

Bend-La Pine Schools
Bend, OR 97703
December 13, 2016

Regular Meeting 5:15 p.m.
Executive Session Immediately Following

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on December 13, 2016 at 5:15 p.m. in room 314, followed by an executive session under ORS 192.660(2)(e) and (2)(f) in room 312 of the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

Call to Order	Chair Kinkade
Pledge of Allegiance	Stuart Young
Review of Agenda	Chair Kinkade
<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 Kinkade
Superintendent's Spotlight of Success : Mandarin Exchange	Superintendent Mikalson

Consent Agenda

Approval of Minutes – November 8, 2016 Reference: ORS 192.650 and ORS 332.057	Chair Kinkade
Approval of Personnel Recommendations Reference: ORS 332.505	Deputy Superintendent Jay Mathisen

Action Items

2016-17 Board Work Plan	Chair Kinkade
OSBA 2017-18 Legislative Priorities and Policies Resolution	Chair Kinkade

Reports

Sites & Facilities : Final Report	Brad Henry & Mike Tiller
Executive Limitation 6 – Staff Evaluation	Superintendent Mikalson

Discussion

2016 OSBA Convention Reflections	Chair Kinkade
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Board Comments

Adjourn

Accessible Meeting / Alternate Format Notification

This meeting location is accessible. Please contact Bend-La Pine Schools at 541-355-1001 if you need accommodation to participate in the board meeting. Please call at least three days prior to the scheduled meeting date. Thank you.

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

The Board of Directors for Bend-La Pine Schools met in a regular meeting on November 8, 2016 at the Education Center, 520 NW Wall Street, Bend, OR 97703.

Board Members Present

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

Board Members Absent

Stuart Young

Call to Order

The meeting was called to order at 5:16 p.m. by Chair Kinkade. The Pledge of Allegiance followed.

Review of Agenda

Chair Kinkade added discussion of the board meeting calendar to the agenda.

Public Input

Marilyn Burwell, community member, gave and read a statement to the Board with suggestions of how to spend funds should Measure 98 pass. Burwell highlighted AVID, Restorative Justice, ways to support the homeless population and supporting the work of FAN. Superintendent Mikalson thanked Burwell for her advocacy and information.

Superintendents Spotlight of Success

IB Programme at Bend Senior High School

Superintendent Mikalson introduced Andria Lindsey, IB Coordinator at Bend Senior High and Chris Reese, Principal at Bend Senior High, and expressed his appreciation for their time to highlight the success of the IB programme. Lindsey thanked Mikalson and introduced members of her parent advisory team, Rayne Cedergreen, Bend Senior High Counselor and IB student Daphne. Lindsey shared the core value and mission statement of the programme, noting IB is more about the experience and growth of students than just credits. Teachers and students at Bend Senior High are committed to IB and have been very successful, despite some gaps in resources and struggling to meet hour requirements. Lindsey thanked the Board and the district for their continued support of IB and offered to answer any questions.

Andy High asked about what resources could help support the programme. Lindsey said being able to support the emotional and academic needs of students would be her first area of focus. Reese applauded the efforts of Lindsey and other teachers to support all Bend High students. Ron Gallinat asked about testing fees and ideas on how to get the additional hours needed. Lindsey said each test is \$86 and there is a one-time registration fee of approximately \$186. She said some other districts have paid teachers for additional hours of instruction outside of the regular school day, to help meet hourly requirements, which she would like to be able to do the same.

Chair Kinkade asked Daphne to share about her IB experiences. Daphne said she transferred to Bend High specifically for IB and has been very happy. She is now applying to international schools to attend after she graduates with success. IB has pushed, challenged and given her motivation to reach her goals. She appreciates the close-knit atmosphere of the smaller classes and how accessible teachers are. Nori Juba asked what the main difference between IB and AP courses are. Daphne explained IB is more practical and applies to real life and also

allows students choice in what they choose to research, etc. Juba shared a friend of his is now attending honors college and has reported back that his IB classes were more difficult than his current college courses.

Kinkade asked what the parent advisory team does for the programme. Annita Moore, parent, shared she has been on the committee for three years and assists with clerical duties, outreach, programme evaluation, help set the vision and supports the schools in a variety of ways through volunteering. Lillian Quinn, parent, added the IB culture has drifted to students who are not the typical “A” students to which Reese agreed, IB has been a game changer in the culture at Bend Senior High. Kinkade thanked Lindsey and her team for all their work and wished Daphne best of luck after graduation. Mikalson also expressed his thanks and appreciates the leadership and work being done at Bend Senior High to keep the program moving forward.

Consent Agenda

Ron Gallinat moved to approve the Consent Agenda. Andy High seconded the motion. Unanimous approval.

Action Items

Board Staff Linkage – Expectations of District Staff & Expectations of the Board

Chair Kinkade shared a handout with Board members and reviewed the suggested changes. Cheri Helt thanked Kinkade for her work. Juba asked for clarification around the process for complaints that come directly to a Board member. Discussion ensued and all agreed that individual members would guide the person with concern to the appropriate level: staff to immediate supervisor, supervisor or principal to area level supervisor, area level supervisor to superintendent and ask individuals to contact them again if there is still concern after connecting with the appropriate person. Board members also discussed confidentiality and following Oregon Public Meetings Law. **Ron Gallinat moved to approve the Board Staff Linkage – Expectations of District Staff and Expectations of the Board as presented. Andy High seconded the motion. Unanimous approval.**

Reports

Executive Limitation 4 – Treatment of Staff

Chair Kinkade referenced the report in the board packet and added that because this is the first round of policy monitoring there is not any comparison information, however this is good work to set a baseline. Superintendent Mikalson offered to answer any questions. Mikalson said the second round of reporting on EL 4 will highlight progress or continued areas for improvement.

Ron Gallinat asked about how the district is addressing small applicant pools for certain positions. Jay Mathisen said a job fair was held just last Saturday for those hard to fill classified positions: bus driver, custodians, etc. He felt it was a successful event and hopes some qualified applicants will come from those who visited. Mathisen shared networking efforts for dual immersion positions and the connection with OSU Cascades students in the teaching program has helped with finding great teachers. Mikalson noted as the district looks to recruit and retain teachers, the PASS system is another avenue he’s proud of and feels will help with attracting qualified applicants during these challenging times. Mikalson also expressed his appreciation for the positive relationship between employee groups, district administration and board members.

Executive Limitation 5 – Staff Compensation and Developments

Chair Kinkade referenced the report in the board packet and asked if there were any areas for improvement to include. Superintendent Mikalson said much of this report is structured by contracts and negotiations. Kinkade suggested more detail in attracting and retaining staff. Cheri Helt suggested adding advocacy around revenue reform. Juba commented that other industries, like technology, are finding the cost of housing and living in Bend is making it increasingly difficult to attract and keep the best employees.

Discussion

2016-17 Board Work Plan

Chair Kinkade reviewed the work done on numbers 3, 4, and 5 of the Board Work Plan through Board Leadership which have been added to the current draft.

Andy High suggested creating a more focused approach on how the Board connects with new administrators and adopted schools. Chair Kinkade suggested the Board members who are not chair or co-chair work to connect with the new administrators and then the chair and co-chair could focus on education advocacy.

Discussion ensued about the prioritization of community relationships and partnership outreach efforts. Board members shared suggestions of groups to include like Looking Forward, the Education Foundation and Deschutes Public Library. Kinkade said she would bring an update to the Dec. 13 Board meeting and incorporate suggestions, timelines, and any other edits Board members communicate with her between now and then.

OSBA 2017-18 Legislative Priorities and Policies

Chair Kinkade explained a resolution will come to the Board in December on OSBA's Legislative Priorities and Policies, and this is an opportunity to discuss and then make a decision to take action or not at the next meeting. Kinkade reviewed packet information and shared which six priorities she strongly supports. Cheri Helt reviewed the work done by the Legislative Policy Committee in creating the priorities and policies in such a manner that all districts can connect and hopefully agree upon. She said there were 42 people working together to write the policies and priorities. Andy High shared his reservation with some of the broad statements and oversight during the lobbying process.

Board Meeting Calendar

Superintendent Mikalson said ODE is planning to host an event at the High Desert ESD the evening of January 24, 2017. There is a board meeting scheduled for that same evening and he suggested the Board consider cancelling their regular meeting and instead, attend the ODE event. All Board members agreed. **Ron Galliant moved to cancel the January 24, 2017 board meeting. Julie Craig seconded the motion. Unanimous approval.**

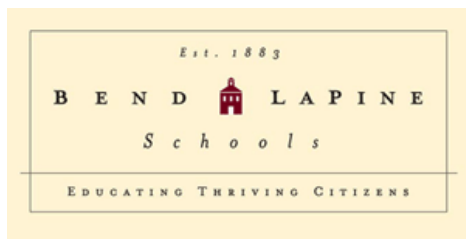
Board Comments

There were no Board comments.

Chair Kinkade recessed the regular meeting at 7:07 p.m. to enter into executive session. The regular board meeting resumed and was adjourned at 7:55 p.m.

Respectfully submitted,

Andrea Wilson
11.8.2016



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
Bend, Oregon 97703-2699
(541) 355-1100
Fax: (541) 355-1109*

DATE: December 9, 2016

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 December 13, 2016. All hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Daggett, Ian “Jake”	ERC Teacher @ .45 FTE 106488	Ponderosa ES	Temporary	12/13/2016

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Wiggins, Heather	Primary Teacher	High Lakes ES	08/29/2011 – 01/06/2017

ADMINISTRATIVE RESIGNATION

NAME	POSITION	LOCATION	HIRE /RESIGN DATES
Logan, M Zhai	Business Manager	Business Office	07/01/2012 – 06/15/2017



HUMAN RESOURCES

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December 8, 2016

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 Recommended Hires and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on December 13, 2016

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Bowers, Sarah	#106485 EA – Student Instruction	WE Miller	Temp 2.5 hrs / day	11/7/16
Creekmore, Lori	#106493 Bus Driver	Bend Transportation	Reg 4.5 hrs / day	11/28/16
Davis, Laurence	#106494 Bus Driver	Bend Transportation	Reg 4.25 hrs / day	12/2/16
Flerchinger, Lisa	#106276 Nutrition Server I	La Pine Middle	Reg 3.0 hrs / day	11/15/16
Goodall, Diane	#106495 EA – Child Development	Bend High	Reg 7.75 hrs / day	11/28/16
Greene, Meaghan	#106485 EA – Student Instruction	WE Miller	Temp 2.5 hrs / day	11/7/16
Groom, Byron	#106490 Bus Monitor	Bend Transportation	Reg 5.0 hrs / day	12/2/16
Hager-Nast, Lee Ann	#106485 EA – Student Instruction	WE Miller	Temp 2.5 hrs / day	11/7/16
Harwood, Jeffrey	#106482 Digital Print – Press Technician	Warehouse	Reg 8 hrs / day	11/28/16
Head, Robert	#106494 Bus Driver	Bend Transportation	Reg 4.25 hrs / day	12/2/16
Humbird, Jennifer	#106490 Bus Monitor	Bend Transportation	Reg 6.0 hrs / day	12/2/16
Klass, Lynn	#106494 Bus Driver	Bend Transportation	Reg 4.25 hrs / day	11/28/16
Maurer, Ronald	#106493 Bus Driver	Bend Transportation	Reg 4.5 hrs / day	11/28/16
Ryder, Eugenia	#106485 EA – Student Instruction	WE Miller	Temp 2.5 hrs / day	11/7/16
Shine, Kathleen	#106490 Bus Monitor	Bend Transportation	Reg 5.75 hrs / day	11/28/16
Sims, David	#106493 Bus Driver	Bend Transportation	Reg 4.5 hrs / day	11/28/16
Stenkamp, Wava	#106276 Nutrition Server I	Ponderosa	Reg 3 hrs / day	11/4/16



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Williams, Scott	#106480 Custodial Crew I	Mountain View	Reg 8 hrs / day	11/18/16
Zander, Regina	#106493 Bus Driver	Bend Transportation	Reg 4.5 hrs / day	11/28/16

Classified Resignations

Name	Position	Location	Resign Date
Bissonnette, Callie	EA – Inclusion	RE Jewell	8/26/14 – 1/3/17
Carlson, Ronald	Bus Driver	Bend Transportation	8/9/05 – 12/16/16
Lisle, Stephanie	EA – Student Instruction / EA – Student Supervision	Ponderosa	12/14/15 – 12/16/16
Smith, Darrel	Bus Driver	La Pine Transportation	6/13/16 – 12/8/16

Classified Early Retirement – Rehire for the 2016-17 School Year

Name	Position	Reason	Rehire Date
Barnett, Kari	Office Manager	Rehire through 6/30/17	1/1/17
Bradetich, Linda	Records Clerk	Rehire through 6/16/17	1/1/17
Butts, Katharine	Office Manager	Rehire through 6/30/17	12/1/16
Earls, Karen	EA – Student Instruction / EA – Student Supervision	Rehire through 6/15/17	1/1/17
Hill, Garry	Custodial Foreman	Rehire through 6/30/17	1/1/17
LaCombe, Jennifer	Office Manager	Rehire through 6/30/17	1/1/17
Porterfield, Angela	Records Clerk	Rehire through 6/16/17	1/1/17
Slater, Elizabeth	Office Manager	Rehire through 6/30/17	1/1/17

2016-2017 BLS BOARD WORK PLAN
11/8/16 DRAFT, updated

1. Governance
 - a. Re-affirm Carver's Principles of Policy Governance (retreat)
 - b. Complete Board-Staff Linkages policies (by end of October)
 - c. Monitor and refine Executive Limitations
2. Board Professionalism
 - a. Complete self-evaluation by monitoring Governance Process policies
 - b. Invite staff feedback on board performance
 - c. Participate in professional development opportunities (including OSBA, NSBA and other opportunities)
3. Outreach and Relationship Building
 - a. New, or admin in new roles; connect at least twice this year:
 - i. Andy Slavin @ Amity Creek (JC)
 - ii. Steve Stancliff @ PBMS (JC)
 - iii. Kim Crabtree @ Transportation (SY)
 - iv. Linda Burley @ High Lakes (NJ)
 - v. Jesse Rasmussen (VP) @ Jewell (RG)
 - vi. Lybe Crumpton (VP) @ Lava Ridge (SY)
 - vii. Tom Lence (VP) @ High Lakes (NJ)
 - viii. Joan Warburg (VP) @ Bear Creek (RG)
 - ix. Colleen Funderburg @ Special Programs (CH)
 - x. Josh Marks @ Special Programs (CH)
 - b. Public Agency Outreach (PK and AH will organize and invite other board member participation):
 - i. Parks & Recreation
 - ii. Higher Ed (OSU Cascades and COCC)
 - iii. Deschutes County
 - iv. La Pine Chamber & Sunriver Rotary
 - v. City of Bend & La Pine
 - vi. Board involvement on potential bond campaign committee
 - c. Strengthen relationship with
 - i. Looking Forward
 - ii. Education Foundation
 - d. Engage parents: Outreach effort this year focused on helping parents with homework support for their students. Julianne will help with outreach tools (social media, etc.) and messaging.
4. Education Advocacy
 - a. Engage with 2017 legislature
 - i. Face to face meetings with local legislatures
 - ii. Participate and meet with members of legislative education committees

- iii. Participate with OSBA Revenue Reform Committee (Cheri)
- b. Specific targets:
 - i. Revenue reform
 - ii. PERS reform
 - iii. High school assessment alternatives (ACT)
 - iv. PE requirements (broaden the definition of “PE time”)
 - v. School board member personal liability protection
- 5. Leverage District Resources
 - a. Consider options for vacant, district-owned land (Andy will work with board members to put together guiding principles and a perspective of what the board would like. Shay will then work with staff on possible processes to bring back to the board for a full discussion)
 - b. Create Charter School position paper to clarify the board’s expectations
- 6. Leverage Board Resources
 - a. Board meetings focused on priority issues
 - b. Prioritize board time
 - c. Create structured, clear, effective committee assignments

Board goals:

1. All students receive an excellent education and are prepared for their future.
2. All students demonstrate personal integrity and responsible citizenship.
3. All schools provide safe, nurturing environments conducive to learning.
4. The school district operates with the highest level of fiscal stewardship while maintaining effective and efficient practices to meet board goals.

Executive Summary

Proposed OSBA Legislative Priorities for 2017-18

A Legislative Policy Committee, elected by the OSBA members, develops the OSBA legislative policies and priorities. OSBA lobbies on behalf of public education, guided by the legislative priorities developed by the LPC.

During even-numbered years, the LPC reviews current legislative policies and priorities and recommends revised policies and priorities to the Board of Directors for adoption. After review and feedback consideration, the Policies and Priorities are finalized by OSBA for the biennium and school boards across the state can vote in support of a resolution to adopt the recommended priorities and policies.

Following is the Resolution to adopt the OSBA 2017-18 Legislative Priorities and Policies as recommended by the Legislative Policy Committee.

Voting closes on December 16, 2015.

Resolution to adopt the OSBA 2017-18 Legislative Priorities and Policies as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Constitution with developing the association's recommended Legislative Priorities and Policies, and

WHEREAS, the OSBA Legislative Policy Committee met on January 30-31, 2016, and April 22-23, 2016, to develop the Proposed OSBA Legislative Priorities and Policies for 2017-18, and

WHEREAS, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Policies for 2017-18 out to the membership of OSBA for comment and suggested changes, and

WHEREAS, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Policies for 2017-18 developed by the OSBA Legislative Policy Committee, and

WHEREAS, the OSBA Legislative Policy Committee met via telephone conference call on August 22, 2016, to review the comments received by the membership, and

WHEREAS, the OSBA Legislative Policy Committee discussed the comments from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Policies for 2017-18, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Policies for 2017-18 at its August 22, 2016, meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Policies for 2017-18 and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Policies for 2017-18 be placed before the membership for consideration during the 2016 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Policies for 2017-18 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Submitted by: OSBA Board of Directors



PROPOSED OSBA LEGISLATIVE PRIORITIES FOR 2017-2018
Approved by the Legislative Policy Committee on August 22, 2016

The Oregon School Boards Association (OSBA) believes funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities and improve the quality of life for every Oregonian.

In order to accomplish these goals, OSBA will introduce and support legislation which:

- **Supports Student Achievement:**

OSBA will actively promote legislation that leads to increased academic achievement for all students from early learning through post-secondary. OSBA will advocate to ensure local school boards and communities control the implementation of programs, curriculum and the allocation of resources so that every student is college or career ready upon graduation or completion of their academic program. OSBA will support efforts to increase graduation and high school completion rates, lower the number of drop-outs, close opportunity and academic achievement gaps and provide additional supports for students from traditionally underserved student populations.

- **Provides Stable and Adequate Funding:**

OSBA will actively promote legislation to increase state and federal funding for the public school system to ensure adequate and stable funding for each school district and Education Service District (ESD) so that they may provide a quality public education for every student.

OSBA will actively promote legislation to restructure Oregon's school funding system to eliminate the financial volatility of Oregon's public schools.

OSBA believes a balanced approach is necessary to increase education funding and to provide stable and adequate funding of Oregon's public school system. OSBA will actively promote legislation that strives for this balance by advocating for the restructure of Oregon's revenue system, promoting job creation and increasing opportunities for economic development across Oregon.

- **Local Determination and Shared Accountability:**

OSBA will actively support legislation that gives locally elected boards the ability to make decisions in the best interests of their students and communities for programs, services, curriculum and resource allocations.



OSBA will advocate to ensure each school district is empowered and given the flexibility to determine the educational needs of their students and to provide services and programs that will maximize student achievement.

OSBA will highlight the need for shared accountability to improve student achievement between state and federal policy makers, the business community, locally elected board members, parents, students and community members across Oregon.

- **Opposes Mandates:**

OSBA will actively oppose any federal or state imposed mandate that does not lead to increased academic achievement for students and is not accompanied with the necessary additional funding to implement the mandate, including all costs associated with the mandate.

- **Promotes Capital Construction/Capital Improvements:**

OSBA will continue to actively promote legislation that provides additional state level resources to school districts to help pay for capital construction/capital improvement needs, as well as deferred maintenance costs for all school facilities.

- **Contains Educational System Cost-Drivers:**

OSBA will actively promote legislation that provides relief for school districts from cost drivers that are beyond the control of the local school district or school board. These cost drivers include, but are not limited to, the Public Employees Retirement System (PERS), health insurance and any state or federally mandated program or service.



PROPOSED OSBA LEGISLATIVE POLICIES FOR 2017-2018
Approved by the Legislative Policy Committee on August 22, 2016

Section 1: Finance

PROPOSED 1.1 Investing in Oregon’s Public Schools to Ensure Adequate and Stable Funding

OSBA supports increasing state resources to school districts so that Oregon’s schools are competitive nationally and globally and each school district and Education Service District (ESD) has the funds necessary to fully support operational, instructional and student achievement goals.

OSBA supports the role of locally elected school boards to set spending priorities and opposes using the State School Fund distribution formula to mandate specific expenditures. OSBA supports school funding equalization. OSBA supports continued funding of local option equalization grants; local option property tax revenue should not be included in the State School Fund.

OSBA supports increased funding for all levels of the public education enterprise to support increased achievement for every child and student. OSBA supports the Quality Education Commission's (QEC) effort to promote best practices to improve student outcomes and identify funding necessary to achieve Oregon’s 40-40-20 goal by 2025.

PROPOSED 1.2 Reforming Tax Policy

OSBA supports efforts to provide the revenue necessary to attain the educational goals of Oregon’s education system, restructuring tax policy to reduce the volatility of Oregon’s current system and to provide for a diverse and fair tax system to fund public education in Oregon.

OSBA supports modification of the state's personal and corporate income tax “kicker” law to allow “kicker” funds to be deposited into a “rainy day” account for public education and used in times of economic distress.

OSBA supports the authority of local districts to seek voter approval for supplemental operating revenue from a variety of additional sources, including local option levies.

OSBA supports efforts to modify the property tax system to mitigate the impacts of property tax compression.



PROPOSED 1.3 Mandate Relief, Paperwork Reduction and Public Funds for Public Schools

OSBA advocates for mandate relief and paperwork reductions for school districts and ESDs as a means to streamline bureaucracy, remove duplicative or unnecessary reporting and get more resources into the classroom. OSBA opposes any mechanism that diverts public funds, including tax credits and vouchers, to private, religious or for-profit schools or erodes financial support of the public school system.

PROPOSED 1.4 State Department of Education Supporting Districts

OSBA supports adequate funding for Oregon Department of Education programs and state level initiatives that are sustainable and provide quality technical and programmatic assistance and supports to school districts and ESDs targeted at improving student achievement.

OSBA supports providing resources and supports to school districts and ESDs to support and ensure the equitable distribution of any grant or targeted investment monies.

OSBA opposes any effort to create an accountability or intervention system that would lead to the state take-over of any local school, school district or ESD.

OSBA supports the inclusion of school board members to all state-level workgroups or committees connected to educational issues to allow for input from locally-elected education policy makers.

PROPOSED 1.5 Financial and Program Accountability

OSBA supports a strong system of meaningful school district and ESD financial accountability for the expenditure of public funds and program accountability for student achievement and outcomes.

PROPOSED 1.6 School District Capital and Infrastructure Needs

OSBA supports use of additional state resources and the issuance of state general obligation bonds to assist school districts and ESDs in providing modern, well equipped schools and academically appropriate classrooms and buildings that provide safe, structurally sound and healthy learning environments to promote student achievement.

OSBA supports policies that ensure collaboration at the local level to address the infrastructure needs of school districts, including consideration of the financial impacts of urban renewal, systems development charges and enrollment growth due to new construction.



PROPOSED 1.7 Oregon's Common School Fund

OSBA supports maximizing the assets and the investment returns of the Common School Fund as an additional state resource for school funding in Oregon

OSBA will vigorously advocate before the State Land Board to ensure that it fulfills its fiduciary obligation to manage the resources in the Common School Fund for the greatest benefit of the current and future generations of schoolchildren in Oregon.

Section 2: Programs

PROPOSED 2.1 School Improvement

OSBA supports state-level school improvement efforts provided they are implemented in ways that grant local school officials maximum flexibility to incorporate community needs and priorities.

PROPOSED 2.2 Special Education

OSBA supports increased categorical funding and enhanced levels of state and federal aid for the costs associated with special education programs throughout the education system, including programs for children birth through age 5. OSBA supports full funding for students with the most severe low-incidence, high-cost disabilities, including those served in out-of-district or out-of-state placements.

PROPOSED 2.3 Education Service Districts

OSBA supports the role of ESDs to assist school districts in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective, locally-responsive educational services on a regional basis.

PROPOSED 2.4 Curriculum, Technology and Online Education

OSBA supports providing a well-rounded and rigorous curriculum for all students, including opportunities for music, art, PE, world languages, STEM, career and technical education and co-curricular activities.

OSBA supports curriculum related decisions made at the district level and opposes state or federal instructional mandates.

OSBA supports the use of English Language Learner and dual language immersion programs as a viable way to provide needed supports for emerging bilingual speakers.



OSBA supports increasing access to technology to enhance and support curriculum delivery and promote greater student achievement.

OSBA supports locally developed alternative education programs as a tool to address the varied educational needs of students.

OSBA supports state level funding to support and improve the technology infrastructure available to school districts and ESDs.

OSBA supports removing online education programs from the charter school statute and creating a separate section within the law for online educational programs.

OSBA supports state financial and professional development resources so districts can implement the Oregon state standards and student assessments and provide appropriate information and updates to the public. OSBA supports local control of curriculum and materials related to the Oregon state standards.

PROPOSED 2.5 Public Charter Schools

OSBA supports public, district sponsored charter schools as an additional tool to provide innovative educational options to students.

OSBA opposes changes to the charter school law that would channel public funds to private and religious schools, allow entities other than school district boards to authorize charter schools within their boundaries, mandate direct access to the State School Fund by charter schools or decrease school district funding and oversight of charter schools.

OSBA supports updating the charter school law to require charter school applicants to demonstrate how the charter school will meet the legislatively adopted goals of the charter school law, including how the charter school will provide unique opportunities for children in the school district.

PROPOSED 2.6 Career and Technical Education (CTE)

OSBA supports new and continued partnerships with community colleges, higher education, apprenticeship programs, the business community and other entities to increase educational and career opportunities for students.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

OSBA supports funding to ensure the long-term sustainability of new and existing CTE programs.



PROPOSED 2.7 Post-Secondary Opportunities for High School Students

OSBA supports increased access and opportunities for students to participate in post-secondary programs and classes while enrolled in high school at minimal or no cost to the student.

OSBA supports the creation of a dedicated source of funds to invest in “post graduate scholar” programs that does not dilute the State School Fund.

PROPOSED 2.8 Student Assessment

OSBA supports the use of summative, formative and interim student assessments as a tool to inform students, parents, educators and the community about where students and schools are in their learning progression and determining needed supports for students and schools.

OSBA supports reviewing Oregon’s current student assessment system with the goal of improving assessment literacy, providing timely feedback, maximizing instructional time, deriving the necessary information to improve student learning and minimizing classroom disruption for students and educators.

Section 3: Personnel

PROPOSED 3.1 Collective Bargaining and Management Rights

OSBA supports local control of collective bargaining and opposes statewide bargaining and the creation of a statewide salary schedule. OSBA supports changing the collective bargaining structure to eliminate “status quo” bargaining and establish shorter bargaining time lines. OSBA supports the right of districts to look for ways to contain costs by contracting with outside providers for services.

PROPOSED 3.2 Employee Rights and Benefits

OSBA supports determination and definition of school employee rights and benefits through the collective bargaining process at the local level. OSBA supports an actuarially-sound statewide retirement program for school employees that balances benefit adequacy for employees against costs for employers. OSBA supports local school boards working with employee groups to provide the most cost effective health insurance plans, including Oregon Educators Benefit Board (OEBB) opt out.



PROPOSED 3.3 Teacher and Administrator Licensing

OSBA supports licensing requirements that assure a level of preparation necessary to teach to rigorous academic standards, recognize licenses from other states and understand the challenges districts face attracting and retaining qualified personnel. OSBA supports working collaboratively with the Teacher Standards and Practices Commission (TSPC) and the teacher preparation programs within higher education to prepare educators to increase student achievement and address the needs of all students in Oregon.

OSBA supports additional flexibility to allow more teachers to provide college-level instruction in public high schools.

OSBA supports changes to teacher licensing laws to allow greater flexibility for individuals who do not hold a traditional teaching license to provide instruction in CTE courses.

PROPOSED 3.4 Teacher and Administrator Quality

OSBA recognizes that teacher and administrator quality is one of the most important factors in improving student achievement. OSBA supports local and state programs to provide professional development, mentoring and training for teachers and administrators that is rigorous and leads to a system of continuous improvement and growth in student achievement.

OSBA supports rigorous, quality, ongoing evaluations of teachers and administrators, which include consideration of student achievement and growth. OSBA supports efforts to attract a more diverse workforce, including multi-lingual school employees, which reflects the demographics and needs of Oregon's students.

Section 4: Governance and Operations

PROPOSED 4.1 State Level Education Policy and the State Board of Education

OSBA supports a state Board of Education as the appropriate state-level policy-making body for elementary and secondary schools.

OSBA strongly supports collaboration between state level policy makers, educators and stakeholders, including school board members, parents and students, when considering policy changes to Oregon's system of public education.

OSBA believes that any discussion about improving student outcomes must include recognition of and a plan for the needed state investments to implement the goals.



PROPOSED 4.2 Local Governance

OSBA members believe that locally elected school district and ESD boards are best equipped to make decisions in the best interests of their students and communities and will strongly advocate for Oregon's tradition of democratically elected, local governance of school districts. OSBA opposes measures that would place additional restrictions on local voters' ability to govern their school districts.

PROPOSED 4.3 School Safety and Student Wellness

OSBA supports local measures that promote school and student safety, improved social, emotional and behavioral health and other health, nutrition and wellness initiatives in the school environment that benefit students, staff, parents, patrons and the community as a whole.

Section 5: Federal Education Issues

PROPOSED 5.1 Every Student Succeeds Act (ESSA) and the Federal Role in Education

OSBA supports the replacement of No Child Left Behind (NCLB) with the Every Student Succeeds Act (ESSA). OSBA believes that ESSA rightly places responsibility for student success, school improvement and overall K-12 accountability at the state and local level.

OSBA supports collaboration between the Oregon Department of Education and local education stakeholders, including parents and students, when creating and implementing federally mandated state, district and school accountability systems and student assessments. OSBA believes Oregon stakeholders should be empowered to design, create and implement the programs and systems necessary to fulfill the requirements of ESSA.

OSBA believes ESSA collaboration must focus on supports for struggling schools, closing achievement and opportunity gaps for traditionally underserved students and increasing graduation rates for all student sub-groups.

PROPOSED 5.2 K-12 Funding in the Federal Education Budget

OSBA believes that prioritizing and increasing the federal share of funding for special education programs like the Individuals with Disabilities Act (IDEA), Title I programs that serve students who are experiencing poverty, programs that support emerging English or bi-lingual speakers, Carl Perkins CTE grant funds, and child nutrition programs should be a top priority for the U.S. Department of Education, Congress and the President.



OSBA believes federal education funding should be distributed based on student needs not through competitive grants that pit states against each other for limited funds.

OSBA opposes federal education policy or unfunded mandates that do not include financial resources to implement.

PROPOSED 5.3 County Timber Payments

OSBA supports the efforts of Oregon’s Congressional delegation to ensure that funding for the Secure Rural Schools and Community Self-Determination Act (also known as County Timber Payments) continues or that there is a successor program.

OSBA members know that cuts to timber payments do not just impact the school districts in timber country; the loss of timber money is a net loss to the entire funding system and every school and student in Oregon is impacted.

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors

Executive Limitation 6 – Staff Evaluation
December 13, 2016

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, district staff will report to the Board regarding one group of these policies, the executive limitations. These reports are designed to provide the School Board with information regarding how the superintendent is meeting the criteria established within the adopted Executive Limitations.

Monitoring Report

With respect to employment compensation and benefits for employees, the Superintendent shall not fail to develop an evaluation system, which is in compliance with Oregon laws, and measures employee performance in terms of achieving the Board Ends policies. Accordingly the Superintendent shall not:

- 1. Fail to develop and administer an evaluation system for all employees that links performance with continued employment.**

Evidence of compliance:

- In March 2011, Bend-La Pine Schools began the arduous process of redesigning the certified evaluation process. The focus of this project was “effective instruction.” What is it, what does it look like, how do we build capacity for more of it, how is support provided when it is needed, and what is the role of both teacher and supervisor in this endeavor? Good teaching provides the highest leverage for improving student learning – and we want to ensure our observation/evaluation process supports high levels of learning. With this in mind, an experienced group of professionals from across the district gathered together to commence this work. The group consisted of district administrators with diverse backgrounds, certified staff with distinct roles and responsibilities, as well as teacher union representatives. The team collaborated as a whole group, as well as in small work groups, to complete the key components of the evaluation system for the following certified groups:
 - [Certified Teachers;](#)
 - [Counselors;](#)
 - [Library Media Specialists;](#)
 - [School Nurse;](#)
 - [School Psychologist;](#)
 - [Special Education Teacher;](#)
 - [Speech Language Pathologist;](#) and
 - [Student Services.](#)

- In all of the above evaluation processes, certified licensed staff continues to be evaluated in a manner that is consistent with the SB 290 requirements for licensed staff evaluations. A state-provided framework for evaluations aligned with these state requirements is found in the word document, "Oregon Matrix Model for Educator Evaluation" at <http://www.ode.state.or.us/search/page/?id=3637>.
- Additionally, supervisors of licensed staff, administrators and certified, are required to submit a letter of recommendation for any probationary third year employee in support of the employee's move to contract status to begin a fourth consecutive year with the district.
- Classified and Confidential employees continue to be evaluated in a manner that considers [performance](#).
- Principals and assistant principals continue to be evaluated in a manner that considers performance as required under SB 290. A complete evaluation manner for each can be found below:
 - [Assistant Principals](#); and
 - [Principals](#).

Areas for Improvement:

- Work is being done to maximize the relevance of evaluations for non-school based administrators. New rubrics and supporting materials are being considered and approved. Implementation of new evaluation materials is expected in this 2016-17 school year.
- Work is being done to align the school-based administrators' evaluation rubrics to the revised NPBEA standards, found at <http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>
- Work is being considered to review the classified employee evaluation materials. This work would be done in order to update currently used materials.

2. Fail to develop and administer an evaluation system for licensed personnel that is designed to:

a. Improve instruction.

Evidence of Compliance:

- The [PASS system](#) emphasizes structured professional development for early career educators in an innovative system that meets the requirements for licensure renewal and aligns with district priorities regarding instructional practices. Compensation pacing is more flexible, as employees have choice in their professional development trajectory by focusing on instructional practices that align best practices regarding student learning to their context.
- Supervising school administrators are required to complete 6 mini-observations of each licensed employee in a school year. Each mini-observation includes a follow up discussion intended to foster practitioner reflection via a co-inquiry model of professional learning. Ongoing [learning-focused supervision](#) has been and continues to be a district priority.

- This year we have also implemented an expanded teacher support through the Office of Teaching and Learning, in which each first- and second-year probationary teacher receives observations from our Assistant Superintendent of Teaching and Learning. This work is designed to support school principals and assistant principals to help them calibrate and most importantly receive coaching available through the Office of Teaching and Learning.

Areas for Improvement:

- A need to increase the number of licensed administrators in each of the largest three comprehensive high schools is highlighted by the demands of our evaluation system. Meaningful professional learning facilitated in this evaluation system is limited due to a shortage of administrators in the largest high schools.

b. Measure professional improvement, development and performance.

Evidence of Compliance:

- The annual goal setting and bi-annual summative evaluation processes within the evaluation system provide ample opportunity for licensed staff and administrators to measure professional growth and development. The ongoing professional dialogue that occurs in the context of multiple mini-observations is a strength. Growth goals keep the focus on student learning and growth as measured in multiple measures of student performance.
- PASS incorporates multiple instances for review and reflection on one's professional growth. For early career educators, this process culminates in a level review, including videos of one's teaching and a reflective narrative; an on-demand task involving analysis of student work; and an action research project. External review of each of the above components is a strength of this system.

Areas for Improvement:

- Continue to work on and refine key findings and recommendations from [ECNorthests PASS Program Evaluation Report and Survey](#).
- Continue to build on the strengths of the PASS program as detailed through [participant reflection and suggestions](#).

c. Document unsatisfactory performance.

Evidence of Compliance:

- The district's current BEA contract includes language that specifies process steps to be taken when unsatisfactory performance of certified staff is identified. Language providing due process for both probationary and contract teachers is included in contract language.
- The current evaluation system materials include a flow chart that provides step by step guidance with an aim of supporting certified staff in efforts to improve performance.

- The board of directors contributes to a transparent process as is called for in Oregon statute regarding renewals and extensions for licensed staff.

Areas for Improvement:

- Continued evaluation training must remain a priority as building and program leaders change.

d. Link teacher performance with multiple measures.

Evidence of Compliance:

- The goal setting process included in SB290, and utilized in our district evaluation system, is designed to promote a focus on student learning and growth as measured through multiple measures.
- At the school level, the board ends provide further context for teams of teachers to design goals and actions that include the measurement of less traditional indicators valued by our board of directors as the foundation of our district vision.

Areas for Improvement:

- Continued evaluation training must remain a priority as building and program leaders change.

e. Assure that instructional time is used to maximize student learning.

Evidence of Compliance:

- Multiple rubric indicators, found in each linked evaluation manual in Section #1 above, connect and highlight the importance of maximizing student learning in the instructional process. The materials developed as a part of the evaluation system provide rich discussion points for professional conversations between administrators and certified staff.

Areas for Improvement:

- Continued evaluation training must remain a priority as building and program leaders change.

f. Encourage the use of student surveys.

Evidence of Compliance:

- The district utilizes student surveys to measure indicators such as student levels of hope, engagement and other dispositions that include critical thinking, communication, collaboration, and creative problem solving skills. These surveys are conducted annually using [Gallup](#) and [Brightbytes](#) survey tools.

Areas for Improvement:

- The district could communicate more clearly the option of using student survey data as part of the evaluation process. Goal setting and rubric scored dialogue could be enhanced if survey data were included.

Addendum:

See linked documents above.