

**Bend-La Pine Schools
Bend, OR 97703
November 8, 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 November 8, 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	Ron Gallinat
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 : IB Programme at Bend Senior High School	Superintendent Mikalson

Consent Agenda

Approval of Minutes – October 11, 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

Board Staff Linkage – Expectations of District Staff & Expectations of the Board	Chair Kinkade
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Reports

Executive Limitation 4 – Treatment of Staff	Superintendent Mikalson
Executive Limitation 5 – Staff Compensation and Development	Superintendent Mikalson

Discussion

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

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 October 11, 2016 at La Pine High School, 51633 Coach Road, La Pine, OR 97739.

Board Members Present

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

Board Members Absent

Nori Juba

Call to Order

The meeting was called to order at 5:23 p.m. by Chair Kinkade. The Pledge of Allegiance followed.

Review of Agenda

Chair Kinkade reviewed the agenda, there were no changes.

Public Input

There was no public input.

Superintendent Spotlight of Success

South County Schools

Superintendent Mikalson introduced Patrick Flanagan, Principal at La Pine Elementary, and expressed his appreciation for not only Flanagan, but for all South County schools and the community outreach work they do. He also noted the phenomenal work being done to focus on attendance and ways to engage families. Jim Boen added his appreciation and agreed South County schools do an exceptional job to partner with the local community to help educate and support students and families.

Flanagan shared about the La Pine Fall Festival and the growing partnership with Working Together for La Pine Kids. The Fall Festival included a variety of community resources and OHSU helped host the Let's Get Healthy Fair at La Pine Middle School. Flanagan said over 500 parents and students attended the events and felt it was a huge success. He is looking forward to continuing the events in years ahead.

Consent Agenda

Chair Kinkade asked about the personnel recommendations which included a classified resignation and certified hire for the same person. Jay Mathisen confirmed it was a positive professional step for the employee. Ron Gallinat commented on the retirements of Roger McMillan and Diane McMillan from Bend Senior High, noting his appreciation for their work and dedication to Bend High students over the years.

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

Reports

Financial Report

Zhai Logan noted the financial update included in the board packet. The update is the first of the 2016-17 school year and the estimated beginning fund balance is approximately \$8.9 million, which is more than what was initially projected. Logan noted the PERS rate increases coming and the district will work hard to keep reserves strong to help with large future costs.

Ron Gallinat asked if the PERS increases could impact a possible bond rate. Brad Henry said it is possible and the district will continue to monitor factors that could affect rates. Andy High asked if the district tracked how many of the new students this year came from in or out of state. Henry said no and that the state does account for growth in their formula for ADMw, generally at 1-2%. Kinkade thanked Logan for the report.

Professional Development Update

Lora Nordquist and Michele Oakes reviewed the growth and change in opportunities for professional development in the district. Classes are taking place in various locations, and delivery options and times have also expanded to include summer months, evenings, etc. Some of the courses taught through the district now also qualify for college credit. Nordquist explained that quality professional learning is embedded into the work being done and with the expansion of instructional coaches, the district now has more capacity to provide follow up opportunities for staff members.

Oakes shared an update on the PASS program, noting 85 teachers are now participating with three being Professional Level Tier 1 teachers. The district's first level review took place in June 2016. The district hired a national leader to train and develop a scoring system, train on how to assess, calibrate scoring, look at biases, score components, assessor feedback and teacher feedback. There were nine assessors who participated in the training and Oakes shared a short video of teachers who have recently gone through a level review. She explained assessors look at three tasks: teaching practice and learning environment, on demand assessment, and an action research project which is the teacher's topic of choice.

Oakes shared areas of strength: mentor support, increased reflection and improved professional practice and areas of growth: new teacher induction, more relevant to K-12, flexibility of courses, and workload balance. The district has begun to address the areas of growth and has a plan in place for future changes and how new teachers will be better supported.

Oakes said she and Heather Anderson, teacher at Juniper Elementary, are working to support the 13 current National Board Certification candidates. There are another 22 candidates, 5 from Crook County School District, in the pipeline. Oakes and Anderson have presented at the state level about the certification and are working with the HDESD for cohort technology support for the region. Oakes added that OEA has been working with partners across the state for a possible bill that would help support the National Board.

Nordquist shared next steps the district will be taking in expanding professional development, noting the use of technology, and increasing the capacity for mentoring and coaching. Nordquist explained that districts are responsible for creating an aligned professional development system for teachers and the PASS system meets, and exceeds, the states requirements. Jay Mathisen added the professional development that is available now is top notch and teachers have a variety of options to choose from. Superintendent Mikalson agreed and said the board and district should be very proud of the work being done. He is impressed with what the district does and the structure of this work is paying off for teachers in their continued learning.

Chair Kinkade shared she joined teacher, Adam Carter, in a mentoring role with a kindergarten teacher and appreciated seeing the work of the two teachers together. Nordquist invited any other board member who is interested in a similar experience to contact her and she would help coordinate details. Cheri Helt asked if the district is tracking teacher retention, specifically for those who have worked with mentor teachers. Oakes said it is complicated to collect that information as retention is really difficult to define. Nordquist said there is little research nation-wide about teacher retention, specifically for teachers who have mentors, and added our district retention is fairly high simply because of location. Helt shared her interest in tracking teacher retention and also tracking student success, for those students with a teacher who has a mentor, to show that our investment in and support of teachers is producing positive student results.

Discussion***Board Staff Linkage – Expectations***

Chair Kinkade shared a handout she prepared to possibly add to current governance policies in an effort to address the board-staff linkage expectations without creating a redundant set of policies.

Discussion ensued and suggestions were made to the areas of fielding information requests, handling of email, and interviews with media. Areas still to be addressed include the board member relationship with adopted schools and managing or considering business opportunities presented by third parties. Kinkade asked board members to share any other feedback with her prior to the November 8 meeting. She hopes to bring a final draft for board action and approval on the 8th.

Board Comments

Andy High encouraged all to attend the upcoming Bend High Distinguished Alumni event and any of the Veterans Day events at the high schools as they have always been excellent.

Chair Kinkade recessed the regular meeting at 6:30 p.m. The board then met in executive session.

Chair Kinkade resumed and adjourned the regular meeting at 6:56 p.m.

Respectfully submitted,

Andrea Wilson
10.11.2016



HUMAN RESOURCES

Education Center

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

DATE: November 3, 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 November 8, 2016. All hires are subject to successful drug testing, background check, and Oregon licensure.

CERTIFIED HIRES

NAME	POSITION	LOCATION	STATUS	HIRE DATE
Bedell, Samuel	Intermediate Teacher @.50 FTE 106451	High Desert MS	Temporary	11/08/2016
Cornish, Mark	Primary Teacher @ .50 FTE 106472	La Pine ES	Temporary	11/08/2016
Flanagan, Kimberly	Technology @ .50 FTE 106463	Pilot Butte MS	Temporary	11/08/2016
Jones, Brandie	Technology @ .50 FTE 106463	Pilot Butte MS	Part-time to Full-time Temporary	11/08/2016
Kurtz-Nicholl, Jesse	Social Studies @ .167 FTE 106467	Mt View HS	Part-time Temporary	11/08/2016
Meredith, Scott	Language Arts @ .167 106232	Summit HS	Part-time to Full-time Regular	11/08/2016
Szymanski, Angela	Intermediate Teacher @.50 FTE 106476	Juniper ES	Temporary	11/08/2016
Wieber, Heather	ESOL @ .70 FTE 106439	Sky View MS	Temporary	11/08/2016

CERTIFIED RESIGNATIONS

NAME	POSITION	LOCATION	HIRE/RESIGNED DATES
Drullinger, Betty	Primary Teacher	Juniper ES	09/02/2002 – 11/30/2016
Froelich, Kendra	Primary Teacher	Ensworth ES	08/26/1992 – 12/31/2016
Reinhart, Julie	Behavior Therapist .20 of 1.0 FTE	Special Programs	08/28/2006 – 11/08/2016
Schmidt, Vicki	ESL Teacher	Lava Ridge ES	12/11/1996 – 12/31/2016
Stearns, Donald	BEA Representative	Human Resources	08/27/2007 – 11/30/2016

CERTIFIED RETIRE/REHIRE 2016/17 ONLY

NAME	POSITION	LOCATION	REHIRE/END DATE
Drullinger, Betty	Primary Teacher	Juniper ES	12/01/2016 – 06/30/2017
Froelich, Kendra	Primary Teacher	Ensworth ES	01/01/2017 – 06/30/2017
Schmidt, Vicki	ESL Teacher	Lava Ridge ES	01/01/2017 – 06/30/2017
Stearns, Donald	BEA Representative	Human Resources	12/01/2016 – 06/30/2017



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November 3, 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 November 8, 2016

Classified Hiring

Name	Position/Posting No.	Location	Temp/Regular Position	Hire Date
Allen, Ann	#106455 Bus Monitor	La Pine Transportation	Temp .75 hrs / day	10/7/16
Allen, Erin	#106276 Nutrition Server I	Bear Creek	Reg 3.75 hrs / day	11/1/16
Bartz, Cheryl	#106457 EA – Student Instruction	Lava Ridge	Temp 3.5 hrs / day	10/7/16
Halvorson, Devon	#106478 EA – Student Instruction	Juniper	Temp 3 hrs / day	10/27/16
Rimel, Jerri	#106455 Bus Monitor	La Pine Transportation	Temp .75 hrs / day	10/7/16
Stuart, Joan	#106443 EA – Student Instruction	Juniper	Temp 3.75 hrs / day	10/14/16
Weich, Lynda	#106276 Nutrition Server I	High Lakes	Reg 3.25 hrs / day	11/1/16

Classified Resignations

Name	Position	Location	Resign Date
Brewer, Janice	EA – Child Development	Bend High	8/26/93 – 10/26/16
McAuslan, Morgan	Custodial Crew I	Mountain View	5/13/14 – 10/10/16
Monzulla, Ike	Custodian Assistant II	Sky View	8/1/08 – 12/29/16
West, Jennifer	Nutrition Server I	La Pine Middle	10/15/15 – 11/4/16

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

Name	Position	Reason	Rehire Date
Maudlin, Debi	School Secretary II	Rehire through 6/22/16	10/1/16
Stearns, Sarah	Athletics Secretary II	Rehire through 6/30/16	12/1/16

New (draft 2) edits indicated in purple (found in GP 3, #4 and in GP 5, #4)

In lieu of creating a new and predominantly redundant policy, it is proposed that the board add language to three of the Governance Process policies and one Executive Limitation. Modifications are intended to address communication protocols for the following areas of interest:

Fielding and referring questions/information requests from stakeholders

Expected follow-up and reporting

Media interactions

Transparency and confidentiality

Managing opportunities presented by third parties

Relationship with adopted schools

The final two items on the list will likely be addressed by the board work plan discussion.

GP 1: Governance Commitment and Style

Governance Style

3. The Board will lead and inspire the district through the careful establishment of policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits.

Accordingly, members will not

- a) assume responsibility for resolving operational problems or complaints or
- b) give personal direction to any part of the operational organization.

4. Board members will invite individuals with complaints, requests or questions to contact the responsible staff member closest to the situation (teacher, principal, central office staff, or superintendent) and, as appropriate, will report such contacts to the Superintendent or applicable cabinet member.

re-number remaining list (from 4, 5, 6 to 5, 6, 7)

GP 3: Board Code of Conduct

4. An individual member's interactions with public, press, or other entities should accurately represent board positions or decisions. Individual opinions should be clearly stated as such. The board chair is authorized to speak for the board. As a courtesy, board members will inform (in advance when practical) the chair who will, in turn, inform the and superintendent of interviews with the media.

...

7. Board members will abide by appropriate Oregon public meetings law and will conduct the public's business in open meetings. Expected conduct includes the following:

...

- c. Members will protect the confidentiality appropriate to issues of a sensitive nature and other matters that may compromise the integrity or legal standing of the Board and District;

GP 5: Board Member Roles

The Board Chair has the following authority and duties:

1. Monitor Board behavior to ensure it is consistent with its own rules and policies and those legitimately imposed upon it from outside the organization;
 - a. Conduct and monitor Board meeting deliberations to ensure only Board issues, as defined in Board policy, are discussed;
 - b. Ensure Board meeting deliberations are fair, open, and thorough, but also efficient, timely, orderly and to the point;
 - c. Preside over Board meetings in accordance with the law and modified *Robert's Rules of Order*
- ...
4. Within the framework of policy governance, approach the Superintendent with concerns or requests that are supported by a majority of the Board. Any board member may bring forward information requests during to or through board leadership meetings.
- ...
11. In dealing with the media and the public in general, the chair or his/her designee will serve as the spokesperson of the board. The chair shall inform the board and superintendent of formal interviews, meetings, and presentations in which he/she acts as spokesperson.
12. The chair will respond to public comments and emails on behalf of the board and, when appropriate, will copy the board and superintendent.

EL 3: TREATMENT OF STUDENTS, PARENTS/GUARDIANS & THE PUBLIC

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:

- (new) 7. Fail to copy the board when responding to an emailed question or complaint in which the sender has copied board members.

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

Executive Limitation 4 – Treatment of Staff
November 8, 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 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.**

Evidence of compliance:

[GCDA/GDDA-AR](#): Criminal Records Check / Fingerprinting, details criminal records and/or fingerprinting check requirements for employees, volunteers, student teachers and contract employees. Language includes discussion of timing, fees and termination resulting from records review results.

[CCB-AR](#): Administrative Hiring, details the steps required to check references and make site visits when engaged in hiring an administrator.

The background checking process has undergone significant evaluation in the last three years. Changes have been made in elements such as the provider, timing, and appeal process that have improved the practice as a whole.

[KCA-AP](#): Volunteers in Schools, and [KCA-AR](#): School Volunteers / Criminal History Records Check, align to provide relevant guidance regarding background checks for volunteers.

Areas for Improvement:

Currently, efforts are underway to continue to explore the possibility of systemitizing ongoing background checks for volunteers and all employee groups.

- 2. Fail to use a well-defined system to recruit and select the most highly qualified and best-suited candidates for employment.**

Evidence of compliance:

Below are relevant policies and regulations that outline and provide guidance in the recruiting and hiring processes:

- [GCCA-AR](#): Announcement of Job Vacancies

- [GCCC-AR](#): Screening Applicants
- [GBA-AP](#): Equal Employment opportunity
- [GCCD-AR](#): Interviewing Candidates
- [GCI/GDI-AR](#): Notice of Employment
- [GCCE-AR](#): Assignment
- [GCCB-AR](#): Application of Employment
- [GBED-AR](#): Pre-Employment Medical Exam/Drug Testing
- [GC-AR](#): Conditions of Employment
- [GCA-AR](#): License Requirements - Staff
- [GCDA/GDDA-AR](#): Criminal Records Check/Fingerprinting
- [CCB-AR](#): Administrative Hiring

A recent recruiting and hiring software system change has provided opportunity to improve our practices in all elements of recruiting and hiring.

Employee agreements provide additional language outlining recruiting and hiring that is relevant to current members of those groups and their access to open positions.

Bend-La Pine Schools participates as one of five project teams in Chalkboard's TeachOregon project. TeachOregon teams represent 13 districts and 11 higher education institutions, which together license 60 percent of the state's new teachers. The initiative believes that new teachers will be better prepared the moment they step into their classroom if we focus on improving the following teacher preparation program practices: recruitment; clinical practice (student teaching); mentoring; and hiring strategies. A summary of TeachOregon year 2 results can be accessed at

http://chalkboardproject.org/sites/default/files/TeachOregon_Year2SummaryReport.pdf.

Areas for Improvement:

Currently, efforts are underway to creatively address the challenge of small applicant pools in hard to fill positions.

3. Operate without written personnel policies which:

- Provide for effective handling of complaints.**
- Protect against sexual harassment, retaliation, and a hostile environment.**
- Protect against illegal discrimination.**

Evidence of compliance:

Below are relevant policies and regulations that provide guidance related to complaints and associated processes:

- [AC-AP](#): Non-Discrimination Policy
- [AC-AR](#): Discrimination Complaint/Grievance Procedure
- [IGBBE-AP](#): Complaints Regarding Talented and Gifted Program
- [KL-AP](#): Public Complaints
- [KL-AR](#): Public Complaints
- [KLD-AP](#): Public Complaints About District Personnel
- [JBAA/GBNA-AP](#): Sexual Harassment
- [JBAA/GBNA-AR](#): Sexual Harassment Complaints
- [JBA/GBN-AP](#): Harassment/Intimidation/Bullying/Cyberbullying

- [JBA/GBN-AR](#): Harassment/Intimidation/Bullying/Cyberbullying

The BEA employment agreement provides language relevant to licensed employee complaint and grievance processes and procedures in Articles 4 and 5.

Areas for Improvement:

Currently efforts are underway to update and consolidate policies and regulations relating to complaint processes. These efforts are aimed at staying current with shifts and changes in laws and guidance from relevant entities as well as providing the public, employees and students with access to clearly defined processes.

4. Fail to prepare staff to deal with emergency situations.

Evidence of compliance:

Below are relevant policies and regulations that provide guidance in preparing staff for emergency situations:

- [EBBC-AR](#): Life-Sustaining Emergency Care
- [EBCD-AR](#): Emergency Closures
- [EBCB-AR](#): Emergency Drills
- [EBA-AR](#): Emergencies
- [EBBA-AR](#): First Aid
- [EBC/EBCA-AR](#): Communications Regarding Serious Incident
- [KN-AR](#): Relations with Law Enforcement Agencies

The district partners with the Bend Police Department and Deschutes County Sheriffs Office to provide 5.5 FTE of School Resource Officers who are assigned coverage for all Bend-La Pine schools.

The district continues to improve and add trainings that prepare staff for a variety of emergency situations. A summary of this work can be accessed at <https://www.bend.k12.or.us/district/home/emergency-preparedness>.

Areas for Improvement:

Development of a current SOP document that will provide best practice guidance for a variety of emergency situations has been identified as a project to complete. That document will further address best staff preparation practices.

5. Fail to protect confidential information as required by law.

Evidence of compliance:

Below are relevant policies and regulations that provide guidance regarding the confidentiality of a variety of information:

- [JO-AP](#): Education Records
- [JO-AR](#): Education Records Management
- [IGBAB-AP](#): Records of Students with Disabilities
- [IGBAB-AR](#): Records of Students with Disabilities
- [JNA-AR](#): Retention of Student Education Records, Grade Reports, Diploma
- [JOA-AP](#): Directory Information
- [JOB-AP](#): Personally Identifiable Information

- [EHAC-AR](#): Electronic Storage & Publishing on Web & Other Communication Media
- [GBLA-AR](#): Disclosure of Information
- [EHAE-AR](#): Use of Online Services & Collaborative Tools
- [KBC-AR](#): Media Relations
- [JRC-AR](#): Student Record Subpoena (Subpoena Duces Tecum)
- [JO-AR](#): Education Records Management
- [GBL-AR](#): Personnel Records
- [KBA-AR](#): Public Records & Public Records Request Form
- [KAB-AR](#): Parental Rights (Survey of Students)
- [EHAD-AR](#): District Web Services Guidelines
- [EHA-AR](#): Appropriate Uses of Technology

Areas for Improvement:

None.

- 6. Fail to establish policies and procedures to assure an organizational culture that aligns with the following values:**
- Open, honest and effective communication in all written and interpersonal interactions.**
 - Focus on common organizational goals as expressed in Ends Policies established by the Board.**
 - Commitment to the integrity and the positive image of the district, its leaders and staff.**
 - Recognition of outstanding work.**

Evidence of compliance:

Below are relevant policies and regulations that provide guidance on matters of organizational culture as noted above in a-d:

- [KBC-AR](#): Media Relations
- [IFCA/CFA-AR](#): School Site Councils
- [Governance Policy](#): Purpose, Mission and Goals
- [Executive Limitation 8](#): Academic Program
- [Executive Limitation 4](#): Treatment of Staff
- [Executive Limitation 3](#): Treatment of Students, Parents/Guardians & the Public
- [CBC-AP](#): Evaluation of the Superintendent
- [CCG-AP](#): Administrative Evaluation
- [CCG-AR](#): Evaluation of Management Team

Implementation of the Bend-La Pine Schools [Comprehensive Plan](#) and 2016-17 budget focus on the common organizational goals as expressed in Ends Policies established by the Board. The Board of Directors has provided clear direction and focus with it's Eight Key Measurements for Ensuring Student Success. This collaborative work between the Bend-La Pine Schools' Board of Directors and district leaders has defined a vision of success throughout our district. With eight clear and focused measurements, we have defined the outcomes we strive for at Bend-La Pine Schools and are aligning our efforts and resources accordingly. These investments include the following priorities:

Safety

Bend-La Pine Schools is focused on ensuring physically and psychologically safe, healthy learning environments for all students and staff.

- Continue to build upon district-wide safety planning efforts through the use of high quality emergency operation plans, implementation of best practices and training;
- Increase district-wide safety and school psychologist positions;
- Add a district 6-12 behavior specialist position; and
- Continue facility safety upgrades.

Options

Bend-La Pine Schools is dedicated to ensuring a pioneering spirit in the realm of high quality learning options within - and throughout - our schools.

- Maintain digital conversion efforts in grades 3-12 that include new mathematics curriculum adoption; maintain Bend-La Pine Schools Online district options; expand Career Technical Education coursework; and enhance district-wide athletics and activities support;
- Increase magnet and choice option transportation services district-wide; and
- Sustainably support Advanced Placement, International Baccalaureate and AVID strategy trainings for all current school participants; and fully implement school design process in all schools.

World-Class Education

Bend-La Pine Schools' goal is to prepare students for the college or career path of their choice.

- Maintain current class size targets and targeted equity funding;
- Provide high quality professional learning for English language arts and math adoptions, and increase district-wide curricular/instructional teacher leadership capacity; and
- Maintain effective behavioral and instructional support systems, lower counseling ratios at the high school level, implement comprehensive counseling and guidance services model in all schools, adjust high school schedule for increased on-track graduation, and increase district-wide digital conversion support services.

System Performance

Bend-La Pine Schools is committed to defining and measuring what matters most.

- Maintain new teacher mentoring and induction program, maintain Instructional Coach/Curriculum Leader (ICCL) positions at each building, maintain dedicated school improvement professional learning time; and increase teacher evaluation and support services for building principals;
- Implement improved Data, Analysis, and Reporting Tool (DART 2.0) and develop multi-year financial planning process that includes ROI progress monitoring; and
- Increase mentoring support and implement Professional Advancement Support System (PASS).

As a team of students, staff, parents, and community members, we are dedicated to all students' success.

- Spotlight on Success awards are presented each month by the Superintendent at regular monthly School Board meetings. The awards recognize business and community partners, volunteers, students, and staff, for their outstanding work and contributions to our school district and community.
- Each year the Bend-La Pine Schools honors staff members for their exceptional work and commitment to students as Excellence in Education award winners. This past year's

event honored 64 staff members who have made a powerful difference at our schools and are positively influencing the lives of students. Staff members honored for their outstanding work last year included:

- Bear Creek Elementary School: Ana Wright and Erin Micken
 - Bend Senior High School: Connie Hoffstetter, Mary Hofer
 - Buckingham Elementary School: Janelle Wilcox, Rebecca Morales
 - Cascade Middle School: Matea Haugen, Lisa Germain
 - Elk Meadow Elementary School: Anna Boise, Allison Harris
 - Ensworth Elementary School: Gabe Rice, Lybe Crumpton
 - High Desert Middle School: Jill Anderson, Nole Kennedy
 - High Lakes Elementary School: Michele Vincent, Renee McCoy
 - Highland Magnet at Kenwood School: Malissa Fields, Lorin Page
 - Juniper Elementary School: Kelley Wilson, Betty Drullinger
 - La Pine Elementary School: Kaelynn Adams, Diane Slater
 - La Pine High School: Jamie Gunter, Amber Downing
 - La Pine Middle School: Tony Deandrade, Carrie Baisch
 - Lava Ridge Elementary School: Yolanda Webb, Tim Burdsall
 - Maintenance Department: Dana Wilson
 - Marshall High School: Anita Thompson
 - Mountain View High School: Lindsey Corley, Donna Layne
 - Nutrition Services Department: Renee Baisinger
 - Pacific Crest Middle School: Marta Broberg, Ashlee Davis
 - Pilot Butte Middle School: Leticia Hellerud, Dan Potts
 - Pine Ridge Elementary School: Kelly Brown, Becky Hillman
 - Ponderosa Elementary School: Linda Hickmann, Lori Hewitt
 - REALMS: Jennifer Scalley, Eric Beck
 - R.E. Jewell Elementary School: Kristen McGee, Amanda Detweiler
 - Rosland Elementary School: Karen Kromer-Foster, Heather Dunn
 - Silver Rail Elementary School: Rebecca Easton, Jeff Wingate
 - Sky View Middle School: Claire Sheehan, Sarah Huddart
 - Special Programs Department: Cara Dodge, Jen Goodman
 - Summit High School: Sally Durr, Ami Zepnewski
 - Teaching and Learning Department: Mara Stephens
 - Three Rivers School: Jill James, Carol Foisset
 - Transportation Department: Lissa King
 - Westside Village Magnet at Kingston School: Felicia Anderson
 - William E. Miller Elementary School: Carolyn Hasenoehrl, Mara Richardson
- Bend-La Pine Schools celebrates the accomplishments of staff, students, and schools. For a complete list of celebrated accolades for the 2015-16 and 2016-17 school years please access <https://www.bend.k12.or.us/district/news-events/accolades>.

Areas for Improvement:

In addition to the investments made for 2016-17, the Bend-La Pine Schools Comprehensive plan recognizes the need to plan for future investments in order to achieve the Board's Ends as detail in it's Eight Key Measurements for Ensuring Student Success. The internal budget team recommends that future year strategic investments consider:

- Increase life skills and continue to increase school psychologist positions across the district;
- Continue to increase high school counseling positions;
- Increase instructional coaching and mentoring positions;
- Increase support services positions for growth, especially in maintenance, custodial and information technology;
- Continue to enhance district-wide athletics and activities support;
- Add behavior specialist/counselor position at all large elementary and middle schools and add dean and campus monitor positions to all comprehensive large high schools;
- Resource new physical education instructional time requirements;
- Increase Advanced Placement, International Baccalaureate and AVID strategy trainings;
- Transition charter athletics/activities bus services to Bend-La Pine Schools fleet;
- Expand teacher preparation partnerships with area colleges and universities;
- Increase school resource officers; and
- Improve equity funding and reduce class size in 4th, 5th, and 9th-12th grades.

7. Fail to honor the terms of negotiated agreements with staff.

Evidence of compliance:

Structures and relationships are in place that allow the district and employment group leadership to proactively address employee concerns related to agreements.

Numbers of concerns are addressed and resolved prior to engaging in the contractually defined grievance procedures that are outlined in employment agreements.

Recent work with [TURN](#), Teacher Union Reform Network, has provided a context for collaboration between employee groups that focus increasingly on teaching and learning. These efforts have enhanced the trust that has allowed us to resolve issues related to contractual agreements at the lowest possible level.

In matters that have risen to the level of formal grievances, the district has history of adhering to contracted processes and timelines in a manner that has promoted resolutions that are fair and provide clarity.

Areas for Improvement:

Currently efforts are underway in preparation for the bargaining process with all employee groups during the 2016-17 school year.

8. Fail to invite board member participation in contract negotiations with all employee groups.

Evidence of compliance:

Members of the board of directors have and will continue to be invited to engage in contract negotiations with employee groups.

Areas for Improvement:

None.

Addendum:

See linked documents above.

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

Executive Limitation 5 – Staff Compensation & Development

November 8, 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 employ the highest quality staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district. Accordingly, the Superintendent shall not:

1. Change his or her own compensation or benefits.

Evidence of compliance:

[Executive Limitation 1](#): Global Executive Restraint, provides a global level of restraint that is relevant to matters of the Superintendent's own compensation and benefits. Included language calls on the Superintendent to be mindful of Board policy, and professional ethics. Both serve as checks that would provide needed caution and guidance in this matter.

The Superintendent evaluation process provides opportunity for the board of directors to discuss performance measures that relate to compensation. Those measures and the system that includes them are utilized at the direction of the board.

Areas for Improvement:

None.

2. Promise or imply employment, to any person, in a manner that is outside of the district's established process, bargaining agreements, or statutory requirements.

Evidence of compliance:

[Executive Limitation 4](#): Treatment of Staff, calls for the Superintendent honor the district's background checking practices, recruiting and selecting practices before any employment of individuals.

[CCB-AR](#): Administrative Hiring, details administrative hiring practices.

The BEA contract provides relevant language in Articles 9 and 10 regarding posting and interviewing for open positions.

The OSEA contract provides relevant language in Articles 13, 14 and 15 regarding posting, recalling and assigning positions to individuals.

Areas for Improvement:

None.

3. Create obligations over a longer term than revenues can reasonably be projected.

Evidence of compliance:

DB-AR: District Budget, details adherence to statutory regulations and best practices regarding the budget process for a public entity. Staff responsibility, public noticing, time tables, elections and duties of a budget committee, and other provide process guidance. Also included in this regulation are approval requirements for overexpenditures.

Executive Limitation 10: Financial Planning & Administration, provides clear directions related to fiscal practices that protect the long-term fiscal health of the district.

DI-AR: Fiscal Accounting & Reporting, details responsibilities of the district's Director of Fiscal Services and includes language requiring an annual audit of financial services.

Areas for Improvement:

None.

4. Independently negotiate contractual agreements with employees or fail to develop and implement salary schedules and pay plans for employees.

Evidence of compliance:

ORS 243.650 - 243.782 establish a collective bargaining process for Oregon's public employers and unions representing public employees. School districts are included as entities included in this statute.

The district has significant recent history of addressing contract matters with employee groups in a productive and fair manner.

All employee group employment agreements include pay schedule information that is currently being implemented.

The Development and implementation of the PASS system for new career teachers continues to provide innovative professional development that is recognized by an alternative structure to compensation.

Areas for Improvement:

None.

5. Fail to develop and implement compensation and professional development plans to attract and retain highly qualified staff.

Evidence of compliance:

Bend-La Pine Schools offers robust professional development opportunities for all employees. A list of all professional development options since the beginning of the 2016-17 school year to date can be accessed at the following link to gain a more detailed understanding of quality and quantity of our professional development plan--

https://drive.google.com/file/d/0B4_zl5s0oVlzRlgtSmprYURWTnc/view?usp=sharing.

The Development and implementation of the PASS system for new career teachers continues to provide innovative professional development that is recognized by an alternative structure to compensation.

Significant numbers of applicants continue to submit materials seeking employment for teaching, support and administrative positions. Recruiting and employment elements are being considered and adjusted in order to attract applicants to positions that tend to be hard to fill.

Significant efforts are being made to listen to employees and address concerns as the district seeks to retain high quality employees. These efforts include the DLT listening project, multiple surveys that address organizational culture, and an open door policy and culture that encourages communication with employee group leadership in efforts to collectively address challenges and solve problems.

Areas for Improvement:

None.

Addendum:

See linked documents above.

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

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. Community Outreach
 - a. New, or admin in new roles, to connect with:
 - i. Andy Slavin @ Amity Creek
 - ii. Steve Stancliff @ PBMS
 - iii. Kim Crabtree @ Transportation
 - iv. Linda Burley @ High Lakes
 - v. Jesse Rasmussen (VP) @ Jewell
 - vi. Lybe Crumpton (VP) @ Lava Ridge
 - vii. Tom Lence (VP) @ High Lakes
 - viii. Joan Warburg (VP) @ Bear Creek
 - ix. Colleen Funderburg @ Special Programs
 - x. Josh Marks @ Special Programs
 - b. Key stakeholders outreach:
 - 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. 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”)

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.

Enclosed is the sample resolution and OSBA's Proposed Legislative Priorities for 2017-18, which were approved by the Legislative Policy Committee on August 22, 2016.

Voting opens November 14, 2016 and closes on December 16, 2015.

A resolution will be prepared for the December 13, 2016 board meeting for board action.

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.