

Philomath School District 17J

Code: GCII
Adopted: 1986
Orig. Code: GCII



Comparability

(Not a policy issue, but a compliance issue using the federal formula.)

A) eOf Personnel

To be in compliance with the requirements of PL 97-35, Section 558(2) B of Chapter I, Title V, the Board of Education of Philomath School District No. 17J directs the superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that equivalence of personnel is ensured among the schools.

B) eOf Materials and Supplies

To be in compliance with the requirements of PL 97-35, Section 558(2) (B) of Chapter I, Title V, the Board of Education of Philomath School District No. 17J directs the superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence of such materials is ensured among the schools.

END OF POLICY

Legal Reference(s):

ORS 332.107



Corrected 5/2/19



Philomath School District 17J

Code: GCL/GDL
Adopted: 3/16/17
Orig. Code: GCL/GDL

Staff Development *

In order to strengthen and refine professional skills of district personnel, the superintendent or his/her designee will develop a staff development program for all employees.

Under the direction of the superintendent of schools, administrative team, and district professional learning leadership teams all licensed and classified employees will be encouraged to participate in the development and implementation of the district's staff development program including provisions for the professional growth of staff.

Staff development programs, whether provided directly by the district or through district contracts with third parties, will provide appropriate reasonable accommodations to ensure such programs are available to employees with disabilities.

Completion of continuing professional development (CPD) requirements, as set forth in OAR Chapter 584, Division 090 by the Teacher Standards and Practices Commission (TSPC) for license renewal, are the sole responsibility of the employee and are:

- ~~1. Subject to approval by a direct district supervisor or~~
- ~~2. Are a function of completing planned district CPD units on established professional development days; or~~
- ~~3. Are completed electively through approved professional development activities that take place outside of the district approved professional development calendar.~~

Each individual licensed employee is solely responsible for ensuring accurate completion of the professional development required for licensure. Once a licensed employee completes licensure requirements, the employee must submit evidence to the employee's supervisor ~~for professional development advisor~~, who will verify that the licensed employee has successfully completed the professional development requirements to the superintendent ~~for designee~~, on the Teacher Standards and Practices Commission (TSPC) Professional Educational Experience Report (PEER) form.

END OF POLICY

Legal Reference(s):

.095
.125
.704
.138

.856
-0606
-2405

-0205
-0010 to -0030

Clackamas IED Assn. v. Clackamas IED, No. C-141-77, 3 PUB. EMPL. COLL. BARG. REP. 1848 (ERB 1978);
Eugene Educ. Ass'n v. Eugene Sch. Dist. 4J, No. C-93-79, 5 PUB. EMPL. COLL. BARG. REP. 3004 (ERB 1980);
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017);
Americans with Disabilities Act Amendments Act of 2008.

Philomath School District 17J

Code: GCN-AR
Adopted: 6/17/13
Orig. Code: GCN-AR



Core Teaching Standards

(See proposed policy.)

The core teaching standards must:

1. Consider multiple measures of teacher effectiveness that encompass a range of appropriate administrative behaviors. These measures use multiple evaluation methods that utilize multiple measures to evaluate teacher performance which may include, but is not limited to:
 - a. Student performance;
 - b. Student assessment;
 - c. Classroom-based assessments, including observations, lesson plans and assignments;
 - d. Portfolios of evidence;
 - e. Supervisor reports; and
 - f. Self-reflections and assessments.
2. Consider evidence of student academic growth and learning based on multiple measures of student progress, including student performance data;
3. Be research based;
4. Be separately developed for each teacher; and
5. Be customized to the district, which may include individualized weighting and application of standards.

Local evaluation and support systems established by the district for teachers must be:

1. Designed with four performance level ratings of effectiveness as defined in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*;
2. Based on significant consideration of student learning, which may include, but is not limited to:
 - a. Schoolwide academic growth, as determined by the statewide assessment system implemented by the Oregon Department of Education under ORS 329.485;
 - b. Formative and summative assessments; and
 - c. Classroom-level student learning goals set collaboratively between teachers and evaluators.
3. On a regular cycle.

Superintendents shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.



Corrected 5/2/19

Philomath School District 17J

Code: GCN/GDN
Adopted: 6/17/13
Orig. Code: GCN/GDN



Evaluation of Staff*

(See proposed policy.)

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract non-extension, contract renewal or nonrenewal, dismissal and discipline.

Licensed Staff

Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.

Teachers' evaluations shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education.

Evaluations must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the needs of the teacher and the needs of the school and district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher.

Classified Staff

All classified employees will be formally evaluated by their immediate supervisor at least twice during their first year of employment and at least once a year thereafter.

END OF POLICY

Legal Reference(s):

ORS 24 .650
ORS 33 .505
ORS 34 .850

ORS 347 .856
ORR 581-02 -2405

OAR 581-02 -2410
OAR 581-02 -2415

Corrected 5/2/19

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Philomath School District 17J

Code:
Adopted:

GCN/GDN

Evaluation of Staff *

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract non-extension, contract renewal or non-renewal, dismissal and discipline.

Licensed Staff

The evaluations for licensed staff shall be based on the core teaching standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with teachers and any exclusive representatives of the licensed staff.

Evaluation and support systems established by the district for teachers must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Classroom-level student learning and growth goals set collaboratively between the teacher and the evaluator;
3. Consideration of multiple measures of teacher practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
4. Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, that is both formative and summative. Evidence may also include other indicators of student success;
5. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the teacher's professional growth path;
6. Customized by each district, which may include individualized weighting and application of standards.

An evaluation using the core teaching standards must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the individual needs of the teacher and the needs of the students, the school and the district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including the classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher; and
6. Address ways to help all educators strengthen their culturally responsive practices.

Evaluation and support systems established by the district must evaluate teachers on a regular cycle. The superintendent shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.

Each probationary teacher shall be evaluated at least annually, but with multiple observations. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

Classified Staff

All classified employees will be formally evaluated by ~~their immediate supervisor~~ at least ~~{twice}~~ during ~~their first year of employment and a school district administrator~~ at least ~~{once each year}~~ thereafter.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.505
ORS 342.850

ORS 342.856

OAR 581-022-2405

81-022-2410
81-022-2415

Corrected 5/2/19

Philomath School District 17J

Code: GCPA
Adopted:

Layoff - Licensed Staff *

(For Melissa to compare to CBA)

When the Board determines, through the budgeting process, that a layoff of staff is necessary, it will discuss the matter at a regular or special Board meeting and will consider such factors and alternatives it deems necessary to arrive at a decision. Layoff may take place under the following conditions:

1. The district's lack of funds to continue its educational program at its anticipated level;
2. Elimination or adjustment of classes due to an administrative decision;
3. Other reasons as determined by the Board.

Using the goals and priorities of the district, the Board shall direct the superintendent to prepare a reduction plan identifying which programs to be reduced or eliminated for Board approval. As a result of the program reductions or elimination, the superintendent shall bring a list of positions to be cut or eliminated to the Board for approval.

Nothing in this policy is intended to interfere with the right of the district to discharge, remove or non-renew the contract of a probationary teacher or to not extend the contract of or dismiss a contract teacher pursuant to the provisions of the Accountability for Schools for the 21st Century Law.

END OF POLICY

Legal Reference(s):

ORS 342.805 to -342.910

ORS 342.934

Corrected 5/2/19

Philomath School District 17J

Code:

GCPA-AR

Adopted:



Layoff/Recall - Licensed Staff

The Board will make the final decision on programs to be kept, cut or eliminated following a review of the reduction plan developed by the superintendent. The Board will determine when staff layoffs become necessary, and will approve positions to be cut or limited as recommended by the superintendent. The Board cannot change the proposed list of positions, as they are defined by the collective bargaining agreements. Individuals that may be impacted by the layoff shall not be discussed by the Board. The affected employees shall be notified within a reasonable time.

In determining teachers to be retained when layoffs occur, the district shall:

1. Determine whether teachers to be retained hold proper licensure at the time of layoff;
2. Determine competence and merit of teachers;
3. Determine length of service of teachers to be retained.

The district shall not waive the right to consider competence in making decisions about staff layoffs or recall of staff. Retained teachers will be licensed and qualified, as defined in Oregon statutes, for the positions they fill.

Licensed Support Personnel-Media Specialist, Music, P.E., Counselor, Etc.

If the district determines that a support program should be eliminated the following shall occur:

1. If the licensed teacher is properly licensed as a classroom teacher and meets the definition of competence, he/she shall be considered a classroom teacher;
2. If the licensed teacher is not properly licensed as a classroom teacher he/she will be considered only for that position for which he/she is licensed, competent and qualified.

Recall

If a teacher is laid off he/she shall notify the administration in writing of the position for which he/she wishes to be recalled.

A teacher who is laid off will remain on the layoff list and be eligible for recall for 27 months from the date of layoff. No new teacher shall be hired to any position until all laid-off employees who are licensed, fully qualified and competent for the position have been given an opportunity to accept the position.

The district shall notify laid-off employees of a position opening by registered letter, return receipt requested, at their last known address. Laid off teachers shall have [7] calendar days from receipt of such notification in which to indicate their acceptance or rejection of the position and an additional [14] days from date of acceptance in which to begin active employment unless otherwise mutually agreed upon.

If the teacher cannot be reached at his/her last known address, or if he/she rejects any position offered for which the teacher is licensed, qualified and competent, he/she shall forfeit all recall rights. Teachers who wish to waive reemployment rights may do so by written notification to the district.

Employees returning from layoff shall have all previously accrued sick leave and seniority reinstated, but shall not receive benefits for the period of the layoff.

Teachers will have recall rights for a maximum 27-month period. If they choose, staff members on layoff may keep up their institutional insurance and health plans by paying their own premiums as prescribed by law, subject to the rules of the insurance carrier.

[Teachers who have been laid off will be placed on the substitute list for any position requested when laid off. They will be called for those positions requested before other substitutes are called.]

Corrected 5/2/19

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Philomath School District 17J

Code:
Adopted:

GCPB/GDPB

Resignation of Staff *

A licensed staff member who wishes to resign from his/her position with the district must give a written notice of at least 60 days upon or at the time of resignation. The superintendent is authorized to accept the resignation effective the day it is received and either release the teacher immediately from further teaching or administrative obligations or inform the teacher that he/she must continue teaching for part or all of the 60-day period.

Where less than a 60-day notice is given, the Board ~~authorizes the superintendent to~~ may request the Teacher Standards and Practices Commission to discipline the licensee. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

The superintendent is authorized to accept resignations of classified employees effective the day they are received.

END OF POLICY

Legal Reference(s):

ORS 342.545
ORS 342.553

ORS 652.140

OAR 581-022-2405
OAR 584-050-0020

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984).

Corrected 5/2/19