

**COOS BAY PUBLIC SCHOOLS  
BOARD OF DIRECTORS**  
MILNER CREST EDUCATION CENTER  
1255 HEMLOCK AVE., COOS BAY, OR 97420  
May 13, 2013

**REGULAR BOARD MEETING AGENDA**

**5:30 PM**     **EXECUTIVE SESSION** - based on ORS 192.660(2)(a) To consider the employment of a public officer, employee, staff member or individual agent, ORS 192.660(2)(d) To conduct deliberations with persons designated by the governing body to carry on labor negotiations and ORS 192.660(2)(h) To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.

**6:00 PM**     **REGULAR OPEN SESSION** — Pledge of Allegiance and Welcome

**1.     APPROVE AGENDA**

**2.     CONSENT AGENDA**

- A. \*Approve Minutes of April 8, 2013, Regular School Board Meeting
- B. \*Approve Revised Leave of Absence Request

**3.     SPECIAL PRESENTATIONS**

- A. Sodexo Scholarship Presentation – Sid Hall

**4.     PUBLIC INPUT**

Speakers may offer objective criticism of school operations and programs, but the board will not hear personal complaints concerning school personnel nor against any person connected with the school system. The chairman will direct the visitor to the appropriate means for board consideration and disposition of legitimate complaints involving individuals. (Board Policy BDDH)

**5.     BUILDING AND STAFF PRESENTATIONS**

- A. HLC Student Update: Michaela Long
- B. MHS Student Update: Brittany Cooper
- C. CBEA Business: Lynda Sanders
- D. OSEA Business: Teri Jones
- E. Highlighted Schools – Harding Learning Center: Shelly McKnight
- F. First Student – Becki Mascarenas

**6.     DISTRICT STAFF PRESENTATIONS**

- A. Superintendent Granger
  - 1. \*2013-14 Calendar
  - 2. \*Administrator Evaluation System
- B. Business Manager, Rod Danielson
  - 1. \*\*Financial Report

**7.     BOARD ITEMS**

- A. Board Activity Report
- B. OSBA Summer Board Conference, July 19<sup>th</sup> – 21<sup>st</sup> in Bend, OR
- C. Board Committee Reports
  - 1. Licensed Negotiations

**8. ACTION ITEMS TO CONSIDER**

- A. \*Adopt 2013-14 Calendar
- B. Reschedule June School Board meeting
- C. \*Policy Review – Second Reading and Adoption
  - 1. CPA: Layoff/Recall – Administrative Personnel
  - 2. CPA-AR: Layoff/Recall – Administrative Personnel
  - 3. JBAA: Section 504 - Students
  - 4. JBAA-AR: Section 504 – Students
  - 5. JECBD-AR: Homeless Students
  - 6. KN: Relations with Law Enforcement Agencies – new policy

**9. ADJOURN MEETING**

**CALENDAR**

<b>Date</b>	<b>Event</b>
5/14	MHS Band Concert, 7:00 PM @ MHS Auditorium
5/15	Budget Committee, 6:30 PM @ Milner Crest Education Center
5/16	Kindergarten Pre-Registration – go to <a href="http://www.cbd9.net">www.cbd9.net</a> for more information
5/21	MHS Concert Choir, 7:00 PM @ MHS Auditorium
5/22	MHS Senior Awards Dessert, 7:00 PM @ MHS Auditorium
5/22	Budget Committee if necessary, 6:30 PM @ Milner Crest Education Center
5/27	Memorial Day Holiday – no school
6/8	MHS Graduation
TBD	Regular School Board Meeting, 6:00 PM @ Milner Crest Education Center
6/13	Last day of school for K-11 <sup>th</sup> grade students

Visit the District's Webpage at <http://www.cbd9.net>

COOS BAY PUBLIC SCHOOLS  
COOS BAY, OREGON

April 8, 2013

## **REGULAR SCHOOL BOARD MEETING**

The Board of Directors of Coos Bay Public Schools met on April 8, 2013, in the Community Room at Milner Crest Education Center, 1255 Hemlock Ave., Coos Bay, Oregon, for a Regular School Board Meeting. Chair James Martin called the meeting to order at 6:00 PM and invited the Board and guests to recite the Pledge of Allegiance to begin the meeting.

All Board Members Present:	James Martin, Chair	Rocky Place
	Adrian DeLeon	Jill Christiana
	Charlene Moore	Mary Fields
	Sam Aley	

Others present included Superintendent Granger, Peggy Ahlgrim, Rod Danielson, Candace McGowne, David Dorsey, Jessica Skinner, Hope Onusic, Annette Lippert, Ann Marineau, Lynda Sanders, Lisa DeSalvio, Travis Howard, Sid Hall, Julie Entz, Kati Banks, Jessica Bee, Diana Spillman, Mike Stephens, Melia Jasso, Kayla Crook, Teri Jones, Beth Bennison, Rob Miles, Arlene Roblan, Holly Yovino, Jennifer Groth, Becki Armistead, Helen Farr, Jenny Kline, April Hoy, Michelle Newsum and Gordon Young of *Channel 14*.

### **I. APPROVE AGENDA**

Rocky Place made the motion, Adrian DeLeon seconded, to approve the Agenda with the addition of the following Action Items: Approve Out of State Travel and Proclaim Licensed Staff Appreciation Week the week of May 6, 2013. The motion passed unanimously.

### **2. CONSENT AGENDA**

- A. Approve Minutes of March 11, 2013, Regular School Board Meeting
- B. Accept resignation requests from Jeff Clark, Jill Tamminen, Wilma Williams, David Kline and Molly Zeman and accept retirement request from Kellea Kohn.
- C. Policy Deletions
  1. EE-EAA – Support Services Goals: recoded to EEA
  2. GCPA/GDPA – Reduction in Force: recoded to GCPA
  3. GDM/GDN: Supervision and Evaluation of Classified Staff: recoded to GDN
  4. GDPB – Resignation of Classified Employees: recoded to GCPB/GDPB
  5. IA/IAA – Instructional Goals & Objectives: recoded to IA
  6. IIC/IICA – Field Trips and Excursions: recoded to IIC
  7. IK/IKA – Academic Achievement/Grading: recoded to IK
  8. IKAB/IKAD – Student Progress Reports/Parents Conferences: split into IKAB – Student Progress Reports to Parents and IKAD – Grade Reduction/Credit Denial
  9. IKD- Credit Options and Credit by Proficiency – recoded to IKH
  10. JHD- Dogs in the Classroom/Office: recoded to JHD/ING

Charlene Moore made the motion, Jill Christiana seconded, to approve the Consent Agenda. The motion passed unanimously.

### **3. SPECIAL PRESENTATIONS**

- A. James Martin read Resolution 2013-12: Proclaim Licensed Employee Appreciation Week for May 6<sup>th</sup> – 10<sup>th</sup> and Board members expressed their appreciation to licensed staff. Sam Aley made the motion, Mary Fields seconded, to approve Resolution 2013-12 – Proclaim May 6<sup>th</sup> – 10<sup>th</sup> Licensed Employee Appreciation Week. The motion passed unanimously.
- B. Coos Bay Schools Community Outreach Update: Rocky Place reported the CB Facilities Task Force will have booths at the Wine Walk, Home Show and Wednesday Markets. Volunteers are needed.

### **4. PUBLIC INPUT**

There was none.

### **5. BUILDING AND STAFF PRESENTATIONS**

- A. HLC Student Update: No update.
- B. MHS Student Update: Brittany Cooper updated the Board on MHS sports and activities. Highlights included the MHS Dance Team placing 1<sup>st</sup> in state. Upcoming events include Mr. MHS on Saturday, April 13<sup>th</sup>, Green Week the week of April 22<sup>nd</sup>, Poetry Slam, Coos County Track Meet and *The Importance of Being Earnest* play which will be performed May 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup>.
- C. MHS Out of State Travel Request: Mike Stevens and Nathan Fox requested permission to travel out of state to the National Speech Tournament in Birmingham, Alabama. There will be a performance night in May to support the trip. Kayla Crook and Mark Stephens will be chaperoning the trip. Charlene Moore made the motion, Rocky Place seconded to approve the out of state travel. The motion passed unanimously.
- D. Highlighted Schools Millicoma & Sunset Schools: Principal Travis Howard introduced Millicoma teachers Rebecca Armistead, Holly Yovino and Diana Spillman and asked them to share how they utilize the Professional Learning Communities on Fridays. Kati Banks from Sunset explained what the 5<sup>th</sup> grade team has done with math and reading to assess and create interventions groups for the students.
- E. CBEA Business: Lynda Sanders thanked the Board for the proclamation and invited the Board to attend the Teacher Celebration on May 7<sup>th</sup> to honor retirees and teachers who have gone the extra mile. The MHS Science Department is coordinating Earth Week activities and invited everyone to help with removing invasive species and beautifying MHS campus. Helen Farr has been given the Outstanding Earth Science Teachers Award from the National Association Geo Science Teachers for the Pacific Northwest Region.
- F. OSEA Business: Teri Jones reported that OSEA Chapter 33 ratified the 2013-2016 contract. Teri highlighted the professional development opportunities. OESA will be hosting a dance fundraiser for scholarships for this year's graduating seniors that are children of classified staff. School Library Month is April and some of the elementary libraries are hosting book fairs. April is also National Poetry Month.
- G. Sodexo Director Sid Hall: Sid Hall presented Jennifer Groth of Coos Bay Schools Community Foundation a check for \$500.00. He also explained the new meal pattern and regulations. Sodexo will be receiving certification from Oregon Department of Education. During his overview of the year, Sid reported that there has been a reduction in meals served so far this year. He is looking forward to returning to the 5 day school week. This year's Fine Dining Experience will at Sunset on April 18<sup>th</sup> at 11:15 AM and the Board is invited to join Sodexo and staff as they work with students to teach table manners.

## **6. DISTRICT STAFF PRESENTATIONS**

### **A. Superintendent Granger:**

1. 2013-2014 School Calendar: Superintendent Granger presented the 2013-14 school calendar which includes early release Fridays and the consistency in the schedule that parents and staff requested. Administrators at each level are working with their staff to develop the daily building schedules. Start and stop times will be presented at the May Board meeting. Early release Fridays were chosen because of academics and family activities. When questioned about state and regional professional development, Superintendent Granger stated that if staff wished to attend, the district would work to support it.
2. Achievement Compact: Superintendent Granger reported that the "Draft" language would be removed, reasonable class sizes would be added and spelling corrections would be made.

### **B. Business Manager, Rod Danielson:** Rod Danielson explained ODE's redistribution of funding for the 2011-2012 fiscal year which will be done in May. He also presented the financial report as of March 31, 2013.

### **C. Special Programs Director Lisa DeSalvio:** Lisa gave an overview of the latest Special Education Report Card. The graduation rate does not include 4 or 5 year completers.

## **7. BOARD ITEMS**

### **A. Board Activity Report:** Activities included meetings for Educator Effectiveness, Policy Committee, Nurturing Community, Professional Development, OSEA negotiations Professional Services Evaluation, Licensed Evaluation Facilities Task Force, Superintendent Advisory Team, Lighthouse Project Data Analysis, and weekly check in with Superintendent Granger. Other activities include Honor Roll certificate distribution, Sr. All Night Party fundraiser, Mr. MHS fundraiser, PTA school carnival planning, school assemblies, baseball game, and Science Fair

### **B. Budget Committee, Position #1:** Rob Miles shared some of his personal background and experience with the Boys and Girls Club budgeting process.

### **C. School Board Committee Reports**

1. Policy Committee: Adrian DeLeon reported that the Policy Committee met three times to review policies, mostly making OSBA recommended changes.
2. Professional Services Evaluation Committee: Rocky Place reported that the committee had met and shared the recommendations for the following:
  - Architect: Continue contract with HGE
  - SPED Attorney: Switch to Nancy Hungerford for better fiscal management
  - Attorney: Continue contract with David Dorsey
  - Auditor: The district would like assurances that timelines are being met. Continue contract with Wall & Wall PC.
  - Food Services: The district would like to see more variety and more fresh foods. They are in the 4<sup>th</sup> year of a 5 year contract. Continue contract with Sodexo
  - Transportation: They are in the 2<sup>nd</sup> year of a 10 year contract. Continue contract with First Student.
  - Doctor: Continue contract with Dr. Yost

### **D. Policy Review – First Reading**

1. CPA: Layoff/Recall – Administrative Personnel:
2. CPA-AR: Layoff/Recall – Administrative Personnel

3. JBAA: Section 504 - Students
4. JBAA-AR: Section 504 – Students
5. JECBD-AR: Homeless Students
6. KN: Relations with Law Enforcement Agencies – new policy

Regarding CPA & CPA-AR, Lynda Sanders disagreed with the right of an administrator to bump a probationary teacher because the administrator has not taught in the district therefore they do not have seniority in the bargaining unit. According to Oregon School Board Association (OSBA), the legal interpretation of the statute related to this policy gives an administrator the right to bump a probationary teacher.

Regarding JBAA & JBBA-AR, David Dorsey reported that according to the National School Board Association, there is a legal dispute over whether the Federal Office of Civil Rights is correctly importing into Section 504 the requirement of the Individuals with Disabilities Education Act a similar but separate special education law for appropriate public education. He recommends that the Policy Committee ask OSBA staff if they have weighed the legal argument regarding the proposed language changes.

## **8. ACTION ITEMS TO CONSIDER**

- A. Adopt 2013-14 School Calendar: Charlene Moore made the motion, Mary Fields seconded, to adopt the 2013-14 calendar as presented. The motion passed unanimously.
- B. Resolution 2013-11 – Resolution Adjusting Appropriations: Sam Aley made the motion, Rocky Place seconded, to adopt Resolution 2013-11 which adjusts the appropriations that were made in June 2012 for the 2012-13 school year for the additional cost of bringing back 6 instructional days. The motion passed unanimously.
- C. Ratify Oregon School Employee Association (OSEA) Bargaining Contract: Charlene Moore made the motion, Jill Christiana seconded, to adopt the OSEA Bargaining Contract. The motion passed unanimously.
- D. Approve Professional Services Contracts – Architect of Record, Attorney of Record, Auditor of Record, Doctor of Record, and Special Education Attorney of Record: Sam Aley made the motion, Adrian DeLeon seconded, to approve the Professional Services contracts as recommended. The motion passed unanimously.
- E. Appoint Budget Committee Member for Positions #1 & #2: Jill Christiana made the motion, Rocky Place seconded to appoint Rob Miles to Position #1 and Sue Nowlin to Position #2 on the Budget Committee for a term expiring June 30, 2015. The motion passed unanimously.

## **9. ADJOURN MEETING**

James Martin adjourned the meeting at 8:00 PM.

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James Martin  
Board Chair

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Peggy Ahlgrim  
Board Secretary

**Board Action**

**Position / Description**

**Name**

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**Revised Leave of Absence**

5/13/2013

2nd Grade Teacher  
Blossom Gulch

Nita Young

# COOS BAY PUBLIC SCHOOLS 2013-14 Student Calendar

Draft Revision May 13, 2013

1st SEMESTER									
M	T	W	Th	F	M	T	W	Th	F
SEPTEMBER					NOVEMBER				
2	3	4	5	6	4	5	6	7	8
9	10	11	12	13	11	12	13	14	15
16	17	18	19	20	18	19	20	21	22
23	24	25	26	27	25	26	27	28	29
30					DECEMBER				
OCTOBER					2	3	4	5	6
	1	2	3	4	9	10	11	12	13
7	8	9	10	11	16	17	18	19	20
14	15	16	17	18	23	24	25	26	27
21	22	23	24	25	30	31			
28	29	30	31		JANUARY				
NOVEMBER							1	2	3
				1	6	7	8	9	10
END - 1st Quarter					13	14	15	16	17
					20	21	22	23	24
					END - 2nd Quarter				

2nd SEMESTER									
M	T	W	Th	F	M	T	W	Th	F
JANUARY					APRIL				
27	28	29	30	31	7	8	9	10	11
FEBRUARY					14	15	16	17	18
3	4	5	6	7	21	22	23	24	25
10	11	12	13	14	28	29	30		
17	18	19	20	21	MAY				
24	25	26	27	28				1	2
MARCH					5	6	7	8	9
3	4	5	6	7	12	13	14	15	16
10	11	12	13	14	19	20	21	22	23
17	18	19	20	21	26	27	28	29	30
24	25	26	27	28	JUNE				
31					2	3	4	5	6
APRIL					9	10	11		
	1	2	3	4	END - 3rd Quarter				
END - 3rd Quarter					END - 4th Quarter				

NO SCHOOL 

Early Release 



# Administrative Evaluation Procedures



Coos Bay School District  
Coos Bay, OR

*April 30, 2013*

## ADMINISTRATIVE EVALUATION

### Fall

- Meet with Supervisor to discussion vision and goals
- Create Performance Goals and Action Plan
  - Performance Goals should be stated in **SMART** form (**S**pecific and **S**trategic; **M**easurable; **A**ction-oriented; **R**igorous, **R**ealistic and **R**esults-focused; **T**imed and **T**racked. (Complete a separate form for each goal)

### Winter

- Begin compiling data on target areas
- Midyear performance review with supervisor
- Performance Goals and Action Plan-Progress Report

### Spring

- Staff Survey is administered
- Educational leader's self-evaluation, including analysis of staff survey results – review with supervisor
- Final conference with supervisor – During this conference the educational leader will bring artifacts to support goal progress
- Supervisor completes evaluation form

PERFORMANCE EVALUATION CYCLE – All educational leaders will be evaluated annually. Each performance evaluation cycle will include goal setting, self evaluation, performance reviews, staff survey results, and a written evaluation. The expectation for performance, set by the District, is that an educational leader will perform at a minimum of the “Accomplished” level. Any areas where the leader performs at the “Basic” level will be targeted areas for goal setting. Any areas marked as “Developing” level or below will be required areas for targeted goal setting and/or a Program of Assistance for Improvement.

STUDENT GROWTH GOALS – Educational leaders will establish at least two student growth goals as evidence of the educational leader’s contribution to school-wide student learning and growth. At least one goal must come from category 1 on the following table.

**Types of Measures for Student Learning and Growth for Educational leader Evaluations**

Category	Types of Measures	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Other school-wide or district-wide measures	Graduation rate, attendance rate, drop-out rate, discipline data, college ready indicators (PSAT, AP/IB tests, dual enrollment, college remediation rates), college and career readiness measures, and other measures of student learning and growth

Student growth goals and measures should align with Achievement Compact indicators where applicable:

- Grade 3 proficiency in reading and grade 5 proficiency in math, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS);
- Grade 6 on-track, as measured by rates of chronic absenteeism;
- Grade 8 math, as measured by meeting or exceeding benchmark on the Oregon Assessment of Knowledge and Skills (OAKS);
- Grade 9 on-track, as measured by rates of credit attainment and chronic absenteeism;
- Earning college credit in high school, through Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, or college enrollment;
- Four-year cohort graduation and five-year completion rates; and
- Post-secondary enrollment, as collected through the National Student Clearinghouse.

*From the Oregon Framework for Teacher and Educational leader Evaluation and Support Systems, July, 2012*

PROGRAM OF ASSISTANCE FOR IMPROVEMENT –Plan which is developed by the educational leader and his/her direct supervisor and, where appropriate, in concert with Assistant Superintendent. The plan must define specific deficiencies, specific actions to be taken by the educational leader, specific resources and assistance to be provided, appropriate monitoring and assessment of progress, designated timelines, and clear notice that failure to improve will result in non-extension or dismissal. If progress has been made but not all standards are consistently met by the designated timeline, then a new, revised, or extended Program of Assistance for improvement may be written. A Program of Assistance for Improvement may be extended in order for the educational leader to demonstrate consistent performance.

DISMISSAL procedures are defined in ORS 342.805 – 342-937 Fair Dismissal.

The Superintendent recommends to the Board approval of each educational leader’s employment status. A recommendation is made by March 15. After a probationary period of three years, an educational leader will be granted contract status if they meet or exceed the performance standards expected of Coos Bay School District educational leaders. In cases where a Plan of Assistance for Improvement has been implemented, a decision to dismiss may be made at the end of the plan.

# Coos Bay School District

## Educational Leadership Standards

### **STANDARD 1 – Visionary Leadership**

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

- A. The educational leader collaboratively develops and implements a shared vision and mission.
- B. The educational leader collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning.
- C. The educational leader creates and implements plans to achieve goals.
- D. The educational leader promotes continuous and sustainable improvement.
- E. The educational leader monitors and evaluates progress and revises plans accordingly.

### **STANDARD 2 – Instructional Improvement**

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

- A. The educational leader nurtures and sustains a culture of collaboration, trust, learning and high expectations.
- B. The educational leader ensures the development of assessment and accountability systems to monitor student progress.
- C. The educational leader develops the instructional and leadership capacity of staff.
- D. The educational leader promotes the use of the most effective and appropriate technologies to support teaching and learning.
- E. The educational leader monitors and evaluates the impact of instruction.

### **STANDARD 3 – Effective Management**

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

- A. The educational leader obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.
- B. The educational leader promotes and protects the welfare and safety of students and staff.
- C. The educational leader ensures teacher and organizational time is focused to support quality instruction and student learning.

#### **STANDARD 4 – Inclusive Practice**

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity and excellence, and to promote communication among diverse groups.

- A. The educational leader collects and analyzes data pertinent to student equity and achievement gaps.
- B. The educational leader understands and integrates the community's diverse cultural, social and intellectual resources.
- C. The educational leader builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes.

#### **STANDARD 5 – Ethical Leadership**

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

- A. The educational leader demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect.
- B. The educational leader demonstrates behaviors that are honest, transparent and consistent.
- C. The educational leader ensures a system of accountability for every student's academic and social success.

#### **STANDARD 6 – Socio-Political Context**

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

- A. The educational leader advocates for children and families.
- B. The educational leader acts to influence local, district, state and national decisions affecting student learning.
- C. The educational leader accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.



## Multiple Measures Aligned to Educational Leadership/Educational leader Standards (ISLLC) for Educational leader Evaluations

MULTIPLE MEASURES	EDUCATIONAL LEADERSHIP/EDUCATIONAL LEADER STANDARDS					
Evaluation of an educational leader’s performance includes measures from all three categories of evidence:	#1 Visionary Leadership	#2 Instructional Improvement	#3 Effective Management	#4 Inclusive Practice	#5 Ethical Leadership	#6 Socio-Political Context
<b>(A) Professional Practice</b>  <i>Evidence of school leadership practices, teacher effectiveness, and organizational conditions.</i>	<b>a. Observation of Leadership Practice:</b> <i>Evaluator’s observation, documentation and feedback on an educational leader’s leadership practices; both formal and informal</i>					
	<b>b. Examination of Artifacts</b> <i>Examples: staff meetings, feedback to teachers, surveys about instructional leadership, teacher/student climate surveys, staff communication, teacher development, student/staff handbooks, records of mentoring/coaching, teacher use of data, teacher observations, summative and formative teacher evaluations, 360° feedback</i>					
<b>(B) Professional Responsibilities</b>  <i>Evidence of educational leader’s progress toward their own professional goals and contribution to school wide and district goals.</i>				<i>Examples: self-reflection, self-report, professional goal setting, school improvement plan, district improvement plan, committee meetings, portfolios, parent and community involvement, data decision-making, staff retention rate, distributive leadership, collaborative relationships, contributions to community, 360° feedback</i>		
<b>(C) Student Learning and Growth</b>  <i>Evidence of educational leaders’ impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.</i>	Educational leaders will establish at least two student learning and growth goals and select measures from the categories below. Category 1: State or national standardized tests Category 2: Common national, international, regional, district-developed measures Category 3: Other school-wide or district-wide measures  One goal must include evidence from state assessments (i.e., building-level data in reading and math, including all subgroups) from Category 1.					

*From the Oregon Framework for Teacher and Educational leader Evaluation and Support Systems, July, 2012*



### STANDARD 1 – Visionary Leadership

**The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.**

CBSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Collaboratively develops and implements a shared vision and mission	The vision or mission for the school and what the school stands for is not fully developed.	The majority of staff and students understand the vision and mission of the school	All staff and students understand the vision and mission of the school. The vision and mission guide school practices.	Characteristics and qualities of the school’s mission and vision are highly evident throughout the school community. The vision and mission drive school practices.
B. Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning	Inconsistently uses data to assess the school’s strengths and areas for improvement to inform the creation of focused, measureable school and district goals. Decisions are not always data-driven.	Uses data to accurately assess the school’s strengths and areas for improvement to inform the creation of focused, measureable school and district goals.	Actively uses data to accurately assess the school’s strengths and areas for improvement to inform the creation of focused, measureable school and district goals.	Actively uses, and empowers others in the use of data to accurately assess the school’s strengths and areas for improvement to inform the creation of focused, measureable school and district goals as evidenced by student achievement.
C. Creates and implements plans to achieve goals	Staff have little understanding of goals or effective methods or activities to achieve them.	School and staff goals are communicated effectively and methods and activities to achieve goals are well understood by most staff.	School and staff goals are communicated effectively and methods and activities to achieve goals are well understood and implemented by all staff.	School and staff goals are communicated effectively and staff are motivated and empowered to implement methods and activities to achieve goals.
D. Promote continuous and sustainable improvement	Does not develop effective plans and processes for implementing the vision.	Develops plans and processes for implementing the vision by doing some of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.	Develops plans and processes for implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources.	Develops plans and processes for implementing the vision by doing all of the following: articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, ensuring appropriate use of student assessments, supporting innovation, delegation of responsibility, developing leadership in others, and securing needed resources amongst shared leadership within a highly motivated staff.
E. Monitors and evaluates progress and revises plans accordingly	Does not use multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Uses multiple data sources to evaluate educator and school performance. Occasionally provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Consistently uses multiple data sources to evaluate educator and school performance. Regularly provides educator teams with disaggregated data and assists faculty in identifying areas that need additional support.	Engages staff in consistently uses multiple data sources to evaluate educator and school performance. Provides educator teams with disaggregated data and a comprehensive diagnosis leading to a results-orientated strategic plan.

## STANDARD 2 – Instructional Improvement

**The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.**

CBSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations	Does not foster an atmosphere of trust and is unapproachable. Has inconsistent expectations for staff and student performance.	Fosters an atmosphere of trust and is approachable by staff and students. Has consistent expectations for staff and student performance.	Fosters an atmosphere of trust and is approachable by staff and students. Has consistently high expectations for staff and student performance.	Models collaboration. Fosters an atmosphere of trust and is approachable by staff and students. Staff and students feel safe to take learning risks. Staff and students have consistently high expectations for their performance.
B. Ensures the development of assessment and accountability systems to monitor student progress	Inconsistently supports the PLC process and often uses the PLC time for other needs.	Promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.	Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics.	Consistently and effectively promotes and supports the use of PLC time to develop common assessments, create interventions, and develop rubrics, as evidenced by student achievement.
C. Develops the instructional and leadership capacity of staff	Inconsistently supports professional development and leadership opportunities. Professional development is unconnected to student or staff needs. PLC meetings are not effective, norms and protocols are not consistently followed.	Collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities	Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and actively supports teachers in their pursuit of leadership opportunities.	Consistently and effectively collaborates in PLC meetings, links professional development to student and staff needs and empowers teachers to pursue leadership opportunities.
D. Promotes the use of the most effective and appropriate technologies to support teaching and learning	Inconsistently provides training on the use of technologies for the improvement of instruction. Does not model the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Models the effective use of technology and best practices as reflected in staff meetings, observations and conversations.	Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. Is an example of the effective use of technology and best practices as reflected in staff meetings, observations and conversations.
E. Monitors and evaluates the impact of instruction	Inconsistently monitors the quality, fidelity, and rigor of instructional practices.	Monitors the quality, fidelity, and rigor of instructional practices.	Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices.	Consistently and effectively monitors the quality, fidelity, and rigor of instructional practices.

### STANDARD 3 – Effective Management

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

CBSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources	Resource allocations may not align with the vision for the school. Resources are not used effectively and responsibly.	Resource allocations are aligned with the vision for the school. Resources are used effectively and responsibly.	Resource allocations are prioritized to align with the school’s vision. Resources are efficiently and responsibly used. The educational leader is innovative in obtaining additional resources.	Resource allocations and expenditures enhance and promote the school’s vision. The educational leader builds and promotes staff capacity to obtain additional resources which directly impact student achievement.
B. Promotes and protects the welfare and safety of students and staff	Communicates safety and behavior expectations inconsistently to staff and students.	Clearly communicates safety and behavior expectations to staff and students. Reinforces expectations.	Clearly and consistently communicates safety and behavior expectations to staff and students. Creates systems to reinforce expectations.	Clearly communicates and collaborates with staff and students in establishing building safety plans and behavior guidelines that promote student achievement. Staff and students can articulate the importance of expectations.
C. Ensures teacher and organizational time is focused to support quality instruction and student learning	Instructional time for core content varies from classroom to classroom.	Instructional time for core content is consistent from classroom to classroom.	Ensures that instructional time is focused and protected to support quality, intensity and student learning.	Ensures that all teacher and instructional time is focused and protected to support quality instruction and student learning. Engages staff in planning instruction in order to maximize time available which leads to high levels of student achievement.

### STANDARD 4 – Inclusive Practice

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity and excellence, and to promote communication among diverse groups.

CBSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Collects and analyzes data pertinent to student equity and achievement gaps	Uses data resources which do not represent the full picture of school performance and does not analyze the data accurately.	Identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.	Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately.	Consistently and effectively identifies and uses multiple data resources which represent the full picture of school performance and analyzes the data accurately. The results have a direct impact on student achievement.
B. Understands and integrates the community's diverse cultural, social and intellectual resources	Misunderstands and/or inconsistently integrates the community's diverse cultural, social and intellectual resources.	Understands and integrates the community's diverse cultural, social and intellectual resources.	Deeply understands and consistently integrates the community's diverse cultural, social and intellectual resources.	Deeply understands and consistently includes staff and students in integrating the community's diverse cultural, social and intellectual resources.
C. Builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes.	Rarely visible to the public, staff and students. No partnerships exist to support students and staff. Leader is unresponsive to stakeholder needs and does not involve them in school decision making.	Visible to the public, staff and students. Partnerships exist to support students and staff. Leader is responsive to stakeholder needs and involves them in school decision-making processes.	Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs and consistently involves them in school decision-making processes.	Highly visible to the public, staff and students. Partnerships exist and are effective in supporting students and staff. Leader is responsive to stakeholder needs. Proactively seeks community partnerships that effect student achievement and school decision-making.

### STANDARD 5 – Ethical Leadership

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

CBSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect	Occasionally engages in unprofessional behavior.	Maintains appropriate confidentiality and integrity.	Maintains a professional demeanor, demonstrates integrity, models ethical behavior, and contributes to the profession.	Is a role model who consistently demonstrates integrity, fairness, and ethical behavior; proactively contributes to the development of others and provides service to the profession.
B. Demonstrates behaviors that are honest, transparent and consistent	Lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	Generally exercises sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	Reliably exercises sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately; and has the same expectations for staff.	Is a model of sound judgment reflecting integrity and fairness; protects student, family, and staff confidentiality appropriately. Has the same expectations for staff.
C. Ensures a system of accountability for every student’s academic and social success	Supports staff and families to identify student needs and necessary support systems resulting in minimal success.	Works with staff and families to identify student needs and necessary support systems, resulting in student success.	Models the identification of each student’s academic, social, emotional and behavioral needs. Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in student success.	Models the identification of each student’s academic, social, emotional and behavioral needs. Empowers staff, students and families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in high levels of student achievement.

### STANDARD 6 – Socio-Political Context

The educational leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

CBSD LEADERSHIP STANDARDS	DEVELOPING (1)	BASIC (2)	ACCOMPLISHED (3)	DISTINGUISHED (4)
A. Advocates for children and families	Advocates for children and families with inconsistent results.	Advocates for children and families resulting in some student successes	Models advocacy for children, families resulting in student successes.	Empowers staff, children, families to advocate for themselves resulting in high levels of student achievement.
B. Acts to influence local, district, state and national decisions affecting student learning	Attends to local factors (within the school or district) that influence student success.	Attends to local factors (within the school and district) that influence student success, and is aware of larger political, social or economic context.	Attends to and takes an active role in political, social, economic, legal and cultural factors and their influence on school and student success.	Attends to and takes an active role in terms of studying the factors and their influence on student success, taking an active advocacy role and leading efforts to influence a change in the factors through funding, legislation or educating others.
C. Accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies	Is aware of emerging trends but does not adjust leadership strategies accordingly.	Is aware of emerging trends and makes attempts to adjust leadership strategies accordingly.	Has a complete understanding of emerging trends and is able to successfully adapt leadership strategies to maximize effects on student learning.	Has an in-depth understanding of emerging trends and is able to effectively adapt leadership strategies. Is a catalyst for positive change in the district.

## CBSD GOALS PROCESS TEMPLATE FOR ADMINISTRATORS

Administrator	
Assignment	
Building	
Supervisor	

<b>Initial Conference</b>	<b>Content</b> The goal is being written around which grade/subject/level/identified performance area?			
	<b>Context</b> How was this goal selected (by whom and to meet what specific outcome)?			
	<b>Baseline Data</b> What are the leadership needs and who are the stakeholders? Attach supporting data.			
	<b>Growth Goal Statement</b> (Written in SMART format)			
	<b>Strategies for Improvement</b> How will I attain this goal? Provide specific actions that will lead to goal attainment.			
	Administrator Signature:	Date:	Supervisor Signature:	Date:

<b>Mid-Year Review</b>	<b>Collaborative Mid-Year Data Review</b> What progress has been made? Attach supporting data.			
	<b>Strategy Modification</b> What adjustments need to be made to my strategies?			
	Administrator Signature:	Date:	Supervisor Signature:	Date:

<b>Evaluation Conference</b>	<b>End-of-Year Data</b> What does the end of the year data show? Attach data.			
	<b>Reflection on Results</b> Overall, what worked, or what should be refined?			
	<b>Professional Growth Plan Implications</b> How can I use the results to support my professional growth?			
	Administrator Signature:	Date:	Supervisor Signature:	Date:

## Coos Bay School District Principal Evaluation Form

This survey is designed for you to rate your principal on each of the CBSD Leadership Performance Standards. For each of the following statements, circle the response that most accurately describes your perceptions about the principal in your school.

1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree; NA = No basis for evaluation

### **Visionary Leadership: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

The educational leader collaboratively develops and implements a shared vision and mission.	1	2	3	4	NA
The educational leader collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning.	1	2	3	4	NA
The educational leader creates and implements plans to achieve goals.	1	2	3	4	NA
The educational leader promotes continuous and sustainable improvement.	1	2	3	4	NA
The educational leader monitors and evaluates progress and revises plans accordingly.	1	2	3	4	NA

### **Instructional Improvement: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

The educational leader nurtures and sustains a culture of collaboration, trust, learning and high expectations.	1	2	3	4	NA
The educational leader ensures the development of assessment and accountability systems to monitor student progress.	1	2	3	4	NA
The educational leader develops the instructional and leadership capacity of staff.	1	2	3	4	NA
The educational leader promotes the use of the most effective and appropriate technologies to support teaching and learning.	1	2	3	4	NA
The educational leader monitors and evaluates the impact of instruction.	1	2	3	4	NA

### **Effective Management: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

The educational leader obtains, allocates, aligns and efficiently uses human, fiscal and technological resources.	1	2	3	4	NA
The educational leader promotes and protects the welfare and safety of students and staff.	1	2	3	4	NA
The educational leader ensures teacher and organizational time is focused to support quality instruction and student learning.	1	2	3	4	NA

### **Inclusive Practice: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.**

The educational leader collects and analyzes data pertinent to student equity and achievement gaps.	1	2	3	4	NA
The educational leader understands and integrates the community's diverse cultural, social and intellectual resources.	1	2	3	4	NA
The educational leader builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes.	1	2	3	4	NA

### **Ethical Leadership: Acting with integrity, fairness, and in an ethical manner.**

The educational leader demonstrates a respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect	1	2	3	4	NA
The educational leader demonstrates behaviors that are honest, transparent and consistent.	1	2	3	4	NA
The educational leader ensures a system of accountability for every student's academic and social success.	1	2	3	4	NA

### **Socio-Political Context: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

The educational leader advocates for children and families.	1	2	3	4	NA
The educational leader acts to influence local, district, state and national decisions affecting student learning.	1	2	3	4	NA
The educational leader accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies.	1	2	3	4	NA



## Coos Bay School District Educational Leader Self-Evaluation Form

This survey is designed for you to rate yourself in each of the CBSD leadership performance standards. The results of this evaluation will be discussed with your supervisor at your final evaluation and will be used as one piece of evidence in guiding your professional development.

Reflect on each statement and rate yourself (*Developing, Basic, Accomplished or Distinguished*) based on the CBSD Leadership Performance Standard Rubric.

### **Visionary Leadership: Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

Guiding Statement	Rating
Do I collaboratively develop and implement a shared vision and mission?	
Do I collect and use data to identify goals, assess organizational effectiveness and promote organizational learning?	
Do I create and implement plans to achieve goals?	
Do I promote continuous sustainable improvement?	
Do I monitor and evaluate progress and revise plans accordingly?	

### **Instructional Improvement: Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

Guiding Statement	Rating
Do I nurture and sustain a culture of collaboration, trust, learning and high expectations?	
Do I ensure the development of assessment and accountability systems to monitor student progress?	
Do I develop the instructional and leadership capacity of staff?	
Do I promote the use of the most effective and appropriate technologies to support teaching and learning?	
Do I monitor and evaluate the impact of instruction?	

### **Effective Management: Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.**

Guiding Statement	Rating
Do I obtain, allocate, align and efficiently use human, fiscal and technological resources?	
Do I promote and protect the welfare and safety of students and staff?	
Do I ensure teacher and organizational time is focused to support quality instruction and student learning?	

### **Inclusive Practice: Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.**

Guiding Statement	Rating
Do I collect and analyze data pertinent to student equity and achievement gaps?	
Do I understand and integrate the community's diverse cultural, social and intellectual resources?	
Do I build and sustain positive and productive relationships with all stakeholders and involve them in school decision making processes?	
Do I promote continuous sustainable improvement?	
Do I monitor and evaluate progress and revise plans accordingly?	

**Ethical Leadership: Acting with integrity, fairness, and in an ethical manner.**

Guiding Statement	Rating
Do I demonstrate respect for the rights of others with regard to confidentiality and dignity and engage in honest interaction to promote such respect?	
Do I demonstrate behaviors that are honest, transparent and consistent?	
Do I ensure a system of accountability for every student's academic and social success?	

**Socio-Political Context: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Guiding Statement	Rating
Do I advocate for children and families?	
Do I act to influence local, district, state and national decisions affecting student learning?	
Do I access, analyze and anticipate emerging trends and initiatives in order to adapt my leadership strategies?	

**Areas for professional growth:**

## LEADERSHIP PERFORMANCE SUMMARY

### Educational leader:

<b>Professional Practice &amp; Responsibilities:</b>	<b>Developing (1)</b>	<b>Basic (2)</b>	<b>Accomplished (3)</b>	<b>Distinguished (4)</b>
<b>Standard 1 Visionary Leadership</b>				
<b>Standard 2 Instructional Improvement</b>				
<b>Standard 3 Effective Management</b>				
<b>Standard 4 Inclusive Practice</b>				
<b>Standard 5 Ethical Leadership</b>				
<b>Standard 6 Socio-Political Context</b>				
<b>TOTAL SCORE (24 pts. possible weighted @ 60%)</b>				

The educational leader will receive an overall rating for each standard. The individual strands for each standard will guide professional development.

### Educational leader's Goals:

<b>Learning Impact (Student Learning &amp; Growth):</b>	<b>Developing (4)</b>	<b>Basic (8)</b>	<b>Accomplished (12)</b>	<b>Distinguished (16)</b>
<i>Evidence of educational leaders' impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to overall school success.</i>	<b>Does not meet the learning goal.</b>	<b>Nearly meets the learning goal.</b>	<b>Meets the learning goal.</b>	<b>Exceeds the learning goal.</b>
<b>TOTAL SCORE (16 points possible weighted @ 40%)</b>				

### Summary of Goal Progress:

<b>OVERALL SCORE:</b>	Developing (19 & Below)	Basic (20-29)	Accomplished (30-35)	Distinguished (36-40)
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### Significant Achievements:

### Focus Areas for Growth:

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Educational leader

\_\_\_\_\_  
Date

Signatures above indicate the content of this evaluation was shared with the Educational leader.

COOS COUNTY PUBLIC SCHOOL DISTRICT #9  
Statement of Revenues, Expenditures and Changes in Fund Balances  
For the Fiscal Year Ending June, 30 2013  
Period Ending April 30, 2013

	General	Special Rev.	Debt Service	Capitol Projects	Total
<b>Revenues</b>					
Local Sources	7,216,081	144,879		64,467	7,425,427
Intermediate Sources	80,453	32,812			113,265
State Sources	14,924,221	317,812	695,355		15,937,388
Federal Sources		1,834,635			1,834,635
Other Sources	480	72,134			72,614
<b>Total Revenues</b>	<b>22,221,235</b>	<b>2,402,272</b>	<b>695,355</b>	<b>64,467</b>	<b>25,383,329</b>
<b>Expenditures</b>					
Instruction	9,495,883	1,388,732			10,884,615
Support Services	8,751,711	813,641	101	120,030	9,685,483
Community Services		884,972			884,972
Facilities & Construction				52,922	52,922
Debt Service	74,448		301,041		375,488
<b>Total Expenditures</b>	<b>18,322,042</b>	<b>3,087,345</b>	<b>301,141</b>	<b>172,952</b>	<b>21,883,480</b>
Excess of Revenues over/under expenditures	3,899,194	(685,073)	394,213	(108,485)	3,499,849
<b>Other Financing Sources</b>					
Operating Transfers In	0	0	0	115,000	115,000
<b>Operating Transfers Out</b>	<b>115,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>115,000</b>
<b>Total Other Financing Sources</b>	<b>(115,000)</b>	<b>0</b>	<b>0</b>	<b>115,000</b>	<b>0</b>
<b>Net Change in Fund Balances</b>					
Fund Balances - Beginning of Year	1,593,542	967,303	145,579	379,507	3,085,931
<b>Fund Balances</b>	<b>5,377,736</b>	<b>282,230</b>	<b>539,792</b>	<b>386,022</b>	<b>6,585,781</b>

# COOS BAY SCHOOL DISTRICT #9

General Fund Year Beginning July 1, 2012 Ending June 30, 2013

Statement of Revenues, Expenditures and Fund Equity

4/30/2013

<u>Revenues</u>	<u>Budget</u>	<u>Actual</u>	Percent
1000 - Local Sources	\$ 7,671,200	\$ 7,216,081	94%
2000 - Intermediate Sources	\$ 121,000	\$ 80,453	66%
3000 - State Sources	\$ 15,720,134	\$ 14,924,221	95%
4000 - Federal Sources	\$ -	\$ -	
5000 - Other Sources	\$ 38,000.00	\$ 480	
5400 - Beginning Fund Balance	<u>\$ 1,200,000</u>	<u>\$ 1,593,542</u>	<u>133%</u>
Total Revenue	\$ 24,750,334	\$ 23,814,777	96%

<u>Expenditures</u>			
100 - Salaries	\$ 11,019,095	\$ 8,581,037	78%
200 - Payroll Costs	\$ 7,453,438	\$ 5,623,420	75%
300 - Purchased Services	\$ 4,222,510	\$ 3,072,036	73%
400 - Supplies	\$ 1,087,907	\$ 716,389	66%
500 - Capital Purchases	\$ 28,300	\$ 19,866	70%
600 - Other, Dues, Prin & Int, Insurance	\$ 411,399	\$ 309,295	75%
700 - Transfers	\$ 115,200	\$ 115,000	100%
800 - Contingency/Planned Reserve	<u>\$ 412,585</u>		<u>0%</u>
Total Expenditures	\$ 24,750,434	\$ 18,437,042	74%

Fund Equity April 30, 2013		\$ 5,377,736
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**F100 - GENERAL FUND**  
SUMMARY OF EXPENDITURES BY OBJECT  
4/30/2013

	Budget	Expenditures	Balance	% Expended
111 SALARIES, CERTIFIED	\$6,415,539	\$4,850,490	\$1,565,049	75.6%
112 SALARIES, CLASSIFIED	\$2,591,171	\$2,068,452	\$522,719	79.8%
113 SALARIES, CERTIFIED ADMIN	\$753,177	\$647,343	\$105,834	85.9%
114 SALARIES, NON-CERTIFIED ADMIN	\$269,722	\$240,558	\$29,164	89.2%
116 EARLY RETIREMENT	\$249,408	\$213,528	\$35,880	85.6%
121 SALARIES, CERTIFIED SUBS	\$270,400	\$218,024	\$52,376	80.6%
122 SALARIES, NON-CERTIFIED SUBS	\$73,895	\$59,549	\$14,346	80.6%
133 SALARIES, CURRICULUM DEV.	\$52,500	\$17,851	\$34,649	34.0%
134 SALARIES, EXTRA DUTY	\$222,360	\$170,197	\$52,163	76.5%
135 TRAVEL ALLOWANCE	\$20,460	\$15,147	\$5,313	74.0%
136 TRANSFER STIPEND	\$0	\$8,200	(\$8,200)	
137 DUTIES - ACTIVITIES/ATHLETICS	\$14,686	\$11,147	\$3,539	75.9%
138 STUDENT WORKERS	\$16,000	\$16,704	(\$704)	104.4%
139 MISC TIMECARDS	\$69,777	\$43,846	\$25,931	62.8%
<b>Total Salary</b>	<b>\$11,019,095</b>	<b>\$8,581,037</b>	<b>\$2,438,058</b>	<b>77.9%</b>

21x PERS	\$2,716,125	\$2,052,839	\$663,286	75.6%
220 SOCIAL SECURITY	\$840,874	\$631,289	\$209,585	75.1%
231 WORKERS' COMP	\$98,984	\$79,874	\$19,110	80.7%
232 UNEMPLOYMENT	\$54,323	\$17,954	\$36,369	33.0%
242 EMPLOYEE INSURANCE	\$3,657,132	\$2,778,767	\$878,365	76.0%
243 TUITION FEES	\$86,000	\$62,697	\$23,303	72.9%
<b>Total Fringes</b>	<b>\$7,453,438</b>	<b>\$5,623,420</b>	<b>\$1,830,018</b>	<b>75.4%</b>

310 INSTRUCTION SERVICES, Prof	\$641,935	\$374,855	\$267,080	58.4%
322 REPAIR AND MAINTENANCE	\$286,010	\$228,472	\$57,538	79.9%
324 RENTALS/LEASES	\$143,650	\$110,775	\$32,875	77.1%
325 ELECTRICITY	\$431,000	\$384,020	\$46,980	89.1%
326 FUEL	\$83,600	\$68,774	\$14,826	82.3%
327 WATER & SEWER	\$68,100	\$49,607	\$18,493	72.8%
328 GARBAGE	\$78,880	\$46,677	\$32,203	59.2%
329 OTHER PROPERTY SERVICES	\$10,471	\$7,984	\$2,487	76.3%
331 STUDENT TRANSPORT., REIMBURS.	\$1,587,004	\$1,125,025	\$461,979	70.9%
332 STUDENT TRANSPORT., NON-REIM.	\$50,000	\$41,335	\$8,665	82.7%
341 TRAVEL IN DISTRICT	\$7,300	\$5,075	\$2,225	69.5%
342 TRAVEL - OUT OF DISTRICT	\$48,039	\$37,145	\$10,894	77.3%
305 COMMUNICATIONS	\$6,800	\$6,425	\$375	94.5%
351 TELEPHONE	\$92,820	\$71,082	\$21,738	76.6%
353 POSTAGE	\$41,000	\$27,120	\$13,880	66.1%
354 ADVERTISING	\$7,100	\$5,195	\$1,905	73.2%
355 PRINTING SVC.	\$3,000	\$1,116	\$1,884	37.2%
359 OTHER COMMUNICATION SVCS	\$117,400	\$70,225	\$47,175	59.8%
360 CHARTER SCHOOL PAYMENTS	\$361,500	\$302,400	\$59,100	83.7%
380 PROF. SERVICE - NON-INSTRUCT.	\$8,851	\$24,009	(\$15,158)	271.3%
381 AUDIT	\$23,000	\$15,350	\$7,650	66.7%
382 LEGAL	\$17,000	\$19,103	(\$2,103)	112.4%
383 ARCHITECT/ENGINEERING SERVICE	\$1,600	\$1,140	\$460	71.2%
384 BOARD NEGOTIATIONS	\$20,000	\$1,121	\$18,879	5.6%
386 DATA PROCESSING	\$82,950	\$32,373	\$50,577	39.0%
390 OTHER PROFESSIONAL SERVICE	\$3,500	\$15,633	(\$12,133)	446.7%
<b>Total Service</b>	<b>\$4,222,510</b>	<b>\$3,072,036</b>	<b>\$1,150,474</b>	<b>72.8%</b>

**F100 - GENERAL FUND**  
SUMMARY OF EXPENDITURES BY OBJECT  
4/30/2013

	Budget	Expenditures	Balance	% Expended	
410	SUPPLIES	\$292,370	\$204,690	\$87,680	70.0%
412	CUSTODIAL SUPPLIES	\$80,000	\$59,811	\$20,189	74.8%
413	MAINTENANCE SUPPLIES	\$70,000	\$43,070	\$26,930	61.5%
414	SUPPLIES FOR GROUNDS	\$14,000	\$5,093	\$8,907	36.4%
416	TRANSPORTATION/SHOP SUPPLIES	\$3,300	\$970	\$2,330	29.4%
417	GAS/OIL/LUBRICANTS	\$325,001	\$186,360	\$138,641	57.3%
42x	TEXTBOOKS	\$60,759	\$27,913	\$32,846	45.9%
430	LIBRARY BOOKS	\$26,777	\$15,395	\$11,382	57.5%
440	PERIODICALS	\$4,001	\$3,944	\$57	98.6%
460	NON-CONSUMABLE SUPPLIES	\$84,727	\$27,753	\$56,974	32.8%
470	SOFTWARE	84,972.00	\$95,996	(\$11,024)	113.0%
480	COMPUTER HARWARE - NOT CAPITAL	42,000.00	45,393.86	(\$3,394)	108.1%
	<b>Total Supplies</b>	<b>\$1,087,907</b>	<b>\$716,389</b>	<b>\$371,518</b>	<b>65.9%</b>
540	EQUIPMENT	\$28,300	\$19,866	\$8,434	0.0%
	<b>Total Capital Outlay</b>	<b>\$28,300</b>	<b>\$19,866</b>	<b>\$8,434</b>	<b>70.2%</b>
610	PRINCIPAL	\$132,703	\$52,739	\$79,964	39.7%
620	INTEREST	\$36,075	\$21,708	\$14,367	60.2%
640	DUES AND FEES	\$43,421	\$39,068	\$4,353	90.0%
650	INSURANCE & JUDGMENTS	\$193,600	\$190,033	\$3,567	98.2%
670	TAXES	\$5,600	\$5,747	(\$147)	102.6%
710	FUND MODIFICATIONS	\$115,200	\$115,000	\$200	99.8%
810	PLANNED RESERVE	\$412,585	\$0	\$412,585	0.0%
	<b>Total Other</b>	<b>\$939,184</b>	<b>\$424,295</b>	<b>\$514,889</b>	<b>45.2%</b>
	<b>Total</b>	<b>\$24,750,434</b>	<b>\$18,437,042</b>	<b>\$6,313,392</b>	<b>74.5%</b>

# COOS BAY PUBLIC SCHOOLS 2013-14 Student Calendar

Draft Revision May 13, 2013

1st SEMESTER									
M	T	W	Th	F	M	T	W	Th	F
SEPTEMBER					NOVEMBER				
					4	5	6	7	8
2	3	4	5	6	11	12	13	14	15
9	10	11	12	13	18	19	20	21	22
16	17	18	19	20	25	26	27	28	29
23	24	25	26	27	DECEMBER				
30					2	3	4	5	6
OCTOBER					9	10	11	12	13
	1	2	3	4	16	17	18	19	20
7	8	9	10	11	23	24	25	26	27
14	15	16	17	18	30	31			
21	22	23	24	25	JANUARY				
28	29	30	31			1	2	3	
NOVEMBER					6	7	8	9	10
				1	13	14	15	16	17
					20	21	22	23	24
END - 1st Quarter					END - 2nd Quarter				

2nd SEMESTER									
M	T	W	Th	F	M	T	W	Th	F
JANUARY					APRIL				
27	28	29	30	31	7	8	9	10	11
FEBRUARY					14	15	16	17	18
3	4	5	6	7	21	22	23	24	25
10	11	12	13	14	28	29	30		
17	18	19	20	21	MAY				
24	25	26	27	28				1	2
MARCH					5	6	7	8	9
3	4	5	6	7	12	13	14	15	16
10	11	12	13	14	19	20	21	22	23
17	18	19	20	21	26	27	28	29	30
24	25	26	27	28	JUNE				
31					2	3	4	5	6
APRIL					9	10	11		
	1	2	3	4					
END - 3rd Quarter					END - 4th Quarter				

NO SCHOOL

Early Release



# Coos Bay School District 9

Code: **CPA**  
Adopted:

## Layoff/Recall - Administrative Personnel

This policy is applicable to all licensed administrators below the rank of assistant superintendent.

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be ~~The Board will consider~~ license, seniority, qualifications, merit, and/or competence. Competence includes recent experience, ~~special training, additional training and educational attainments and other factors deemed relevant by the Board.~~ Length of service may be considered. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

The Board will retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Administrative regulations shall be developed to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 342.934](#)

HR7/1/99 | DT

Corrected 11/17/11; Corrected 6/20/12

## Layoff/Recall - Administrative Personnel

### General

This administrative regulation is applicable to all licensed administrators below the rank of assistant superintendent.

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The superintendent or designee shall make recommendations to the Board regarding transfers, both voluntary and involuntary, and the position(s) which will be eliminated. ~~Performance will be the primary~~ The factors considered in the layoff process. ~~The superintendent or designee may consider~~ will be license, seniority, qualifications, merit, and/or competence, special training, additional training and educational attainments and other factors deemed relevant when making the recommendations. Length of service may be considered. Merit includes the measure of one's administrative ability and effectiveness against the ability and effectiveness of another administrator.

The Board will retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

When a layoff of licensed administrators is deemed necessary, the superintendent or designee will use the procedures described in Section II of this regulation. The superintendent or designee will make every reasonable effort to transfer a licensed and qualified administrator who will be laid off to a vacant administrative position for which the administrator is licensed and qualified, in accordance with the procedures described in Section III. The superintendent or designee may combine remaining positions, if it meets district curriculum needs, so that administrators continue to be licensed and qualified to perform available jobs.

### Section I - Definitions

1. "Competence" means the ability to perform the essential functions of a job or assignment based on recent experience, additional training or educational attainments, or both, but not based solely on type of license and endorsements of an employee. The superintendent or designee may interpret "recent experience" as having performed the essential functions of the job or assignment within the last five school years. The superintendent or designee, as a guideline, may consider whether a person has held a position "directly above" or a position "directly below" the eliminated position. "Directly above" means a supervisory position. "Directly below" means a direct or indirect reporting relationship to the superintendent.
2. "Merit" means the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

3. “~~Length of Service~~Seniority” is calculated from the first day of actual continuous service as an administrator in the district inclusive of approved leaves of absence. If necessary, ties in ~~length of services~~seniority shall be broken by drawing lots.
4. “License” means a document or documents issued by Teacher Standards and Practices Commission permitting an individual to perform certain duties within a public district.
5. “Qualifications” mean training, experience, skill and other attributes in addition to the individual’s license.

## Section II - Layoff Procedures

1. Administrative positions will be grouped by positions or assignments which the superintendent or designee determines are sufficiently comparable to use in the layoff process.
2. The superintendent or designee may use the following job groups as a guideline:
  - a. School Administrators
    - Group 1: ~~High school/Middle school/Elementary principals~~Building principals
    - Group 2: Assistant principals ~~and alternative program administrator~~
  - b. Central Office Administrators
    - Group 3: Directors (e.g., transportation, maintenance, special education, etc.)
    - Group 4: Coordinators (e.g., talented and gifted (TAG), special education, curriculum, etc.)
    - Group 5: Others
3. If a new administrative position is created, it will be placed in one of the existing job groupings or in a new job grouping, as determined by the superintendent or designee.
4. Upon recommendation by the superintendent or designee, the Board may eliminate one or more administrative positions within a job group or groups.
5. The superintendent or designee may recommend layoffs within job groups based on license, ~~seniority, qualifications, merit, and/or competence, special training, additional educational attainments, length of service and other relevant factors.~~
6. After identification of the administrator(s) to be laid off from a particular job group, the superintendent or designee will reassign the remaining administrators in that group to the remaining positions as necessary.
7. The superintendent or designee will determine whether the administrators identified for layoff will be transferred to a vacant administrative position under the procedures of Section III below or ~~as provided for in state law~~ given the ~~choice~~option of a classroom teaching assignment provided the administrator is licensed ~~and determined by the district to be~~ and qualified ~~based on merit and/or competence~~ for the assignment.

### Section III - Reassignments and Transfers

1. The superintendent or designee will review an administrator's personnel file, and from consultation with the administrator's supervisors, shall determine if an administrator who will be laid off under Section II can be transferred to a vacant administrative position. Each transfer may be based on license, seniority, qualifications, merit, competence, ~~special training, additional educational attainments, length of service, experience in or preparation for the new assignment~~ and previous administrative positions held as determined by the superintendent or designee.
2. An administrator may voluntarily accept a classroom teaching assignment for which they are highly qualified in lieu of a layoff.
  - a. The administrator may accept a classroom teaching assignment which is currently vacant.
  - b. If the administrator previously taught and was a contract teacher in the district, the administrator may displace ("bump") a probationary or contract teacher with less seniority.
  - c. If the administrator never taught in the district, the administrator may displace ("bump") a probationary teacher with less seniority. However, the administrator cannot displace a contract teacher.
3. ~~An~~ While an administrator retains his/her rights to recall to a vacant administrative position in accordance with Section IV below, an administrator who voluntarily accepts a classroom teacher assignment will also be covered by the layoff/recall and other provisions of the collective bargaining agreement governing regularly employed teachers for purposes of their rights as teachers.

### Section IV - Recall

1. An administrator who is laid off under this procedure shall be placed in a recall pool. An administrator who resigns rather than accept layoff or reassignment under this procedure forfeits rights to be placed in the recall pool.
2. An administrator will be maintained in the recall pool for a period of not more than 27 calendar months from the effective date of layoff.
3. A laid-off administrator who rejects recall to a position offered by the district for which the administrator is licensed and qualified to perform and which is similar to the workday or work year of the person's previous position, thereby waives any further recall rights, and the administrator's employment terminates effective the date of rejection of the job offer.
4. ~~In order to be considered for recall, the employee must be licensed~~ Licensed and qualified administrators will be considered for recall based on proper licensure and qualifications to perform the essential functions of the job. The district retains the right to recall a less senior administrator to the position if that individual has more merit and/or competence.
5. Administrators will be recalled based on license, seniority, qualifications, merit, competence, ~~special training, additional educational attainments, length of service~~ and other relevant factors.

6. Notification of recall will be delivered in person or deposited as certified mail, postage prepaid and addressed to the last known address of the laid-off employee. It is the responsibility of the administrator to ensure up-to-date mailing information is provided to the district. The individual shall be allowed 10 calendar days from the date of personal delivery or postmark to accept the position in writing. If the individual declines the recall or fails to accept within the 10-day period or fails to report for duty on the date specified in the recall notice, the individual's name will be removed from the recall pool. The individual will be considered to have resigned employment with the district and waived any further right of recall.
7. An administrator who wishes to remain eligible for ~~reinstatement~~ recall to a position requiring a license must maintain a valid license.
8. Individuals who wish to waive ~~reemployment~~ recall rights prior to 27 months subsequent to the effective date of a layoff may do so by written notification to the district. Such notice will be considered a voluntary resignation and the individuals shall forfeit all employment rights with the district.
9. Employees returning from layoff shall be credited with all seniority and sick leave the employee earned prior to the effective date of the layoff, but the employee shall not accrue leave, benefits or seniority during the period of the layoff. If applicable, the district will apply any sick leave accrued from another school district employment during the recall time as allowed by state law.
10. An employee who has been laid off has the option of continuing the employee's health insurance program at the employee's expense for up to 18 months, subject to the approval and rules of the insurance carrier(s).
11. Nothing in this regulation shall be construed so as to interfere with the district's right to dismiss an administrator, not extend the contract of an administrator or dismiss or nonrenew the contract of a probationary administrator pursuant to state law.
12. An individual who is no longer employed as an administrator in the district due to resignation, assignment to a nonadministrative position, expiration of the recall period or rejection of a position offered by the district shall receive salary for all unused vacation time following the termination of employment as an administrator.

## **Section V - Announcements of Decisions**

Public announcements of layoff decisions should occur only after prior notice to affected administrators. Certain circumstances may, in some cases, prevent prior notice and employees will be notified as soon as is practical.

## **Section VI - Appeal Procedure**

An appeal from a layoff decision shall be by arbitration pursuant to the employee's individual employment contract, administrator group contract (~~"collective bargaining agreement"~~ employment agreements or meet and confer agreements") or rules of the Employment Relations Board.

## **Section VII - Future Changes in Procedure**

The district reserves the right to amend, revise or repeal all or any part of this procedure at any future time and no employee shall have any vested right in the continuation of this procedure or any amendment thereof, provided, however, that no amendment or repeal of this procedure shall prejudice the reinstatement rights of any individual who is in the "recall pool" at the time these procedures are amended, revised or repealed. The district will also consult with employees covered by this administrative regulation prior to making any decisions regarding changes to this procedure.

## Section 504 –Students

The district recognizes its responsibility to provide a free, appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity or those provided by the district through contractual or other arrangements. District aids, benefits and services will afford qualified students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment<sup>1</sup> that substantially limits one or more major life activities<sup>2</sup>; has a record of such an impairment; or is regarded as having such an impairment.

In compliance with the provisions of Section 504, the district will:

1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the district receives federal money;
2. Designate an employee to coordinate compliance with Section 504;
3. Provide procedures to resolve complaints of discrimination under Section 504;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy and compliance with law assuring nondiscrimination in admission or access to, or treatment, in district programs, activities or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;
5. Annually identify and locate all Section 504 qualified students with disabilities in the district who are not receiving a free appropriate<sup>3</sup>, public education;

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<sup>1</sup>Impairments which may substantially limit major life activities, and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing impairment, heart disease, mental illness and conditions which may be episodic or in remission.

<sup>2</sup>Major life activities, as defined by the Americans with Disabilities Act Amendments Act of 2008, include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

<sup>3</sup>Appropriate education means the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of persons without disabilities are met and are based

6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure.
7. Provide nonacademic and extracurricular services<sup>4</sup> and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities;
8. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments;
9. Provide parents or guardians with procedural safeguards, including notification of their right:
  - a. To be notified in writing of any decisions made by the district concerning the identification, evaluation or educational placement of their student pursuant to Section 504. The district will request parental consent prior to conducting an evaluation of the student;
  - b. To examine, copy and request amendments of the student's educational records;
  - c. To request an impartial hearing, with opportunity for participation by the student's parents or guardian and representation by counsel regarding district decisions concerning identification, evaluation or educational placement of their student. A review procedure will be provided.

Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the district that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. Students with disabilities are provided an academic setting with nondisabled students to the maximum extent appropriate to the needs of the disabled student. Students with disabilities will be placed in the regular education environment unless it is demonstrated by the district that the education of the disabled student in the regular environment with the use of supplementary aides and services cannot be achieved satisfactorily. Students with disabilities will be provided with a full school day unless the evaluation data indicates that the student needs a shortened school day in order to be provided an appropriate education. All placement decisions will be made by an evaluation team comprised of persons designated by the superintendent or designee, knowledgeable about the student, the meaning of the evaluation data and placement options.

Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or fewer school days in duration but that creates a pattern of exclusion), the district shall conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate.

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upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34 - 104.36 concerning educational setting, evaluation and placement and procedural safeguards.

<sup>4</sup>Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide assistance to persons with disabilities and employment of students, including both employment by the district and assistance by the district in making available outside employment.



If it is determined that the misconduct of the student is caused by the disability, the district's team will continue the evaluation, following the requirements of Section 504 and the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) for evaluation and placement to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of the IDEA may be used to meet the procedural safeguards of law. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

A student identified as a qualified individual with disabilities under Section 504, who is also covered by the Individuals with Disabilities Education Act, will be disciplined in accordance with Board policy JGDA/JGEA - Discipline of Disabled Students and accompanying administrative regulation.

A reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, graduation from high school, significantly changing the composition of the student's class schedule, such as from regular education to the resource room, etc.).

END OF POLICY

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**Legal Reference(s):**

[ORS 192.630](#)  
[ORS 326.051\(1\)\(e\)](#)  
[ORS 659.850](#)  
[ORS 659.865](#)  
[ORS 659A.103](#)  
[ORS 659A.109](#)

[OAR 581-015-0054](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-021-0049](#)  
[OAR 581-022-1140](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2006).  
Americans with Disabilities Amendments Act of 2008.

## Section 504 – Students

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

### Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if he/she:
  - a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
  - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
  - c. Is regarded as having such an impairment. A person can be found eligible under this provision if he/she:
    - (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
    - (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
    - (3) Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV virus but has no physical effects from it).
  - d. Has a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities;

3. “Major life activities,” as defined by the ADA, means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;
4. “Program or activity” includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;
5. “Potentially disabling conditions” under Section 504, if they substantially limit a major life activity, may include, but are not limited to:
  - a. Attention deficit disorder (ADD);
  - b. Behavior disorders;
  - c. Chronic asthma and severe allergies;
  - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
  - e. Diabetes.

### **District Responsibilities**

The superintendent or his/her designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the district’s compliance efforts with Section 504;
3. Provide procedures to resolve student, parent and employee complaints of discrimination;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district’s policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student’s needs. Notice will specify the employee designated by the district to coordinate the district’s Section 504 compliance efforts;
5. Annually identify and locate Section 504 qualified students with disabilities in the district who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the district’s responsibilities under Section 504;

7. Provide parents or guardians with procedural safeguards:
  - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by OAR 581-015-0109;
  - b. An opportunity to review relevant records.

### **Transportation**

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and his/her disability and provide the parent with notice of his/her rights.
2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the district.

### **Evaluation**

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.
2. Tests and other evaluation materials will:
  - a. Be validated and administered by trained personnel;
  - b. Tailored to assess educational need and not merely based on IQ scores;
  - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

### **Placement**

1. In interpreting evaluation data and making placement decisions, the evaluation team will:
  - a. Draw upon information from a variety of sources;
  - b. Ensure that all relevant information is documented and considered;
  - c. Ensure that the student is educated with students without disabilities to the maximum extent possible.
  - d. Students with disabilities are provided an academic setting with nondisabled students to the maximum extent appropriate to the needs of the disabled student;
  - e. Students with disabilities will be placed in the regular education environment unless it is demonstrated by the district that the education of the disabled student in the regular environment with the use of supplementary aides and services cannot be achieved satisfactorily;
  - f. Students with disabilities will be provided with a full school day unless the evaluation data indicates that the student needs a shortened school day in order to be provided an appropriate education.

### **Reevaluations**

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:
  - a. Expulsion;
  - b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
  - c. Transferring or placing the student in alternative education or other such programs;
  - d. Graduation;
  - e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

### **Discipline**

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
  - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
  - b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.
2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and his/her parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.
3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.
4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA/JGEA - Discipline of Students with Disabilities and accompanying administrative regulation.

### **Complaints**

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed in accordance with established district complaint procedures.

# Coos Bay School District 9

Code: **JECBD-AR**  
Adopted: 6/9/03  
Revised: 12/10/12  
Orig. Code(s): JECBD-AR

## Homeless Students

### Definitions

1. “Enrollment” means attending classes and participating fully in school activities.
2. “School of origin” means the school that the student attended when permanently housed or the school where last enrolled.
3. “Homeless student” means individuals who lack a fixed, regular and adequate nighttime residence and includes:
  - a. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement.
  - b. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
  - c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
  - d. Migratory students who qualify as homeless because the students are living in circumstances described in a.-c. above.
4. “Unaccompanied student” includes a student not in the physical custody of a parent or guardian.

### Assignment to School

The district shall, according to the student’s best interest, continue the student’s education in the school of origin for the duration of homelessness, or enroll the student in a district school in the attendance area in which the homeless student is actually living on the same basis as other district students.

In determining the best interest of the student, the district shall:

1. To the extent feasible, keep a homeless student in the school of origin, **unless doing so is contrary to the wishes of the student’s parent or guardian;**
2. Provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless student to a school other than the school of origin **or a school requested by the parent or guardian;**

3. In the case of an unaccompanied student, ensure that the district's liaison helps in placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal placement and enrollment decisions.
4. Homeless students qualify for free meals offered by the District under the National School Lunch Program, School Breakfast Program and Special Milk Program. Homeless students who have unpaid meal charges with the district will have those charges removed.

## **Enrollment**

The district shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation.

The district shall immediately contact the school last attended to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the district's liaison, who will help in obtaining necessary immunizations or records.

## **Records**

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or school district, consistent with state and federal law.

## **Enrollment Disputes**

If a dispute arises over school selection or enrollment, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the district's discrimination complaint procedure.

The student, parent or guardian shall be referred to the district's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the district's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

## **Services**

Each homeless student shall be provided services comparable to services offered to other students, including the following:

1. Transportation services.
2. Education services for which the student is eligible, such as:
  - a. Title I (all homeless students are automatically eligible for Title I services, regardless of their current academic performance).
  - b. Special education.
  - c. Programs for students with limited English proficiency.
  - d. Professional technical programs.
  - e. Talented and gifted programs.
3. School nutrition programs.

### **Coordination**

The district shall coordinate the provision of services to homeless students with local social service agencies and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on interdistrict issues, such as transportation or transfer of school records, to ensure that homeless students have access to available education and related services.

### **District Liaison**

The district's liaison shall ensure that:

1. Homeless students are identified.
2. Homeless students enroll in and have a full and equal opportunity to succeed in district schools.
3. Homeless families and students receive educational services for which they are eligible, and referrals to health-care services, dental services, mental health service and other appropriate services.
4. Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, family shelters and soup kitchens).
6. Enrollment disputes are mediated.
7. The parent of a homeless student, or any unaccompanied student, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.



8. School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.

The district's liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

## Coos Bay School District 9

Code: **KN**  
Adopted:

### **Relations with Law Enforcement Agencies**

The Board recognizes that district-wide cooperation with law enforcement agencies is essential for the protection of staff and students, for maintaining a safe environment in district schools and for safeguarding district property.

Programs and activities designed to enrich district curriculum and to develop and promote good citizenship and a healthy attitude toward law enforcement agencies and officials will be encouraged by the district. Law enforcement participation in such programs and activities is encouraged.

Law enforcement officials may enter school facilities if a crime has been committed on district property or to investigate matters concerning staff and students upon request initiated by either agency officials or by district administrators.

The superintendent will develop administrative regulations to implement this policy, including procedures for handling investigations, administrator requests for assistance and required referrals to law enforcement agencies.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 329.150](#)  
[ORS 419B.015](#)

[ORS 419B.045](#)

Letter Opinion, Office of the Attorney General (August 18, 1986).  
Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F. 3d 1201 (9<sup>th</sup> Cir. 2011).