

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

Virtually via the Zoom App
Wednesday, September 26, 2018

Regular Session at 7:00 PM

A G E N D A

1. **CALL TO ORDER - Board Chair, Pam Shields**
 1. Adoption of Agenda for September 26, 2017
2. **INTRODUCTION OF GUESTS (Optional)**
3. **APPROVAL OF MINUTES**
 1. Board Meeting Minutes from September 12, 2018 2
4. **PUBLIC FORUM**
5. **REPORTS**
 1. Student Representative's Report - Reyna Tapia-Herrera
 2. Superintendent's Report - Dr. Coakley
6. **CONFIRMATION ITEMS (Confirmed en masse)**
 1. **Site Council Minutes**
 2. **Miscellaneous Items**
 3. **Financial Statements**
 4. **Enrollment Reports**
 5. **Human Resources**
 1. Employment for the 2018 - 2019 School Year (Added 9/26/18 10:13 am) 9
 2. Unpaid Leave of Absence (Added 9/26/18 10:14 am) 13
 6. **Business/Operations**
 7. **Board Policies (Deletions/Legal Reference Changes Only)**
 8. **Student Services**
 9. **Student Travel**
 1. Centennial H.S. Varsity Soccer Retreat - Rockaway, OR 9/28 - 9/30 14
7. **BOARD ACTION ITEMS**
 1. **OLD BUSINESS**
 1. Consider Superintendent's Work Plan and Evaluation Criteria for 2018/2019 - Dr. Paul Coakley
 2. **NEW BUSINESS**
 1. Transfer \$99,374 from Support Services to Other Uses - Greg Lecuyer 16
 2. Consider Revised Policy ECACB - Unmanned Aircraft System a.k.a. Drone - Greg Lecuyer 18
 3. Consider Revised Policy IKF - Graduation Requirements - Angela Hubbs & Denise Wright 21
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
September 12, 2018

REGULAR SESSION

The Centennial School District Governing Board met in regular session on Wednesday, September 12, 2018, in the board room of the district administration office, 18135 SE Brooklyn St, Portland, Oregon.

1. CALL TO ORDER

Board Vice-Chair Brenda Clark called the meeting to order at 7:00 p.m. The following Board members were also in attendance: Claudia Andrews, Jess Hardin, Ernie Butenschoen, and Rhonda Etherly.

The following district administrative team members were in attendance:

Dr. Paul Coakley.....	Superintendent
James Owens.....	Assistant Superintendent/Director, HR
Carol Fenstermacher.....	Community Engagement Coordinator
Greg Lecuyer	Director, Business & Operations
Denise Wright.....	Director, Student Services
Angela Hubbs.....	Director, Curriculum & Student Learning
Mairi Scott-Aguirre.....	Principal, Centennial High School
Troy Gales.....	PBIS Coach / Behavior Consultant
Pamela Jordan.....	Board Secretary

1. OFFICIAL BUSINESS

1.1 Adoption of Agenda for September 12, 2018

With no additions to the agenda, it was moved by Director Butenschoen, and seconded by Director Andrews that the agenda be approved as presented. The motion to adopt the September 12, 2018, agenda as presented was approved by: Director Andrews, Director Butenschoen, Vice-Chair Clark, Director Etherly, and Director Hardin.

2. INTRODUCTION OF GUESTS (Optional)

2.1 Introduction of CEA Representatives and CHS FBLA National Finalist

Centennial Education Association President Avery Hendrickson introduced herself. She was accompanied by CEA Bargaining Chair Rob Havrilla. Mrs. Hendrickson stated she and the other CEA members would like more open communication with the board. Mr. Havrilla also stated that the CEA's members would like to have a place at the table and more regular, direct and open communication with the Board before crisis situations develop.

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Board members agreed to exploring ways to create lines of communication with the Union’s leadership. Mr. Havrilla also stated that the process of speaking at the Public Forum section of Board meetings is very limited and Union leadership feels it cannot respond to issues discussed at previous board meetings, and teachers’ viewpoints are not represented at meetings.

Vice-Chair Clark stated that customarily the Board does not respond directly to issues that are presented at a meeting. Perhaps, she suggested, regular one on one meetings with Union leadership. More than two Board Members creates legal issues with open meeting laws, but Clark said she is open to exploring ways to hear CEA concerns outside of Board meetings.

Mr. Havrilla suggested a regular report from teachers at the meeting as something to consider.

Vice-Chair Clark asked Adrienne Hardin, a business management teacher at Centennial High School introduced students who were finalists at the National Future Business Leaders of America competition in Baltimore, ME.

Students Katee Early and Wendy Hanken competed in the Best Financial Plan category, placing 8th nationally. Wendy was not able to attend tonight’s meeting.

Students Makaila Susi, Olivia Harris and Ava Fischer competed in the Community Service category, placing 8th nationally.

All the students were presented with a certificate of appreciation by Dr. Coakley.

3. **APPROVAL OF MINUTES**

3.1 Regular Meeting Minutes of August 1, 2018

It was moved by Director Etherly and seconded by Director Butenschoen, that the regular meeting minutes of August 1, 2018, be approved as presented. The motion to adopt the minutes as presented was approved by: Vice-Chair Clark, Director Etherly, Director Andrews, Director Butenschoen and Director Hardin.

4.

4.1 Public Forum

CEA Bargaining Chair, Rob Havrilla spoke during the Introduction of Guests portion of the meeting.

5. **REPORTS**

5.1 Student Representative Report - Reyna Tapia Herrera

Student Representative to the Board Reyna Tapia Herrera gave a report on activities happening at Centennial High School in the next few weeks, including Homecoming activities during the week of September 18th.

5.2 Threat Assessment Update - Denise Wright & Troy Gales

Ms. Wright gave an update on the threat and assessment procedures CSD has been using since 2016. Centennial High School piloted the program in the 2015-2016 school year. The program was rolled out to the entire district in the 2016-2017 school year.

She along with Positive Behavior Support Specialist Troy Gales discussed the evolution of the program, training of teachers and staff, and the external partners available to assist with threats made by students and how they are handled by the school district. Both believe the program has made the district more efficient and effective at evaluating threats and responding in a timely and appropriate manner that supports and

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protects students. (Please see attached presentation for details.) Ms. Wright asked for feedback from the Board regarding regular yearly reports and if they wanted to continue to get updates.

Vice-Chair Clark stated she did want yearly updates.

5.2 Annual Restraint & Seclusion Report - Troy Gales

Mr. Gales stated CSD had 17 incidents of physical restraint of general education K-6 students for the 2017-2018 year. This number was the same for the 2016-2017 year.

Mr. Gales said there were three incidents of physical seclusion of students - preventing the students from leaving a room in general education classrooms in 2017-2018, and two in at Parklane. This was a decrease from prior years, which speaks to staff and teachers getting the proper training and support.

Out of district incidents for CSD students who are at MESD there were 216 incidents of physical restraint. These students are the highest need students who have worked through a continuum of service available through the district. The number is an increase, but the number of incidents involve only three to five students. These students have specialized behavior plans, and CSD liaisons meet frequently and are constantly monitoring these students and trying to determine if everything is being done to reduce restraint and seclusion incidents for these three to five students. The district is monitoring constantly and doing all it can to reduce the need for restraint and seclusion for these students.

Mr. Gales said that by race 59% of students who were restrained were white, 33% were African-American. African-Americans make up 7% of the student body. Mr. Gales said the disproportionality was disturbing.

Sixty-seven percent of students who were secluded were white, 33% were African-American. Mr. Gales also pointed out that the district is 50% female and 50% male, but the majority of students who are restrained or secluded are male, and are younger and younger.

Mr. Gales said there was also one incident of a staff member using a non-approved restraint technique.

Director Butenschoen asked clarifying questions regarding what happens to students who need high levels of restraint and seclusion once they become adults. Mr. Gales replied that traditionally developmental disabilities is involved as students transition out of the K-12 system. There are an abundance of services for students after age 21.

Director Butenschoen also asked about training of staff around restraint and seclusion. Mr. Gales said staff cannot be forced into training. Training is required for all special education staff. Principals and identified general education staff are encouraged to be trained.

Mrs. Wright also talked about funding for training and how budget cuts have impacted the district's budget for training. She also stated that the bulk of training for staff is around proactive de-escalation, because there are far more incidents where escalation is required.

5.3 Enrollment Update Report - Greg Lecuyer

Mr. Lecuyer presented the preliminary enrollment report for the district. He stated that the numbers at this point are not firm, but kindergarten and lower grades are up. He also stated that traditionally there is an arc to enrollment numbers where initial enrollment numbers are low, then they increase before the 10-day drop period. Then they increase until December. Last year at this time CSD had 6,192. This year we have 6,126.

Dr. Coakley added that the numbers are monitored weekly.

Director Butenschoen asked clarifying questions around student enrollment and funding.

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Mr. Lecuyer stated that state funding is based on yearly enrollment numbers. He makes estimates on December enrollment numbers around state funding.

Director Hardin asked clarifying questions regarding numbers of students who live in the district but who attend other schools.

Dr. Coakley stated that the data when we receive transfer updates. Homeschoolers are capped at three percent across the district, but CSD never reaches the cap.

5.4 Superintendent's Report

Dr. Coakley said he visited each school during the first week of the school year, and feels CSD is off to a great start. He observed that there was a focus on building relationships as well as academics. It was clear that lines of communication were being established with parents at each building. In addition, the district is testing a Twitter page that is managed by Pam Jordan, and it is starting to take off.

The superintendent also talked about two initiatives the district is working in partnership with All Hands Raised around raising FAFSA completion rate disparities, and increasing school attendance numbers.

Dr. Coakley also pointed out a couple of strategic initiatives including the return of sixth grade outdoor school. Measure 98 funds make the return of outdoor school possible. He also pointed out work that is being done around equity and professional development. Meyer Memorial Trust is funding this initiative, and Candice Vickers is spearheading this work within the district.

The district is also looking to improve building entryways to make them more secure, through construction excise tax funds in our budget.

The superintendent also shared that 1644 Cromebooks were distributed to students, made possible by the delay of teacher computer replacement and a grant from the Mt. Hood Regulatory Commission.

In addition, Measure 98 funds have made it possible for the district to invest in CTE staff supports, facilities upgrades and professional development opportunities.

Dr. Coakley also highlighted work with other superintendents in Multnomah County around equity work through the Center for Education Equity. The discussions take place at MESD. Board members are welcomed to attend the sessions. Director Andrews has attended a session. Other Board members have expressed an interest in attending.

6. CONFIRMATION ITEMS

It was moved by Director Butenschoen and seconded by Director Etherly, that the Board confirm en masse the 6.0 confirmation items. The motion to approve the confirmation items en masse was approved by: Vice-Chair Clark, Director Andrews, Director Butenschoen, Director Clark, Director Etherly and Director Hardin.

- 6. 1. Site Council Minutes**
- 6. 2. Miscellaneous Items**
- 6. 3. Financial Statements**
- 6. 4. Enrollment Reports**
- 6. 5. Human Resources**
 - 6. 5. 1. Unpaid Leave of Absences**
 - 6. 5. 2. Resignations**
 - 6. 5. 3. Resignations (added 9/9/18)**
- 6. 6. Business/Operations**
- 6. 7. Board Policies (Deletions/Legal Reference Changes Only)**
- 6. 8. Student Services**

6. 9. Student Travel

6. 9. 1. Approve Trip Request: CHS Girls Basketball Team to Astoria, OR

6. 9. 2. Approve Trip Request: CHS Speech & Debate Team to Monmouth, OR

7. BOARD ACTION ITEMS

7.1 OLD BUSINESS

None at this meeting

7.2 NEW BUSINESS

7.2.1. Consider Superintendent’s Work Plan and Evaluation Criteria for 2018/2019 - Dr. Coakley

Dr. Coakley presented his draft work plan. He shared the document with Board officers for feedback. He also asked Board members to review the document and share any revisions with him, with the goal of bringing it to the September 26 Board meeting for approval.

Dr. Coakley’s four overarching goals:

1. Demonstrate measurable progress toward achieving the district’s Strategic Plan Destination 2023
2. Provide the Centennial School District with facilities sufficient in meeting the district’s needs for the future
3. Monitor and improve the district’s organizational systems and staff to:
 - Ensure safe and civil learning and work environments
 - Protect the community’s investment in its schools
 - Increase the achievement of all students
 - Maintain expenditures within revenues
 - Ensure board policies are aligned with state and federal laws

Dr. Coakley asked the Board to review the workplace and make recommendations that he will incorporate into the document over the next two weeks.

7. 2. 2. Consider Whether Board Member(s) Wish to be Nominated for OSBA Board of Directors or OSBA Legislative Policy Committee

No Board members wish to be nominated to serve on the either the Board of directors or the Legislative Policy Committee.

7. 2. 3. Consider Revised Policy IGBA, Students with Disabilities - Child Identification Procedures - Denise Wright

Mrs. Wright stated that the policies and ARs presented for approval at this meeting were due for revisions during the previous school year because the legislature had changed the rules around modified diplomas which impacted all of the policies. The legislature then reversed its decision. The lawmakers then took until August to get the revised policies to the district.

Vice-Chair Clark called for a vote to approve the policy. It was approved by the following Board members: Vice-Chair Clark, Director Andrews, Director Butenschoen, Director Clark, Director Etherly and Director Hardin.

7. 2. 4. Consider Revised Policy IGBAH, Special Education - Evaluation Procedures Denise Wright

Mrs. Wright pointed out to the Board that approval of 7. 2. 4. was required by the state.

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Vice-Chair Clark called for a motion to approve 7. 2 . 4. It was moved by Director Andrews, and seconded by Director Etherly. The motion to adopt the policy was approved by: Vice-Chair Clark, Director Andrews, Director Butenschoen, Director Clark, Director Etherly and Director Hardin.

7. 2. 5. Consider Revised Policy IGBAJ & Supporting AR —Special Education - Procedural Safeguards Denise Wright

Vice-Chair Clark called for a motion to approve 7. 2. 5. Director Butenschoen moved and seconded by Director Etherly. The motion was approved by the following Board members: Vice-Chair Clark, Director Andrews, Director Butenschoen, Director Clark, Director Etherly and Director Hardin.

7. 2. 6. Consider Revised Policy AR - IGBAG-AR - Special Education - Procedural Safeguards - Denise Wright.

Mrs. Wright stated that the State of Oregon requires special education ARs as well policies are approved by school boards. Normally, approval of ARs is not required.

Director Andrews moved and Director Hardin seconded a motion to approve 7. 2. 6. The motion was approved by the following Board Members: Vice-Chair Clark, Director Andrews, Director Butenschoen, Director Clark, Director Etherly and Director Hardin.

7. 2. 7. Educational Facility Planning and Community Outreach Services — Greg Lecuyer

Mr. Lecuyer stated that on July 30, the district put out a proposal for facilities review services. There were solicitations from five firms, two came back. The facilities planning committee evaluated the two firms, then Mr. Lecuyer performed background checks. Ultimately, the committee selected DLR.

Director Andrews asked who Mr. Lecuyer spoke with when vetting DLR. Mr. Lecuyer stated he spoke several school districts including Aurora, Hillsboro, Gresham-Barlow among others, and received very positive feedback. He also stated that DLR had helped the Gresham-Barlow School District pass their most recent bond measure.

Vice-Chair Clark stated that CSD’s most recent bond measure failed by a small margin, and that the retirement community near Centennial High School voted no on the measure by a 70% margin. Board members need to explore ways to engage the community better before placing the measure on the ballot.

Director Andrews asked clarifying questions around creation of the schedule for DLR’s review of the district’s facilities.

Director Butenschoen asked clarifying questions around timing of the proposed bond.

Vice-Chair Clark called for a motion to approve 7. 2. 7. funding a review of the district’s facilities by DLR at a cost of \$129,000. Director Andrews moved and Director Butenschoen seconded the motion. The motion was approved by the following Board members: Vice-Chair Clark, Director Andrews, Director Butenschoen, Director Clark, Director Etherly and Director Hardin.

Following the vote DLR’s project manager, Karen Montovino spoke briefly about the firm’s experience, and expressed enthusiasm for working with the district.

8. FUTURE AGENDA ITEMS

Agenda items for Board retreat on September 26, 2018:

- Centennial Park School Report
- Student Representative Report
- Superintendent’s Report
- Approval of the Superintendent’s 2018-2019 Work Plan

9. MOTION TO ADJOURN

Vice-Chair Clark adjourned the board meeting at 8:47 pm.

Chair of the Governing Board

Recording Secretary

**CENTENNIAL SCHOOL DISTRICT
18135 SE Brooklyn Street
Portland OR 97236
503-760-7990**

CONFIRMATION

TO: Board of Directors

DATE: September 26, 2018

SUBJECT: Employment for 2018-2019 School Year

The following licensed staff members on the attached list have been offered an employment contract to fill a vacant position within Centennial School District for the 2018-2019 school year.

It is recommended that the Board confirm employment for the licensed staff members as listed on the attached list for the 2018-2019 school year.

<u>NAME</u>	<u>POSITION (FTE)</u>	<u>DEGREE</u>	<u>UNIVERSITY/EXPERIENCE</u>	
<u>ADMINISTRATION OFFICE</u>				
Donnini, Melissa	Reconnections Coordinator (1.00 FTE)	MA	7	Portland State University, OR 3 Gresham-Barlow School District, OR 4 Native American Youth & Family, OR
Lindberg, Amy	STEM – TOSA (1.00 FTE)	MA	14	Lewis & Clark College, OR University of Riverside, CA 14 Portland Public Schools, OR
<u>PATRICK LYNCH ELEMENTARY</u>				
Galloway Wilding, Kathryn	Grade 2 (1.00 FTE)	MA	13	Lewis & Clark College, OR 4 West Linn Wilsonville SD, OR 2 Estacada SD, OR 4 Shenzhen Khekou International, China 3 Dubai American Academy, Dubai
Harris, Esther	Grade 2 (1.00 FTE)	MA	0	0 Concordia University, OR
Smith, Julie	Speech (1.00 FTE)	MA	4	1 Southern Illinois University, IL 3 Gresham-Barlow SD, OR 3 Danville District, IL
Ugarte, Eduardo	Student Success Behavior Systems Coach/Instructional Coach (1.00 FTE)	MA	12	3 Concordia University, OR 3 Reynolds SD, OR 9 Portland Public Schools, OR
<u>POWELL BUTTE ELEMENTARY</u>				
Atkins, Crystal	School Counselor (1.00 FTE)	BA	17	0 Marylhurst University, OR 17 Portland Public Schools, OR 17 Archdiocese of Portland, OR
Freeman, Leslie	Learning Specialist (1.00 FTE)	MA	0	0 Regent University, VA
Politoski, Phyllis	Grade 4 (1.00 FTE)	BA	16	16 California State University, CA 16 San Jose Unified SD, CA
Said-Hall, Tai	Behavior Success Coach (1.00 FTE)	MA	19	19 Concordia University, OR 19 Portland Public Schools, OR
<u>PARKLANE ELEMENTARY</u>				
Curtis, Dayna	Reading (FTE)	MA	13	2 Pacific University, OR 2 Gresham-Barlow SD, OR 11 Parkrose SD, OR
Gorans, Micah	Learning Specialist (0.30)	MA	15	3 St. Mary's University, MN 3 Parkrose SD, OR 7 Hillsboro SD, OR 5 Litchfield Public Schools, MN
Quemada, Mark	Grade 5 (1.00 FTE)	MA	0	0 Pacific University, OR
Rumbold, Katrina	Reading (FTE)	MA	7	4 San Jose State University, CA 4 Moreland SD, CA 3 Reynolds SD, OR
Van Vliet, Rachel	Speech (0.90 FTE - Temporary)	MA	0	0 Portland State University, OR

PARKLANE ELEMENTARY Cont...

Weathersby, Monica	Grade 4 (1.00 FTE)	BA	1	1	Eastern Oregon University, OR Oregon Trail SD, OR
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BUTLER CREEK ELEMENTARY

Gilmour, Sarah	Grade K (1.00 FTE)	MA	3	1 2	Portland State University, OR Oregon City SD, OR Reynolds SD, OR
Halls, Kelsey	Grade 3 Temporary (1.00 FTE)	MA		4 3	Georgia State University, GA DeKalb County Schools, GA Douglas County Schools, GA
Macke, Bridgette	Instructional Coach (FTE)	MA	12	2 3 5 1 1	University of Minneapolis, MN Parkrose SD, OR Reynolds SD, OR Pendergast SD, AZ Laveen SD, AZ Shinhyun Schools, Seoul Korea

HAROLD OLIVER ELEMENTARY

Deale, Jeremy	Physical Education (1.00 FTE)	MA	0	0	George Fox University, OR
Gorans, Micah	Learning Specialist (0.70 FTE)	MA	15	3 7 5	St. Mary's University, MN Parkrose SD, OR Hillsboro SD, OR Litchfield Public Schools, MN
Sterling, Jessica	Learning Specialist (1.00 FTE)	MA	9	1 8	Portland State University, OR David Douglas SD, OR Multnomah ESD, OR

MEADOWS ELEMENTARY

Watson, Autumn	Grade 3 Temporary (FTE)	BA	1	1	Eastern Oregon University, OR Oregon City SD, OR
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PLEASANT VALLEY ELEMENTARY

Drake, Emily	Grade 4 Temporary (1.00 FTE)	BA	4	4	Skidmore College, NY Bullis Charter School, CA
Reichert, Andy	Grade 5 (1.00 FTE)	MA	12	3 9	University of St. Thomas, MN Robbinsdale Area Schools, MN West Metro Education, MN

CENTENNIAL MIDDLE SCHOOL

Miller, Michael	Careers Elective (1.00 FTE)	MA	5	5	Missouri University, MO Gyeongsangbuk, South Korea
Shaffer, Tiffany	School Counselor (1.00 FTE)	MA	5	5	Oregon State University, OR Salem Keizer SD, OR

CENTENNIAL HIGH SCHOOL

Buchholz, Clarissa	Chemistry (1.00 FTE)	MA	2	2	Concordia University, OR North Clackamas SD, OR
Conrad, Charles	Marketing/Entrepreneurship/General Business (1.00 FTE)	None	1	1	Liberty University, VA Oregon Connections Academy, OR

CENTENNIAL HIGH SCHOOL Cont...

Ngo, Vivian	Physics (0.83)	MA	1	1 1 1	University of Alaska, AK Gresham-Barlow SD, OR Jeollanamdo, South Korea
Self, Charles	Language Arts (1.00 FTE)	MA	20	4 10 6	Lewis & Clark College, OR Hillsboro SD, OR Oregon Trail SD, OR West-Linn Wilsonville SD, OR
Van Vliet, Rachel	Speech (0.10 FTE - Temporary)	MA	0	0	Portland State University, OR

CENTENNIAL PARK SCHOOL

McNeme, Daniel	Alternative Education 1.00 FTE (0.50 FTE – Temporary)	MA	0	0	Portland State University, OR
Thompson, Sarah	Guidance & Counseling (1.00 FTE)	MA	0	0	The Sage Colleges, NY

CENTENNIAL TRANSITION CENTER**ROSEMARY ANDERSON HIGH SCHOOL – EAST**

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

CONFIRMATION

To: Board of Directors
Date: September 26, 2018
RE: **Approve Unpaid Leave of Absence**

The following licensed staff member has submitted a request for an Unpaid Leave of Absence at the duration of her FMLA/OFLA leave effective the remainder of the 2018-2019 school year.

<u>NAME</u>	<u>SUBJECT</u>	<u>REASON</u>	<u>REQUESTED LEAVE</u>
<u>CENTENNIAL HIGH SCHOOL</u>			
Aschbacher, Katherine	ELL Consultant	Family	0.50 FTE

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

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

CONFIRMATION

To: Board of Directors
Date: September 26, 2018
Subject: **Approve Trip Request: CHS Varsity Boys Soccer Team to Rockaway, OR.**

A request has been received from the Centennial High School's Varsity Boys Soccer Team, 20 students (male) and 4 instructors (male and female) to Rockaway, Oregon to participate in a team retreat September 28-30, 2018.

The instructors (Todd Saks, Steve Baker, Tony Koetje and Helen Bessarab) have been background checked as required by board policy. Three of the instructors (Steve Baker, Todd Saks and Helen Bessarab) have been cleared to transport students as required by board policy.

Lodging will be at a home in Rockaway. Coach Steve Baker, will use a district vehicle to transport students and coaches Todd Saks and Helen Bessarab will transport students in their private vehicles. All expenses will be paid by the students.

* * * * *

It is recommended that the Board approve the CHS Varsity Boys Soccer Team to travel to Rockaway, Oregon.

Respectfully submitted,

Prepared by,

Approved September 19, 2018

Dr. Paul Coakley
Superintendent of Schools

Mairi Scott-Aguirre
Principal

Centennial School District

Date: _____

To: The Governing Board
Centennial School District

From: _____, 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 4 instructors — chaperone(s)

from CHS SCHOOL to Rockaway, OR DESTINATION

Date of trip: 9/28 - 9/30/2018

Persons participating: Varsity Boys Soccer

Destination: (conference, locale, etc.) Rockaway home

Type of transportation: Steve Baker: District 12 person bus
4 coaches driving 3 cars / Home + 2 Rockaway

Lodging at: _____

Financing: Players are paying \$30

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.)
Todd Saks, Steve Baker, Tony Koetje,
Helen Bessarab

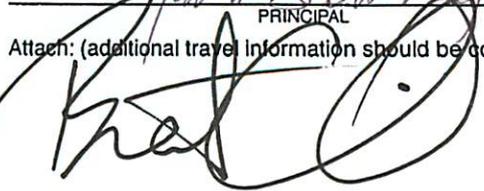
Parent permission: Parent Permission form 425-013, from parents or guardians, must be received prior to departure. Anyone failing to return a permission slip will not be eligible to participate.

Justification: (purpose of the travel requested – field trip, participation in competitive event, etc.) Leave CHS @
4pm on 9/28 - Team bonding/retreat

Activity: (attach a brief itinerary of this trip) Leave 9/28, stop and eat
dinner, AM workout, lunch, dinner, leave
by 1 pm 9/30

Endorsement: endorse deny this request.
Mari Scott Aawire Date: 9-19-18
PRINCIPAL

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



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

NEW BUSINESS

TO: Board of Directors
DATE: September 26, 2018
SUBJECT: Transfer \$99,374 from Support Services to Other Uses

A transfer of budget appropriation is necessary for the purchase of Chrome Books for student learning. The funding for this additional expenditure will come from Support Services/ITC Computer Hardware in the amount of \$99,374.

It is recommended that the Board transfer \$99,374 from Support Services to Other Uses.

CENTENNIAL SCHOOL DISTRICT NO. 28Jt
CHANGES TO 2018-2019 ADOPTED BUDGET

<u>GENERAL FUND</u>	<u>ADOPTED PLUS SUPPLEMENTAL BUDGET</u>	<u>CHANGE</u>	<u>ADJUSTED BUDGET</u>
Requirements:			
1000 Instruction	43,595,726		43,595,726
2000 Support Services			
2660 ITC Computer Hardware		(99,374)	
Total 2000 Support Services	24,141,002	(99,374)	24,041,628
3000 Enterprise & Community Services	99,982		99,982
4000 Facilities Acquisition & Construction	-		-
5000 Other Uses			
5110 Lease agreement/Chrome Books - Principal		99,374	
	80,746	99,374	180,120
6000 Contingency			
Total 6000 Contingency	1,000,000		1,000,000
Total Budget Requirements	68,917,456	-	68,917,456

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

NEW BUSINESS

TO: Board of Directors
DATE: September 26, 2018
SUBJECT: Consider Revised Policy ECACB – Unmanned Aircraft System (UAS)
a.k.a. Drone

It's been identified that third-party use may need to also comply with registration requirements and authorization from the Oregon Department of Aviation for use of an unmanned aircraft system. Therefore, PACE has requested this addition to policy language and cites OAR 738-080-0015 - 738-080-0045.

It is recommended that the Board approve the revised policy ECACB – Unmanned Aircraft System (UAS) a.k.a. Drone



Unmanned Aircraft System (UAS) a.k.a. Drone

Any employee or representative of the district operating a district unmanned aircraft system shall do so in accordance with this policy and all applicable Federal Aviation Administration (FAA) regulations.

An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics and airplane design and construction, which can also serve as an academic tool in other areas such as television, film production or the arts in general. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course. The staff member’s participation must be limited to the student’s operation of the UAS.

District employees shall work with administrators to ensure that proper insurance, registration and authorization are in place prior to adoption of curriculum that allows operation of a UAS as part of the curriculum.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)¹ at OSAA sanctioned events. Use of a UAS at other district-sponsored athletics or activities is prohibited.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures for the implementation of this policy.

The district shall post a copy of this policy, associated procedures and a copy of Oregon Revised Statute (ORS) 192.501-345 on the district’s website.

¹<http://www.osaa.org/governance/handbooks/osaa> #85

Third Party Use

Third party use of a UAS on district property or at district-sponsored events for any purpose is prohibited, unless granted permission from the superintendent or designee.

If permission is granted by the superintendent or designee, the third party operating a UAS will comply with all FAA regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Appropriate registration and authorization issued by the FAA and the Oregon Department of Aviation when required; and
3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.

END OF POLICY

Legal Reference(s):

[ORS 164.885](#)

[ORS 174.109](#)

[ORS 192.501](#)

[ORS 837.300 - 837.390](#)

[ORS 837.995](#)

[OAR 738-080-0015 - 0045](#)

Federal Aviation Administration Modernization and Reform Act of 2012, P.L. 112-95, § 336 (2012).

Federal Aviation Administration, Educational Use of Unmanned Aircraft Systems (UAS) Memorandum, May 4, 2016.

Family Educational Rights Privacy Act

OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK #85 (2015-2016).

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

NEW BUSINESS

TO: Board of Directors
DATE: September 26, 2018
SUBJECT: Consider Revised Policy IKF – Graduation Requirements

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. Change is on page 1 in #4.

It is required that the Board approve the revised policy IKF.



Code: **IKF**
Adopted: 5/28/14
Readopted: 5/11/16; 1/18/17; 9/13/17

Graduation Requirements

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if he/she is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school².

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

¹As defined in ORS 30.297.

²For a diploma awarded on or after January 1, 2018.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics, in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and
2. Are unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics, in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)³.

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

³This criteria does not apply to students seeking a diploma in 2017-2018.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five when a student is taking an alternative assessment or after a documented history to qualify for a modified diploma, an extended diploma or an alternative certificate has been established, the district will annually provide to the parents or guardian of the students, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate will shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced as determined by the individualized education program (IEP) team.

A student who has received a modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternate alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request and pursuant to Oregon law (Oregon Revised Statute (ORS) 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces⁴, as specified in Oregon law, if and the person was discharged or released under honorable conditions and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-022-1910](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)

[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).

Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).

⁴The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
 - a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.