

**CENTENNIAL SCHOOL DISTRICT 28JT
GOVERNING BOARD MEETING**

Virtually via the Zoom App
Wednesday, September 12, 2018

Regular Session at 7:00 PM

A G E N D A

1. **CALL TO ORDER - Board Vice-Chair, Brenda Clark**
 1. Adoption of Agenda for September 12, 2018
2. **INTRODUCTION OF GUESTS (Optional)**
 1. Recognition of CHS FBLA National Finalists - Adriann Hardin
3. **APPROVAL OF MINUTES**
 1. Board Minutes from August 1, 2018 3
4. **PUBLIC FORUM**
5. **REPORTS**
 1. Threat Assessment Update Report - Denise Wright 9
 2. Annual Restraint and Seclusion Report - Denise Wright & Troy Gales 18
 3. Enrollment Update Report - Greg Lecuyer
 4. Student Representative's Report - Reyna Tapia Herrera
 5. Superintendent's Report - Dr. Coakley
6. **CONFIRMATION ITEMS (Confirmed en masse)**
 1. **Site Council Minutes**
 2. **Miscellaneous Items**
 3. **Financial Statements**
 4. **Enrollment Reports** 23
 5. **Human Resources**
 1. Unpaid Leave of Absences 26
 2. Resignations 27
 3. Resignation (added 9/9/18) 28
 6. **Business/Operations**
 7. **Board Policies (Deletions/Legal Reference Changes Only)**
 8. **Student Services**
 9. **Student Travel**
 1. Approve Trip Request: CHS Girls Basketball Team to Astoria, OR 29
 2. Approve Trip Request: CHS Speech & Debate to Monmouth, OR 34
7. **BOARD ACTION ITEMS**
 1. **OLD BUSINESS**
 2. **NEW BUSINESS**
 1. Consider Superintendent's Work Plan and Evaluation Criteria for 2018/2019 - Dr. Paul Coakley 37
 2. Consider Whether Board Member(s) Wish to be Nominated for OSBA Board of Directors or OSBA Legislative Policy Committee 38
 3. Consider Revised Policy IGBA, Students with Disabilities – Child Identification Procedures - Denise Wright 39
 4. Consider Revised Policy, IGBAH – Special Education – Evaluation Procedures - Denise Wright 42
 5. Consider Revised Policy IGBAJ & Supporting AR, Special Education – Free Appropriate Public Education (FAPE) - Denise Wright 46

6. Consider Revised Policy AR - IGBAG-AR - Special Education - Procedural Safeguards - Denise Wright	54
7. Educational Facility Planning and Community Outreach Services - Greg Lecuyer	65
8. FUTURE AGENDA ITEMS	
9. ADJOURNMENT	

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to the Board Secretary, Pamela Jordan, 503-760-7990.

CENTENNIAL SCHOOL DISTRICT
GOVERNING BOARD MINUTES
August 1, 2018

REGULAR SESSION

The Centennial School District Governing Board met in regular session on Wednesday, August 1, 2018, in the Board room of the District administration office, 18135 SE Brooklyn St, Portland, Oregon.

1.0 CALL TO ORDER

Chair, Pam Shields, called the meeting to order at 7:00 p.m. The following Board members were also in attendance: Claudia Andrews, Rod Boettcher, Vice Chair, Brenda Clark, and Jess Hardin (via telephone).

The following District administrative team members were in attendance:

Dr. Paul Coakley	Superintendent
James Owens	Assistant Superintendent & Human Resources Director
Angela Hubbs	Director, Curriculum & Student Learning
Greg Lecuyer	Director, Business & Operations
Julie Mack.....	CSD Wellness Coordinator
Mairi Scott-Aguirre.....	Principal, Centennial High School
Zach Ramberg.....	Assistant Principal, Centennial High School
Pamela Jordan.....	Board Secretary

OFFICIAL BUSINESS

1.1 Adoption of Agenda for August 1, 2018

Board Chair Shields commented that there is a new addition at the top of the agenda stating that the agenda will adopted with flexibility to better facilitate meetings based on the timing of the arrival of presenters and guests. Chair Shields then called for a motion to approve the agenda. Director Boettcher moved and Director Andrews seconded the motion. The motion was approved by the following directors: Chair Shields, Vice-Chair Clark, Director Hardin, Director Andrews, and Director Boettcher.

2.0 INTRODUCTION OF GUESTS (Optional)

2.1 Introduction of Staff Members in Audience to Give Reports

Dr. Coakley introduced Pamela Jordan, the Superintendent’s new Executive Assistant and Board Secretary. He also introduced Terry Schloth, the new Assistant Principal at Centennial High School. Board members welcomed Jordan and Schloth. The two then spoke of their excitement around joining the Centennial School District.

3.0 APPROVAL OF MINUTES

3.1 Regular Meeting Minutes of July 11, 2018

Chair Shields called for a motion to approve minutes from the July 11, 2018 Board Meeting. Director Boettcher moved and Vice Chair Clark seconded the motion. The motion was approved by the following directors: Chair Shields, Vice-Chair Clark, Director Hardin, Director Andrews, and Director Boettcher.

4.0 PUBLIC FORUM

There were no presenters during the public forum portion of the meeting.

5.0 REPORTS

5.1 Superintendent’s Report – Dr. Coakley

Dr. Coakley stated that the overall ending fund balance was better than expected. The shortfall is now estimated to be one (1) percent. The shortfall was predicted to be two (2) percent. He, Asst. Supt. Owens and Business and Operations Director Lecuyer met with union leadership to discuss potential add backs to staff and reinstatement of days for groups that were impacted by the shortfall. Classified staff and supervisor non-union groups will take one (1) furlough day instead of two (2). Administrators will take three (3) furlough days instead of four-and-one-half (4.5). With regard to addbacks, Dr. Coakley said the District plans to reinstate four of the eight FTE that were cut. One of the four includes a middle school counselor position added back based on feedback from staff, Board, the community and budget committee members. Twenty day temporary kindergarten positions will also be added back.

Dr. Coakley also stated he joined a group of superintendents to address the urgency of school attendance. The Oregon Department of Education has given the Centennial School District an attendance grant to help address chronic absentee issues. Dr. Coakley stated he will commit to making clear that reducing chronic absenteeism is a top priority and will empower principals and staff to engage families about chronic absenteeism. He also said the District will use data to make sure teachers and administrators are targeted in their supports for students around attendance. He also asked the Board to join him in his effort to make sure that all students have a chance to succeed by being in school as much as possible.

Dr. Coakley also said the District has put out an RFP to identify an organization to gather input on our facilities. The deadline for organizations to submit a bid to us is August 23. He asked if Board members are interested in being a part of the process for funding an organization to identify issues with CSD facilities, to reach out to Mr. Lecuyer.

Dr. Coakley also told Board members that the Center for Educational Equity and Inclusion is holding an Equity Leadership Training on Wednesday, August 29 from 4 to 7 pm. The training is part of series held at Multnomah ESD, where east county superintendents and Board members have the opportunity to dive into discussions around equity and hear what other districts are doing to address disparities.

Chair Shields asked about the attendance grant and if late arrival times for high school will be considered. She also stated that extra-curricular and co-curricular activities are often an issue during discussions of high school late starts. She also suggested that other east county district leaders be at the table during discussions around possible late start times.

Dr. Coakley replied that there are broad parameters around the ODE attendance grant, that Director Wright is in charge of the grant for CSD, and is tying it into the District’s early warning systems work and the District’s strategic plan.

5.2 High School Success (M98) Report – Angela Hubbs

Angela Hubbs, CSD Director of Curriculum and Student Learning, and Zach Ramberg, Assistant Principal at Centennial High School, presented the Board with an update on the High School Success – Measure 98 funds and how they were used during the 17-18 school year, and plans for the upcoming year.

Mrs. Hubbs explained that the CSD administrative team came together once the legislature passed Measure 98 to discuss ways to best use the allocated \$950,000 in the three areas required by lawmakers. Those areas are Career and Technical Education Enhancement, Dropout Prevention and College level opportunities. Up

Minutes of Governing Board Meeting – July 11, 2018

to 15 percent of the allocation can be directed to eighth grade. The 15 percent was used for a Synergy support staff person, and a counselor/attendance liaison at Centennial Park School. The middle school is also working with a site coordinator from REAP. The allocation was received in July 2017. Of the \$950,000 from last school year, \$200,000 is left over. An additional allocation of \$988,034 has been approved by Oregon Department of Education for the 2018-2019 year for the Centennial School District.

Mrs. Hubbs stated that administrators worked with staff to carefully plan for the use of the funds, and the District is working closely with colleges, ODE, MESD and other partners to make sure CSD is in alignment with requirements and expectations around use of Measure 98 funds.

Mr. Ramberg reported to the Board that Measure 98 funds have been used to purchase advanced placement human geography text books. AP US History teachers will be getting new text books. A new coding course has also been added as well as a site license.

Mr. Ramberg also said that Measure 98 funds are also being used for freshman success work. Staff have also been to Stanford for Breaker professional development.

Mr. Ramberg also stated that Measure 98 funds have also been used in CHS's Maker/Design space. The creation of the space was highly student driven.

He also said students from the high school also participated in a Leadership Summit, a program put on by Nike at the company's campus.

Mr. Ramberg added that computer carts have been added and the District is almost at a one-to-one ratio of Cromebooks to freshman students.

He also said CHS has acquired a college and career readiness software program for the high school. This software is a requirement of Measure 98 funding.

Chair Shields suggested updating legislators who represent our area on the District's use of Measure 98 funding. Chair Shields also recommended reaching out to the dean and others working in the business and computer science department at Mt. Hood Community College to make them aware of the coding and business classes being added.

Director Boettcher asked clarifying questions regarding student input with regard to use of the Measure 98 funds at the high school for CTE and the maker space. Mr. Ramberg and Principal Scott-Aguirre gave additional information regarding how feedback from students influenced the creation/content of the high school's maker space.

Superintendent Coakley and Mrs. Hubbs emphasized that there has been a team effort at CSD to plan around Measure 98 funds so that the District uses the funds well, but does not add in supports that may not be sustainable if funding is eliminated. Dr. Coakley also stated plans made around Measure 98 funds align well with the District's five year strategic plan – Destination 2023.

6.0 CONFIRMATION ITEMS

It was moved by Director Hardin, and seconded by Director Boettcher, that the Board confirm en masse the section 6.0 confirmation items. The motion was approved by the following directors: Chair Shields, Vice-Chair Clark, Director Hardin, Director Andrews, and Director Boettcher.

6.1 Site Council Minutes

6.2 Miscellaneous Items

6.3 Financial Statements

6.4 Enrollment Report

6.5 Human Resources

- 6.5.1. Approve Resignations of Licensed Staff
- 6.5.2. Unpaid Leave of Absence
- 6.5.3. Confirm Employment of Administrator

6.6 Business/Operations

- 6.6.1. Announce Vacancies on the 2018/2019 Budget Committee
- 6.6.2. Approve 2018/2019 Budget Calendar
- 6.6.3. Consider Meal Price Increase for 2018/2019

6.7 Board Policies

6.8 Student Services

6.9 Student Travel

6.10 Organizational Business

- 6.10.1 Designate Asbestos Hazard Emergency Response Act (AHERA) Person to be Chris Stomps

7.0 BOARD ACTION ITEMS

7.1 OLD BUSINESS

7.1.1 Second Reading of New Policy EDDA, Energy and Resource Conservation and Sustainability – Greg Lecuyer and Julie Mack

Ms. Mack and Mr. Lecuyer were joined by Megan Borato, a waste reduction specialist with the City of Gresham to review modifications made to the Energy and Resource Conservation Policy made since the July Board meeting. As asked for by Board members in the previous meeting, Mr. Lecuyer stated sentences were struck from the policy containing specific goals for energy conservation.

Director Boettcher asked clarifying questions around student involvement and suggested that the AR which will come before the Board at a later date have details around how students are involved in energy conservation at their schools. Ms. Mack and Ms. Borato gave examples of similar programs in other schools and how they could be used as a model for energy conservation programs at CSD schools.

Chair Shields reminded everyone that Board members would like to have ARs and other materials related to this policy and others early, so they can ask more detailed questions and make suggestions before they reach the Board meeting itself.

Chair Shields then asked for a motion to approve item 7.1.1. Director Boettcher moved, and Director Andrews seconded the motion. The motion was approved by the following directors: Chair Shields, Vice-Chair Clark, Director Hardin, Director Andrews, and Director Boettcher:

7.2 NEW BUSINESS

No new business was brought forward at this meeting.

8.0 BOARD WORK SESSION

8.1 Review of Board Policies and ARs from Section B of

Before the policies were reviewed, Chair Shields asked Board Secretary, Pamela Jordan, to give a brief overview of the electronic program, Boardbook, for the Board. (Boardbook is used to compile and release the CSD's Board Meeting agenda and accompanying document to the Board, staff and the public.) She also gave some tips regarding the SurfacePro computer and keeping its programs updated, and how to prevent automatic updates when necessary. Ms. Jordan also offered to meet with Directors individually to share more details on Boardbook and the SurfacePro. She also offered to set up a tutorial session with a trainer from Boardbook if requested by Directors.

Chair Shields also suggested that Board members periodically turn in SurfacePro computers to the District's IT department for updating.

Because this is the first Board Meeting of the new academic year and there are new Board members, Chair Shields led a review of the following policies governing the conduct of Board members:

- **BBA -- Board Powers and Duties**
- **BBAA -- Individual Board Member's Authority and Responsibilities**
- **BBFB -- Board Member Ethics and Nepotism**
- **BBF -- Board Member Standards of Conduct**
- **BBFA -- Board Member Ethics and Conflicts of Interest**
- **BD/BDA -- Board Meetings**
- **BDC-- Executive Sessions**

Chair Shields also discussed the importance of Board member visibility in CSD schools. Board members then tentatively decided that the following members would be liaisons to each of following schools:

- Director Hardin – Meadows
- Director Andrews – Pleasant Valley & Centennial Middle School
- Director Etherly – Butler Creek
- Director Butenscheon – Oliver & Parklane
- Director Boettcher – Powell Butte & Patrick Lynch
- Vice Chair Clark – Centennial Park
- Chair Shields – Centennial High School

A liaison for the Centennial Transitional Center has yet to be determined.

FUTURE AGENDA ITEMS

Superintendent Coakley stated the following items will come before the Board at the September 12 meeting:

- 2018 Enrollment Count
- Student Representative to the Board Report
- Superintendent's Report
- Policies identified by the Administrative Cabinet for Board review/action

9.0 MOTION TO ADJOURN

Chair Shields adjourned the Board meeting at 9:09 p.m.

Chair of the Governing Board

Recording Secretary

Student Threat Assessment Team (STAT)

District Implementation Report

Derek Nagy

Denise Wright

9.12.18

Outcomes

- Provide School Board members with an update on the implementation of Centennial's Student Threat Assessment implementation including:
 - Review of goals and benefits of STAT
 - Implementation of STAT from 2016-present
 - Discuss benefits and challenges
 - Numbers of assessments completed

Goal of STAT

- Investigate threat towards others and assist school staff in developing a management plan
 - Management plan – supervision, intervention and maintenance of plan
- Assess risk and apply inhibiting factors that reduce risk
- **NOT** a process for the prediction of future acts or means to label or profile a student

Benefits of a collaborative approach to assessing risk

- Community ownership, commitment, and responsibility
- Shared responsibility and liability
- Allows a lot of information to be collected in a short time period
- Focus is on introducing inhibitors, increasing supervision, and monitoring the student.
 - Risk is always changing
 - We want to be actively working towards reducing it
- Multi-agency representation gives us a wider variety of knowledge and resources to use in the assessment and development of a management plan
 - Knowledge about resources and the student

Multi-Tiered Process

- Inquiry
 - Administrator consults with STAT member to determine if Level 1 Assessment is warranted
- Level 1 Team
 - Site-Based
 - Core Members
 - Administrator, Counselor, School Psychologist, School Resource Officer (SRO)
 - Full Site Team
 - Others who know the student (teachers, coaches, etc.), Campus Security, Parent (as circumstances allow)
 - Suspected or known mental health factors – include mental health consultant.
- Level 2 Team
 - Community-Based
 - Core Members
 - Representation from the School District, Mental Health Practitioner, Law Enforcement
 - DHS, Juvenile Dept, Oregon Youth Authority, etc.

STAT implementation

2015-16

- CHS Pilot

2016-17

- In October, there were 3 trainings offered and teams were trained together. STAT members from every school in the district attended the training.
- County-wide Level 2 team established. Meets weekly
- School psychologists attended additional Level 1 training presented by Courtney McCarthy from Salem-Keizer school district. She offered trainings to east county schools.
- 3-4 CSD Staff attended County-wide training

14

2017-18

- Forms Updated (including online access)
- Level 2 STAT Representation
- Fall Refresher Trainings
- 3 Members attended SIRC (Sexual Incident Response Committee) training with County representatives

2018-19

- 10 staff attended Aug. SIRC training
- All teams will participate in refresher in Oct. and include SIRC process going forward

Feedback from staff

Benefits:

- Team approach
- Multiple voices/perspectives
- Questions more thorough
- More comprehensive picture
- Collaboration

Challenges:

- Unclear on process if team members disagree
- Some questions open to interpretation
- Time consuming

The Numbers (2017-18)

Inquiry: 50 Level 1: 11 Level 2: 2

SCHOOL	INQUIRY	LEVEL 1	LEVEL 2
OLIVER	8	1	0
BC	0	0	0
Powell Butte	1	0	0
MEADOWS	4	4	2
Patrick Lynch	6	1	0
PV	1	1	0
PARKLANE	7	0	0
CMS	14	2	0
CPS	1	0	0
CHS	8	2	0
CTC	0	0	0



Review of Physical Restraints and Seclusions Centennial School District 2017/2018 School Year

The annual Centennial School District Physical Restraint / Seclusion review was conducted on June 8, 2018 to review incident reports and debriefing notes submitted to the district office as of 6/5/18 from both in district schools and out of district public alternative placements, in accordance with district policy JBAB, revised and adopted 1/25/12 and Oregon Department of Education guidance.

Physical Restraint / Seclusion Data, by INCIDENT:

In-District Incidents (General Education & Special Class Placements)						
	Physical Restraint		Seclusion: All	Seclusions: Locked room		Students w/ one or more Incident
Elementary (Gen Ed Placement)	15		3	0		2
Secondary (Gen Ed Placement)	0		0	0		0
Parklane Supported Class (K-6)	2		0	0		1
Butler Creek Structured Skills Class (K-6)	0		0	0		0
Centennial Middle School Independent Studies Class (7-8)	0		0	0		0
Total Incidents (15 total students)	17		3	0		3

A total of three students had more than one incident of physical restraint and/or seclusion. There were no incidences of Extended Physical Restraint or Seclusions (more than 30 minutes in duration) for Centennial students' in-district placements.

Incidents by School (in Gen Ed Placement)

*Physical Restraints**: Parklane 3; Oliver 2; Powell Butte 3; Meadows 6; Pleasant Valley 1

*Seclusions**: Meadows 2; Powell Butte 1

* CSD schools not listed had no incident reports submitted

Out of District Incidents (Alternative Public School & MESD Special Class Placements)						
	Physical Restraint		Seclusion: All	Seclusions: Locked room		# of Students w/ Restraints
MESD Programs	216		104	0		15

Of the incidents reported in "Out of District" placements, a majority of these incidents involved a small number of students. These students have intensive Behavior Support Plans to reduce the risk of self-harm and injuries to others. Our Out of District Coordinator participates in the creation and review of these plans to ensure that the least intrusive amount of intervention is utilized to support any safety concerns.

Physical Restraint / Seclusion Data, by STUDENT:

2017-18 In-District Placements		By Race, Ethnicity and Gender					
Race & Ethnicity	Race						Ethnicity
	White	Black	Multiracial	American Indian / Alaskan Native	Asian	Native Hawaiian / Pacific Islander	Hispanic / Latino
District population 6,615 (# and %)	2,824 43%	469 7%	411 6%	63 1%	818 13%	167 2%	1,863 28%
# of students w/ incident of physical restraint % of total students w/ incidents <i>12 total students</i>	7 59%	4 33%	0	0	0	0	1 8%
# of students w/ incident of seclusion % of total students w/ incidents <i>3 total students</i>	2 67%	1 33%	0	0	0	0	0
Gender		Male		Female			
District population 6,719	3,364		3,251				
# of students w/ incident of physical restraint	14		3				
# of students w/ incident of seclusion	1		2				

In-District Placements 2017-18		By Disability, Migrant, English Proficiency		
	Disability (IEP or 504)	Migrant	Limited English Proficiency	
District population 6,719 (# and %)	952 14%	51 <1%	1633 24%	
# of students w/ incident of physical restraint % of total students w/ incidents <i>12 total students</i>	9 89%	0	1	
# of students w/ incident of seclusion % of total students w/ incidents <i>3 total students</i>	2 67%	0	0	
# of students w/ incident of physical restraint or seclusion <i>15 total students (combined groups from above)</i> % of total students w/ incidents in SPED	11 1%	0	1	

Data sources: Cascade Technology Alliance, 7/10/18

Review comments from data tables above:

- The use of Physical Restraint continues to be disproportional for the African-American student population. However, CSD has decreased that disproportion from 37% (2016-17 SY) to current 33%. We also must consider the relatively small number of students in this data summary (4).
- Students receiving special education services accounted for roughly 77% of all Physical Restraint and/or Seclusions incidents for the 2017-18 SY. This number has decreased from 93% for 2016-17 SY.

Summary

Total Number of Incidents and Students			
	Physical Restraint		Seclusion: All Seclusions: In a locked room
Total Number of Incidents	17		3 0
Change from previous year	same		same 0
Total Number of Students (who had one or more incident)	9		2 0

Were there any injuries resulting from use of physical restraint or seclusion?

- According to incident reports and review of required staff and student injury reports, there were two incidences of staff or student injuries requiring first aid resulting from of an incident of physical restraint or seclusion. Based on review of Incident Reports, the injuries were considered minor and did not result in additional medical personnel being necessary.

Incidents of R&S by non-trained staff or non-approved techniques:

- We had 2 instances in which necessitated that untrained (NVCI) staff to perform a physical restraint on a student. I have reviewed the documentation around these restraints and fully support the staff's decision to use physical restraint in each of these situations. Each instance was brief (less than two minutes) and each student met the threshold for a "danger to themselves or others".
- There was one incident in which staff used a non-approved, floor hold on a student at Powell Butte. District staff have provided support and training to identified staff at PB to ensure this will not happen again in the future. Additional information was included in Learning Center and Special Class Manuals this year to reinforce that non-approved techniques can not be used. This will be highlighted through the NVCI initial and refresher trainings that staff receive. Administrators will also be given a reminder that non-approved techniques can not be used.

Steps to Decrease Use of Physical Restraint or Seclusion:

- We continue to see increases in the number of Physical Restraint and Seclusion numbers for our Out of District population again this year. Although roughly 90% of these incidences are for only five students, these numbers continue to present an alarming trend that needs to be addressed. Our CSD Out of District Liaison meets

regularly with MESD teams to ensure support plans are in place to reduce the need for Restraint and Seclusion and/or review placement to ensure appropriateness.

- CSD Behavior Consultant continues to meet with district NVCI trainers to identify adjustments to staff training.

Non-Violent Crisis Intervention Trained Staff:

Based on review of physical restraint and seclusion reports in district, of the 20 total incidents, two were administered by staff who do not have current NVCI training. A review of Non-Violent Crisis Intervention (NVCI) trained staff indicates that as of 6/15/17 Centennial has a total of 124 staff with current training. By building, the number of staff trained are as follows:

Centennial Transition Center	6	Parklane Elementary	13
Rosemary Anderson HS	2	Oliver Elementary	11
Centennial High School	17	Butler Creek Elementary	12
Centennial Park School	9	Pleasant Valley Elementary	7
Centennial Middle School	11	Meadows Elementary	12
Patrick Lynch View	6	Powell Butte Elementary	15

Conclusion

The team reviewed the Centennial School District Physical Restraint and Seclusion Policy and Procedures, examined incident reports and debriefs submitted, and analyzed compiled data on incidents and students looking for patterns or trends of concern for the purpose of determining actions needed. Several patterns/questions emerged as in need of follow up actions, including:

- CSD's in-district R&S numbers are exactly the same as prior school year; although distributed a bit differently across grade levels.
- The "debriefing" process appears to generating ideas for school teams to support impacted students moving forward.
- Disproportionality within our African American student population continues to be a concern for this team. However, the team feels that this is a broader issue that must be addressed throughout CSD via Equity work.
- Our Structured Skills Classroom at Butler Creek has seen a continued decrease in the use of Physical Restraint and Seclusion (2 Restraints and 0 Seclusions this year).
- There were a few of our elementary schools that had no incidences of restraint and seclusion (BC, PLV) for this school year.

Based on the above items, the team developed an action plan of follow up tasks:

Action Plan:

Task	Target Audience	By Who?	By When?	How?
NVCI training (additional focus on completing ALL prompts on paperwork and only using approved holds)	NVCI staff	Patrick/Michael (NVCI)	2018 SY	Increase time allotted during training to provide guidance on completing forms
Ensure ALL schools are submitting R&S paperwork (<i>continue from 16-17</i>)	ALL schools	Troy	2018 SY	Meet with Admin & SPED teams in bldgs.
Meet with MESD team to discuss support plans and review placement appropriateness for students receiving high number of R&S (<i>continue from 2016-17</i>)	MESD team	Patrick	Fall 2017	IEP mtg and/or regular check-in time
Recognize our Structured Skills staff for their commitment to reduce the use of R&S in their classrooms.	Structured Skills staff	Admin & Troy	Oct. 2018	Specific, in-person feedback acknowledging efforts.

CLASS SIZE ANALYSIS
Elementary Registration Count
September 7, 2018

	Kinder	First	Second	Third	Fourth	Fifth	Sixth	Total
PE	20	22	24	29	28	35	23	
	21	23	24	31	28	36	24	
	21	22	23		28		23	
PE Total	62	67	71	60	84	71	70	485

PB	23	28	28	29	33	27	28	
	24	27	31	29	33	28	24	
	24	28	31	30		25	26	
WE Total	71	83	90	88	66	80	78	556

BC	22	26	28	29	27	31	36	
	22	26	29	29	27	31	35	
	23	26	28	29	28	31		
Supported Ed		1	2	1	3			7
BC Total	67	79	87	88	85	93	71	570

PL	17	22	29	21	23	27	26	
	17	22	29	24	24	26	26	
	17	23						
Supported Ed							7	7
PL Total	51	67	58	45	47	53	59	380

OE	21	24	23	23	24	28	22	
	21	24	23	22	24	31	24	
			23		25			
OE Total	42	48	69	45	73	59	46	382

ME	26	24	28	26	30	29	33	
	26	25	28	24	30	28	32	
						26		
ME Total	52	49	56	50	60	83	65	415

PV	27	22	31	27	26	37	25	
	26	22	32	28	22	35	24	
							26	
PV Total	53	44	63	55	48	72	75	410

Total District	398	437	494	431	463	511	464	3,198
-----------------------	------------	------------	------------	------------	------------	------------	------------	--------------

CENTENNIAL SCHOOL DISTRICT

STUDENT COUNT 2018-2019

Based on Registration

September 7, 2018

	PATRICK	Powell Butte	BCE	PL	OE	MEA	PV	CMS	CPS	CHS	Alternative Placements	TOTAL	Avg Class
Kindergarten	62	71	67	51	42	52	53					398	
Loads	21	24	22	17	21	26	27						22.45
Teachers	3	3	3	3	2	2	2					18	
Grade 1	67	83	78	67	48	49	44					436	
Loads	22	28	26	22	24	25	22						24.12
Teachers	3	3	3	3	2	2	2					18.0	
Grade 2	71	90	85	58	69	56	63					492	
Loads	24	30	28	29	23	28	32						27.64
Teachers	3	3	3	2	3	2	2					18.0	
Grade 3	60	88	87	45	45	50	55					430	
Loads	30	29	29	23	23	25	28						26.55
Teachers	2	3	3	2	2	2	2					16	
Grade 4	84	66	82	47	73	60	48					460	
Loads	28	33	27	24	24	30	24						27.17
Teachers	3	2	3	2	3	2	2					17	
Grade 5	71	80	93	53	59	83	72					511	
Loads	36	27	31	27	30	28	36						30.40
Teacher	2	3	3	2	2	3	2					17	
Grade 6	70	78	71	52	46	65	75					457	
Loads	23	26	36	26	23	33	25						27.33
Teachers	3	3	2	2	2	2	3					17	
Subtotal Elementary	485	556	563	373	382	415	410					3,184	
Average Class Size ⁽¹⁾	26	28	28	23	24	28	27						24.67
Grade 7								458				458	
Grade 8								459				459	
Teachers								37				37	
Subtotal Middle School								917				917	
Average Class Size ⁽¹⁾								33.1					
Grade 9									9	471		480	
Grade 10									15	447		462	
Grade 11									25	444		469	
Grade 12									56	405		461	
Teachers									9.5	63.5		73	
Subtotal HS									105	1,767		1,872	
Average Class Size ⁽¹⁾									11	30.6			
Alternative Placements:													
CPS Night School/Time Tracking									21			21	
Centennial Transition Center											48	48	
Rosemary Anderson (POIC)												0	
Open School												0	
Special Education			7	7					8		59	81	
Non Special Education											3	3	
Total Students	485	556	570	380	382	415	410	917	134	1,767	110	6,126	
Total Class Teachers	19	20	20	16	16	15	15	37	9.5	63.5	N/A	231	
Average Class Size ⁽¹⁾	23.89	26.03	26.83	22.16	23.88	25.93	25.57	33.10	14.11	30.60	N/A		
Projected 2018-19	523	539	562	384	409	415	415	948	155	1,731	177	6,258	
Nominal Variance	-38	17	8	-4	-27	0	-5	-31	-21	36	-67	-132	
% Variance	-7.3%	3.2%	1.4%	-1.0%	-6.6%	0.0%	-1.2%	-3.3%	-13.5%	2.1%	-37.9%	-2.1%	
ENROLLED												0	
WITHDRAWN												0	

⁽¹⁾ Elementary schools - teacher count includes only classroom teachers and excludes specialists.

**CENTENNIAL SCHOOL DISTRICT
STUDENT COUNT 2018-2019**

	PE	WOOD	BC	PL	OE	ME	PV	CMS	CPS	CHS	Alternative Placements	TOTAL
September	485	556	570	380	382	415	410	917	134	1,767	110	6,126
October												0
November												0
December												0
January												0
February												0
March												0
April												0
May												0
June												0
PROJECTED October 1, 2018	464	531	539	408	435	512	405	929	155	1,894	125	6,397

ENROLLMENT CHANGES

ACCUMULATIVE ENROLLED												0.0
ACCUMULATIVE WITHDRAWN												0.0

ENROLLMENT HISTORY (OCTOBER 1 ENROLLMENT)

2017/2018	523	539	562	384	409	415	415	948	155	1,731	177	6,258
2016/2017	506	505	572	364	452	435	404	928	168	1,799	205	6,338
2015/2016	533	516	561	388	426	508	412	914	141	1,834	154	6,387
2014/2015	452	519	543	420	401	506	421	962	141	1,813	153	6,331
2013/2014	415	519	540	412	400	528	454	1,005	134	1,785	146	6,338
2012/2013	402	495	579	413	380	495	479	1,013	117	1,786	103	6,262
2011/2012	444	488	623	406	393	457	495	993	135	1,880	108	6,422
2010/2011	458	531	604	402	420	490	560	968	137	1,903	165	6,638
2009/2010	488	575	533	502	385	520	566	1,024	133	1,835	162	6,723
2008/2009	510	536	521	507	396	530	540	1,089	135	1,866	194	6,824
2007/2008	491	558	496	521	393	531	547	1,003	135	1,834	162	6,671
2006/2007	473	597	532	506	402	523	524	1,008	65	1,886	215	6,731
2005/2006	494	465	595	506	390	533	546	1,028	59	1,819	220	6,655
2004/2005	482	451	520	541	397	483	579	1,021	60	1,851	198	6,583
2003/2004	479	447	490	521	390	487	562	971	69	1,842	213	6,471
2002/2003	591	569	0	622	463	576	590	981	70	1,793	203	6,458
2001/2002	590	586	0	595	455	538	594	1,010	66	1,738	214	6,386
2000/2001	538	567	0	607	448	569	567	950	56	1,712	212	6,226
1999/2000	512	582	0	578	428	566	578	932	52	1,696	207	6,131
1998/1999	519	571	0	617	424	542	568	894	57	1,697	190	6,079
1997/1998	523	559	0	607	447	516	591	926	49	1,616	152	5,986

Centennial School District
18135 SE Brooklyn ST
Portland, OR 97236-1049

CONFIRMATION

To: Board of Directors
Date: September 12, 2018
RE: **Approve Unpaid Leave of Absence**

The following licensed staff members have submitted a request for an Unpaid Leave of Absence for the 2018-2019 school year.

<u>NAME</u>	<u>SUBJECT</u>	<u>REASON</u>	<u>REQUESTED LEAVE</u>
<u>DISTRICT WIDE</u>			
Oliver-Gilmore, Laurel	Autism Consultant	Family	0.20 FTE
<u>PLEASANT VALLEY ELEMENTARY</u>			
Halter, Melissa	Grade 4	Health	1.00 FTE

It is recommended that the Board approve the Unpaid Leave of Absence as listed above.

Centennial School District
18135 SE Brooklyn ST
Portland, OR 97236-1049

CONFIRMATION

To: Board of Directors
Date: September 12, 2018
RE: **Approve Resignation of Licensed Teacher**

The following licensed staff members have submitted a resignation letter effective immediately.

<u>NAME</u>	<u>SUBJECT/FTE</u>	<u>EFFECTIVE</u>	<u>YEARS</u>
<u>BUTLER CREEK ELEMENTARY</u>			
Olson Rocha, Amy	Instructional Coach	08/10/2018	17 Years
<u>DISTRICT WIDE</u>			
Drake, Carolyn	TOSA – PLC Coach	09/14/2018	4 Years
<u>HAROLD OLIVER ELEMENTARY</u>			
Grandjean, Alex	Physical Education	08/07/2018	3 Years
<u>POWELL BUTTE ELEMENTARY</u>			
McParker, Susan	Guidance & Counselor	08/09/2018	2 Years
Wright, Kayleigh	Grade 4	08/15/2018	3 Years

It is recommended that the Board approve the licensed staff resignations as listed above.

Centennial School District
18135 SE Brooklyn ST
Portland, OR 97236-1049

CONFIRMATION

To: Board of Directors
Date: September 12, 2018
RE: **Approve Resignation of Licensed Teacher**

The following licensed staff member has submitted a resignation letter effective immediately; however the district has chosen to hold Ms. Buck up to sixty (60) days, or until the vacancy is filled.

<u>NAME</u>	<u>SUBJECT/FTE</u>	<u>EFFECTIVE</u>	<u>YEARS</u>
<u>BUTLER CREEK ELEMENTARY</u>			
Buck, Kristi	Learning Specialist / 1.00	08/10/2018	17 Years

It is recommended that the Board approve the licensed staff resignation after the sixty (60) day holding period, or until the vacancy is filled.

CENTENNIAL SCHOOL DISTRICT
18135 SE Brooklyn
Portland, OR 97236
(503) 760-7990

CONFIRMATION

To: Board of Directors
Date: September 12, 2018
Subject: **Approve Trip Request: CHS Varsity Girls Basketball Team to Astoria, OR.**

A request has been received from the Centennial High School's Varsity Girls Basketball Team, 12 students (female), 3 instructors (male) and 1 chaperone (female) to Astoria, Oregon to participate in a basketball tournament December 27-29, 2018.

The instructors (Jeff Stanek, BJ Basinski and Kevin Christie) have been background checked as required by board policy. Jeff Stanek is cleared to transport students as required by board policy. The chaperone (Mairianne Basinski) has been background checked as per board policy.

Lodging will be at a rented home in Astoria. The head coach, Jeff Stanek, will use a district vehicle to transport the students. All expenses will be paid from the Varsity Girls Basketball ASB account.

It is recommended that the Board approve the CHS Varsity Girls Basketball Team to travel to Astoria, Oregon.

Respectfully submitted,

Prepared by,

Approved September 6, 2018

Dr. Paul Coakley
Superintendent of Schools

Mairi Scott-Aguirre
Principal

Centennial School District

Date: 9-5-18

To: The Governing Board
Centennial School District

From: Maria Scott Aguirre, Principal

Via: Superintendent

Subject: **REQUEST FOR APPROVAL OF
OUT-OF-STATE/OVERNIGHT FIELD TRIP**

In accordance with Policy IIC/IICA, the following request is made for approval of student travel by

12 students and 2^{of} 3 instructors 1 chaperone(s)

from CHS SCHOOL to ASTORIA DESTINATION

Date of trip: Dec 27, 28, 29

Persons participating: Girls Basketball Team / Varsity only

Destination: (conference, locale, etc.) Tournament, Astoria High School

Type of transportation: District Van - Stanek approved/licensed

Lodging at: TBA - (pending approval) but a home as before

Financing: ASB Fund

Substitute teacher required? Yes No If yes, number of days _____

Supervision: (Number of chaperones, names of supervising instructors. If this trip will have both male and female students participating, male and female chaperones are required.)
Jeff Stanek (yes)
BJ Basinski (yes) Kevin Christie (probable)
Female TBA - yet to hire coach but Marianne Basinski will go if no female coach on staff

Parent permission: Parent Permission form 425-013, from parents or guardians, must be received prior to departure. Anyone failing to return a permission slip will not be eligible to participate.

Justification: (purpose of the travel requested - field trip, participation in competitive event, etc.) competition

Activity: (attach a brief itinerary of this trip) see attached -

Endorsement: I endorse deny this request.

Maria Scott Aguirre
PRINCIPAL

Date: 9-6-18

Attach: (additional travel information should be concise, typed in single-space, on one sheet.)

2018 Girls Basketball Retreat Itinerary

Chaperones: Jeff Stanek, BJ Basinski, Kevin Christie—current coaches; all approved by CSD

Female Chaperone TBA: If we hire a female coach, she will attend. If we do not, Marianne Basinski will be the chaperone.

Phone numbers on back page.

Transportation: Stanek will drive a District Van with athletes. Basinski will drive personal vehicle with luggage.

Destination: Seaside/Astoria. House address TBA.

Retreat Rules and Guidelines:

- Bring homework. Study Hall will be provided.
- No headphones—talk to a teammate instead.
- Bring practice gear including jersey and braces.
- Bring cards. We will play a variety of card games.
- 6 oldest bring sleeping bags.
- No belching; no talking about body functions.
- Use “Please,” and “Thank you” as often as possible.
- No hazing/harassing/initiations.
- When in house:
 1. No players allowed in a coach’s rooms EVER (vice versa).
 2. No cell phones except to check in with home.
 - * We will COLLECT PHONES. This is non-negotiable.
 3. NEVER open a closed door without knocking and receiving an “OK” first.
 4. Wear adequate clothing for coverage at all times—even when sleeping.
 5. Keep conversations appropriate; remember the age gap!
 6. Respect the house and the neighborhood. (Noise!)

Things to bring:

Pillow (not required, but if you have a preference...)

Toiletries

Practice gear including jersey and braces

Sleeping bags—6 oldest

Incidental spending money (but we really won’t have much free time)

Nike Outlet Store money...not required, but we will most-likely stop by

Things NOT to bring:

Video Games, external speakers, individual DVD players, etc. (TEAM!)

A boatload of junk food. A snack? Perhaps. A bag of snacks? Ridiculous.

A loud voice.

December 27 (we do not have game times, yet, so all TBA)

TBA	Arrive at CHS Gym. Bring ALL GEAR for retreat.
TBA	Depart from CHS
TBA	Arrive in Seaside
	Seniors: Unload vehicles
	<ul style="list-style-type: none">• Set all items outside; everyone will grab their own stuff• Take food/team stuff into house
	Juniors: Quick van clean up/trash/windows
	Sophomores: Unpack kitchen
	Frosh: Put names on RED and WHITE cups
TBA	GAME at Astoria High
TBA	Dinner Spaghetti; salad
	Seniors: Serve team dessert (ice cream)
	Juniors: Dishes/Clean-up/Garbage (to outside can—stomp on it)
	Sophomores and Frosh: Prepare Bread and Juice for morning
Evening	Meeting
	Purpose of trip
	Get to know your teammate situations
10:30-11:00	Lights Out Seniors pick up clutter before bed/include kitchen/all food away

December 28

- TBA Wake-up
TBA Breakfast Seniors Cook/Juniors Dishes and Garbage
- Fried Bread/Juice
- TBA Film from yesterday's game
TBA Lunch on your own AT THE HOUSE
- Eat something light...it's a long ways to dinner
 - We have sandwich makings
 - Clean-up after yourself including dishes, garbage, counter tops
- TBA Juniors/Coaches will prepare dinner
Seniors will prepare Peach Cobbler
Sophomores and Frosh will clean up
- TBA Game
TBA Dinner—Taco Bar, Taco Salad
- Clean-up TBA based on PRACTICE COMPETITION
- TBA Meeting
Captains
BBALL rules, Points of Emphasis, MHC/Playoffs
Debrief/Q and A
- 8:00 Video/Cobbler and ice cream—served by Juniors
10:30 Lights out
- Seniors clean up clutter before bed; include kitchen; food away, garbage out.
Nothing in the refrigerator that is not ready for the cooler—no bowls of stuff—
put it in the trash. Coaches will load cooler in the morning.

December 29

- TBA Wake-up
TBA Breakfast
- Coaches
- muffins/donuts/juice/milk
- Clean-up your own
- TBA House Clean up
- Everyone: Bed linen (as directed at house)
Sophomores: Vacuum (if directed at house)
Juniors: All garbage to outside cans (jump on it if you need to)
Everyone: Take your bag to loading area
Seniors: Take coolers/kitchen stuff to loading area
- TBA Depart
TBA Game
TBA Arrive at Bus Barn
- Seniors: Van Clean Up
- Sweep, windows, seatbelts, trash

CENTENNIAL SCHOOL DISTRICT
18135 SE Brooklyn
Portland, OR 97236
(503) 760-7990

CONFIRMATION

To: Board of Directors
Date: September 12, 2018
Subject: **Approve Trip Request: CHS Speech and Debate to Monmouth, Oregon.**

A request has been received from Centennial High School's Speech and Debate Team, 20 students (male and female), 2 instructors (female and male) to Monmouth, Oregon to participate in the OSAA State Speech and Debate Championship April 18-21, 2019 at Western Oregon University in Monmouth, Oregon.

The instructors (Jen Loeung and Michael Miller) have been background checked as required by board policy.

Lodging will be at the Monmouth Christian Church Annex. The students will be transported by a school bus and school district wheelchair accessible van. Team members will pay for all expenses.

* * * * *

It is recommended that the Board approve the CHS Speech and Debate Team to travel to Monmouth, Oregon.

Respectfully submitted,

Prepared by,

Approved September 7, 2018

Dr. Paul Coakley
Superintendent of Schools

Mairi Scott-Aguirre
Principal

Centennial School District

Date: _____

To: The Governing Board
Centennial School District

From: Mairi Scott Aguirre, Principal

Via: Superintendent

Subject: **REQUEST FOR APPROVAL OF
OUT-OF-STATE/OVERNIGHT FIELD TRIP**

In accordance with Policy IIC/IICA, the following request is made for approval of student travel by

20 students and 2 instructors _____ chaperone(s)

from CHS SCHOOL to Monmouth, OR DESTINATION

Date of trip: 4/18 - 4/21/19

Persons participating: CHS speech & debate team

Destination: (conference, locale, etc.) Monmouth, OR

Type of transportation: school bus & school wheelchair van

Lodging at: Monmouth Christian Church Annex

Financing: self

Substitute teacher required? Yes No If yes, number of days 2 Jen Loewig
1 Michael Miller

Supervision: (Number of chaperones, names of supervising instructors. If this trip will have both male and female students participating, male and female chaperones are required.)
Jen Loewig & Michael Miller

Parent permission: Parent Permission form 425-013, from parents or guardians, must be received prior to departure. Anyone failing to return a permission slip will not be eligible to participate.

Justification: (purpose of the travel requested - field trip, participation in competitive event, etc.)
State OSA Speech & Debate Championship

Activity: (attach a brief itinerary of this trip)
attached

Endorsement: I endorse deny this request.
Mairi Scott Aguirre PRINCIPAL Date: 9-7-18

Attach: (additional travel information should be concise, typed in single-space, on one sheet.)

To: The Centennial School District Board
From: Jen Loeung, CHS Speech and Debate Coach
Date: 9/5/18
Re: OSAA State Speech and Debate Competition

We will take our Speech and Debate team to the OSAA state tournament in April, 2019. For those competing in debate, we will leave after school by 3:00 on 4/18/19 and drive down to Monmouth. Traditionally, Mrs. Loeung has taken the debate team in her van. However, we have a large debate team this year and may have to have a driver take us down to Monmouth on 4/18/19. We'd then drop our bags off and walk to dinner. We prepare and are off at 7:00 am on 4/19/19 to compete from 7:30 a.m.- 9:30 p.m. That day.

On 4/19/19, our speech team (those who do not debate, but do individual speaking events) leave Centennial at 3:00 pm and take a full bus down to Monmouth. They arrive between 4:30-5:00 pm depending on traffic and eat on site and then go watch and support their peers and or watch the top debate teams in the state. We return, eat a snack and have lights out by 10:00 p.m.

On 4/20/19 all students competing in speech compete. We walk to the campus by 7:30 a.m. and are ready to compete for the day. It is a full day and we listen to final rounds until 9:30 p.m. We arrive back about 10:00 p.m. and prepare for the final competition day.

4/21/19 this is the final day of ALL competition. We all go to the campus together and leave after the 6:00 p.m. awards ceremony and return to CHS.

CENTENNIAL SCHOOL DISTRICT
18135 S.E. Brooklyn
Portland, OR 97236
503-760-7990

NEW BUSINESS

TO: Board of Directors

DATE: September 12, 2018

SUBJECT: Consider Superintendent's Work Plan and Evaluation Criteria for 2018/2019

The Superintendent is presenting a draft work plan as well as evaluation options that have been used in the past.

A final draft will be presented to the board at the September 26, 2018 Board meeting for approval.

The board is being asked to review the document and make recommendations on the criteria to be used for the Superintendent's evaluation for the 2018-2019 school year.

CENTENNIAL SCHOOL DISTRICT
18135 S.E. Brooklyn
Portland, OR 97236
503-760-7990

CONFIRMATION

TO: Board of Directors

DATE: September 12, 2018

SUBJECT: Consider Whether Board Member(s) Wish to be Nominated for OSBA Board of Directors

With the start of the 2018/2019 school year, this is the Board's opportunity to consider whether any on the Board wish to be nominated to serve on the OSBA Board of Directors. Multnomah Region positions open for election are positions 17 (currently held by Michelle Vo), which is a one-year term, and position 19 (currently held by Paul Anthony). Serving on the OSBA Board provides individuals an opportunity to develop leadership skills and impact issues at the state and federal levels. Board members interested in running for a position on the OSBA Board need to be nominated by a member board within their region. Nominations require official board action. All candidate nomination materials are due in to the OSBA office by 5:00 pm Friday, September 28, 2018.

Should a member(s) of the Centennial School District Board of Directors be desirous of being nominated to either the OSBA Board of Directors, it is recommended that the Board take official action to do so. (Candidate nomination resolution will be provided at the meeting.)

CENTENNIAL SCHOOL DISTRICT
18135 S.E. Brooklyn
Portland, OR 97236
503-760-7990

CONFIRMATION

TO: Board of Directors

DATE: September 12, 2018

SUBJECT: Consider Revised Policy IGBA, Students with Disabilities – Child Identification Procedures

Senate Bill (SB) 1522 corrected language contained in SB 20 (2017) that prevented districts from accessing State School Fund dollars for students who received a modified diploma and wanted to continue receiving transition services until age 21. SB 1522 updates the statutes to ensure that students who have received a modified diploma can continue receiving transition services through age 21, and allows districts to continue receiving State School Funds to provide those services.

The bill also contains provisions allowing modified diploma recipients in Youth Corrections Educational Programs to be eligible for transition services and modified diploma recipients to be eligible for the Expanded Options Program. SB 1522 affects students who received a modified diploma before, on or after the passage of SB 1522.

Adoption of this policy is required.



Code: **IGBA**
Adopted: 12/12/90
Revised/Readopted: 12/13/95; 6/11/03; 3/12/08;
5/09/12; 5/28/14
Orig. Code(s): IGBA

Students with Disabilities - Child Identification Procedures

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services (EI/ECSE). For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency, ~~with which the district collaborates,~~ is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they ~~have not failed, been retained in a course of a grade and~~ are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) ~~school~~ located within the boundaries of the district;
7. Attending public charter school located in the district;
8. Below the age of compulsory school attendance who are not enrolled in a public or private school program; ~~or~~ and
9. Above the age of compulsory school attendance who have not graduated from high school with a regular high school diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of public charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five by on or before September 1 of the current school year. Students with disabilities are eligible to enroll in the district through the school year in which they reach the age of 21 if they have not graduated with a regular high school diploma.

The district shall annually submit data to the Oregon Department of Education (ODE) regarding the number of resident students with disabilities who have been identified, located, and evaluated are ~~who~~ are

receiving special education and related services. The district conducts an annual count of the total number of private school children attending private schools located within the boundaries of the district, and a count of all children with disabilities attending private schools located within the boundaries of the district, in accordance with OAR 581-015-2465. The district reports any additional data to ODE required by the ODE to meet the requirements of federal and state law and the applicable reporting dates.

END OF POLICY

Legal Reference(s):

ORS 332.075	ORS 343.517	OAR 581-015-2190
ORS 338.165	ORS 343.533	OAR 581-015-2195
ORS 339.115 to -137		OAR 581-015-2315
ORS 343.151	OAR 581-015-2040	OAR 581-015-2480
ORS 343.157	OAR 581-015-2045	OAR 581-021-0029
ORS 343.193	OAR 581-015-2080	OAR 581-022-2315
ORS 343.221	OAR 581-015-2085	

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412 (a)(3) (2017).
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 (2017).
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 (2017).

CENTENNIAL SCHOOL DISTRICT
18135 S.E. Brooklyn
Portland, OR 97236
503-760-7990

CONFIRMATION

TO: Board of Directors

DATE: September 12, 2018

SUBJECT: Consider Revised Policy IGBAH – Special Education – Evaluation Procedures

Senate Bill (SB) 1522 corrected language contained in SB 20 (2017) that prevented districts from accessing State School Fund dollars for students who received a modified diploma and wanted to continue receiving transition services until age 21. SB 1522 updates the statutes to ensure that students who have received a modified diploma can continue receiving transition services through age 21, and allows districts to continue receiving State School Funds to provide those services.

The bill also contains provisions allowing modified diploma recipients in Youth Corrections Educational Programs to be eligible for transition services and modified diploma recipients to be eligible for the Expanded Options Program. SB 1522 affects students who received a modified diploma before, on or after the passage of SB 1522.

It is required that the board approve the revised policy.



Code: **IGBAH**
Adopted: 1/26/94
Revised/Readopted: 12/13/95; 6/11/03; 3/12/08;
7/15/09; 5/09/12; 5/28/14
Orig. Code(s): IGBAH

Special Education - Evaluation Procedures **

Consistent with its child find and parent consent obligations, the district responds promptly to requests initiated by a parent or public agency for an initial evaluation to determine if a child is a child with a disability.

A full and individual evaluation of a student's educational needs that meets the criteria established in the Oregon Administrative Rules will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. The district implements an ongoing system to locate, identify, and evaluate all children birth to 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education (EI/ECSE) or special education services.

The district identifies all children with disabilities, regardless of the severity of their disabilities, including children who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they ~~advance~~ are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, ~~Attending private school~~ (religious or secular) ~~school~~ located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance ~~who are not enrolled in a public or private school program;~~ ~~or~~ and
9. Above the age of compulsory school attendance who have not graduated from high school with a regular ~~high school~~ diploma and have not completed the school year in which they reach their 21st birthday.

The district is responsible for evaluating and determining eligibility for special education services for school-age children. The districts ~~designated referral and evaluation agency~~ is responsible for evaluating children who may be eligible for ~~Early Intervention/Early Childhood Special Education (EI/ECSE)~~

Services. The district's designated referral and evaluation agency is responsible for determining eligibility.

Before conducting any evaluation or reevaluated the district:

1. Plans the evaluation with a group that includes the parent(s);
2. Provides prior written notice to the parent that describes any proposed evaluation procedures the agency proposes to conduct as a result of the evaluation planning process; and
3. Obtains informed written consent for evaluation.

The district conducts a comprehensive evaluation or re-evaluation before:

1. Determining that a child has a disability;
2. Determining that a child continues to have a disability;
3. Changing the child's eligibility;
4. Providing special education and related services;
5. Terminating the child's eligibility for special education, unless the termination is due to graduation from high school with a regular diploma or exceeding the age of eligibility for a free appropriate public education (FAPE).

Upon completion of the evaluation, the district provides the parent or eligible child a copy of the evaluation report at no cost. The evaluation report describes and explains the results of the evaluation. Upon completion of the eligibility determination, the district provides the parent or eligible child documentation of eligibility determination at no cost.

The district ensures that assessments and other evaluation materials, including those tailored to assess specific areas of education need, used to assess a child are:

1. Are selected and administered so as not to be racially or culturally discriminatory;
2. Are provided and administered in the child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it is clearly not feasible to do so;
3. Are used for purposes for which assessments or measures are valid and reliable;
4. Are administered by trained and knowledgeable personnel; and
5. Are administered in accordance with any instructions provided by the producer of such assessments.

Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.

A student must meet the eligibility criteria established in the Oregon Administrative Rules.

The district conducts re-evaluations:

1. When the educational or related services needs, including improved academic achievement and functional performance of the child warrant a re-evaluation;
2. When the child's parents or teacher requests a re-evaluation; and
3. At least every three years, unless the parent and the district agree that a re-evaluation is unnecessary.

The district does not conduct a re-evaluation more than once a year, unless the parent and district agree otherwise ~~and at least once every three years, unless the parent and district agree that a re-evaluation is unnecessary.~~

If the parent has previously revoked consent for special education and related services and subsequently requests special education and related services, the district will conduct an initial evaluation of the student to determine eligibility for special education.

END OF POLICY

Legal Reference(s):

[ORS 343.155](#)
[ORS 343.157](#)
[ORS 343.164](#)

[OAR 581-015-2000](#)
[OAR 581-015-2095](#)
[OAR 581-015-2105 to -2190](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300, 300.530-300.534, 300.540-300.543, 300.7 (2017).

CENTENNIAL SCHOOL DISTRICT
18135 S.E. Brooklyn
Portland, OR 97236
503-760-7990

CONFIRMATION

TO: Board of Directors

DATE: September 12, 2018

SUBJECT: Consider Revised Policy IGBAJ & Supporting AR, Special Education – Free and Appropriate Public Education (FAPE)

Senate Bill (SB) 1522 corrected language contained in SB 20 (2017) that prevented districts from accessing State School Fund dollars for students who received a modified diploma and wanted to continue receiving transition services until age 21. SB 1522 updates the statutes to ensure that students who have received a modified diploma can continue receiving transition services through age 21, and allows districts to continue receiving State School Funds to provide those services.

The bill also contains provisions allowing modified diploma recipients in Youth Corrections Educational Programs to be eligible for transition services and modified diploma recipients to be eligible for the Expanded Options Program. SB 1522 affects students who received a modified diploma before, on or after the passage of SB 1522.

Approval of this revised policy is required by the Board.



Code: **IGBAJ**
Adopted: 1/26/94
Revised/Readopted: 12/13/95; 6/11/03; 3/12/08;
7/15/09; 5/28/14
Orig. Code(s): IGBAJ

Special Education - Free Appropriate Public Education (FAPE)**

1. The district admits all resident school-age children with disabilities and makes special education and related services available at no cost to those:
 - a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they ~~have not failed or have not been retained in a course or grade~~ or are advancing from grade to grade;
 - b. Who have not graduated with a regular high school diploma;
 - c. Who have been suspended or expelled in accordance with special education discipline provisions; or
 - d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.
2. The district determines residency in accordance with Oregon law.
3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities and children with disabilities who are enrolled in public charter schools located in the district.
4. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.
5. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
6. If the individualized education program (IEP) team determines that placement in a public or private residential program is necessary to provide FAPE, the program, including nonmedical care and room and board, must be at no cost to the parents of the child.
7. If a parent revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

Legal Reference(s):

[ORS 338.165](#)
[ORS 339.115](#)
[ORS 343.085](#)
[ORS 343.224](#)

[OAR 581-015-2020](#)
[OAR 581-015-2035](#)
[OAR 581-015-2040 to-2065](#)
[OAR 581-015-2050](#)
[OAR 581-015-2075](#)

[OAR 581-015-2530](#)
[OAR 581-015-2600](#)
[OAR 581-015-2605](#)
[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113, 300.300 (2017).



Code: **IGBAJ-AR**
Adopted: 1/26/94
Readopted: 10/17/95; 8/13/03; 4/08/08;
5/15/12; 5/28/14
Orig. Code(s): IGBAJ-AR

Special Education - Free Appropriate Public Education (FAPE)**

1. FAPE and Age Ranges
 - a. The district provides special education and related services to all resident school-age students with disabilities, including students enrolled in public charter schools located in the district, as provided below:
 - (1) “School-age children” are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
 - (2) The district will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
 - (3) An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for FAPE for the remainder of the school year.
 - (4) The district provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.
2. Nonacademic Services
 - a. The district provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
 - b. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.
 - c. The district ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.
3. Graduation
 - a. A student graduating with a regular high school diploma is no longer entitled to FAPE.
 - b. The district provides prior written notice **in** a reasonable time before a student with a disability graduates with a regular high school diploma.
 - c. The district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school diploma.
 - d. Graduation with an alternative document:
 - (1) The district may award an alternative document meeting the criteria of the State Board of Education alternative document to a student with a disability.
 - (2) Graduation with an alternative document does not terminate eligibility, require an evaluation or require prior written notice.

- e. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular diploma.

4. Incarcerated Youth

- a. The district has a plan, approved by the local board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the district.
- b. The district provides FAPE for students with disabilities ages 18 through 21 incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:
 - (1) Were identified as students eligible for special education; and
 - (2) Had an individualized education program (IEP).
- c. The district's provisions of FAPE does not include:
 - (1) The requirements relating to participation of children with disabilities in statewide and district assessments.
 - (2) For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The district makes this determination based on considerations of the sentence and eligibility for early release. Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities based on consideration of their sentence and eligibility for early release.
 - (3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
 - (4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parents after rights transfer to the student.

5. Residential Placement

If the IEP team determines that placement in a public or private residential program is necessary to provide FAPE to a student with a disability, the district ensures that the program, including non-medical care and room and board, is provided at no cost to the parents of the student.

6. Physical Education

- a. The district makes physical education services, specially designed if necessary, to available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.
- b. The district provides the opportunity to each child with a disability to participate in the regular physical education program available to nondisabled children unless the child needs specially designed physical education, as prescribed in the child's ~~individualized education program (IEP)~~.

- c. If specially designed physical education is included in a child's IEP, the district must provide the services directly or make arrangements for those services to be provided by through other public or private programs.
- d. If the child with a disability is enrolled full-time in a separate facility, the district must ensure that the child receives appropriate physical education services.

7. Public Charter Schools

- a. The district serves resident children with disabilities attending public charter schools located in the district in the same manner and in accordance with applicable laws and rules governing the district's provision of services to children with disabilities in its other schools.
- b. The district shall, in consultation with the student's parent, guardian or person in parental relationship, provide FAPE to the student, in accordance with Oregon Administrative Rule (OAR) 581-015-2230(1), until the district implements the IEP from the previous district or develops, adopts and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous district in another state, the district will implement the IEP in accordance with OAR 581-015-2230(2).
- c. The district provides supplementary and related services on-site at a district public charter school to the same extent to which the district has a policy or practice of providing such services on the site to its other public schools.
- d. A school district in which a public charter school is located must provide Individuals with Disabilities Education Act (IDEA) funds to those public charter schools on the same basis as the school district provides those funds to other public schools in the district, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the district.
- e. If a child with a disability enrolls in a public charter school, the public charter school is considered the school the child would attend if not disabled. Enrollment in any public charter school is by parent choice. Enrollment in any out-of-district public charter school does not require an interdistrict transfer agreement.

When a student enrolls in a public charter school, the district in which the public charter school is located shall:

- a. Provide written notification of the student's enrollment to the district in which the student resides;
- b. Request, in accordance with applicable confidentially provisions in state and federal laws, the records of the student, including all information related to an IEP developed for the student;
- c. Provide written notification to the student's parent, guardian or person in parental relationship to provide information about:
 - (1) The district's responsibility to identify, locate and evaluate to determine a student's need for special education and related services and to provide those special education services in the public charter school; and
 - (2) The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

When a student no longer is enrolled in a public charter school for any reason other than graduation, the district in which the public charter school is located shall notify:

- a. The district in which the student resided to provide notice:

- (1) That the student no longer is enrolled in the public charter school; and
 - (2) That the district will provide the student education records including all information related to the student's IEP if the student seeks enrollment or services from the district in which the student resides.
- b. The student's parent, guardian or person in parental relationship to provide information about:
- (1) The responsibility of the school district in which the student resides to identify, locate and evaluate student and implement services;
 - (2) The methods by which the student's resident district may be contacted to answer questions or provide information about special education and related services; and
 - (3) The responsibility of the district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another district, including the parent's resident district.

8. Recovery of Funds for Misclassified Students

The district ensures that students identified on the special education child count under Part B of the IDEA are limited to students who:

- a. Meet eligibility requirements under OAR 581-015-2130 to 2180;
- b. Have a current IEP that is being implemented;
- c. Are receiving a ~~free appropriate public education~~ FAPE;-
- d. Are enrolled in the district.

9. Students with Disabilities under IDEA Enrolled in Public Benefits or Insurance

A district may use the State's Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA, and permitted under the public benefits or insurance programs as specified below.

With regard to services required to provide FAPE to a child with disabilities under IDEA, a district:

- a. May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and
- b. May not use the child's benefits under a public insurance program if that use would:
 - (1) Decrease available lifetime coverage or any other insurance benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the child outside of the time the child is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures; and

Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the district must provide prior written notification to the student's parents and must obtain written consent¹ that:

- a. States the personally identifiable information that may be disclosed (e.g., records or information about the services that may be provided to the student);
- b. States the purpose of the disclosure (e.g., billing for services under IDEA);
- c. Names the agency to which the disclosure may be made (e.g., Medicaid);
- d. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under IDEA;
- e. Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e., payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
- f. Acknowledges the district may not use the student's benefits under a public insurance program, if that use would:
 - (1) Decrease available lifetime coverage of any other insured benefit;
 - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
 - (3) Increase premiums or lead to the discontinuation of insurance; or
 - (4) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

10. Accessible Materials

- a. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.
 - b. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.
2. **Extended School Year (ESY) service** as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.
 3. **Assistive Technology devices or services** as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR.

¹“Consent” means that the parent or adult student a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

CENTENNIAL SCHOOL DISTRICT
18135 S.E. Brooklyn
Portland, OR 97236
503-760-7990

CONFIRMATION

TO: Board of Directors

DATE: September 12, 2018

SUBJECT: Consider Revised Policy IGBAG - AR, Special Education – Procedural Safeguards

Senate Bill (SB) 1522 corrected language contained in SB 20 (2017) that prevented districts from accessing State School Fund dollars for students who received a modified diploma and wanted to continue receiving transition services until age 21. SB 1522 updates the statutes to ensure that students who have received a modified diploma can continue receiving transition services through age 21, and allows districts to continue receiving State School Funds to provide those services.

The bill also contains provisions allowing modified diploma recipients in Youth Corrections Educational Programs to be eligible for transition services and modified diploma recipients to be eligible for the Expanded Options Program. SB 1522 affects students who received a modified diploma before, on or after the passage of SB 1522.

Adoption of this AR is required.



Code: **IGBAG-AR**
Adopted: 1/26/94
Revised/Readopted: 10/17/95; 8/13/03; 4/08/08;
11/22/11; 5/28/14; 1/10/18
Orig. Code(s): IGBAG-AR

Special Education - Procedural Safeguards**

1. Procedural Safeguards
 - a. The district provides procedural safeguards to:
 - (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
 - (2) Surrogate parents; and
 - (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).
 - b. The district gives parents a copy of the *Procedural Safeguards Notice*, published by the Oregon Department of Education (ODE):
 - (1) At least once a year; and
 - (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
 - (3) When the parent (or adult student) requests a copy;
 - (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is emancipated.
 - c. The *Procedural Safeguards Notice* is:
 - (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public;
 - (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:
 - (a) The notice is translated orally or by other means to the parent in his/her native language or other mode of communication;
 - (b) The parent understands the content of the notice; and
 - (c) There is written evidence that the district has meet these requirements.
2. Content of the *Procedural Safeguards Notice*

The procedural safeguards notice includes all of the content provided in the *Procedural Safeguards Notice* published by ODE.

3. Parent or Adult Student Meeting Participation

- a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized educational program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
 - (1) States the purpose, time and place of the meeting and who is invited to attend;
 - (2) Advises that the parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
 - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
 - (4) Advises the parents or adult student who to contact before the meeting to provide information if they are unable to attend; and
 - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
 - (a) Indicates that the student will be invited; and
 - (b) Identifies any agencies invited to send a representative.
- c. The district take steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can attend, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parents or adult student if the district is unable to convince the parents or adult student that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
 - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
 - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.
- g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and

- (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- j. An IEP meeting does not include:
 - (1) Informal or unscheduled conversations involving school district personnel;
 - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
 - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
 - (1) The parent cannot be identified or located after reasonable efforts;
 - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
 - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
 - (1) Is not an employee of the district or ODE;
 - (2) Is not an employee of any other agency involved in the education or care of the student;
 - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
 - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.
- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
 - (1) Protect the special education rights of the student;
 - (2) Be acquainted with the student's disability and the student's special education needs;

- (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
 - (4) Represent the student in all matters relating to the provision of FAPE to the student.
- g. A parent may give written consent for a surrogate to be appointed.
- (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
 - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
 - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- i. The district may change or terminate the appointment of a surrogate when:
- (1) The person appointed as surrogate is no longer willing to serve;
 - (2) Rights transfer to the adult student or the student graduates with a regular ~~or modified~~ diploma;
 - (3) The student is no longer eligible for special education services;
 - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
 - (5) A foster parent or other person is identified who can carry out the role of parent;
 - (6) The parent, who previously could not be identified or located, is now identified or located;
 - (7) The appointed surrogate is no longer eligible;
 - (8) The student moves to another district; or
 - (9) The student is no longer a ward of the state or unaccompanied homeless youth.
- j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated rights previously accorded to the student's parents under the special education laws transfer to the student. A student for whom rights have transferred is considered an "adult student" under Oregon Administrative Rule (OAR) 581-015-2000(1).

- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
 - (1) At least one year before the student's 18th birthday;
 - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
 - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.

6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or adult student, within a reasonable period of time before the district:
 - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of FAPE to the child; or
 - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
 - (1) A description of the action proposed or refused by the district;
 - (2) An explanation of why the district proposed or refused to take the action;
 - (3) A description of each evaluation procedure, test, record or report used as a basis for the proposal or refusal;
 - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Procedural Safeguards Notice* may be obtained; and
 - (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards;
 - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
 - (7) A description of other factors that are relevant to the agency's proposal or refusal.
- c. The prior written notice is:
 - (1) Written in a language understandable to the general public; and
 - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
 - (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:

- (a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
- (b) The parent understands the content of the notice; and
- (c) There is written evidence that the requirements of this rule have been met.

7. Consent¹ – Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child's eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

9. Consent – Reevaluation

- a. The district obtains informed parent consent before conducting any reevaluation of a child with a disability, except:
 - (1) The district does not need written consent for a reevaluation, if the parent does not respond after reasonable efforts to obtain informed consent. However, the district does not conduct individual intelligence tests or tests of personality without consent.
 - (2) If a parent refuses to consent to the reevaluation, the district may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

¹"Consent" means that the parent or adult student: a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

10. Consent – Other Requirement

- a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the reevaluation, or if the parent does not respond to a request for consent, the district:
 - (1) Does not use mediation or due process hearing procedures to seek consent; and
 - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:
 - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
 - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
 - (3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - (4) The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services.

11. Exceptions to Consent

- a. The district does not need written parent or adult student consent before:
 - (1) Reviewing existing data as part of an evaluation or reevaluation;
 - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
 - (3) Conducting evaluations, tests, procedures, or instruments that are identified on the student's IEP as a measure for determining progress; or
 - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
 - (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
 - (2) The parent's rights have been terminated in accordance with state law; or
 - (3) The rights of the parent to make educational decisions have been surrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

- c. The district does not need written parental consent if an administrative law judge determines that the evaluation or reevaluation is necessary to ensure that the student is provided with FAPE.

12. Independent Educational Evaluations

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
 - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
 - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
 - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
 - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an independent educational evaluation that does not meet the district's criteria.
 - (3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.
- e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The district may not:
 - (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
 - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an independent educational evaluation at public expense.
- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of FAPE to the student, if the submitted independent evaluation meets district criteria.

13. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:

- (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent's right to a due process hearing or filing a complaint.
- (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
- (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
 - (a) States the terms of the agreement;
 - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
 - (c) Is signed by the parent and a representative of the district who has the authority to bind the district to the mediation agreement.
- (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
- (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a district or education service district (ESD) is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.
- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a FAPE to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement, or provision of a FAPE to a student who may have a disability and be eligible for special education.

- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
 - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
 - (2) A description of other options that the district considered and the reasons why those options were rejected;
 - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
 - (4) A description of the factors relevant to the district's proposal or refusal.

16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
 - (1) The district will not include an attorney unless the parent brings an attorney.
 - (2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
 - (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45-day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Timeline Limitations and Exceptions

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led to the parent's hearing request.

18. Hearing Costs

- a. The district reimburses ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement, and other related matters.
- b. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing.
- c. The district does not use IDE funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

- a. See board policy JGDA/JGEA - Discipline of Students with Disabilities.

CENTENNIAL SCHOOL DISTRICT
18135 S.E. Brooklyn
Portland, OR 97236
503-760-7990

NEW BUSINESS

TO: Board of Directors
DATE: September 12, 2018
SUBJECT: Approve awarding contract for Facility Planning and Community Outreach to DLR Group

The District has solicited proposals for facility planning and community Outreach in preparation for a potential bond campaign. A selection committee reviewed proposals and selected DLR as the successful proposer. The committee members were Dr. Coakley, James Owens, Carol Fenstermacher, Chris Stomps, Claudia Andrews, and Jess Hardin.

A fee of \$129,000 for approximately 780 hours was proposed.

It is recommended the board approve awarding contract for Facility Planning and Community Outreach to DLR Group.