs and priorities of the owner, within the owner's budget. Value engineering is done most effectively by a team consisting of the owner, architect, consultants, and the contractor. When the contractor participates, the team can render the most comprehensive evaluation of all factors that affect the cost, quality, and schedule of the projects.
- B. VALUE ENGINEERING WITH THE DESIGN-BID-BUILD PROCESS: If the School District were to utilize the design-bid-build method the contractor would not participate in this

evaluation, hence, value engineering would be conducted without the benefit of:

- The ability to set the schedule;
- The ability to sequence work; and
- Commitment from the contractor to implement the design within the schedule and budget.

Through integrated participation, a project scope and design evolve that has greater value for the owner, and is not likely to be the same project created by the design-bid-build method.

5. Specialized Expertise Required

The 2016 Remodel Projects are highly complex because they involve construction on existing school sites while the buildings are in use. Use of a CM/GC in conjunction with the team approach will result in better coordinated projects, speed completion, and minimize disruption to operations. The CM/GC: guarantees the maximum price to complete the projects; determines the construction schedule; establishes the sequence of work; is contractually bound to implement the final projects design within the GMP; and participates as an essential member of the projects design and construction team. Several benefits of participation by the CM/GC on these projects will be realized: developing the design documents to reflect the best work plan that accommodates both the School District and contractor; the best grouping of the bid packages that will help insure better trade coverage; the most efficient construction staging area on the school campus; the most cost effective route through campus and buildings for the various utilities; and help with adjusting the work plan when the needs change along the way.

6. Public Safety

Because the sites are in use during the construction process, safety is of critical importance. By being involved in all phases of the projects, including the design and construction, understanding the structural peculiarities of the existing building, and knowing the scope and technical complexity of the projects, the CM/GC will be able to provide a safe environment for the students, teachers, and school administration throughout the entire project.

7. Reduced Risk to School District

CM/GC contracts reduce risk to the School District by allowing for coordination and evaluation of constructability ahead of final project design. This decreases the likelihood for more costly change orders and increases the probability that the project will be completed on time and within budget.

8 Funding Sources

The School District's voters approved a \$96,000,000 bond levy of which \$9,913,400 was set aside for the design and construction of the 2016 Remodel Projects.

9. Market Conditions

The School District's ability to accurately estimate the cost of these projects is complicated by the multitude of construction market conditions that exist today in Oregon (e.g., competition of other projects, environmental issues that limit construction materials, shortage of qualified craftsman, etc.), as well as the difficulty in establishing the best work sequence. Because the projects share a limited budget, it is essential to reduce the risk of cost overruns.

10. Technical Complexity

A CM/GC is necessary to manage the complex design and construction of these projects, as well as the on-site occupation of the buildings by students and staff and the critical timing of construction to meet delivery schedules.

The construction of the addition is anticipated to commence in late winter/early spring of 2016 and will need to be complete by December of the same year. The remodel may begin at the same time depending on the logistics and impact to the operation of the facilities. In working with a CM/GC and staff the schedule for the remodel work can be determined to minimize the impact to the operation of the school and still meet the anticipated completion date of December 2016.

11. New Construction or Renovations or Remodels

Three of the proposed projects are remodels and renovations, with two being additions and remodel.

12. Occupied or Unoccupied During Construction

There is potential that at least one of the projects will be occupied during construction.

13. Single Phase Construction or Multiple Phase Construction

All of the projects will be performed in a single phase.

14. Personnel, Consultants and Legal Counsel with CM/GC Expertise and Experience

The District has on-staff personnel with extensive CM/GC experience and expertise who will be managing the projects. The District has also employed legal counsel with the necessary expertise and substantial experience in alternative contracting methods.

CONCLUSIONS OF LAW

Use of the CM/GC process for the 2016 Remodel Projects complies with the criteria outlined in ORS 279C.335(2), including the factors in ORS 279C.330:

1. It is unlikely the exemption will encourage favoritism or substantially diminish competition. The selection process will be fair and open to all interested proposers as established within above findings.
2. The exemption will result in substantial cost savings to the School District. Also, value will be added to the projects that could not otherwise be obtained.

Executive Summary

Lora Nordquist, Assistant Superintendent

Professional Advancement and Support System (PASS)

One of our district leadership's priorities this year is regular reports to the school board on our primary strategies for achieving the outcomes the board has identified. At the heart of our strategies are outstanding teaching and leading, the most critical components to students' success. This report will provide an update on PASS, now in its second year of implementation. In addition to this executive summary, I have included the following:

- *BLS PASS handbook, completed in the summer of 2015*
- *Preliminary cost modeling, prepared in the spring of 2015 (this was shared in last year's presentation)*

Ongoing Commitment to CLASS Project Work

Bend-La Pine Schools, through the additional support of the TIF grant, implemented a number of systems so important to our success, we have absorbed the costs into our general fund expenditures now that we no longer have the TIF grant funding. Some examples are listed below:

- PASS coordinator (.4 FTE) and facilitators for professional learning (stipended);
- Teacher induction and mentoring program, including a facilitator (.5 FTE) and full- and half-time release mentors (2.25 FTE);
- School site Instructional Coaches and Curriculum Leaders (ICCL's/117 stipended teacher leader positions);
- Ongoing statewide networking, support and collaboration;
- National Board Certification coaching cadre (2 stipended facilitators);
- Ongoing analysis of HR, payroll and accounting logistical requirements for PASS

PASS Accomplishments 2014-15

Through the tireless efforts of approximately 20 teacher leaders and 8 school and district administrators, the PASS team accomplished much during the 2014-15 school year. These accomplishments include the following:

- We welcomed the first group of new teachers who will be part of PASS. 19 first-year teachers were hired into the system, and 27 second- and third-year teachers elected to join;
- We developed the PASS handbook as a resource for new teachers (see copy);
- We developed syllabi for all courses required for early career educators;
- We finalized dollar figures for the new salary schedule;
- We ensured ongoing communication with association leadership and the school board to maintain support from all key constituents;
- We provided National Board Certification coaching for over 15 teachers.

Major PASS Goals for 2015-16

For the 2015-16 school year, we have established the following priorities:

- Finalize the early career level review process, including scoring, composition of panels, training for scorers, and the development of exemplars;
- Determine parameters for other teachers in the district and incoming experienced teachers who want to become part of PASS;
- Finalize requirements for the professional and master levels in PASS;
- Participate in ongoing conversations with all key constituents to maintain a high level of support for the system;
- Use PASS as leverage in recruiting talented teachers, particularly those from groups under-represented among our district's teachers;
- Develop a strong five-year plan for PASS;
- Continue to develop HR and payroll systems as they accommodate two different salary schedules;
- Develop evaluation system to assess the effectiveness of the PASS.

New Teacher Advancement System
5-year Fiscal Impact Study 2014/15 - 2018/19

More FTE in On Pace	Years in this study	New FTEs in Advancement System	5 yr Traditional Compensation	5 yr Advancement System	5 yr Difference	%
2014-15 Cohort	5	20	7,342,616	7,434,451	91,836	1.25%
2015-16 Cohort	4	20	5,812,943	5,866,684	53,742	0.92%
2016-17 Cohort	3	20	5,812,943	5,866,684	53,742	0.92%
2017-18 Cohort	2	20	2,853,396	2,862,723	9,326	0.33%
2018-19 Cohort	1	20	1,412,227	1,413,407	1,180	0.08%
Total additional cost all cohorts over 5 yrs			23,234,124	23,443,949	209,825	0.90%

More FTE in Accelerated	Years in this study	New FTEs in Advancement System	5 yr Traditional Compensation	5 yr Advancement System	5 yr Difference	%
2014-15 Cohort	5	20	7,362,168	7,444,459	82,291	1.12%
2015-16 Cohort	4	20	5,824,129	5,866,684	42,555	0.73%
2016-17 Cohort	3	20	4,323,120	4,347,346	24,226	0.56%
2017-18 Cohort	2	20	2,855,921	2,862,723	6,801	0.24%
2018-19 Cohort	1	20	1,412,227	1,413,407	1,180	0.08%
Total additional cost all cohorts over 5 yrs			21,777,566	21,934,619	157,053	0.72%

Assumptions

What this study is It is an outcome based on "common rules", samples and major assumptions

What this study is NOT It is not an outcome for "exception" or all possibilities

- 1 COLA 1.50%
- 2 Benefit cost 34% 2014-15 current rates
- 3 Insurance cap 13,950 2014-15 current cap+\$240/yr increase
- 4 Days 190
- 5 FTE 20 20 new FTEs in advancement system each year (based on actual data from 2014/15)

6 How staff advance

In traditional system	2014-15	2015-16	2016-17	2017-18	2018-19
Supported	F0	F1	F2	F3	F4
On Pace	F0	F1	F2	F3	G4
Accelerated	F0	G1	G2	H3	I4

In advancement system	2014-15	2015-16	2016-17	2017-18	2018-19
Supported	1	2	3	4	4
On Pace	1	2	3	4	5
Accelerated	1	2	3	4	6

7 What if more FTE in On Pace

FTE	20
2	10% Supported
14	70% On Pace
4	20% Accelerated

8 What if more FTE in Accelerated

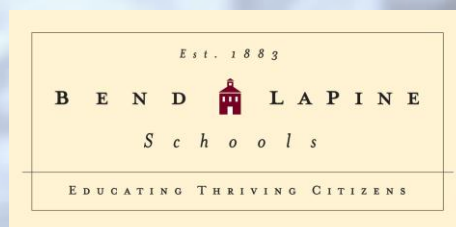
FTE	20
2	10% Supported
12	60% On Pace
6	30% Accelerated

Bend-La Pine Schools

Professional Advancement and Support System Handbook

2015-16

2nd Edition
(Working Draft)



BEND-LA PINE SCHOOLS MISSION STATEMENT

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge, skills, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

Board of Education

Nori Juba, President
Peggy Kinkade, Vice President
Andy High, Secretary and Treasurer
Julie Craig, Director
Ron Gallinat, Director
Cheri Helt, Director
Dr. Stuart Young, Director

Administration

Shay Mikalson, Superintendent
Jay Mathisen, Deputy Superintendent
Lora Nordquist, Assistant Superintendent Teaching
and Learning
Jon Lindsay, Co-Director of Human Resources
Licensed Staff

ACKNOWLEDGEMENTS

The committee would like to gratefully and sincerely acknowledge the Bend-La Pine Schools Board Members for their vision, understanding, and most importantly, their support during this lengthy process. Their willingness to break from the set standards of educational leadership provided a catalyst for the work of the committee:

Julie Craig, Ron Gallinat, Cheri Helt, Andy High, Nori Juba, Peggy Kinkade, Dr. Stuart Young
Former Board Members: Wells Ashby, Beth Bagley, Kelly Goff, Mike Jensen, Tom Wilson

We would also like to acknowledge the dedication of Career Pathways and Compensation Committee members who worked on designing the framework for the Professional Advancement and Support System:

*Dan Jones	CLASS Project and TIF Grant Coordinator
*Ron Wilkinson	Superintendent
*Heather Anderson	Teacher
Carrie Baisch	Teacher
Mary Doyle	Student Services Coordinator
Stephen DuVal	Assistant Principal
Paul Galvin	Teacher
Seth Graham	Teacher
Kristin Jones	Teacher
Kate Kranzush	Teacher
Chris Kuka	Teacher
Bob Markland	Bend Education Association President
Jay Mathisen	Deputy Superintendent
*Michael McDonald	Assistant Principal
Ned Myers	Assistant Principal
*Michele Oakes	Mentor Coordinator/PASS Coordinator
Gaile Pascua	Teacher
Cindy Perkins	Teacher
Janelle Rebick	Teacher
*Karen Stiner	Assistant Principal
Roger Williams	Teacher

*Original Committee Chairs

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RATIONALE

Underlying the philosophy of the Bend-La Pine Schools' teacher compensation system is the belief that teachers should be recognized for work that improves the quality of their instructional practice and the learning outcomes of their students. In designing a new advancement and compensation system, district staff and school board members want to emphasize their appreciation and support for the dynamic nature of teaching and learning.

Traditional teaching salary schedules tie advancement to years of experience and completion of college course credits. This system of advancement offers limited recognition and/or encouragement for teachers to participate in more meaningful professional growth opportunities and to truly focus on improved professional practice. It also fails to recognize many of the dynamics of teaching and learning.

The designers of Bend-La Pine Schools' new system recognize that a teaching career is characterized by more than years of experience and credits attained. As teachers grow in their own learning and experience, they need different levels and types of professional learning, support and feedback. They also recognize that teachers can and should be supported to develop and grow at different rates. Compensation and advancement models such as ours help foster productive differentiation.

Finally, it should be noted that although Bend-La Pine Schools embrace the vision of a Master Level teacher in every classroom, the district acknowledges that a teaching force in a rapidly growing school district will always be made up of teachers at different professional levels. It also recognizes that other factors in the life of a teacher may influence the individual's ability to advance at an aggressive pace. While having a Master Level teacher in every classroom may be a vision, it is expected that highly functioning Professional Level teachers will achieve outstanding results with their students. This system is designed to support and acknowledge teachers at all levels, while providing a compensation structure that encourages continued growth.

A collaborative team of teachers, building and district administrators, and school board members joined in the development of this model. All involved believe it offers exciting opportunities for the future of Bend-La Pine educators and their students and will encourage the highest level of instructional practice.

SYSTEM OVERVIEW

The new BLS PASS (Professional Advancement and Support System) is designed to align compensation and career advancement with evidence of instructional proficiency, application of meaningful professional learning and effective use of student achievement data to drive instruction.

The structure of the PASS identifies three major levels of teachers' careers: Early Career Educator, Professional Educator, and Master Educator. Advancement is contingent upon a passing score on your Level Review which is assessed by a trained district team of teachers and administrators.

As the PASS system's capacity continues to develop, the expectation for higher-level roles and responsibilities will be an element of Master Educator level attainment and continuation.

PROFESSIONAL ADVANCEMENT & SUPPORT SYSTEM – BEND-LA PINE SCHOOLS

2015-16

190-day Schedule – Reflects 2.0% COLA Increase from 2014-15 Schedule

															<div>Master Educator***</div> <div>Master 374,341</div> <div>Master 271,778</div> <div>Master 169,214</div>		

PASS ELIGIBILITY FOR NEW EMPLOYEES – 2015-16

Eligibility Qualifications:

The following rules govern eligibility for the Professional Advancement and Support System:

Year 1 Certified Classroom, ERC/Life Skills Teachers:

1. Teachers who hold a valid teaching or professional license/certificate issued by the Oregon Teacher Standards and Practice Commission (TSPC) and are in their first year of their teaching career will be automatically placed on the PASS (Early Career Educator, Step 1).
2. Teachers must be employed in a position of .5 FTE or greater.
3. The position can be temporary or permanent.

Year 2 Certified Classroom, ERC/Life Skills Teachers

1. Teachers who hold a valid teaching or professional license/certificate issued by the Oregon Teacher Standards and Practice Commission (TSPC) and are in their second year of their teaching career will be given the option of choosing the PASS (Early Career educator, Step 2) or the traditional salary schedule.
2. Teachers must be employed in a position of .5 FTE or greater.
3. The position can be temporary or permanent.

Non-classroom teachers and teachers in their third year or beyond of the teaching profession will not be eligible for the PASS in the 2015-16 school year. Future plans include the development of the placement process for these teachers onto the PASS.

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EARLY CAREER EDUCATOR

EARLY CAREER EDUCATOR

Rationale

Bend-La Pine Schools is committed to supporting staff in their quest to become better educators. Through a comprehensive and prescribed program, our Early Career Educators will have the opportunity to grow their practice while meeting Oregon's licensure requirements for TSPC. This cost-effective program will provide structured support for teachers new to the profession, allowing them to grow through experience, professional learning, graduate-level classes, and action research. In addition to meeting TSPC requirements, this program is designed to meet Bend-La Pine School's expectations for the Early Career Educator (ECE) Five-Year Advancement Plan, which culminates in promotion to the Professional Educator Tier 1, Step 1.

Teachers who meet level requirements for advancement are identified using the following InTASC assumptions:

1. Learning and teaching are complex.
2. Teaching expertise can be learned, develops over time, and is not linear.
3. Growth can occur through reflection upon experience, feedback, or professional learning experiences.
4. Student development depends on the teacher's understanding of context and knowledge of how to support learning.
5. It is about the teaching practice, not about the teacher.
6. Each task is designed to move a teacher's practice along a continuum from being more directive to more facilitative to more collaborative.

EARLY CAREER EDUCATOR Five-Year Advancement Plan

ACQUISITION			APPLICATION		LEVEL REVIEW
Step 1	Step 2	Step 3	Step 4	Step 5	
Mentor Program and New Teacher Induction Program * ¹ (2 credits)	Mentor Program and New Teacher Induction Program * ¹ (2 credits)	SIOP/Portfolio* ⁵ (3 credits)	Action Research Course (2 credits)	Action Research Project: Data Informed Instruction (2 credits)	
Integrated Technology Course I (1 credit)	Integrated Technology Course II (1 credit)		Elective(s)* ⁴ (1 credit)	Elective(s) * ⁴ (1 credit)	
Performance Evaluation* ²	Performance Evaluation* ²	Performance Evaluation* ²	Performance Evaluation* ²	Performance Evaluation* ²	
Professional Goal Setting and Review* ³	Professional Goal Setting and Review* ³	Professional Goal Setting and Review* ³	Professional Goal Setting and Review* ³	Professional Goal Setting and Review* ³	

*¹New Teacher Induction is offered to all new teachers and includes mentor support, monthly coursework aligned with InTASC standards and a summer professional development training day.

*²In order to submit for Level Review, teachers may not have been on a support strategy or Plan of Assistance during that instructional year. Being placed on a Plan of Assistance at any time during the year prohibits a teacher from moving to the next step the following year.

*³Professional goal setting and review are required annually for all Bend-La Pine teachers.

*⁴Elective(s) are one or two credit courses taken over time with a focus on content and/or pedagogical knowledge. These courses may be taken at any time during the first five years of service.

*⁵SIOP may be taken at any time during a teacher's first five years.

Successful completion of all courses is required.

EARLY CAREER EDUCATOR Level Review Components

TASK 1 – TEACHING PRACTICES AND LEARNING ENVIRONMENT

- Two – 10-minute videos
 - same class, same unit, two different lessons
- Content area: different from Task 2 for elementary
- Written or videotaped commentary
 - provide context of classroom
 - describe lessons
 - reflect on teaching practices and learning environment
 - analyze your teaching practices and learning environment

TASK 2 – ON-DEMAND ASSESSMENT

- Controlled testing environment
- Teacher brings three samples of student work (choice of: audio, visual, written)
 - Samples should represent a high, medium and low level of performance related to the assigned task
- Written response to prompts
- Student samples used as context for analysis and reflection
- Focus on teacher's content knowledge
- Content area: different from Task 1 for elementary

TASK 3 – ACTION RESEARCH PROJECT

- Content area: teacher's choice
- Based on work completed in Action Research class

All submissions will be presented to the Level Review Panel. There will be no interview or presentation component.

Rubrics will be used to score each task.

LEVEL REVIEW

TASK 1

**TEACHING PRACTICE
AND
LEARNING ENVIRONMENT**

EARLY CAREER EDUCATOR

TASK 1

Teaching Practice and Learning Environment

Content

- I. Overview
- II. Understanding the Task Requirements
- III. Recording Videos
- IV. Video Analysis Questions
- V. Submission
- VI. Scoring Rubric
- VII. Writing about Teaching

EARLY CAREER EDUCATOR TASK 1

Overview

Task 1 captures details about your instructional planning and direct evidence of your practice from two video recordings and instructional materials. You will be evaluated on the demonstrated evidence of your practice and analysis as it relates to instruction, student engagement, and the learning environment.

Thinking analytically about teaching is a complex process that benefits from both practice and teaching experience. Formal evaluation of one's own work is not a daily part of teaching, and some teachers may have little experience with description, analysis, or reflective writing. Systematic and probing questions about "why" and "how" are key when analyzing and beginning to reflect on your practice.

What Do I Need to Do?

Identify two lessons for which you will provide information about your instructional planning and materials. Create videos that show evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons should demonstrate your knowledge of the content area, different instructional formats, and a repertoire of strategies.

Describe, analyze and reflect on your learning environment and teaching practice. Show the assessors clear and concise evidence of your effective teaching.

EARLY CAREER EDUCATOR TASK 1

Understanding the Task Requirements

The requirements for this task are as follows:

- choose one class or subject period to best demonstrate the broadest possible range of your teaching practice.
- choose two different lessons with unique lesson goals and objectives from one unit of instruction.
- submit two 10 minute videos of your teaching practices.
- submit a cover sheet for Level Review submission.
- describe your instructional planning for each lesson featured in video and submit appropriate supporting materials.

Submit a written or video commentary for each video where you:

- review your teaching practice from the lessons.
- analyze if you met the goals of your lessons.
- reflect on what your next steps are in relation to the lessons.

EARLY CAREER EDUCATOR TASK 1

Recording Videos

Video Requirements

- Two 10 minute videos
- Same class, same unit

Why Your Video Is Important

The purpose of the videos is to provide an authentic and complete view of your teaching. The Level Review Panel is not able to visit your class; therefore, a video recording is the only illustration of

- how you interact with students and how they interact with you and with each other.
 - the climate you create in the classroom.
 - the ways in which you engage students in learning.
1. Decide on the sessions to record. This process will be most beneficial if you record multiple sessions with a variety of lessons and/or students within your teaching assignment. The lessons you record should be important for students' learning.
 2. Immediate reflection after teaching can help when later working on the analysis of a recording. At a minimum, note the following:
 - any particular instructional challenges offered by the students
 - the learning goals (lesson objectives) for the lesson
 - your opinion about the overall success of the lesson (i.e., were the learning goals met?)
 - a description of any instructional materials used in the lesson

Recording Your Videos

Use a Swivl or reliable video camera to videotape lessons. Each school, as well as the Mentor Program, has Swivls available for loan.

EARLY CAREER EDUCATOR TASK 1

Video Analysis Questions

Video-recorded teaching sessions offer particularly strong evidence of a teacher's knowledge and ability. Use these questions to hone your skills as an observer and analyst of your own teaching:

- How did your instructional decisions during the lesson align with your planning?
- What specific approaches, strategies, techniques and/or activities did you use to promote active student engagement in the lesson? (Cite examples from video recording.)
- How did you establish a safe, fair, equitable and challenging environment for all students?
- How did you monitor and assess students' progress during the lesson?
- Did you achieve the lesson's goals? How do you know? (Cite evidence)
- What would you do differently, if anything, if you were to teach this again? Why?

Video Evidence in a Language other than English

Student work samples and video evidence may include expressions or phrases in a language other than English. If key information would benefit the Level Review Panel, please submit it. A translator will be available for the Level Review Panel, if necessary.

EARLY CAREER EDUCATOR TASK 1

Submission

Before You Submit

As you work on completing your task, you should reflect on ways to improve your responses by asking yourself these questions:

- Does the task, taken as a whole, accurately represent my teaching?
- Are there important aspects of my teaching that the task does not capture?
- Do I address each of the questions listed in the written commentary instructions?
- In what ways could I improve my responses to the questions in the task?
- In what ways might my responses be incomplete or unclear to someone who is not familiar with my content or classroom?

What Do I Need to Submit?

For this entry you must submit the evidence described in this section.

- Cover sheet for Level Review submission (one for each video)
- Written or videotaped reflection commentary
- Two videos
 - Two video recordings (10 minutes each) from two different lessons (same class, same unit)

Format

- 12 pt. Arial font
- 1 inch margin
- 2-page limit

Ethics and Collaboration

Collaboration with colleagues is a valued part of the process: engage them in professional discussions about your work; have them help you video record, watch, and analyze the video recordings; and have them read and comment on your analyses and on the student work you have chosen. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. If you work as a member of a team of teachers, you have an opportunity to collaborate with other members of the team who are going through the assessment. However, all of the work you submit as part of your response to this entry must be yours and yours alone.

EARLY CAREER EDUCATOR TASK 1

Teaching Practice and Learning Environment Level Review Scoring Rubric

Level 4 <i>Clear, consistent and convincing evidence</i>	Level 3 <i>Clear evidence</i>	Level 2 <i>Limited evidence</i>	Level 1 <i>Little or no evidence</i>
Safe, fair, equitable, student centered, and challenging environment			
<p>Teacher appropriately promotes self-directed learning and active student engagement with the teacher and other students.</p> <p>When ideas are shared, students converse purposefully and appropriately, and always listen attentively during activities as students explore topics of substance.</p>	<p>Teacher directly promotes self-directed learning and active student engagement with the teacher and other students.</p> <p>When ideas are shared, students converse purposefully and in general listen attentively during activities as they explore topics of substance.</p>	<p>Teacher sometimes promotes self-directed learning and student engagement with the teacher and other students.</p> <p>When ideas are shared, students converse and sometimes listen attentively during activities as they explore topics of study.</p>	<p>Teacher rarely promotes self-directed learning and student engagement with the teacher and other students.</p> <p>When ideas are shared, students sometimes converse and rarely listen attentively during activities as they explore topics of study.</p>
Collaboration and Questioning			
<p>Teacher skillfully facilitates the inquiry process and expertly equips students with skills that support collaboration.</p> <p>Students are prompted to appropriately ask thoughtful questions, respond respectfully to others' ideas, build consensus, compromise, negotiate, and accept ambiguity.</p>	<p>Teacher facilitates the inquiry process and equips students with skills that support collaboration.</p> <p>Students are prompted to ask thoughtful questions, respond to others' ideas, build consensus, compromise, negotiate, and accept ambiguity.</p>	<p>Teacher sometimes facilitates the inquiry process and attempts to equip the students with skills for collaboration.</p> <p>Students sometimes are prompted to ask questions and respond to others' ideas with possible compromise and negotiation.</p>	<p>Teacher rarely facilitates the inquiry process and insufficiently attempts to equip students with collaboration skills.</p> <p>Students are rarely prompted to ask questions and respond to others' ideas inappropriately.</p>

Level 4 <i>Clear, consistent and convincing evidence</i>	Level 3 <i>Clear evidence</i>	Level 2 <i>Limited evidence</i>	Level 1 <i>Little or no evidence</i>
Student Learning and Feedback			
<p>Student learning is expertly monitored and evaluated.</p> <p>Clear and concise instructional adjustments are made for assessment.</p> <p>Regular constructive feedback is given to students.</p>	<p>Student learning is monitored and evaluated.</p> <p>Instructional adjustments are made for assessment.</p> <p>Constructive feedback is given to most students.</p>	<p>Student learning is sometimes monitored and an attempt at evaluation is made.</p> <p>Instructional adjustments are sometimes made for assessment.</p> <p>Some feedback is given to students.</p>	<p>Student learning is rarely monitored or evaluated.</p> <p>Few instructional adjustments are made for assessment.</p> <p>Little to no feedback is given to students.</p>
Equity			
<p>All students are appropriately supported in developing the dispositions and proficiencies necessary for learning the dispositions and proficiencies necessary for learning.</p>	<p>Almost all students are supported in developing dispositions and proficiencies necessary for learning.</p>	<p>Some students are supported in developing dispositions and proficiencies necessary for learning.</p>	<p>Students are rarely supported in developing dispositions necessary for learning.</p>
Instructional Practices			
<p>Activities implemented are expertly connected to the learning goals.</p> <p>Teacher appropriately sequences and structures instruction so students can achieve goals.</p>	<p>Activities implemented are connected to the learning goals.</p> <p>Teacher sequences and structures instruction so most students can achieve the goals.</p>	<p>Activities implemented are sometimes connected to the learning goals.</p> <p>Teacher attempts to sequence and structure instruction so some students can achieve the goals.</p>	<p>Activities implemented rarely are connected to the learning goals.</p> <p>Teacher shows little to no attempt to sequence or structure instruction and students rarely achieve goals.</p>

Level 4 <i>Clear, consistent and convincing evidence</i>	Level 3 <i>Clear evidence</i>	Level 2 <i>Limited evidence</i>	Level 1 <i>Little or no evidence</i>
Knowledge of Students - Contextual (Teacher Commentary)			
<p>Teacher knows students' backgrounds, needs, abilities, and interests.</p> <p>High, worthwhile, and attainable goals are selected.</p> <p>Instructional approaches and instructional resources selected support goals.</p>	<p>Teacher knows most students' backgrounds, needs, abilities, and interests.</p> <p>Challenging, worthwhile, and mostly attainable goals are selected.</p> <p>Instructional approaches and instructional resources selected almost always support goals.</p>	<p>Teacher knows some student backgrounds, abilities, and interests.</p> <p>Worthwhile and sometimes attainable goals are selected.</p> <p>Instructional approaches and instructional resources selected sometimes support goals.</p>	<p>Teacher shows little knowledge of student backgrounds, abilities, and interests.</p> <p>Goals selected may not be worthwhile or attainable.</p> <p>Instructional approaches and instructional resources selected provide little to no support for goals.</p>
Communication - Contextual (Teacher Commentary)			
<p>Pedagogical decisions made before, during, and after instruction are communicated persuasively.</p> <p>Teacher describes and analyzes their practice accurately, fully, and thoughtfully.</p> <p>Teacher reflects insightfully on implications for future teaching.</p> <p>Teacher seeks ways to improve practice to promote student learning.</p>	<p>Pedagogical decisions made before, during, and after instruction are communicated clearly.</p> <p>Teacher describes and analyzes practice in detail.</p> <p>Teacher reflects on implications for future teaching.</p> <p>Teacher seeks ways to improve practice to promote student learning.</p>	<p>Pedagogical decisions made before, during, and after instruction are sometimes communicated.</p> <p>Teacher sometimes describes and analyzes practice in detail.</p> <p>Teacher may reflect on implications for future learning.</p> <p>Teacher sometimes seeks ways to improve practice to promote student learning.</p>	<p>Pedagogical decision may not be made before, during, and after instruction and may not be communicated clearly.</p> <p>Teacher did not describe or analyze practice with clarity.</p> <p>Teacher reflection on implications for future learning may be weak or non-existent.</p> <p>Teacher shows no evidence of seeking ways to improve practice or promote student learning.</p>

EARLY CAREER EDUCATOR TASK 1

Writing About Teaching

Task 1 requires description, analysis, and reflection of your teaching practice. This process involves

- describing what happened in a classroom situation
- analyzing the “how,” “why,” or “in what way” a particular lesson was or was not successful in teaching students
- reflecting on how you would handle this same situation in the future

This brief guide to writing about teaching is really a guide to the summary activity that brings together all the hard work—the thinking, talking, discussing, prewriting, and rethinking—that you are doing during this process and that development of the tasks is designed to elicit.

Why Written Commentary Is Important

Remember that the only information available to the Level Review Panel is what is provided in these tasks—video recordings, instructional materials, and written commentary. Regardless of the strength of the evidence presented in the videos, the commentary is crucial in demonstrating reflective and effective teaching practices.

Keep the essential differences among descriptive, analytical, and reflective writing in mind as you prepare your written commentary. The scoring rubric for each task calls for each of these kinds of writing; providing an appropriate response is essential to a complete presentation of your work.

Descriptive Writing

In this context, a description involves the most important facts of what happened in a classroom situation. It is meant to “set the scene” for the Level Review Panel. Your description should be logically ordered and detailed enough to give assessors a basic sense of your classroom situation so that they can understand the context for your later analysis and reflection.

When you are asked to describe, be certain that your response meets these criteria:

- contains accurate and precise enumeration and/or explanation of critical features;
- provides clear and logical ordering of the elements or features of the event person, concept or strategy;
- includes all features or elements that an outsider would need to be able to see;
- specifies the meaning of any abbreviation or acronym the first time it is used.

Analytical and Reflective Writing

Analysis is grounded in concrete evidence provided in the materials submitted. Analytical writing shows assessors the thought processes that you used to arrive at your conclusions about a given teaching situation. It also demonstrates the significance of the evidence you submit.

Reflective thought may occur at any time throughout the teaching practice. The reflection component of the commentary is where assessors see learning from teaching experiences, informing and improving practice in the future.

For the purposes of this written commentary, analysis involves interpretation and examination of why elements or events described are the way they are, while reflection always suggests self-analysis, or retrospective consideration, of your practice.

Analyzing requires showing the success of a particular lesson or some specific teaching. Do not simply explain what happened, which would be a description. Further, do not state a conclusion (“The lesson was a success”) or simply note the fulfillment of your learning goals (“Students gained a better understanding of multiculturalism in our society”) without also giving evidence or examples to support the statement.

Ask yourself these questions:

- What did my students know before this teaching experience?
- What did my students learn because of this teaching experience?
- What did I know about my students and their knowledge before this teaching (which is both analytical and reflective)?
- What did I learn about my students and my practice because of this teaching experience (which is both analytical and reflective)?

Use the “Collecting Evidence of Accomplished Teaching Steps” to help guide writing and show evidence of your knowledge of students, your purposeful instruction and reflective teaching practice. Steps 1, 2, and 3 refer to planning and steps 4, 5, and 6 refer to reflection.

COLLECTING EVIDENCE OF ACCOMPLISHED TEACHING STEPS

	Description	Core Proposition Demonstrated	Collecting Evidence of Accomplished Teaching
Step 1	Know students and subject area	Teachers are committed to students and their learning.	Who are my students? Where are they now? What do they need? In what order do they need it? Where should I begin?
Step 2	Set Learning Goals	Teachers are committed to students and their learning.	What high and worthwhile goals can be provided, at this time, in this setting, that are appropriate for these students.
Step 3	Implement Instruction to Achieve Goals	Teachers know the subjects they teach and how to teach those subjects to students.	What instructional strategies would be most effective for meeting goals? What materials, people or places can I use to enhance student learning?
Step 4	Evaluate Student Learning	Teachers are responsible for managing and monitoring student learning.	Determine by evaluating student learning in relation to instruction – have goals been met?
Step 5	Reflect on Teaching Practices	Teachers <i>think</i> systematically about their practice and learn from experience.	What would I do differently? What are my next steps?
Step 6	Set New Learning Goals	Teachers are responsible for managing and monitoring student learning.	Based on evaluations of student learning of these students at this time, what goals would now be appropriate to set for students?

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LEVEL REVIEW

TASK 2

ON-DEMAND ASSESSMENT

EARLY CAREER EDUCATOR TASK 2

On-Demand Assessment

Content

- I. Overview
- II. Analysis Questions
- III. Student Work Samples
- IV. Scoring Rubric
- V. Writing about Teaching

EARLY CAREER EDUCATOR TASK 2

Overview

Task 2 requires you to use student work to analyze and reflect on your own teaching practice (focusing heavily on Steps 4, 5, and 6 of the Accomplished Teaching Steps). You will use three student work samples to respond to the given prompt.

Understanding the Task Requirements

The requirements for this task are the following:

- Select three student work samples that best exemplify the wide range of students in your classroom. You will select a high, medium and low level of performance as assessed by the task;
- All student work samples must be from the same unit of study;
- You will receive a prompt directing you to analyze student data and write a reflection upon teaching and learning;
- This task will not be scored based on student achievement but on the reflection and refinement of teaching practices as a result of student work analysis.

What Do I Need to Do?

Identify the unit of study and activity from which you will select student work samples. Depending on your area of instruction, samples may be audio, visual, or written. Select three student work samples to analyze and reflect upon that best show the range of your students' skills and understanding in relation to the activity.

Carefully read the prompt given to you at the time of task completion. Make sure your analytical and reflective response addresses all aspects of the prompt.

EARLY CAREER EDUCATOR TASK 2

Analysis Questions

Prior to the completion of the task, use these questions to hone skills needed to effectively analyze student work samples.

- What strengths are shown in each student sample?
- What needs for improvement are shown in each student sample?
- What are the major similarities and differences among work samples of varying levels?
- How did your plan of instruction change throughout the unit to best support student growth?
- What did you observe through student work samples that caused you to refine/change your lessons?
- What are your next steps to help ensure each student's growth in skills and understanding?
- How would you change your unit of instruction for the future? Why?

EARLY CAREER EDUCATOR TASK 2

Student Work Samples

Submission of Work Samples

Student work samples must be submitted at the time of task completion. Photocopies may be submitted of written work.

Evidence in a Language Other than English

Student work samples and video evidence may include expressions or phrases in a language other than English.

EARLY CAREER EDUCATOR TASK 2

On-Demand Assessment Level Review Scoring Rubric

Level 4 <i>Clear, consistent and convincing evidence</i>	Level 3 <i>Clear evidence</i>	Level 2 <i>Limited evidence</i>	Level 1 <i>Little or no evidence</i>
Cognitive demand of assigned task			
Learning task appropriately challenges students by promoting higher-order thinking or application.	Learning task generally challenges most students by including opportunities for higher-order thinking or application.	Learning task primarily focuses on facts or a singular interpretation; students are constrained in development of knowledge and skills.	Learning task is completely characterized by rote activities and/or a singular interpretation.
Learning task has multiple “entry points” for students with varying skill levels.	Learning task may have more than one “entry point” or includes appropriate scaffolding for students with varying skill levels.	Learning task may not be accessible by all learners.	Learning task is not accessible to all learners.
For each student sample in response to the task, teacher’s identification and analysis of student’s strength and areas for growth			
Discussion of strengths and growth areas is accurate, detailed, and insightful.	Discussion of strengths and growth areas is accurate and reflects some insight.	Discussion of strengths and growth areas is overly general or vague.	Discussion of strengths and growth areas is inaccurate or incomplete.
Analysis reflects deep knowledge of content and pedagogy.	Analysis reflects knowledge of content and pedagogy.	Analysis reflects limited knowledge of content and pedagogy.	Analysis reflects little or no knowledge of content and pedagogy.

Level 4 <i>Clear, consistent and convincing evidence</i>	Level 3 <i>Clear evidence</i>	Level 2 <i>Limited evidence</i>	Level 1 <i>Little or no evidence</i>
For each student sample in response to the task, teacher's identification of a learning goal and plan for supporting strategies, materials, and/or resources			
Goal and plan are tightly connected and logical. Identified strategies, etc., reflect deep understanding of developmentally appropriate practices.	Goal and plan are connected. Identified strategies, etc., are developmentally appropriate.	Goal and plan are loosely connected and illogical. Developmental appropriateness of identified strategies is questionable.	No clear connection between goal and plan. Identified strategies are not developmentally appropriate.
For each student sample in response to the task, teacher's rationale for identified goal and selection of supporting strategies, materials, and/or resources			
Rationale clearly focuses on connections among student's strengths and needs, strategies and materials. Rationale reflects deep knowledge of content and pedagogy.	Rationale includes connection among student's strengths and needs, strategies and materials. Rationale reflects knowledge of content and pedagogy.	Rationale does not show a clear link among students' strengths and needs, strategies and materials. Rationale reflects limited knowledge of content and pedagogy.	Rationale does not include any linkage among students' strengths and needs, strategies and materials. Rationale reflects little or no knowledge of content and pedagogy.

EARLY CAREER EDUCATOR TASK 2

Writing About Teaching

Task 2 requires on-demand description, analysis, and reflection of student work as it informs your instruction. This process involves the following:

- describing the unit of instruction from which these work samples were taken;
- analyzing the work samples of students, including background on where students began, where they are at the point when samples were selected, strengths, struggles, and next steps;
- reflecting on how you would refine this unit of study in the future.

This brief guide to writing about teaching is really a guide to the summary activity that brings together all the hard work—the thinking, talking, discussing, prewriting, and rethinking—that you are doing during this process and that development of the tasks is designed to elicit.

Why Written Commentary Is Important

Remember that the only information available to the Level Review Panel is what is provided in these tasks—student work samples and your reflection and response to the prompt. Your response is crucial in demonstrating reflective teaching practice.

Keep the essential differences among descriptive, analytical, and reflective writing in mind as you prepare your written commentary. The Scoring Rubric for each task calls for each of these kinds of writing; providing an appropriate response is essential to a complete presentation of your work.

Descriptive Writing

In this context, a description is a retelling of the facts of what happened in a classroom situation. It is meant to “set the scene” for the Level Review Panel. Your description should be logically ordered and detailed enough to give assessors a basic sense of your classroom situation so that they can understand the context for your later analysis and reflection.

When you are asked to describe, be certain that your response meets these criteria:

- contains accurate and precise enumeration and/or explanation of critical features;
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Analytical and Reflective Writing

Analysis is grounded in concrete evidence provided in the materials submitted. Analytical writing shows assessors the thought processes you used to arrive at your conclusions about a given teaching situation. It also demonstrates the significance of the evidence you submit.

Reflective thought may occur at any time throughout the teaching practice. The reflection component of the commentary is where assessors see learning from teaching experiences, informing and improving practice in the future.

For the purposes of this written commentary, *analysis* involves interpretation and examination of why elements or events described are the way they are, while *reflection* always suggests self-analysis, or retrospective consideration, of your practice.

Analyzing requires showing the success of a particular lesson or some specific teaching. Do not simply explain what happened, which would be a description. Further, do not state a conclusion (“The lesson was a success”) or simply note the fulfillment of your learning goals (“Students gained a better understanding of multiculturalism in our society”), without also giving evidence or examples to support the statement.

Ask yourself these questions:

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Step 3	Implement Instruction to Achieve Goals	Teachers know the subjects they teach and how to teach those subjects to students.	What instructional strategies would be most effective for meeting goals? What materials, people or places can I use to enhance student learning?
Step 4	Evaluate Student Learning	Teachers are responsible for managing and monitoring student learning.	Determine by evaluating student learning in relation to instruction – have goals been met?
Step 5	Reflect on Teaching Practices	Teachers <i>think</i> systematically about their practice and learn from experience.	What would I do differently? What are my next steps?
Step 6	Set New Learning Goals	Teachers are responsible for managing and monitoring student learning.	Based on evaluations of student learning of these students at this time, what goals would now be appropriate to set for students?

LEVEL REVIEW

TASK 3

ACTION RESEARCH

PROJECT

EARLY CAREER EDUCATOR TASK 3

Action Research Project Assessment

Content

- I. Overview
- II. Scoring Rubric
- III. Writing about Teaching

EARLY CAREER EDUCATOR

TASK 3

Overview

Task 3 is the action-research paper, in which you will describe in detail all the stages of your classroom- or school-embedded action-research project. All task requirements will be discussed in depth during the action-research class required of all fourth-year teachers.

EARLY CAREER EDUCATOR TASK 3

Action Research Project Level Review Scoring Rubric

Level 4 <i>Strong</i>	Level 3 <i>Proficient</i>	Level 2 <i>Developing</i>	Level 1 <i>Basic</i>
Explanation of Context, Problems, Issue			
Makes strong case for the need and desirability for improvement.	Adequately explains the benefits for the researcher's teaching or the student's learning.	Demonstrates awareness of possible benefits for teaching and learning.	Declare the hope for change and improvement.
Perceives and explores a broad range of implications beyond the case at hand.	Recognizes and explains the applicability of this inquiry to other educators.	Seems unsure or unclear about relevance beyond the case at hand.	Doesn't address applicability beyond the case at hand.
Provides readers with enough contextual data to take into account the uniqueness of the context.	Recognizes and addresses the relevant and unique characteristics of the researcher's context.	Provides accurate but incomplete report on research context.	Reports on context but leaves out several critical details.
Theoretical Perspective			
Provides a thorough literature review presented in a logical, clear and concise manner.	Demonstrates an understanding of key research findings or commentaries on the issue or problem.	Shows a basic understanding of major premises behind intervention.	Demonstrates awareness of the procedures recommended by developers of an intervention.
Detailed, logical and clear explanation for the theory informing the proposed intervention.	Provides a logical and clear explanation of the researcher's theory.	Explains the rationale behind proposed intervention	Explains how the researcher intends to implement the intervention.
The proposed intervention logically follows from the findings of others and the researcher's own theory.	The proposed intervention is justified based on the researcher's theoretical stance.		

Level 4 Strong	Level 3 Proficient	Level 2 Developing	Level 1 Basic
Research Design			
The research design takes into account and adequately controls for most apparent and possible extraneous or intervening variables.	The research design makes appropriate use of triangulation to corroborate and support findings.	The research design uses authentic or recognized techniques to determine impact.	A technique or techniques are proposed to demonstrate impact.
The research design uses sampling techniques that make accurate findings highly likely.	The research design makes use of multiple data points to increase accuracy.	The research design reflects an awareness of the risk of inaccuracy.	The techniques have the potential for accurately reflecting performance.
Analysis of Data			
All reported findings and conclusions are supported by multiple and credible pieces of data.	All findings are supported by credible pieces of data.	The conclusions are logical and generally supported by the available data.	Conclusions are not contradicted by the available data.
Reasonable alternative interpretations of the data are recognized and discussed.	Reasonable alternative interpretations of data are reported.	The potential for alternative interpretation is recognized.	
Reasonable limitations are recognized and addressed along with suggestions for overcoming them.	Reasonable limitations are addressed.	The researcher shows an awareness that possible limitations exist.	
Action Planning			
The plan is a direct and logical extension of the findings and conclusions.	The plan is consistent with the data and conclusion.	The plan has reasonable face validity.	The plan is consistent with a theory.
Based on the available data, it appears likely that student performance will improve if and when the plan is followed.	The findings suggest the plan will make a difference in student performance.	The available data appears supportive of the plan.	The plan is not contradicted by available data.
The theory behind the plan is clearly outlined and addressed.	The theory behind the plan is addressed.	The plan seems logical.	

Level 4 Strong	Level 3 Proficient	Level 2 Developing	Level 1 Basic
Action Planning (continued)			
The assessment plan should provide valuable evidence of the effectiveness of the plan.	The action plan contains a viable assessment strategy.		
The researcher and other educators are likely to benefit from data on the eventual implementation of the plan.	The researcher should benefit from data on the implementation of the action plan.		
Editing			
Writer makes few or no errors in usage, spelling or punctuation.	While writer makes a few errors in usage, spelling or punctuation, these do not impede readability.		Editing errors impede readability.
Presentation			
	Writer generally uses APA formatting correctly for cover page, in-text citations, incorporation of text, headings and references.		Writer makes multiple errors in APA formatting.

COLLECTING EVIDENCE OF ACCOMPLISHED TEACHING STEPS

	Description	Core Proposition Demonstrated	Collecting Evidence of Accomplished Teaching
Step 1	Know students and subject area	Teachers are committed to students and their learning.	Who are my students? Where are they now? What do they need? In what order do they need it? Where should I begin?
Step 2	Set Learning Goals	Teachers are committed to students and their learning.	What high and worthwhile goals can be provided, at this time, in this setting, that are appropriate for these students.
Step 3	Implement Instruction to Achieve Goals	Teachers know the subjects they teach and how to teach those subjects to students.	What instructional strategies would be most effective for meeting goals? What materials, people or places can I use to enhance student learning?
Step 4	Evaluate Student Learning	Teachers are responsible for managing and monitoring student learning.	Determine by evaluating student learning in relation to instruction – have goals been met?
Step 5	Reflect on Teaching Practices	Teachers <i>think</i> systematically about their practice and learn from experience.	What would I do differently? What are my next steps?
Step 6	Set New Learning Goals	Teachers are responsible for managing and monitoring student learning.	Based on evaluations of student learning of these students at this time, what goals would now be appropriate to set for students?

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**PROFESSIONAL
EDUCATOR
AND
MASTER
EDUCATOR**

PROFESSIONAL EDUCATOR RATIONALE

The structure of the Professional Educator level consists of three tiers of advancement. Within each stage, there are opportunities for advancement based on advanced work and proficiency. Each tier will have a focus that refines and advances professional practice: equity, curriculum and instruction, or leadership. While educators may choose the order of their focus areas, they will be expected to complete all three by the end of Tier 3.

Advancement at each tier is contingent upon the successful completion of a literature review, action research aligned to the literature review, and reflection on the research—all connected to the educator's choice of focus. Educators will also demonstrate proficient practice, complete professional learning requirements, assume professional roles and/or facilitate site-based projects, and receive positive evaluations.

In order to advance from tier to tier, the educator will need to successfully complete Tier 1 and Tier 2 Reviews. Advancing to the Master Educator level requires the educator to complete a Professional Level Review.

Educators will have the opportunity to accelerate (skip one step) within each tier by completing additional relevant endorsements, receiving an Initial Administrative License (IAL), or receiving a D.Ed or Ph.D. in education.

MASTER EDUCATOR RATIONALE

Educators who successfully complete their final Professional Level Review advance to the Master Educator level. While there is not yet a profile available for Master Educators, the following descriptors will help differentiate Professional Educators from Master Educators:

- The Master Educator level is distinguished from the Profession Educator level by expectations for educational leadership. Master Educators possess exemplary knowledge and skills and effectively lead professional learning efforts.
- Master Educators seek out or create roles and responsibilities at the building, district, regional, and/or state level that contribute to system analysis and improvement.
- The leadership of a Master Educator will be reflected in his/her classroom, student results, professional practice, and in the professional practice of others in the educational community.

Because our district/schools have significant expectations of leadership for Master Educators, not every educator will achieve Master Educator status or choose to remain at the Master Educator level.

ACCELERATION REQUIREMENTS

Early Career Educator

In order to accelerate you must do the following:

- satisfactory completion of *all* components in Step 1, 2, 3 including electives
- in Step 4 completion of the action research class and the action research project
- successful completion and a passing score on all tasks (Task 1, 2, and 3) for the Level Review

If the above requirements are met, then the educator may accelerate and skip Early Career Educator, Step 5. This will place the educator on Professional Educator, Tier 1, Step 1 for the following school year.

Professional Educator

Educators may accelerate and skip any Step at the Professional Educator level. In order to accelerate, educators must do ONE of the following:

- receive an endorsement (as recognized by TSPC)
- complete Initial Administrators License (IAL)
- other criteria to be determined

Educators may skip only one Step for each of the criteria listed above.

Educators must complete all Tier Level Reviews.

LEVEL REVIEW RESUBMISSIONS

If educators do not pass all required tasks of the Level Review, they may resubmit any task that did not meet the performance standards.

Educators will remain on the same Step and Tier the school year following an unsuccessful Level Review and may resubmit during that year.

For example, if an educator attempted the Level Review during the 2015-16 school year and did not pass, he/she will remain on the same Step for 2016-17. During the 2016-17 school year, he/she may resubmit the tasks that did not originally meet the performance standards.

If educators disagree with the scores received on the tasks, the educator may appeal. Please see “Appeals Process.”

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APPENDIX

EARLY CAREER EDUCATOR Timeline Plan

STEP 1 – YEAR 1		Date Completed	Credits
New Teacher Induction Program			2
Instructional Technology Course I			1
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
STEP 2 – YEAR 2		Date Completed	Credits
New Teacher Induction Program			2
Instructional Technology Course II			1
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
STEP 3 – YEAR 3		Date Completed	Credits
SIOP/Portfolio Project	Approved alternate:		3
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
STEP 4 – YEAR 4		Date Completed	Credits
Action Research Course			2
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
STEP 5 – YEAR 5		Date Completed	Credits
Action Research Course: Data Informed Instruction	Approved alternate:		2
Performance Evaluation			N/A
Professional Goal Setting Review			N/A
ELECTIVES (2 credits required) – Years 1-5		Date Completed	Credits
Elective 1	Name:		
Elective 2	Name:		

EARLY CAREER EDUCATOR INTENT TO SUBMIT FOR LEVEL REVIEW

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level + STEP:

You are submitting a request for consideration of a Level Review

- Submit to michele.oakes@bend.k12.or.us

*Incomplete submissions **will not** be reviewed. Applicant will need to resubmit a complete portfolio the following school year. If you decide not to submit your portfolio, you will not be penalized.*

The following criteria must be submitted:

- Task 1 – Teaching Practices and Learning Environment
- Task 2 – On-Demand Assessment
- Task 3 – Action Research Project

☐ I intend to submit my portfolio for Level Review for the _____ school year.

Teacher Name Printed

Signature

Date

Confirmation by HR Representative Name
Printed

Signature

Date

DUE DATE: Friday before winter break

EARLY CAREER EDUCATOR TASK 1

Cover Sheet for Level Review Submission (Video 1)

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level + STEP:

Please describe the following regarding your unit of instruction:

- I. Indicate the unit of instruction
2. Indicate instructional goals of the unit and of the specific lesson videotaped
3. Indicate the instructional format chosen for this lesson
4. Describe the materials of resources used in this lesson

In addition, please submit a two-page commentary. Your two-page commentary should include the following:

- The unit goals and lesson goals;
- Evidence of the following in your analysis and reflection:
 - safe, fair, equitable, student-centered and challenging environment;
 - collaboration and questioning;
 - student ownership of learning;
 - feedback;
 - instructional practices;
 - knowledge of students

Submit one (1) for each video

Format: Arial, 12 pt font with 1 inch margins not to exceed two (2) pages.

You may choose to record a video commentary instead of submitting the written commentary.

EARLY CAREER EDUCATOR TASK 1

Cover Sheet for Level Review Submission (Video 2)

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level + STEP:

Please describe the following regarding your unit of instruction:

1. Indicate the unit of instruction
2. Indicate instructional goals of the unit and of the specific lesson videotaped
3. Indicate the instructional format chosen for this lesson
4. Describe the materials of resources used in this lesson

In addition, please submit a two-page commentary. Your two-page commentary should include the following:

- The unit goals and lesson goals;
- Evidence of the following in your analysis and reflection:
 - safe, fair, equitable, student-centered and challenging environment;
 - collaboration and questioning;
 - student ownership of learning;
 - feedback;
 - instructional practices;
 - knowledge of students

Submit one (1) for each video

Format: Arial, 12 pt font with 1 inch margins not to exceed two (2) pages.

You may choose to record a video commentary instead of submitting the written commentary.

EARLY CAREER EDUCATOR TASK 2

Cover Sheet for Level Review Submission

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level + STEP:

In regards to your unit of instruction, please describe the following:

1. Indicate the unit of instruction;
2. Indicate instructional goals of the unit and of the specific lesson videotaped;
3. Indicate the instructional format chosen for this lesson;
4. Describe the materials or resources used in this lesson.

EARLY CAREER EDUCATOR TASK 3

Cover Sheet for Level Review Submission

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level + STEP:

In regards to your unit of instruction, please describe the following:

1. Indicate the unit of instruction;
2. Indicate instructional goals of the unit and of the specific lesson videotaped;
3. Indicate the instructional format chosen for this lesson;
4. Describe the materials or resources used in this lesson.

EARLY CAREER EDUCATOR

Elective Credit Waiver

In some situations, educators may have the opportunity to take advantage of a class, workshop, etc., that will further their professional development, but is **not offered for credit**. Early Career Educators may use these classes as elective credits if classes meet the requirements below:

- Class/workshop, etc. is professional development in either:
 - Educational practice
 - Content area of educator
- Seat time is equal to college-credit seat time
- Class is pre-approved by Bend-La Pine Schools (see below)

Course Name:

Institute/Agency offering Course:

Course Date(s): _____ Course times: _____

Credit Available (Y/N)?	Credits requested (1 or 2)?
-------------------------	-----------------------------

Description of course:

How will this course further your professional development and improve your practice?

Name: _____ Site: _____

Signature: _____ Date: _____

Office Use Only

- ☐ Approved
- ☐ Rejected for the following reason(s):

Director of Human Resources **Signature** **Date:**

SUBMISSION FOR LEVEL REVIEW

Name of Applicant:	Employee ID Number:	Date of Submission:
School:	Grade/Subject Area	Current PASS Level + STEP:

You are submitting a request for consideration of a Level Review

- Submit to michele.oakes@bend.k12.or.us

*Incomplete submissions **will not** be reviewed. Applicant will need to resubmit a complete portfolio the following school year.*

The following criteria must be submitted:

- | | |
|---|---------------------|
| <input type="checkbox"/> Task 1 – Teaching Practices and Learning Environment | Submitted on: _____ |
| <input type="checkbox"/> Task 2 – On-Demand Assessment | Completed on: _____ |
| <input type="checkbox"/> Task 3 – Action Research Project | Submitted on: _____ |
| <input type="checkbox"/> Transcripts for Literature Review, Action Research, Electives | |
| <input type="checkbox"/> Documentation of ongoing Professional Development, extra-duty contracts for additional roles and/or site based projects, electives, or site-based administrator statement attesting to these activities. | |
| <input type="checkbox"/> Site-based evaluation | |

Teacher Name Printed	Signature	Date
----------------------	-----------	------

Confirmation by HR Representative Name Printed	Signature	Date
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LEVEL REVIEW DECISION

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level + STEP:

Scores:

Task 1 – Teaching Practices and Learning Environment

Task 2 – On-Demand Assessment Center

Task 3 – Action Research Project

Overall Score

Applicant met the requirements for the following:

- ☐ Transcripts for Literature Review, Action Research, Electives
- ☐ Documentation of ongoing Professional Development, extra-duty contracts for additional roles and/or site based projects, electives, or site-based administrator statement attesting to these activities.
- ☐ Site-based evaluation

Decision:

- ☐ Level Review **Accepted**. Applicant will now advance to

(Level)

- ☐ Level Review **Denied**. Applicant will stay at

(Level)

Director of Human Resources

Signature

Date:

FOR OFFICE USE ONLY

- ☐ Approved
- ☐ Sent to Loni Pence, Human Resources
- ☐ Filed in Personnel File
- ☐ Sent to Payroll

PROFESSIONAL & MASTER EDUCATOR

REQUEST FOR STEP ACCELERATION COMPONENT SUBSTITUTION

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level + STEP:

Step component to be substituted:

How does your class meet the qualifications of the component to be substituted?
Attach Supporting Documentation

Signature:

Teacher Name Printed

Signature

Date

You must submit a class syllabus and an unofficial transcript with a passing grade.
The class must be from an accredited university recognized by TSPC and taken within two years of the substituted Step component.
This substitution is for ONE (1) Step only. It may not be used for multiple Steps.

PROFESSIONAL & MASTER EDUCATOR

REQUEST FOR STEP ACCELERATION COMPONENT SUBSTITUTION

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level + STEP:

Accelerating to Step:

Qualifications for acceleration (Select One):

- ☐ Reading Endorsement
- ☐ Math Endorsement
- ☐ ESOL Endorsement
- ☐ Special Education Endorsement
- ☐ Initial Administrator License
- ☐ CTE Certification
- ☐ Content course with a passing Praxis score including additions to current subject area endorsement, i.e., Advanced Math

**One would still need to do the Level Review to move to the next Level.*

Teacher Name Printed	Signature	Date
----------------------	-----------	------

Director of Human Resources	Signature	Date
-----------------------------	-----------	------

FOR OFFICE USE ONLY

- ☐ Approved
- ☐ Sent to Loni Pence, Human Resources
- ☐ Filed in Personnel File
- ☐ Sent to Payroll

PASS APPEALS PROCESS

Level Review appeals will be considered only with a complete petition submitted within the first 10 working days of receiving score sheet. Completed petitions include all supporting documents. Incomplete initial submission for Level Review Panel will be denied and will not be eligible for appeal. The appeals panel will consist of the individuals with similar roles as the Level Review Panel.

Teachers are able to appeal the decision of the Level Review Panel for one of the following reasons:

1. Errors in process or procedures beyond the control of the teacher;
2. Disagreement with decision.

Appeal of Level Review:

Process

- Includes rescoring of submitted task by a different Level Review Panel;
- Does not provide feedback;
- An appeal is allowed once per level per year.

Procedure

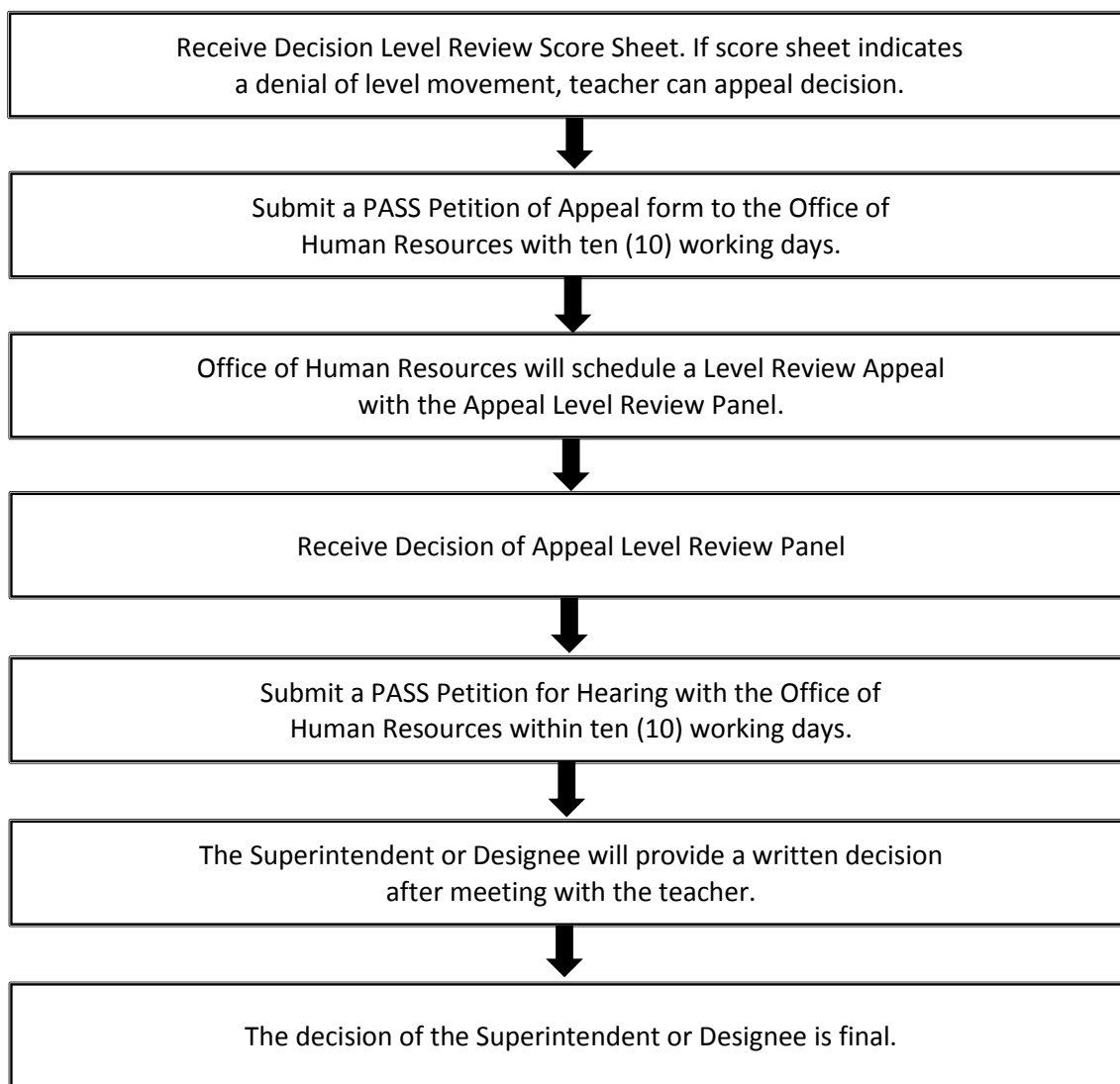
- Applicant must submit completed Petition for Appeal (See Forms: Petition for Appeal) to Human Resources
 - Write an explanation detailing the reason(s) for the appeal
 - The Appeals Panel will use only the appeal request and the original Level Review submission.
- Petition for Appeal form must be submitted within 10 days of receiving score sheet.

Hearing:

- Teacher may request a hearing of the appeal decision (see forms: Petition for Hearing).
- Teacher must submit completed Petition for Hearing form to Human Resources within 10 days.
- The superintendent or designee will conduct the hearing and make a decision.
- Decisions are final.
- After a hearing determination, all further appeals must be done through the Collective Bargaining Agreement grievance process.

APPEALS PROCESS FLOW CHART

In the event a teacher receives notice from the Level Review Panel that they are not meeting the standards based on the Level Review Scoring Rubric, the following appeals process may be followed:



No change in level shall occur until the Appeals Process has been completed or the deadline for the appeal has passed.

PASS PETITION FOR APPEAL

Name of Applicant:	Employee ID Number:	Date of Submission:
School:	Grade/Subject Area	Current PASS Level & Step:

You are appealing the Level Review decision based on the following reason:

- ☐ Error in process or procedures beyond the control of the teacher
- ☐ Disagreement with outcome

Which task component(s) are you appealing?

Basis of Appeal (Attach All Supporting Documents):

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

Signature of Applicant:

Teacher Name Printed _____

Signature

Date

All original material will be returned if Petition for Appeal is granted

PASS APPEAL DECISION

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level & Step:

Date of Appeal Submission:

You appealed the Level Review decision based on the following reason:

- ☐ Error in process or procedures beyond the control of the teacher
- ☐ Disagreement with outcome

Task component(s) appealed: _____

(Task Component)

Decision:

- ☐ Appeal for change of score is **Denied**.
- ☐ Appeal for change of score is **Granted**.

New Score _____

Applicant will now advance to: _____

(Level)

Director of Human Resources

Signature

Date:

FOR OFFICE USE ONLY

- ☐ Approved
- ☐ Sent to Loni Pence, Human Resources
- ☐ Filed in Personnel File
- ☐ Sent to Payroll

PASS PETITION FOR HEARING

Name of Applicant:	Employee ID Number:	Date of Submission:
School:	Grade/Subject Area	Current PASS Level & Step:

You are requesting a hearing of the appeal decision. Explain why you are requesting a hearing:
Attach Supporting Documentation

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Signature of Appellant:

Teacher Name Printed _____

Signature _____

Date _____

PASS HEARING DECISION

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level & Step:

Date of Appeal Submission:

You requested a hearing of the appeal decision of your Level Review Panel:

Decision:

- ☐ Appeal Hearing finds the request to change of score is **Denied**.
- ☐ Appeal Hearing finds the request to change of score is **Granted**.

New Score _____

Applicant will now advance to: _____

(Level)

Level Review Appeals Members

Print Name

Signature

Date:

Director of Human Resources

Signature

Date:

--	--	--

FOR OFFICE USE ONLY

- ☐ Approved
- ☐ Sent to Loni Pence, Human Resources
- ☐ Filed in Personnel File
- ☐ Sent to Payroll

PASS CONFIDENTIALITY AGREEMENT

Name of Applicant:	Employee ID Number:	
School:	Grade/Subject Area	Current PASS Level & Step:

Process for which this pertains:

- ☐ Level Review
- ☐ Appeal
- ☐ Appeal Hearing

Confidentiality throughout and after the Level Panel Review process is the highest priority. Bend-La Pine Schools' employees involved in any phase of the Level Panel Review process will not divulge any information regarding individual applicants, team discussions, submitted evidence, or decisions with any person except other Level Review Panel team members. This directive includes communicating directly with any applicant outside the process. All inquiries from applicant need to be directed to a PASS Program Coordinator. Level Review Panel team members who are unable to abide by this requirement should remove themselves as participants in this process. Employees who violate the confidentiality of the Level Review Panel process may be subject to discipline.

Print Name

Signature

Date:

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TREATMENT OF STAFF
DRAFT NEW BLS POLICY
EXECUTIVE LIMITATION (EL #4)
replaces BDGOV A.2

Note: Many specifics regarding staff (e.g. grievance procedures) are covered in collective bargaining agreements

Current required policies which will become Administrative Policies:

GBA Equal Employment Opportunity

GBC Staff Ethics

GBDA Mother Friendly Workplace

?GBEB/JHCC Communicable Diseases

GBEC Drug-free Workplace

GBEDA Drug and Alcohol Test—Transportation Personnel

GBK/JFCG/KGC Tobacco Free Environment

GCBDA/GDBDA Family Medical Leave

GCBF Early Retirement Incentive Program

GCDA/GDDA Criminal Records Check/Fingerprinting

Draft #2

With respect to the treatment of staff, the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, or in violation of Board policy.

Accordingly, the Superintendent shall not:

- 1) Fail to make reasonable background inquiries or checks prior to hiring any paid personnel or utilizing school volunteers.
- 2) Fail to use a well-defined system to recruit and select the most highly qualified and best-suited candidates for employment.
- 3) Operate without written personnel policies which:
 - a) Provide for effective handling of complaints.
 - b) Protect against sexual harassment, retaliation, and a hostile environment.
 - c) Protect against illegal discrimination.
- 4) Fail to prepare staff to deal with emergency situations.
- 5) Fail to protect confidential information in personnel matters.
- 6) Fail to establish policies and procedures to assure an organizational culture that aligns with the following values:
 - a) Open, honest and effective communication in all written and interpersonal interactions.
 - b) Focus on common organizational goals as expressed in Ends Policies established by the Board.
 - c) Commitment to the integrity and the positive image of the district, its leaders and staff.
- 7) Fail to honor the terms of negotiated agreements with staff.
- 8) Fail to invite board member participation in contract negotiations with all employee groups.

ACADEMIC PROGRAM
EXECUTIVE LIMITATION (EL #8)

replaces required policies IMB Student Achievement; IKE Retention/Double Promotion; IKF Graduation Requirements; ILA Instructional Resources/Materials, LBE Public Charter Schools

Note: Elements of current policies will become Administrative Policies

Draft #1

The Superintendent shall not fail to ensure that the district implements a program of instruction that includes clearly defined and rigorous academic standards, a comprehensive and cohesive curriculum to help students achieve the standards, and use of assessment to determine student progress toward achieving or exceeding standards and Board Ends policies.

Accordingly, the Superintendent shall not fail to:

- 1) Anchor the instructional program in best practices of high-performing schools, districts and educational systems;
- 2) Promote teaching and learning that is characterized by the 4Cs (critical thinking, communication, creativity and collaboration);
- 3) Maintain cohesive, aligned curriculum across all grade levels K-12;
- 4) Understand post-secondary education requirements, training and work opportunities to ensure that the K-12 instructional program helps prepares graduates for their future;
- 5) Address different learning styles and diverse student needs and interests;
- 6) Encourage innovative programs;
- 7) Ensure that all instructional programs, including both content and instructional practice, are regularly measured, evaluated and modified as necessary to assure their continuing effectiveness.
- 8) Inform the Board about significant modifications to the instructional program.
- 9) Establish a transparent, inclusive procedure for the recommendation of instructional materials and textbooks to the Board for approval.
- 10) Offer a variety of diplomas as identified by the State Board of Education; in addition, Bend-La Pine Schools shall offer the following:
 - a) an Academic Diploma which requires 26 units of credit;
 - b) an Honors Diploma with requirements specified in IKF-AR.
- 11) Provide a formal annual evaluation of all district-sponsored Alternative Education Programs.
- 12) With regard to highly-qualified Public Charter School applications, the superintendent shall not fail to:
 - a) Adopt clear and consistent administrative policies to evaluate applications;
 - b) Keep the board informed of an application's progress and invite the board to request any additional information from the applicant that it deems relevant and necessary to conduct a complete evaluation of the proposal;
 - c) Make a recommendation to the Board regarding final approval, renewal or termination of a Public Charter School.