

**COOS BAY PUBLIC SCHOOLS  
BOARD OF DIRECTORS**  
Milner Crest Education Center  
1255 Hemlock Ave.  
Coos Bay, OR 97420  
January 26, 2015

**AGENDA**

**5:30 PM**     **SPECIAL BOARD MEETING** — Pledge of Allegiance and Welcome

1.     **APPROVE AGENDA**
2.     **\*SCHOOL BOARD RECOGNITION PROCLAMATION**
3.     **BOARD ACTION**
  - A.     \*Approve Temporary Hire
  - B.     Out of State Travel Request – MHS Science Bowl
  - C.     \*Adopt Resolution #2015-08 – The Promise of Oregon
  - D.     \*Approve Superintendent’s Evaluation Survey
4.     **\*\*LIGHTHOUSE SURVEY RESULTS**
5.     **ADJOURN MEETING**

**CALENDAR**

Date	Event
2/2	Superintendent’s Advisory Team @ 12:00 PM
2/9	Policy Committee Meeting @ 9:30 AM
2/9	Regular Board Meeting @ 6:00 PM
2/23	Policy Committee Meeting @ 9:30 AM
2/23	Special Board Meeting @ 5:30 PM

Visit the District’s Webpage at [www.cbd9.net](http://www.cbd9.net)



Coos Bay School District is pleased to announce that a Facebook account has been created for the district to share school events and activities with parents, students and community members.

“Like us on Facebook” at [www.facebook.com/CoosBaySchoolDistrict](http://www.facebook.com/CoosBaySchoolDistrict)



The meeting location is accessible to persons with disabilities. Request for other accommodations should be made to Peggy Ahlgrim at 541-267-1310, 541-269-5366 (fax) or [peggya@coos-bay.k12.or.us](mailto:peggya@coos-bay.k12.or.us)

\*     Material attached.

\*\*     Material available at meeting.

## School Board Recognition Month Proclamation

**WHEREAS**, school boards create a vision for what students should know and be able to do;

**WHEREAS**, school boards establish clear standards for student performance;

**WHEREAS**, school boards ensure that student assessments are tied to established standards;

**WHEREAS**, school boards are accountable to the community for operating schools that support student achievement;

**WHEREAS**, school boards align school district resources to ensure that students meet standards;

**WHEREAS**, school boards create a climate that supports the philosophy that all children can learn at high levels;

**WHEREAS**, school boards build collaborative relationships based on trust, teamwork and shared accountability; and

**WHEREAS**, school boards are committed to continuous education and training on issues related to student achievement;

**NOW, THEREFORE**, I hereby declare our appreciation to the members of the Coos Bay School District 9 School Board and proclaim the month of January to be **School Board Recognition Month**.

I urge all citizens to join me in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Signed: \_\_\_\_\_  
Dawn Rae Granger, Superintendent

Dated this January 26, 2015

**Board Action**

**Position / Description**

**Name**

**Temporary Hire**

1/26/2015

Mathematics Teacher,  
Resource Link &  
Destinations

Willett, Leslie

# COOS BAY SCHOOL DISTRICT #9

Resolution No: # 2015-08

- WHEREAS, This state's children constitute “The Promise of Oregon” through their potential as thinkers, leaders, and caretakers of their generation and the future; and
- WHEREAS, We believe funding a strong system of public education is the best investment Oregonians can make to strengthen our economy, create thriving communities and improve the quality of life for every Oregonian; and
- WHEREAS, We support a well-rounded curriculum that meets the needs of Oregon's students, including: art, music, PE, career and technical training and co-curricular activities; and
- WHEREAS, We must ensure that efforts to close the academic achievement gap and supports for students who have been historically underserved are expanded; and
- WHEREAS, Oregon's public schools have experienced a prolonged period of unstable and inadequate funding that has resulted in dire consequences: thousands of teacher and staff layoffs, unacceptably large class sizes and one of the shortest school years in the country; and
- WHEREAS, The 2013-15 budget marked the beginning of a turnaround in school funding, the 2015 Legislative Session will prove whether that turnaround will continue forward or stall; and
- WHEREAS, Oregon's political leaders have codified an ambitious “40-40-20” goal for our education system to reach by the year 2025, which requires a significant financial investment to attain; and
- WHEREAS, The case must be made to Oregon's voters that the Legislature needs to prioritize investments in full-day kindergarten, a full school year for every student in every district and modern, safe school facilities in every community in our state; and
- WHEREAS, School Board members need to help shoulder the responsibility for making the case to Oregon's voters that investments must be made so that every child has the opportunity to become a responsible and productive citizen of our state.
- NOW THEREFORE, BE IT RESOLVED, that the **Coos Bay School District 9** Board of Education pledges to join and support the efforts of “The Promise of Oregon” campaign to ensure that Oregon's lawmakers continue to prioritize investments to improve the educational outcomes for Oregon's greatest natural resource: our children.

ADOPTED this 26th day of January, 2015.

Board Chair: \_\_\_\_\_

Superintendent/President: \_\_\_\_\_

# 1. STANDARD #1 — LEADERSHIP

Executive leadership, vision, shaping school culture, empowering others, multi-cultural understanding.

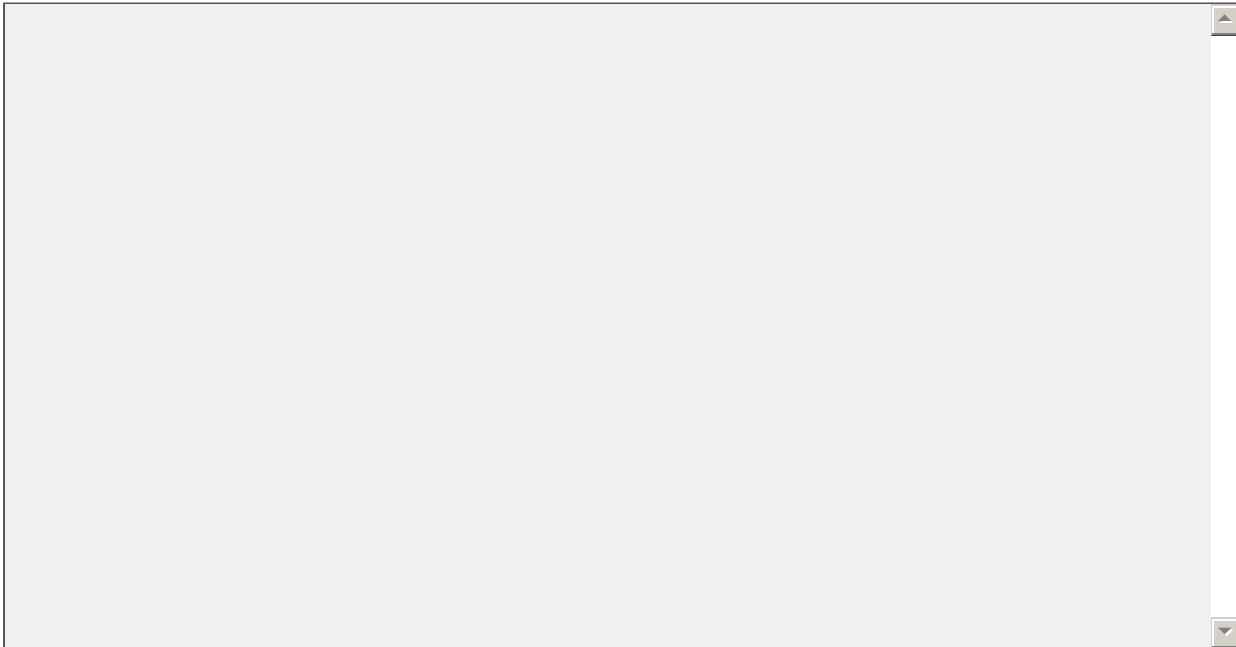
Performance Indicators: (examples)

- Promote academic rigor that focuses on learning and excellence for schools.
- Create and support a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- Promote and expect a school-based climate of tolerance, acceptance and civility.
- Actively participates in personal professional development.
- Develop, implement, promote and monitor continuous improvement processes.

## \*1. Rating of Standard #1: Leadership

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

## \*2. Comments are required. Recommendations are optional.



## 2. STANDARD #2 — STUDENT ACHIEVEMENT

Apply research and best practice to maximize student achievement.

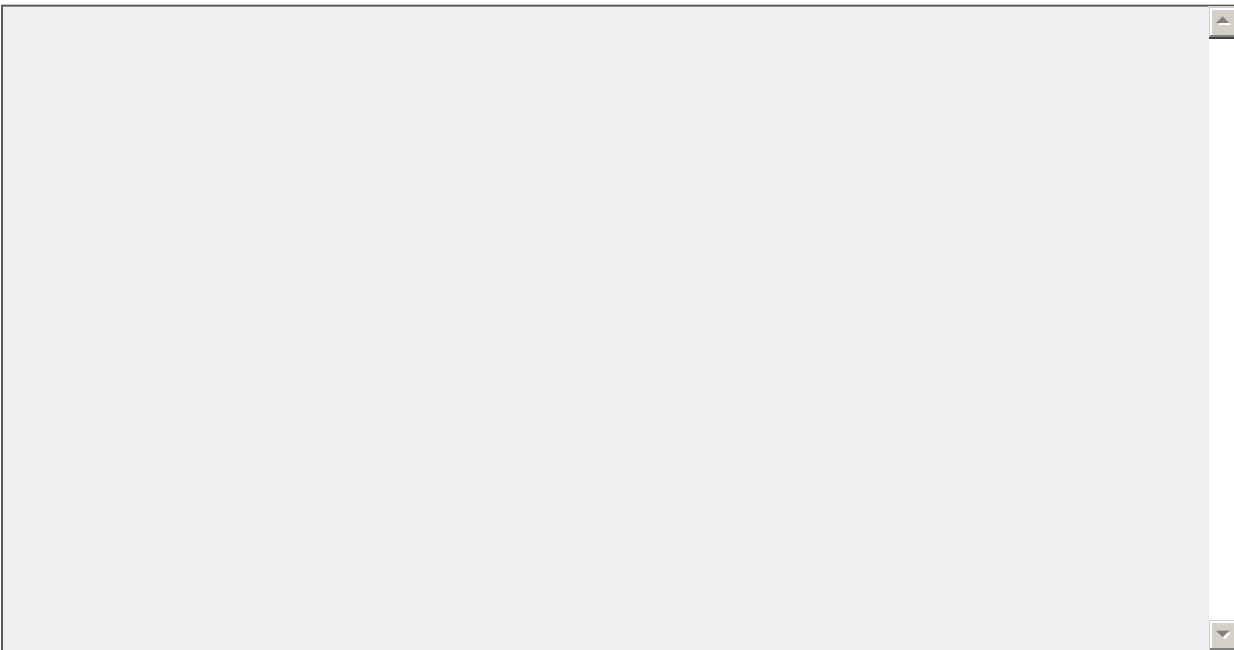
Performance Indicators: (examples)

- Collaboratively develop, implement and monitor processes to improve learning and show student growth.
- Implement appropriate safety and security practices in schools.
- Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners.
- Monitor, evaluate and report student achievement using good research and assessments to improve the learning process.
- Encourage various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.
- Establish practices and procedures for personnel dealing with student records including effective student information systems.

### \*1. Rating of Standard #2: Student Achievement

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*2. Comments are required. Recommendations are optional.



### 3. STANDARD #3 — HUMAN RESOURCES

Skill in developing staff evaluation and assessment and supervisory system to improve performance. Describing and applying legal requirements for selection, development, retention and dismissal.

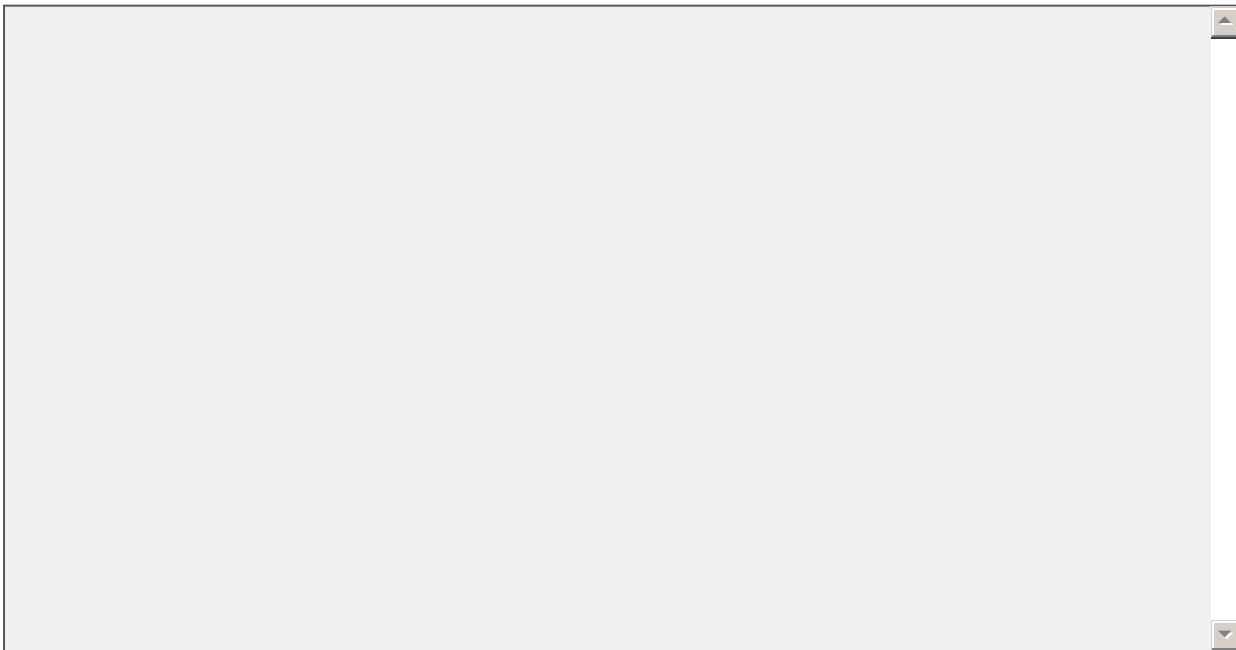
Performance Indicators: (examples)

- Implement use of the staff evaluation data for personnel policies, decision making, promotion of career growth and professional development.
- Monitor and maintain high morale in the District.
- Maintain confidentiality regarding personnel management.
- Enforce policies regarding complaint procedures of staff and students.
- Establish and implement a mentoring program for staff as necessary.
- Identify and apply appropriate polices, criteria, and processes for the recruitment, selection, compensation and separation of personnel.

#### \*1. Rating of Standard #3: Human Resources

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

#### \*2. Comments are required. Recommendations are optional.



## 4. STANDARD #4 — VALUES AND ETHICS

Demonstrate a professional code of ethics, personal integrity and district loyalty.

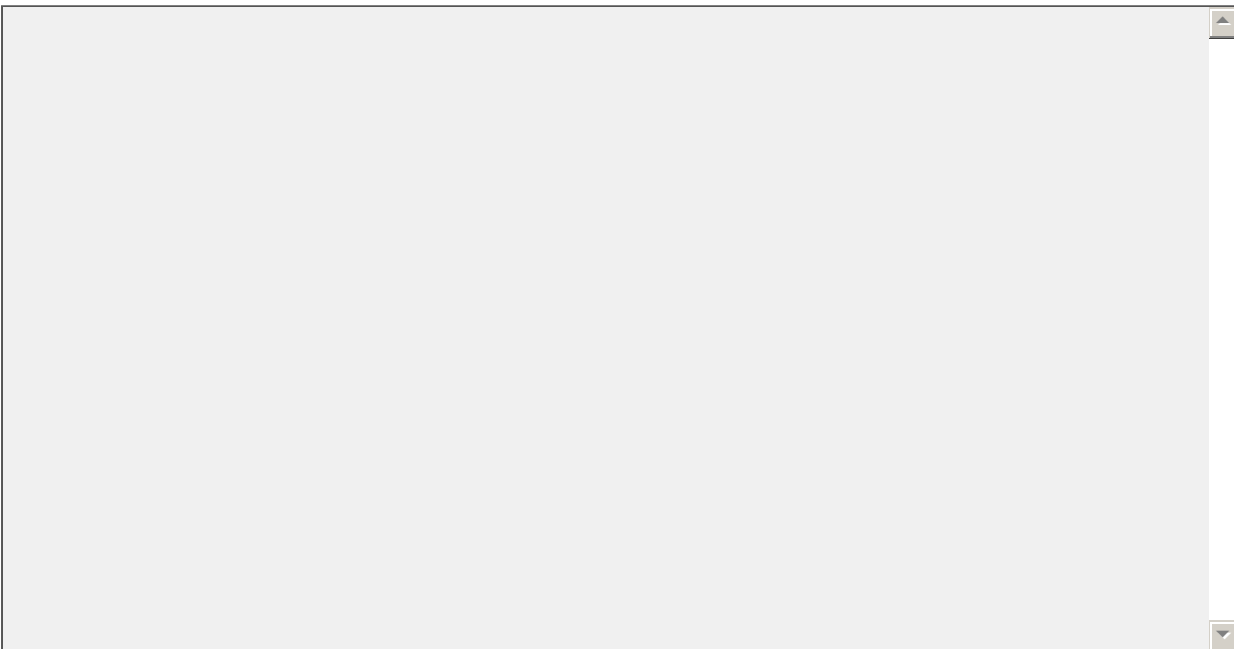
Performance Indicators: (examples)

- Develop ways to find common ground in dealing with difficult and divisive issues.
- Address ethical issues in a timely manner.
- Promote the values of moral and ethical behavior.

### \*1. Rating of Standard #4: Values & Ethics

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*2. Comments are required. Recommendations are optional.





## 5. STANDARD #5 — COMMUNICATIONS AND COMMUNITY RELATIONS

Clearly communicate district vision, mission, and priorities.

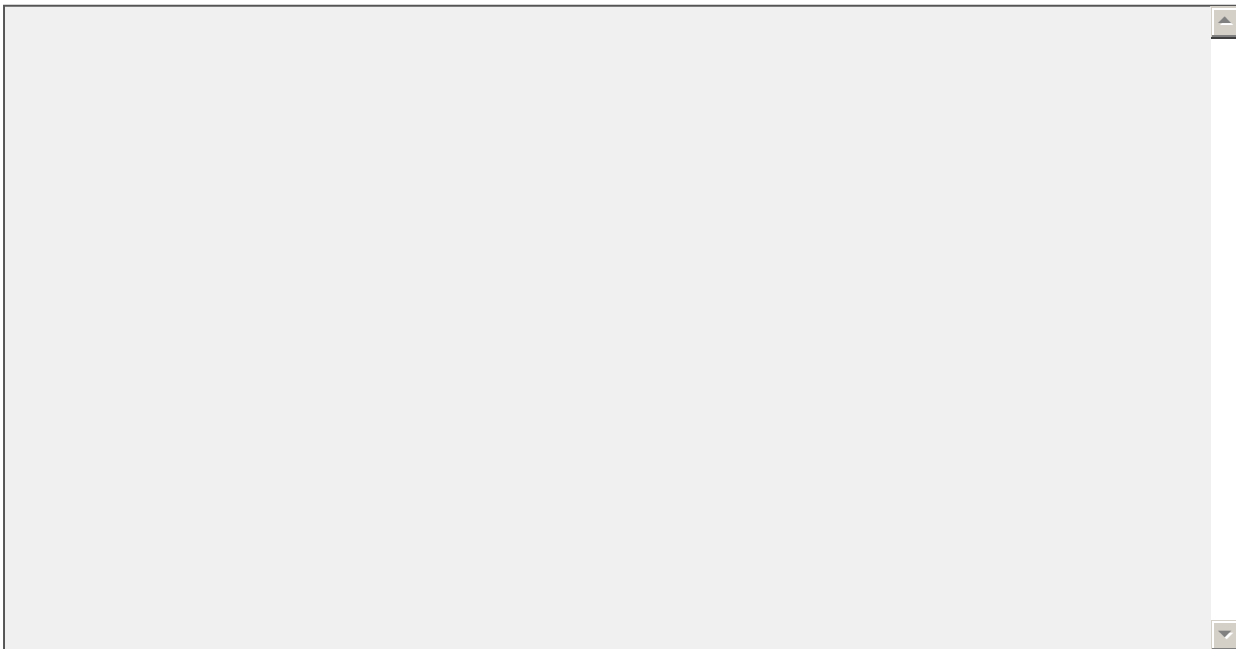
Performance Indicators: (examples)

- Develop formal and informal techniques to gather feedback about the district.
- Demonstrate effective communication skills.
- Demonstrate mediation and conflict resolution skills.
- Establish effective school/community relations, school/business partnerships and public service.
- Understand the role of media in shaping and forming opinions.
- Facilitate a community process to develop and implement a shared vision that focuses on teaching and learning.
- Develop and carry out internal and external communication plans.
- Work collaboratively with local governments, other colleagues, professional organizations, business and community groups in furthering educational goals.

### \*1. Rating of Standard #5: Communications and Community Relations

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*2. Comments are required. Recommendations are optional.



## 6. STANDARD #6 — POLICY AND GOVERNANCE

Work with the Board to formulate district policy.

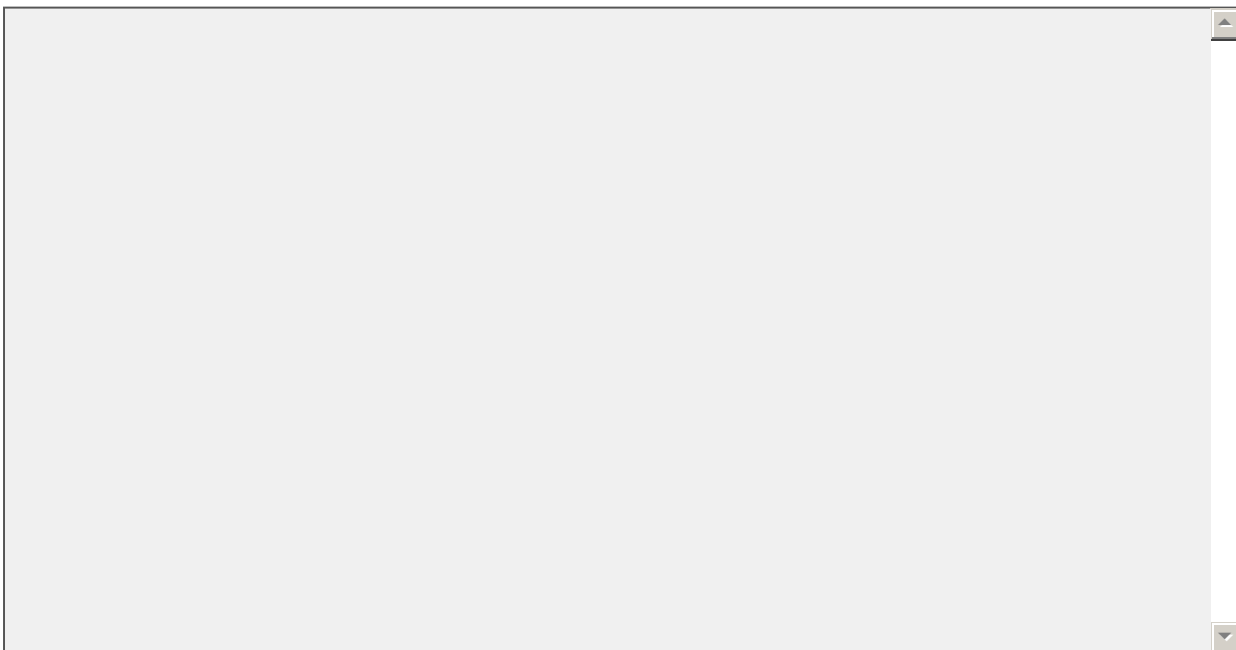
Performance Indicators: (examples)

- Understand and articulate the system of public school governance and differentiate between policy making and administrative roles.
- Maintain open communications between Superintendent and Board.
- Promote shared decision making.
- Understand and interpret the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools.
- Ensure Board policies are implemented and establish procedures as necessary.
- Use legal counsel in governance and procedures to avoid civil and criminal liabilities.

### \*1. Rating of Standard #6: Policy & Governance

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*2. Comments are required. Recommendations are optional.



## 7. STANDARD #7 — ORGANIZATIONAL MANAGEMENT

Frame, analyze and resolve problems using effective problem solving techniques and decision making skills.

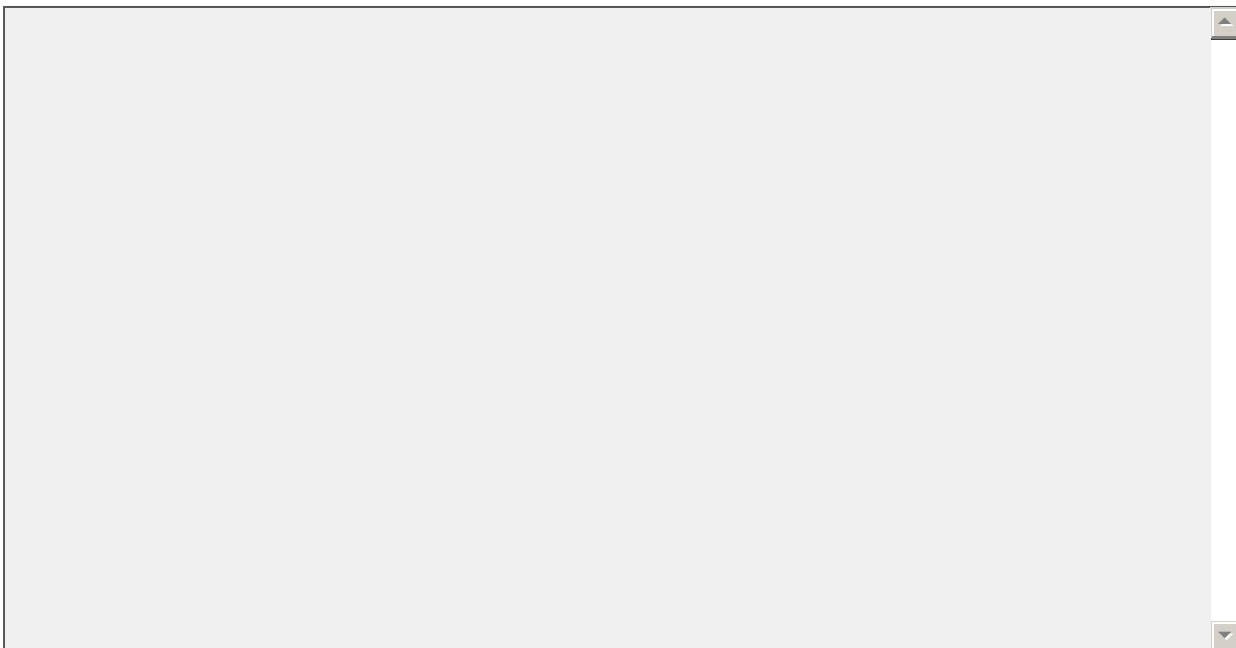
Performance Indicators: (examples)

- Exhibit sound organizational and personal planning and time management skills including appropriate delegation of responsibilities.
- Manage all resources to ensure successful student learning.
- Demonstrate budget management including overseeing financial forecasting, planning, cash flow management, account auditing and monitoring.
- Articulate budget complexities to the public in respectful, understandable manner.
- Demonstrate the ability to use technology to enhance administering business, student and other information and support systems.
- Develop and monitor long range plans for school and district technology and information systems making informed decisions about computer hardware and software and staff development and training needs.
- Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues.
- Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.

### \*1. Rating of Standard #7: Organizational Management

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*2. Comments are required. Recommendations are optional.



## 8. STANDARD #8 — CURRICULUM PLANNING AND DEVELOPMENT

Develop strategic plans to enhance teaching and learning.

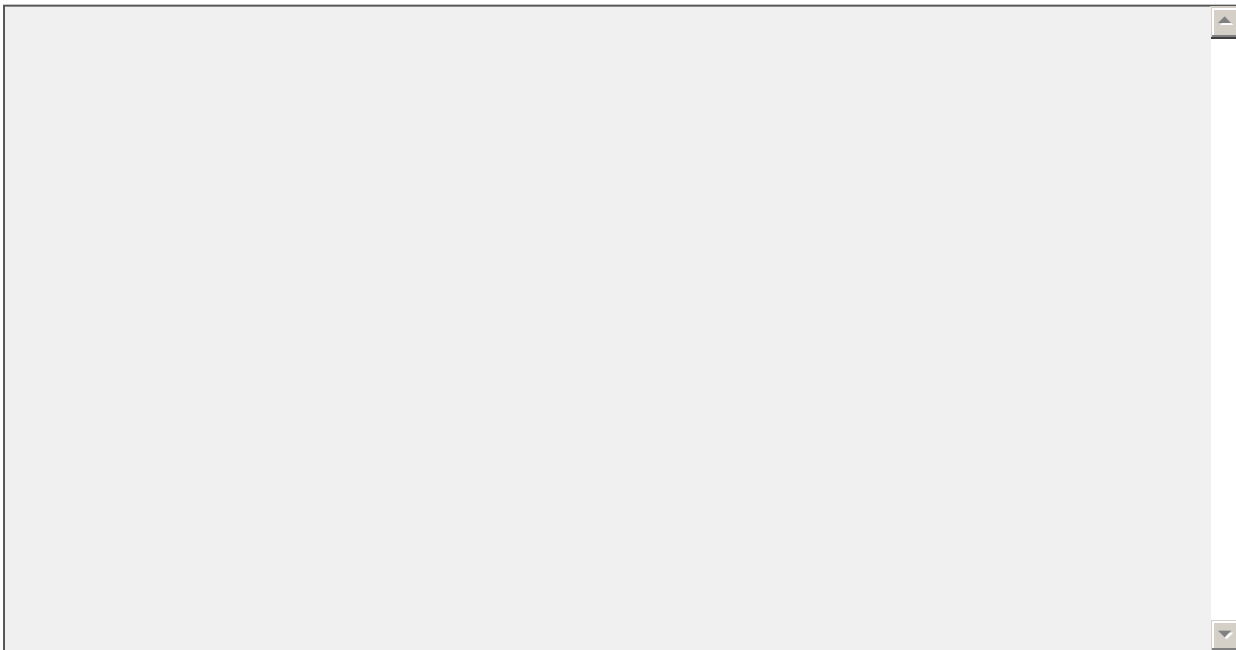
Performance Indicators: (examples)

- Insure core curriculum is designed and a delivery system is created based on content and assessment standards and best practices.
- Establish curriculum planning to anticipate occupational trends and school-to-work needs.
- Use child development and learning theories to create developmentally appropriate curriculum and instruction.
- Include the use of computers, the Internet, networking, distance learning and other technologies in educational programming.
- Assess student growth using a variety of appropriate techniques.
- Involve faculty and public in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

### \*1. Rating of Standard #8: Curriculum Planning & Development

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*2. Comments are required. Recommendations are optional.



## 9. STANDARD #9 — LABOR RELATIONS

Understand collective bargaining law and processes, contract management and effective relationships with bargaining groups.

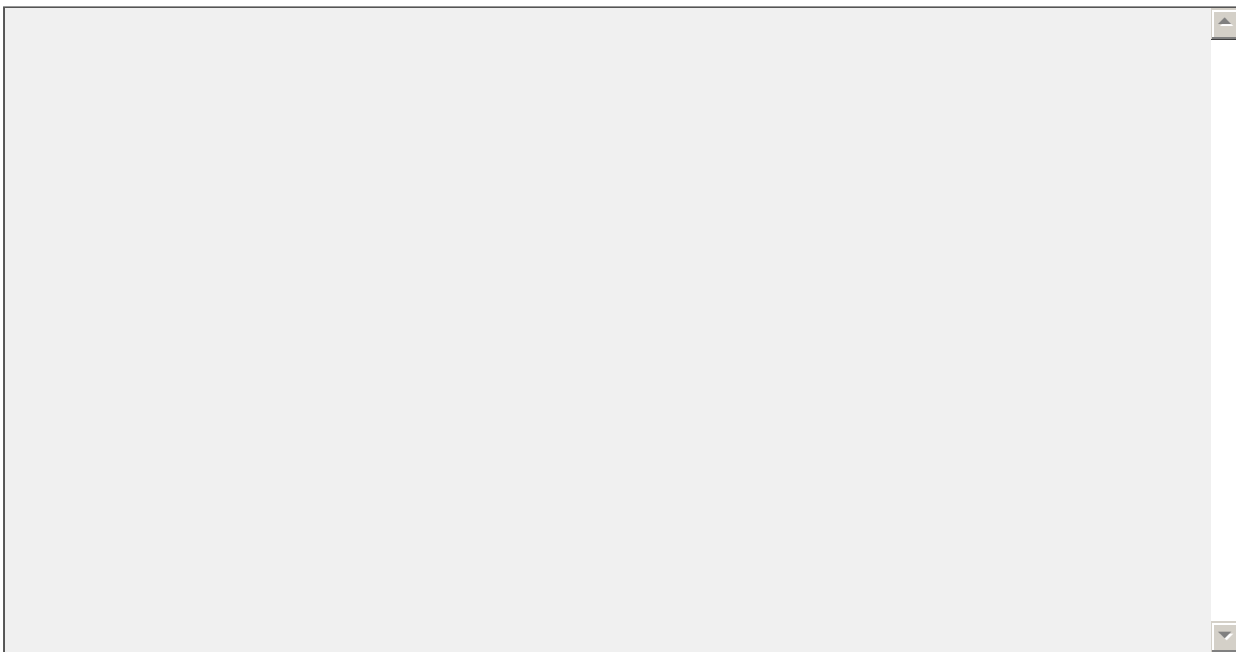
Performance Indicators: (examples)

- Participate in developing bargaining strategies based upon collective bargaining laws and processes.
- Identify contract language issues and propose modifications.
- Participate in the collective bargaining processes as determined by the board.
- Establish productive relationships with bargaining groups while managing contracts effectively.

### \*1. Rating of Standard #9: Labor Relations

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*2. Comments are required. Recommendations are optional.



## 10. Superintendent Goal

During the 2014-2015 school year, the Superintendent will facilitate a Professional Learning System in Coos Bay Schools assuring the full implementation of Professional Learning Communities including standards-based instruction, data driven classified and certified professional development, the use of common formative, interim and summative assessments, targeted standards-based interventions and continuous improvement of instruction and learning.

To reach this goal the Superintendent will assure that:

1. Identified curricular standards are in place and used in every class/subject by January 2015.
2. Curricular agreements are in place in every core course/subject regarding scope and sequence/pacing by January 2015.
3. Common formative assessments are created and implemented across teacher teams and within like courses/grade levels/subjects for core classes by January 2014 and for all courses/grade levels/subjects by June 2015.
4. Data from these common formative assessments will be used to design targeted standards based instruction in every school.
5. Ongoing analysis of student achievement and appropriate adjustment of instruction occurs
  - a. In every classroom- every instructional period
  - b. In every teacher team- at least every other week
  - c. At every school- monthly
  - d. District-wide- quarterly
6. Progress monitoring will be facilitated a minimum of three times a year

### \*1. Rating of Superintendent's Goal:

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*2. Rating of Assurance #1: Curricular Standards in place

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*3. Rating of Assurance #2: Curricular Agreements in place in every core course/subject

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*4. Rating of Assurance #3: Common formative assessments created and implemented across teacher teams, etc.

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*5. Rating of Assurance #4: Data from common formative assessments being used to design targeted standards based instruction.

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

**\*6. Rating of Assurance #5: Ongoing analysis of student achievement and appropriate adjustment of instruction occurs.**

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

**\*7. Rating of Assurance #6: Progress monitoring is facilitated a minimum of three times a year.**

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

**\*8. Comments are required. Recommendations are optional.**

## 11. OVERALL RATING:

Note: This rating is not necessarily a numerical average of the scores given on each of the standards.

### \*1. OVERALL RATING:

- 4 - Outstanding     3 - Very Good     2 - Satisfactory     1 - Needs Improvement     0 - Unacceptable     Not Observed

### \*2. Comments are required. Recommendations are optional.

### \*3. Evaluator

- Sam Aley  
 Jill Christiana  
 Adrian DeLeon  
 Mary Fields  
 James Martin  
 Charlene Moore  
 Rocky Place