

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

Virtually via the Zoom App  
Wednesday, January 23, 2019

**Regular Session at 7:00 PM**

**A G E N D A**

<b>1. CALL TO ORDER - Board Chair, Pam Shields</b>	
1. Adoption of Agenda for January 23, 2019	
<b>2. INTRODUCTION OF GUESTS (Optional)</b>	
<b>3. APPROVAL OF MINUTES</b>	
1. Board Meeting Minutes from January 9, 2019	2
<b>4. PUBLIC FORUM</b>	
1. Centennial School District Revenue Resolution ( <b>added January 23, 2019 - 9:15 a.m.</b> )	6
<b>5. REPORTS</b>	
1. ELD Program Report - Elise Ferreira de Azevedo	7
2. Superintendent's Report - Dr. Paul Coakley	42
3. Division 22 Assurance of State Standards Report - Dr. Coakley & Angela Hubbs	
<b>6. CONFIRMATION ITEMS (Confirmed en masse)</b>	
1. <b>Site Council Minutes</b>	
1. Centennial High School SCM - January 17, 2019	56
2. Oliver SCM, November 6, 2018	59
2. <b>Miscellaneous Items</b>	
3. <b>Financial Statements</b>	62
4. <b>Enrollment Reports</b>	63
5. <b>Human Resources</b>	
1. Resignation ( <b>added January 23, 2019 - 9:10 a.m.</b> )	66
6. <b>Business/Operations</b>	
7. <b>Board Policies (Deletions/Legal Reference Changes Only)</b>	
8. <b>Student Services</b>	
9. <b>Student Travel</b>	
1. CHS Key Club Trip Request to Seattle, WA - March 8-10, 2019	67
<b>7. BOARD ACTION ITEMS</b>	
1. <b>OLD BUSINESS</b>	
1. Third Reading of Policy & AR EDDA - Energy and Resource Conservation and Sustainability, Julie Mack & Greg Lecuyer	70
2. <b>NEW BUSINESS</b>	
1. First Reading of Policy KI - Public Solicitation in District Facilities, Greg Lecuyer	79
2. First Reading of Policy KJ - Commercial Advertising, Greg Lecuyer	82
<b>8. FUTURE AGENDA ITEMS</b>	
<b>9. ADJOURNMENT</b>	

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  
January 9, 2019**

**REGULAR SESSION**

The Centennial School District Governing Board met in regular session on Wednesday, January 9, 2019, in the Boardroom of the district administration office, 18135 SE Brooklyn St, Portland, Oregon.

**1.0 CALL TO ORDER**

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

The following district administrative team members were in attendance:

Dr. Paul Coakley .....	Superintendent
James Owens .....	Assistant Superintendent/Director, Human Resources
Greg Lecuyer .....	Director, Business & Operations
Angela Hubbs .....	Director, Curriculum & Student Learning
Denise Wright.....	Director, Student Services
Mairi Scott-Aguirre .....	Principal, Centennial High School
Heather Bailey.....	Principal, Butler Creek Elementary
Carol Fenstermacher.....	Community Engagement Coordinator
Pamela Jordan.....	Recording Secretary
Absent:	
Renya Tapia Herrera.....	Student Representative

**OFFICIAL BUSINESS**

**1.1 Adoption of Agenda for January 9, 2019**

Director Butenschoen moved and Director Hardin seconded a motion to adopt the agenda for September 26, 2018. The motion was approved by: Directors Hardin, Andrews, Butenschoen, Etherly, Boettcher, Clark and Chair Shields.

**2.0 INTRODUCTION OF GUESTS (Optional)**

**2.1 Annual School Board Recognition**

January is recognized statewide as school board recognition month. Dr. Coakley praised Centennial School District’s Governing Board and read a proclamation asking those in attendance to support the Board and its work. (See proclamation in 1/09/19 Board Meeting documents.)

**3.0 APPROVAL OF MINUTES**

**3.1 Board Meeting Minutes of December 12, 2018**

Director Hardin moved and Director Butenschoen seconded a motion to adopt the minutes for December 12, 2018. The motion was approved by: Directors Hardin, Etherly, Andrews, Butenschoen, Boettcher, Vice Chair Clark, and Chair Shields.

**4.0 PUBLIC FORUM**

None at this meeting

## 5.0 **REPORTS**

### **5.1 Butler Creek Elementary School Report – Heather Bailey, Principal**

Director Etherly welcomed Heather Bailey, the principal of Butler Creek Elementary School and expressed her appreciation to members of Butler Creek’s staff for coming to the meeting tonight.

Principal Bailey thanked the superintendent and the board secretary for helping her prepare for the presentation. She asked the members of her staff who came out and asked them to introduce themselves.

Principal Bailey then gave demographic information about her school, stating that there are 574 students at Butler Creek. Fourteen new students started after winter break, and two new enrollment packets were waiting to be reviewed. Forty-three percent Butler Creek’s students are students of color; fifteen percent are Latino; twelve percent receive SPED services, and; forty-one percent receive free or reduced lunch.

Principal Bailey went on to share academic strengths and challenges at Butler Creek, including that reading growth at the school is at a Level 5, which is the highest state designation. Math growth at Butler Creek is at or above state achievement levels for all grade levels. She also stated that reading growth across all socioeconomic groups at the school is either at a Level 4 or 5.

Challenges at Butler Creek include that the school’s Kindergarten and First grade students are not on track with DIBLES benchmark, and that only 37% on track and on target. This number aligns with growth happening at all Centennial elementary schools. Principal Bailey stated she and her staff is redoubling its efforts to determine what the gaps are in the students’ learning and bring them up to speed.

For math, Mrs. Bailey shared that Butler Creek is at or above the state achievement levels at all grade levels. Third, fourth, fifth and sixth grade students outperformed the state.

The challenge for students with math is that nearly all of the students saw a decrease in their growth in math learning as compared to the previous year.

Ms. Bailey went on to share what is taking place at Butler Creek to align their efforts with Destination 2023.

Priority 1: Student Focused Teaching and Learning, Mrs. Bailey stated that there has been intensive and intentional professional development to drill down and determine what gaps her student have and how to fill them. They also recognize as a staff and with professional development that third through sixth 3 – 6 graders have different needs than K-2 students, so significant individualization taking place to bring students up to speed. They also have several teachers taking part in the Constructive Meaning Cohort, which is learning strategies to work with every student in language acquisition.

Priority 2: Healthy Culture and Environment: Principal Bailey explained how one component of creating a healthy culture and environment in her school is that every classroom has a morning meeting, to develop healthy emotional connections, teach or reinforce socialization skills and set expectations for the school day.

Priority 3: Effective Systems and Programs: Mrs. Bailey stated that Butler Creek is constantly and consistently reviewing of academic, behavioral and attendance data to ensure that students have the chance to be successful.

Board members asked clarifying questions regarding school enrollment growth and space issues, state academic data, and transportation matters.

(See Butler Creek School Report in 1/09/19 Board Meeting documents for details.)

### **5.2 Student Representative’s Report – Reyna Tapia-Herrera**

Ms. Tapia Herrera was absent due to illness.

### **5.3 Superintendent's Report – Dr. Paul Coakley**

The superintendent discussed the progress of installing automatic locking doors at all of CSD's schools. To date, five of the 10 schools have automatic locking doors. The remaining schools' automatic locking doors will be installed by the end of the school year.

He also shared that the district has brought on a security consultant to review the CSD's security and emergency protocols.

Dr. Coakley also gave information about an upcoming meeting regarding possible changes to school start times, January 16<sup>th</sup>. Students from Centennial High School and Centennial Middle School will attend the meeting. The OSBA representative who is overseeing the district-wide survey will be there to gather feedback. Representatives from DLR Group, the company performing CSD's facilities review will also attend the meeting to gather feedback from students.

Later that day DLR's representative will also meet with the district's facilities committee and hold a walk-through of both Centennial Middle School and Meadows Elementary School. The public is invited to attend the meeting.

The superintendent also discussed an Interest Based Bargaining training he and the district's bargaining team attended. Representatives from the Centennial Education Association were also at the meeting. The superintendent, staff and board members and CEA representatives who were present at the board meeting shared positive feedback regarding the training.

## **6.0 CONFIRMATION ITEMS**

Director Boettcher moved and Director Hardin seconded a vote for approval of the confirmation items in mass. The motion was approved by the following Directors: Butenschoen, Boettcher, Etherly, Andrews, Hardin, Vice Chair Clark, and Chair Shields.

Following the vote Chair Shields stated that there will be a board work session on February 13<sup>th</sup>, as opposed to a regular meeting.

## **7.0 BOARD ACTION ITEMS**

### **7.1 OLD BUSINESS**

None at this meeting

### **7.2 NEW BUSINESS**

#### **7.2.1 Designate March 4 - 8, 2019 OSEA Classified Employees Week**

Chair Shields praised the work of the district's classified employees. She then read a proclamation making the week of March 4 – 8, 2019 OSEA Classified Employees Week in the Centennial School District.

The declaration was approved by the following Directors: Andrews, Etherly, Hardin, Boettcher, Butenschoen, Vice Chair Clark, and Chair Shields.

## **8.0 FUTURE AGENDA ITEMS**

Future agenda items for the January 23, 2019 meeting include a report on the district's EL Program, the Superintendent's Report, and two district policy updates including Public Solicitation in District Facilities and CSD's Energy Use and Conservation policy. There will also be a budget committee meeting at 6:00 p.m. prior to the regular Board Meeting.

**9.0 MOTION TO ADJOURN**

Chair Shields adjourned the meeting at 8:17 p.m.

Chair of the Governing Board

Recording Secretary

\_\_\_\_\_

\_\_\_\_\_

**Next Regular Board Meeting: January 23, 2019**



## CENTENNIAL SCHOOL DISTRICT BOARD RESOLUTION

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### **School Board Resolution**

#### **SUPPORT FOR INCREASING OREGON PUBLIC SCHOOL FUNDING**

**WHEREAS**, Oregon has one of the largest average class sizes in the nation; and

**WHEREAS**, Oregon has one of the lowest graduation rates in the nation; and

**WHEREAS**, Oregon has one of the shortest school years in the nation; and

**WHEREAS**, students in our public schools face challenging learning conditions due to lack of resources; and

**WHEREAS**, our educators and our community are doing the best they can for our students given a lack of resources; and

**WHEREAS**, funding for career and technical education, art, music, and physical education are limited and programs have been cut; and

**WHEREAS**, without change, our students will not succeed; and

**WHEREAS**, our students can't wait; and

**WHEREAS**, Oregon students deserve better, now therefore be it


**RESOLVED** that the Centennial School District Governing Board will support and encourage efforts to amply fund for Oregon public schools by increasing state revenue.

Adopted by the Centennial School District Governing Board, January 23, 2019.

\_\_\_\_\_  
Pam Shields, Chair

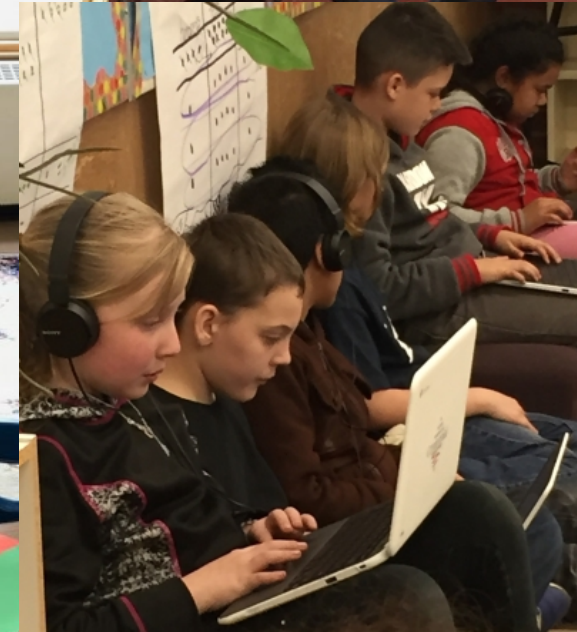
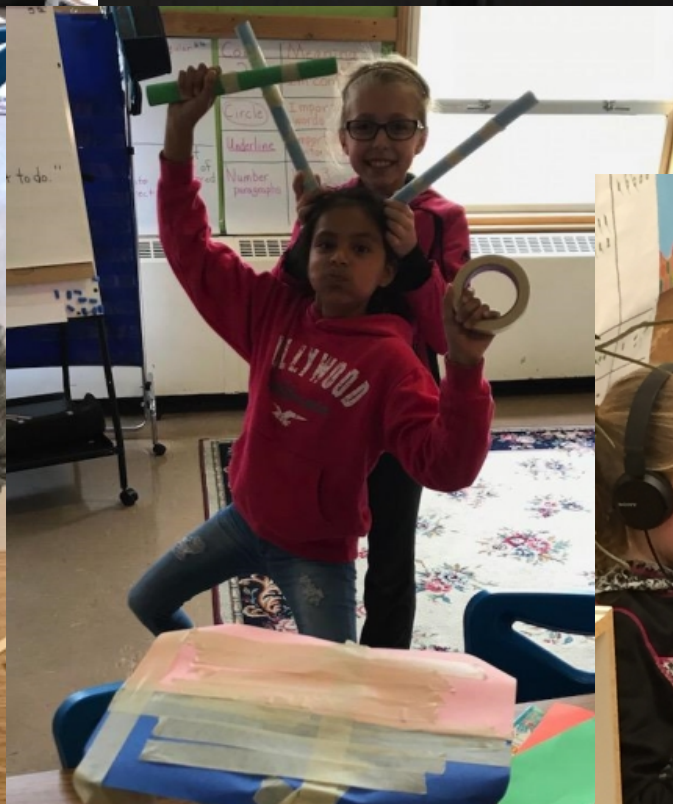
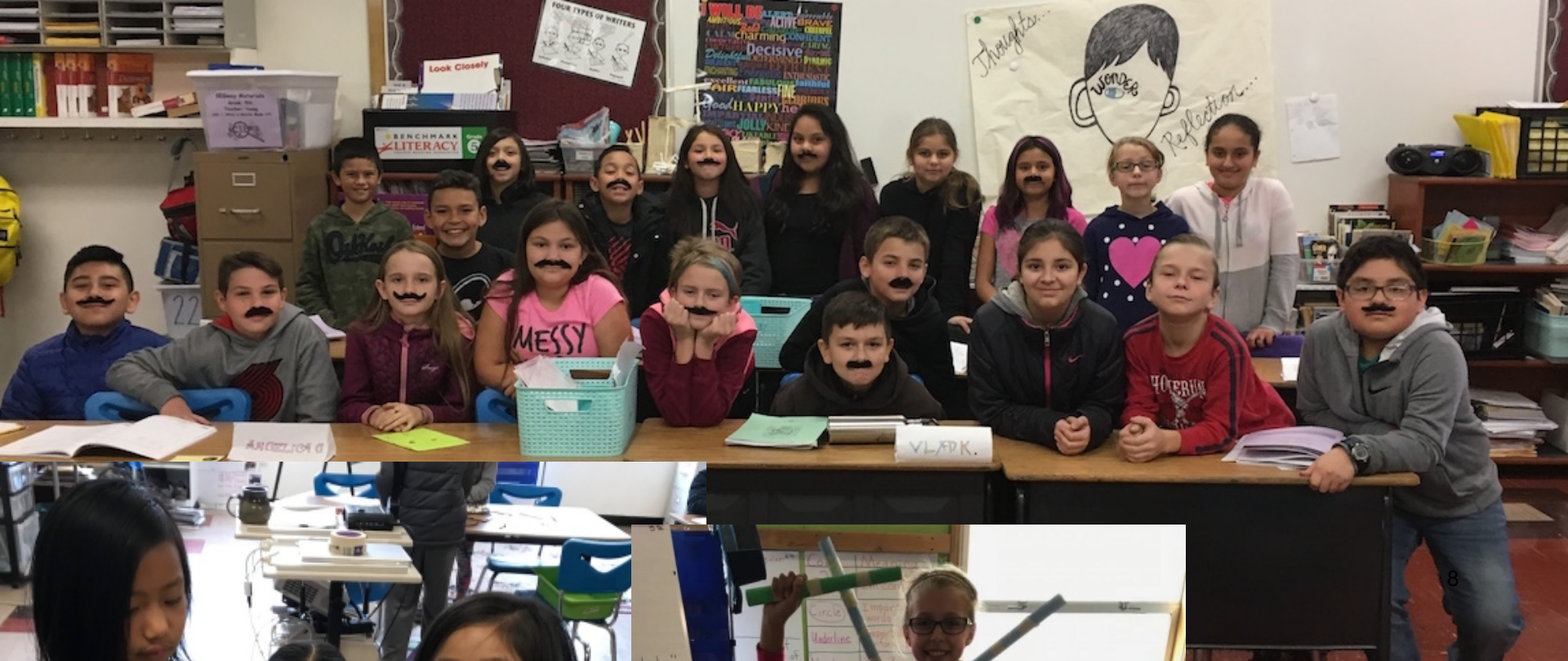
\_\_\_\_\_  
Date

CSD ELD  
BOARD  
PRESENTATION  
1/23/2019

The background features several green leaves of varying sizes and orientations, some overlapping. There are also several solid green circles of different sizes scattered throughout the design. The overall aesthetic is clean and nature-inspired.

**“TO HAVE  
ANOTHER  
LANGUAGE<sup>7</sup>  
IS TO POSSESS  
A SECOND SOUL”**

Charlemagne





## Definition of English Learner (EL)

ORS 336.079 defines “English learner” as a student who has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student’s level of English language proficiency.

**COLLABORATING IN COMMUNITY  
CULTIVATING EQUITY  
INSPIRING EXCELLENCE**



*The CSD EL Team ensures a high-quality, meaningful education that empowers our diverse community of students.*

*Our students participate in student centered, standards-based learning that builds upon their unique cultural and linguistic attributes.*

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*We provide a friendly, respectful environment that values the different perspectives of our students and families.*



## 2018-19 GOALS CORE INSTRUCTION, SUPPORTS & PROGRAMMING

ELD TEAM GOAL #1: All classroom staff will have the skills and supports to deliver high quality, culturally responsive specially designed instruction to EL students.

Strategy #1.1:

- Provide PD in English Language Acquisition
- Provide PD in supporting language in content and differentiation
- Collaboration in PLCs

## 2018-19 GOALS EFFECTIVE SYSTEMS AND PROGRAMS

EL Team Goal #2: All ELs and Monitored EL needs are represented and supported by EL team member collaboration in teaming committees at pilot schools;

Strategies: #2.1:

- EL team members at pilot schools participate in Tier 1, Tier 2 and Tier 3 Teaming share processing updates;
- Work with buildings to align teaming program structures and processes for our Recent Arriver Students

11

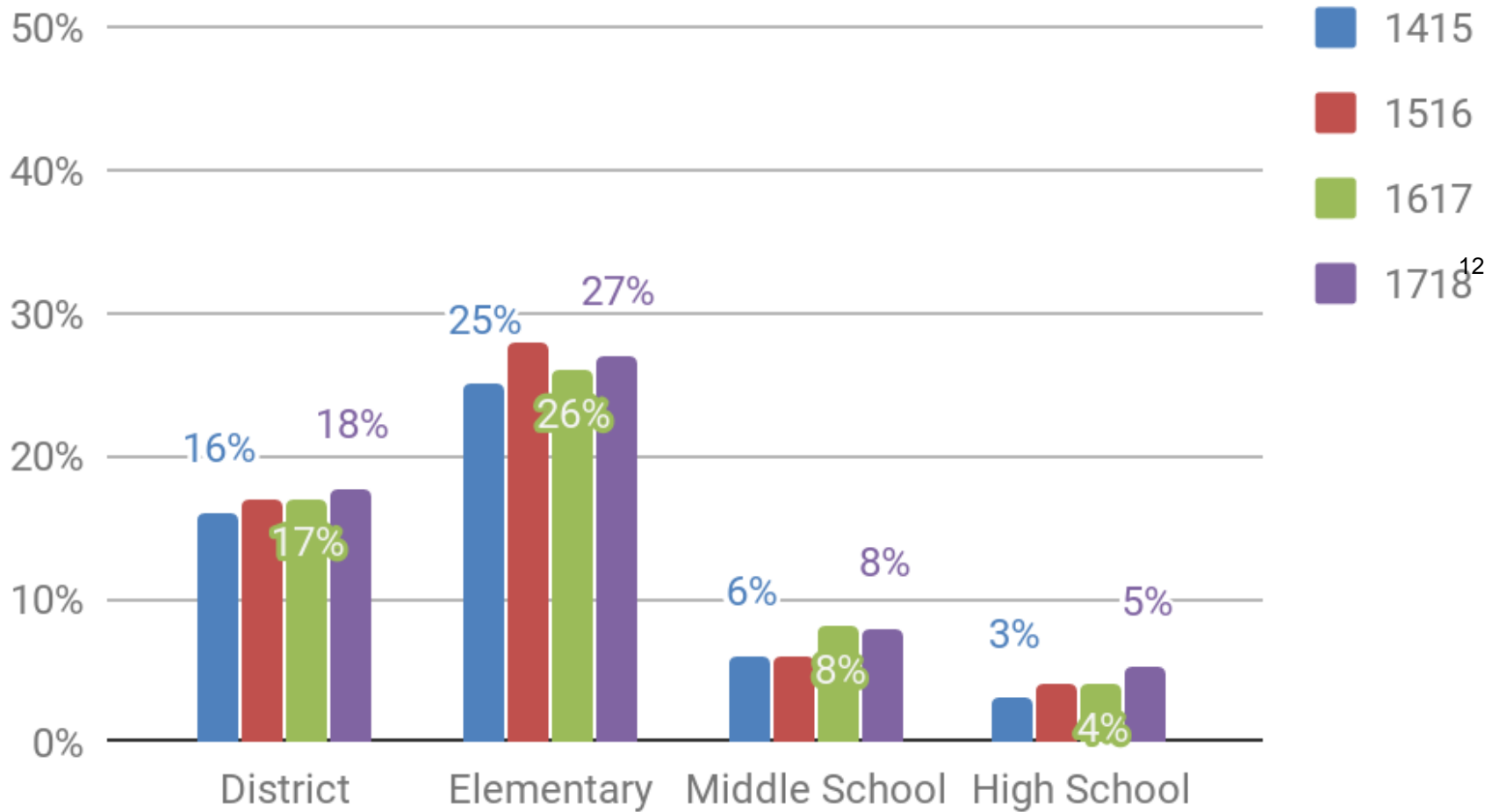
## 2018-19 GOALS COMMUNITY PARTNERSHIPS

ELD TEAM GOAL #1: Develop and implement an effective RAEL model that is culturally responsive to the needs of ALL Recent Arrivers. Strategy #3

- Work with buildings to align partner supports (SUN, etc.) with program structures and processes for our Recent Arriver Students (RAEL and RAs)

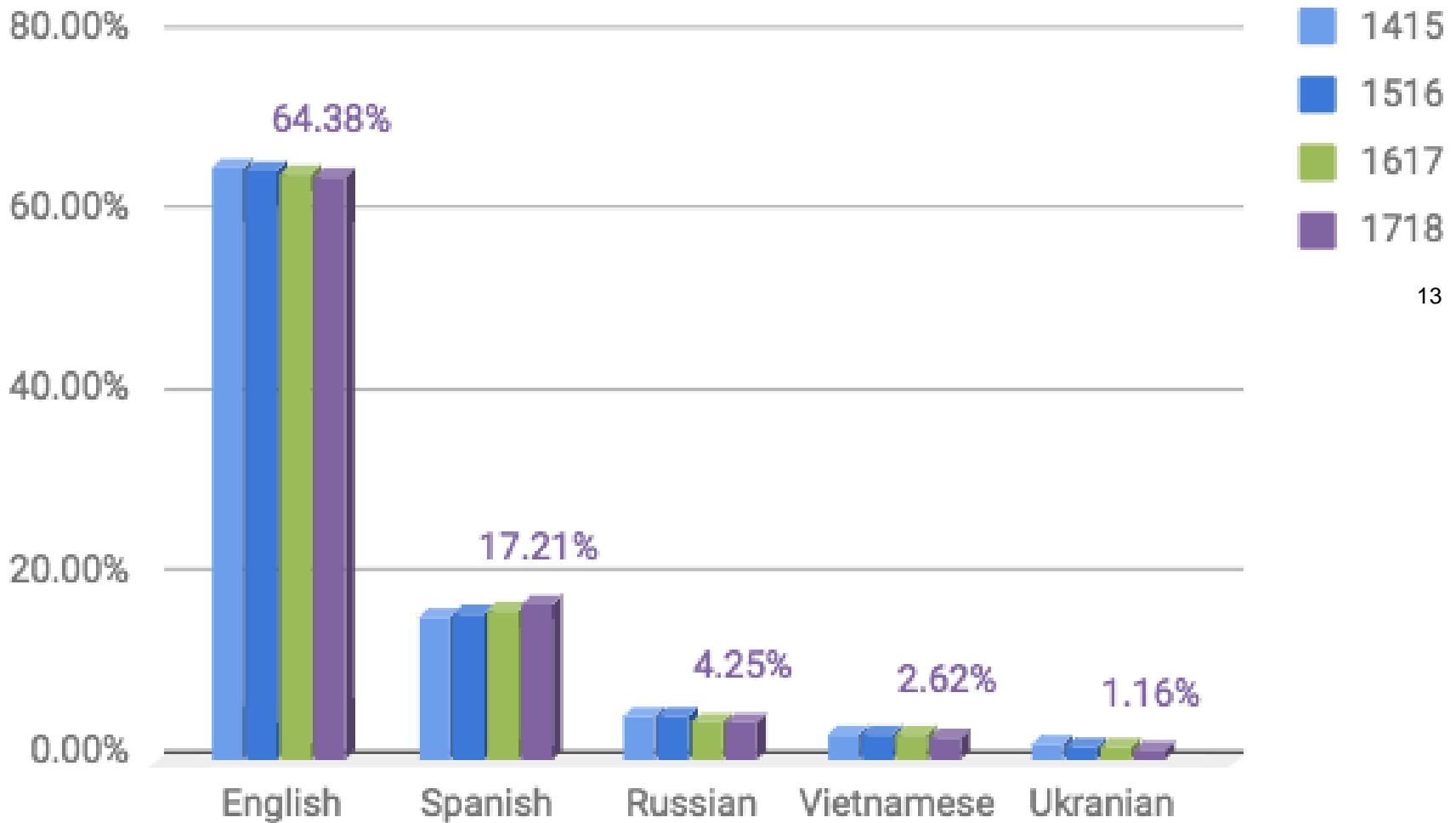
# CSD % of EL Enrollment

## % of All Students Enrolled in EL




# Languages represented in our homes

## % of Languages At Home



# Languages Represented in our Homes



CSD has 6 Spanish and 3 Russian *Bilingual Liaisons* serving our Spanish and Russian speaking students and families.

14

We use a variety of approved interpreters and agencies to serve all other language needs.

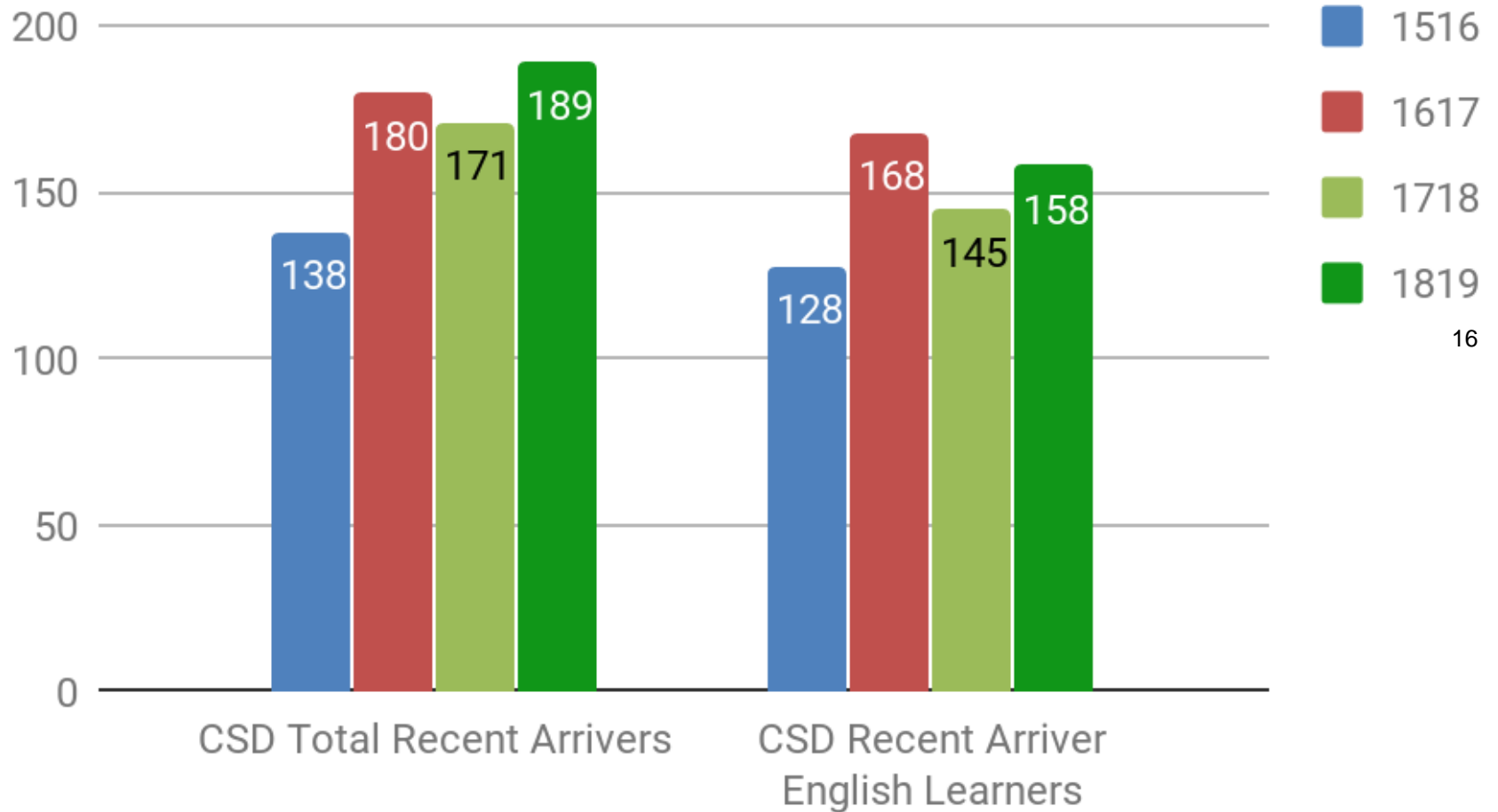


# RECENT ARRIVER ENGLISH LEARNER (RAEL)

Recent arrivers are students who were born outside the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than 3 cumulative years.<sup>15</sup>

CSD uses a 'Newcomer' curriculum at elementary and CMS.

# Number of RAELs

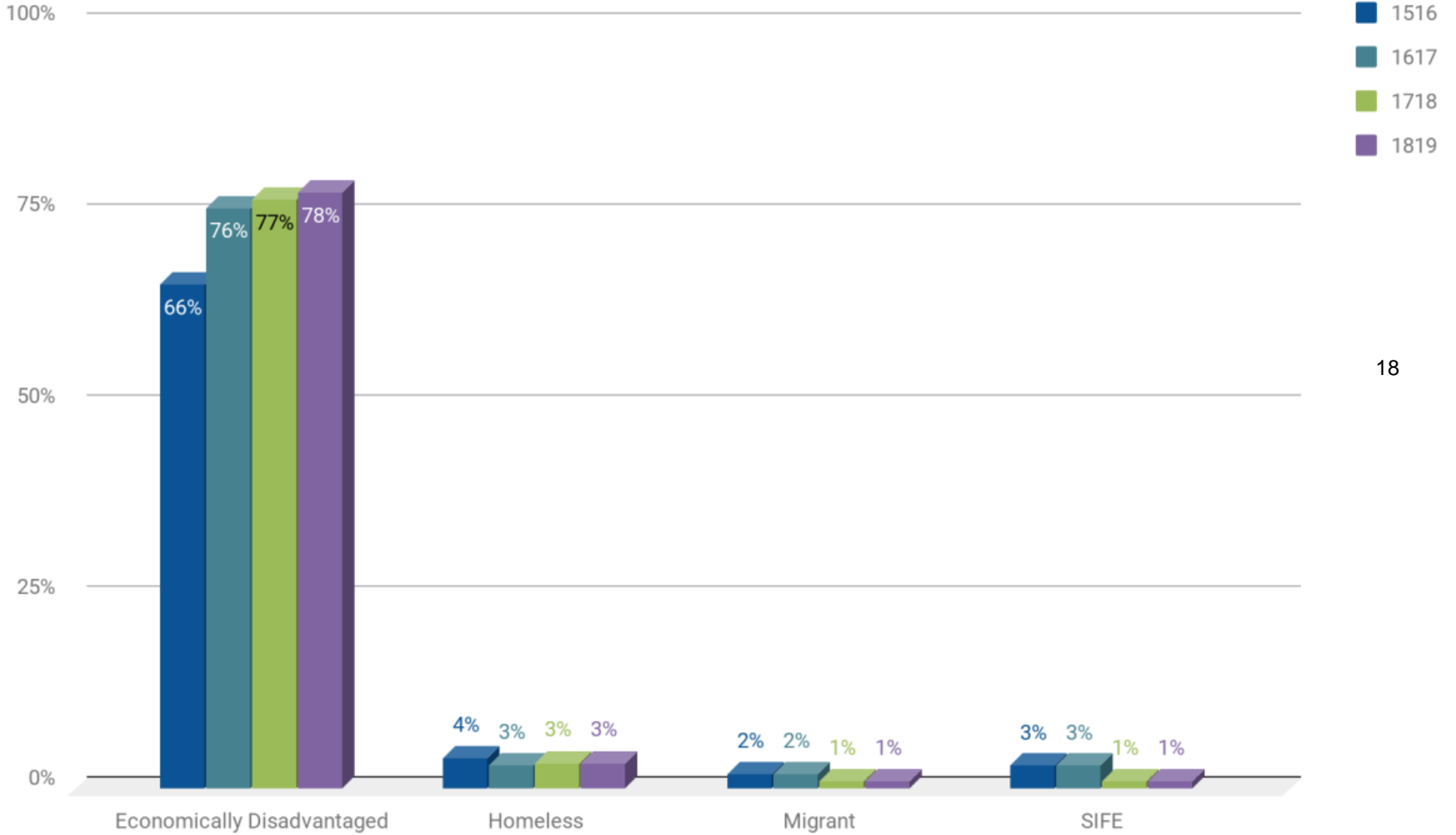


# Definition of Students with Interrupted Formal Education (SIFE)

**SIFE students are those who come from a home where a language other than English is spoken and enter a school in the US after grade 2; or they can be immigrant students who enter a school in the United States after grade 2.**

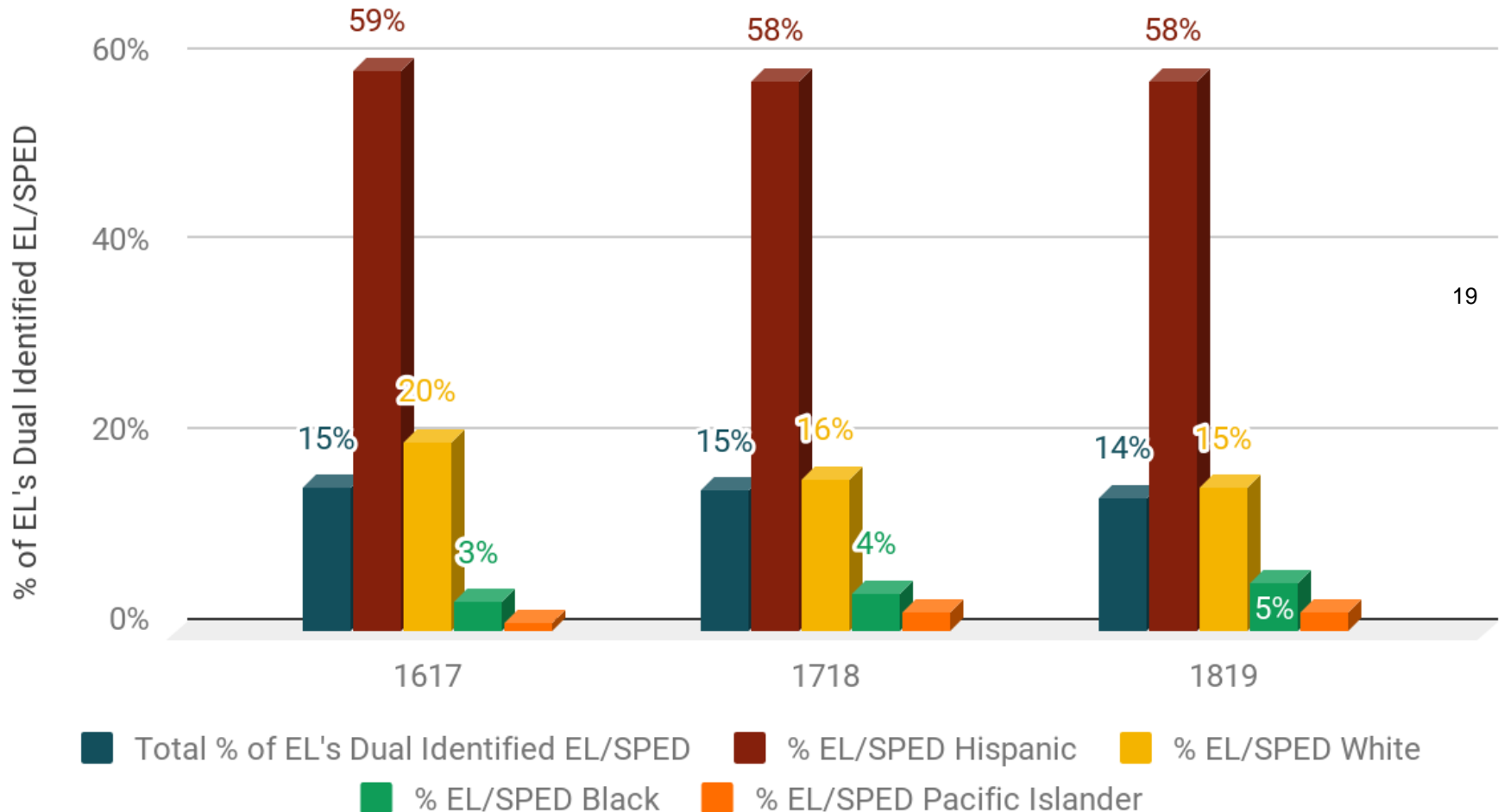
- a. Two years schooling less than their peers;**
- b. Function at least two years below expected grade level in reading and in mathematics;**
- c. May be pre-literate in their native language.**

# % of EL Students by Subgroups

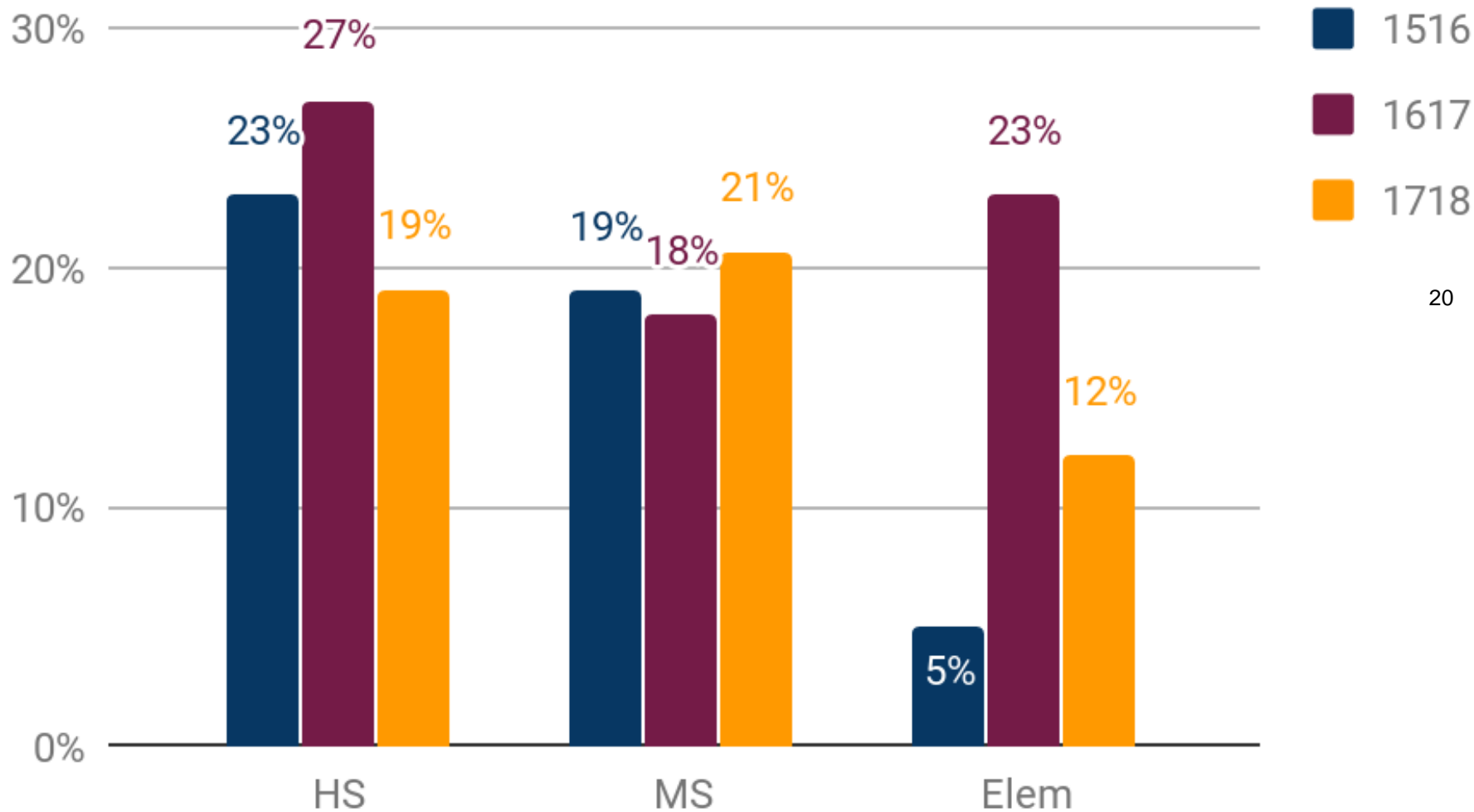


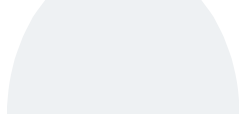
# Percentage EL Students Dual Identified

## Total % of EL's Dual Identified EL/SPED by Race



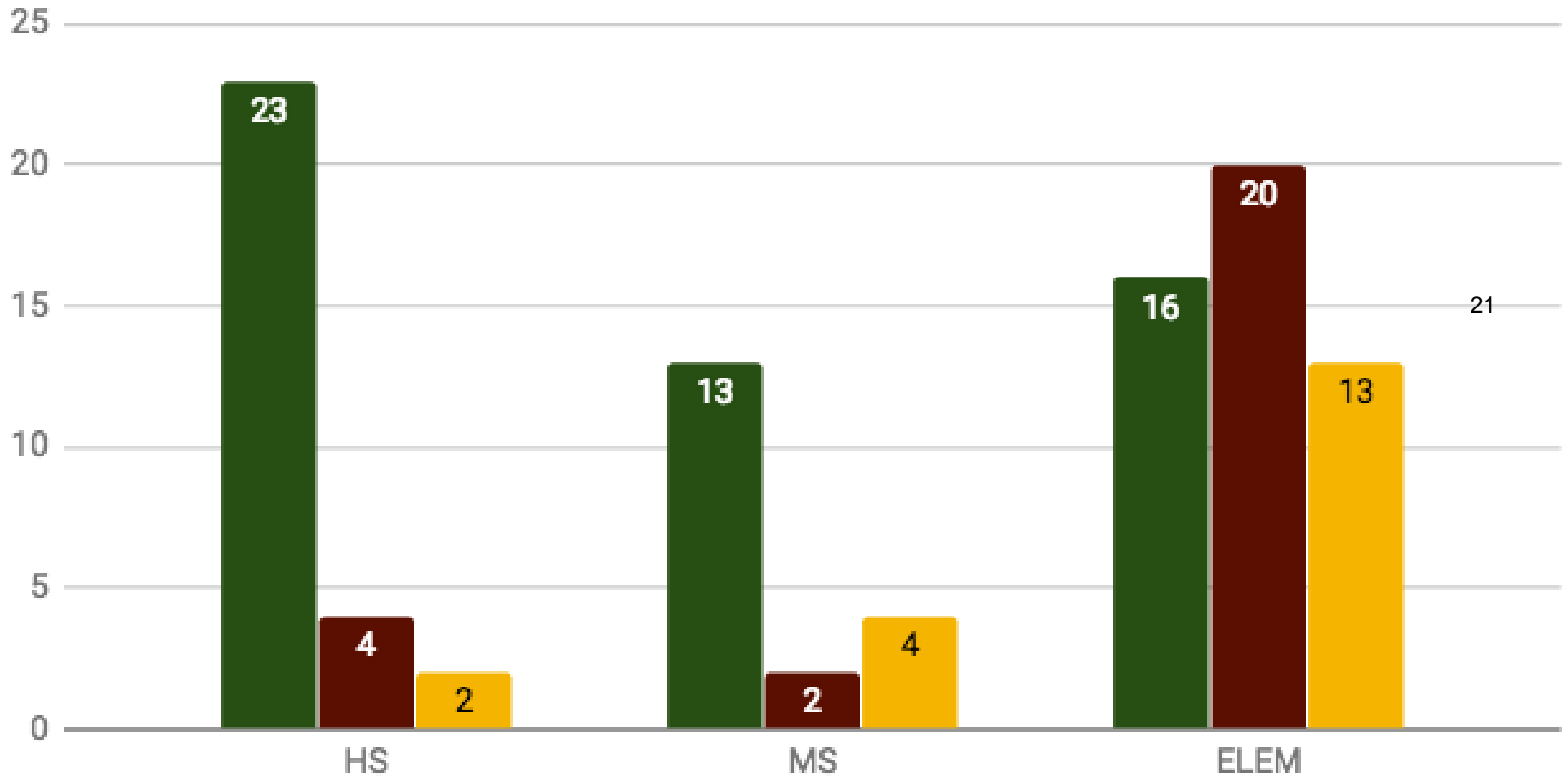
# % of EL's Exiting Services 17/18





# ELSWD Exiting Services 2017/18

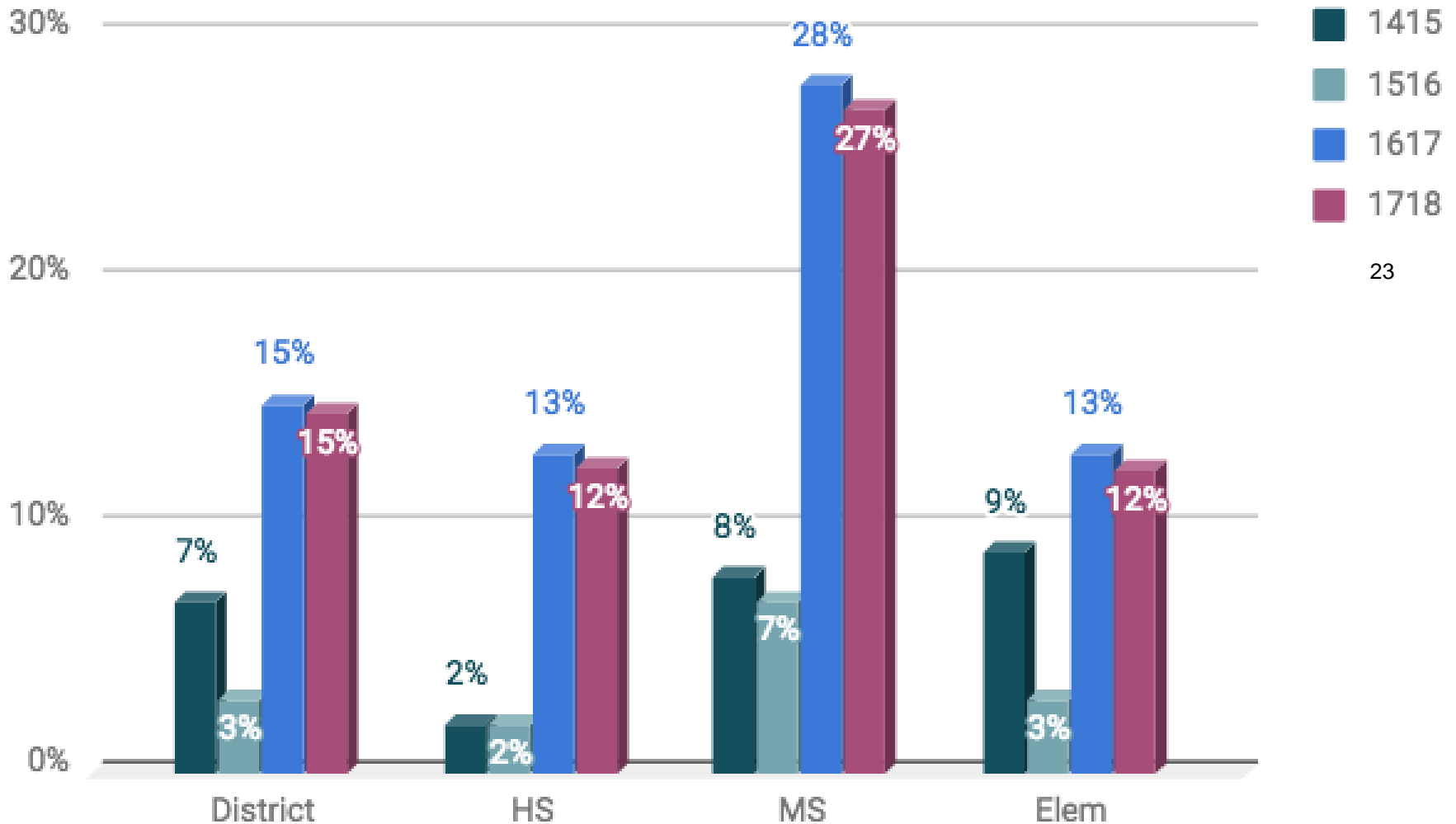
■ 1516 ■ 1617 ■ 1718





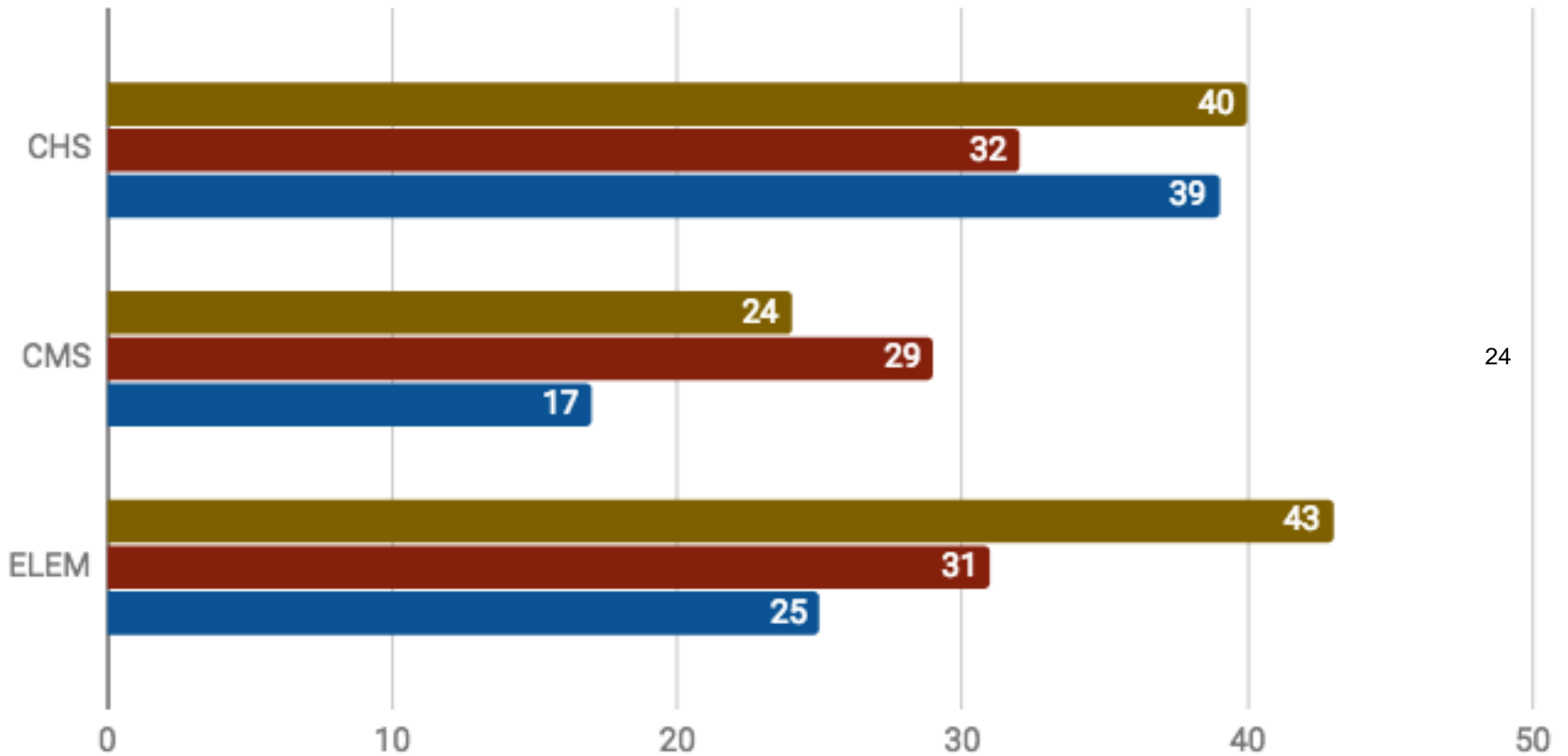
# Percentage of Monitored EL Students

## CSD Monitored English Learners



# # Students Refusing EL Services by Year

2016-17 2017-18 2018-19



24

# CSD Delivery Models



# ELEMENTARY



Consequences  
(I did not meet Mrs. Yip's expectations for behavior)

1. Warning
2. Time-Out (in class)
3. Time-Out in Room 25: Complete a Lion Science Think Sheet and then return to class.

27. This could also be done at recess, or another time each on Friday, etc.

with classroom teacher and a call home.

1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	25	26	28
29	30	31			

Even days

Wing Nine Herbs 大明本草

26

# Targeted and Integrated Services


# ELEMENTARY SERVICES



Targeted/Designated Services: Instruction in the English language as its own subject designed to develop student's proficiency in English.

- ❖ ELD push in
- ❖ ELD pull-out (beginning speaking/listening)
- ❖ Additional support for RAELs

# ELEMENTARY SERVICES

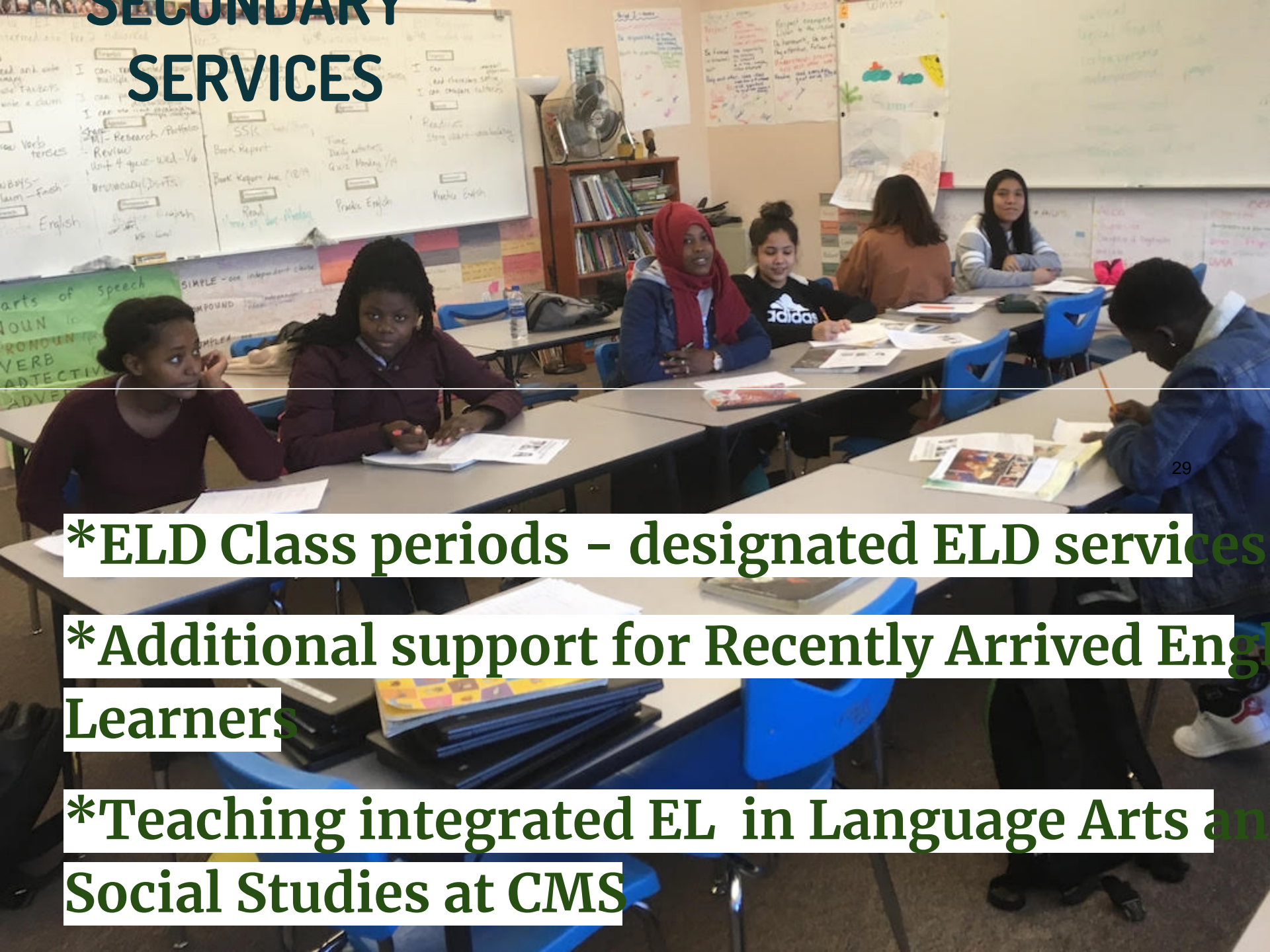


Integrated ELD: Explicit support for all students in acquiring the language needed to comprehend and express understanding of grade level work. Instruction that simultaneously introduces both language and content, but focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals.

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Terms you may have heard include  
SEGway/Constructing Meaning

# SECONDARY SERVICES

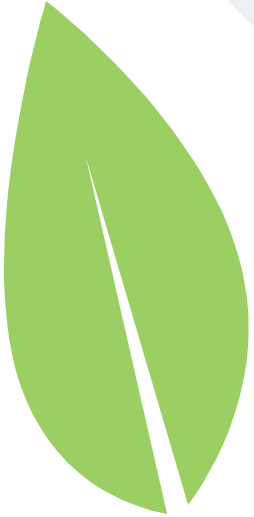


**\*ELD Class periods - designated ELD services**

**\*Additional support for Recently Arrived English Learners**

**\*Teaching integrated EL in Language Arts and Social Studies at CMS**

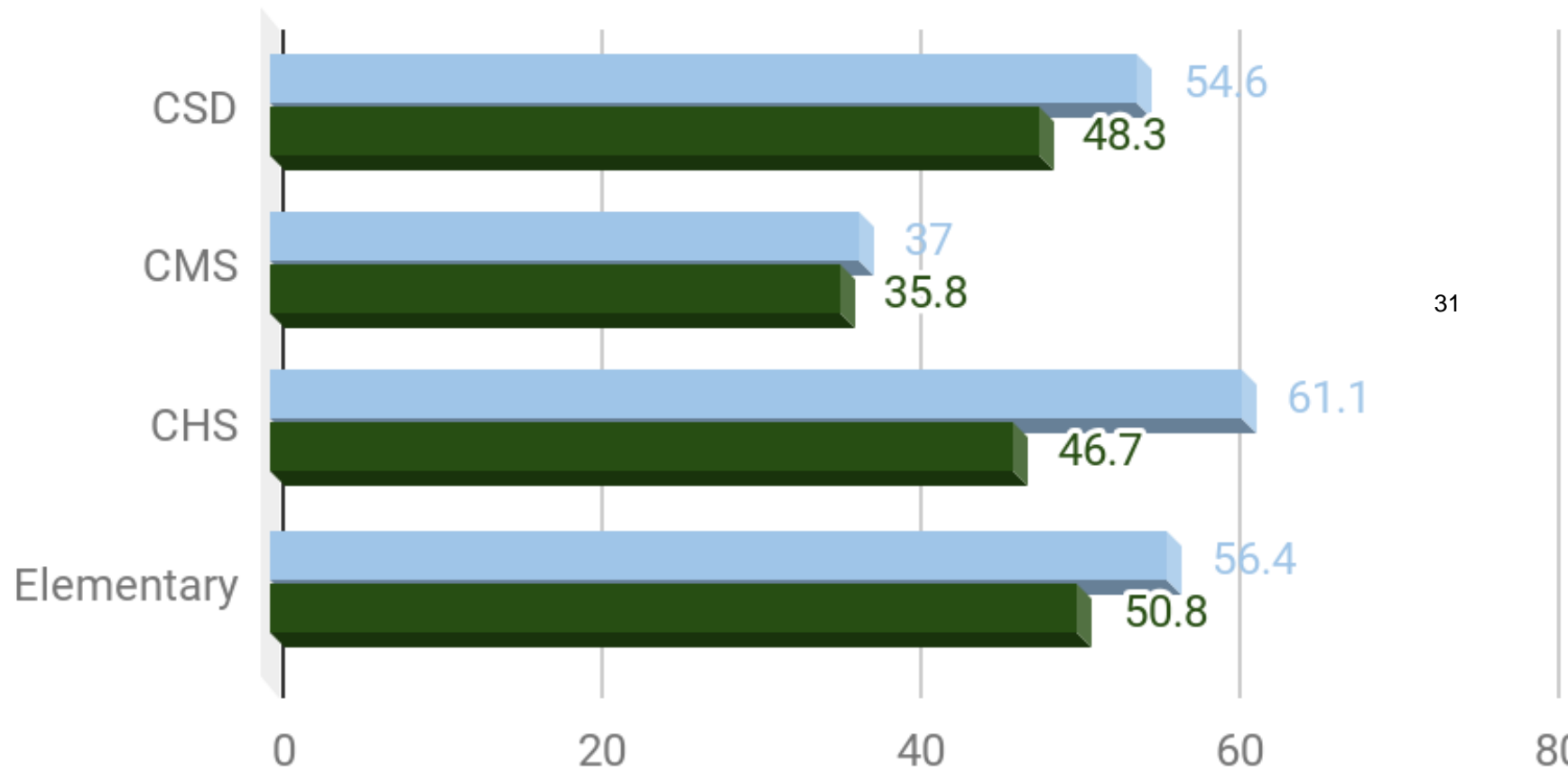
# PERFORMANCE DATA



# Students on Track to ELP

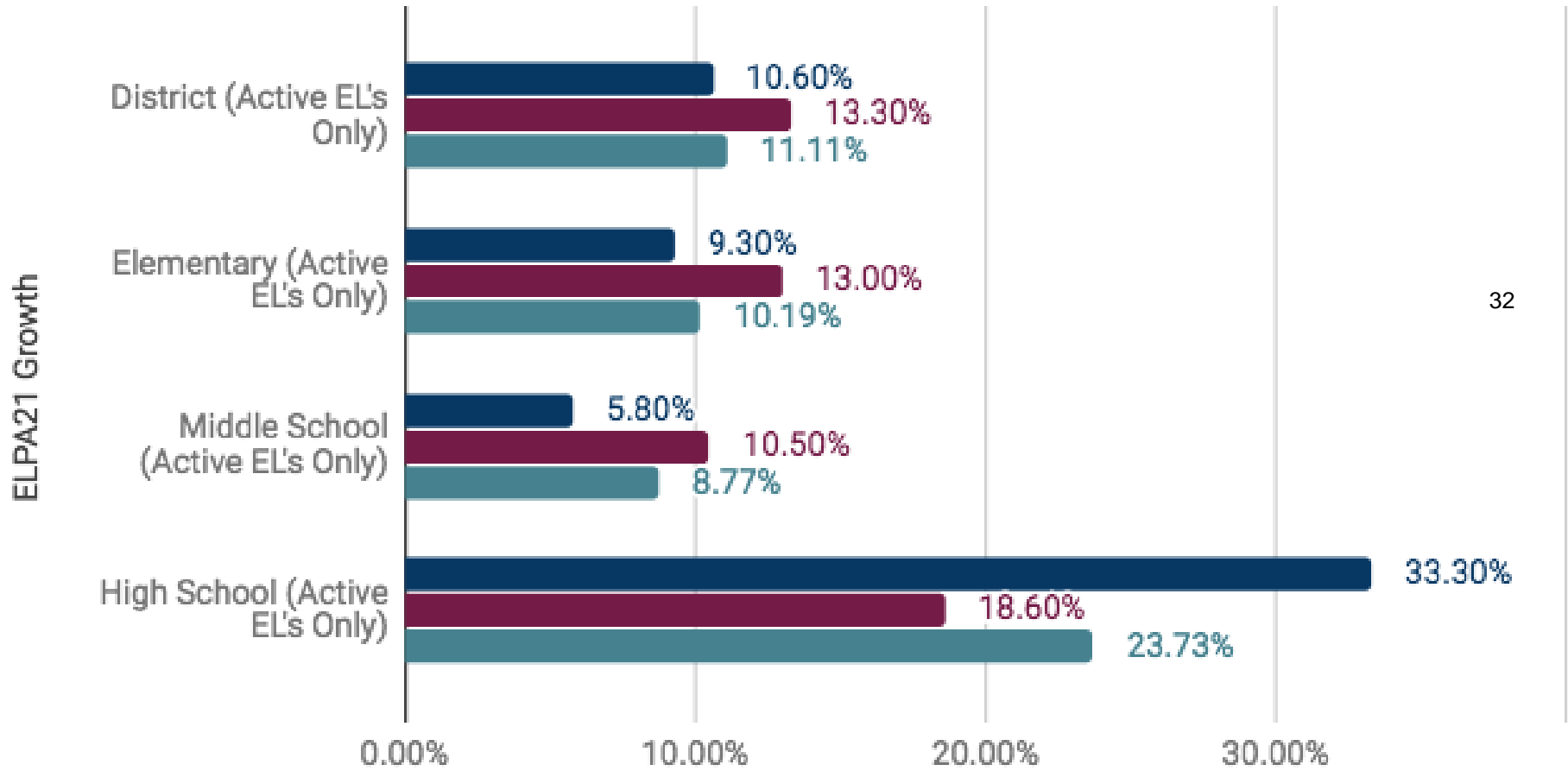
1617 1718

ELPA 21 Growth (Excluding Students

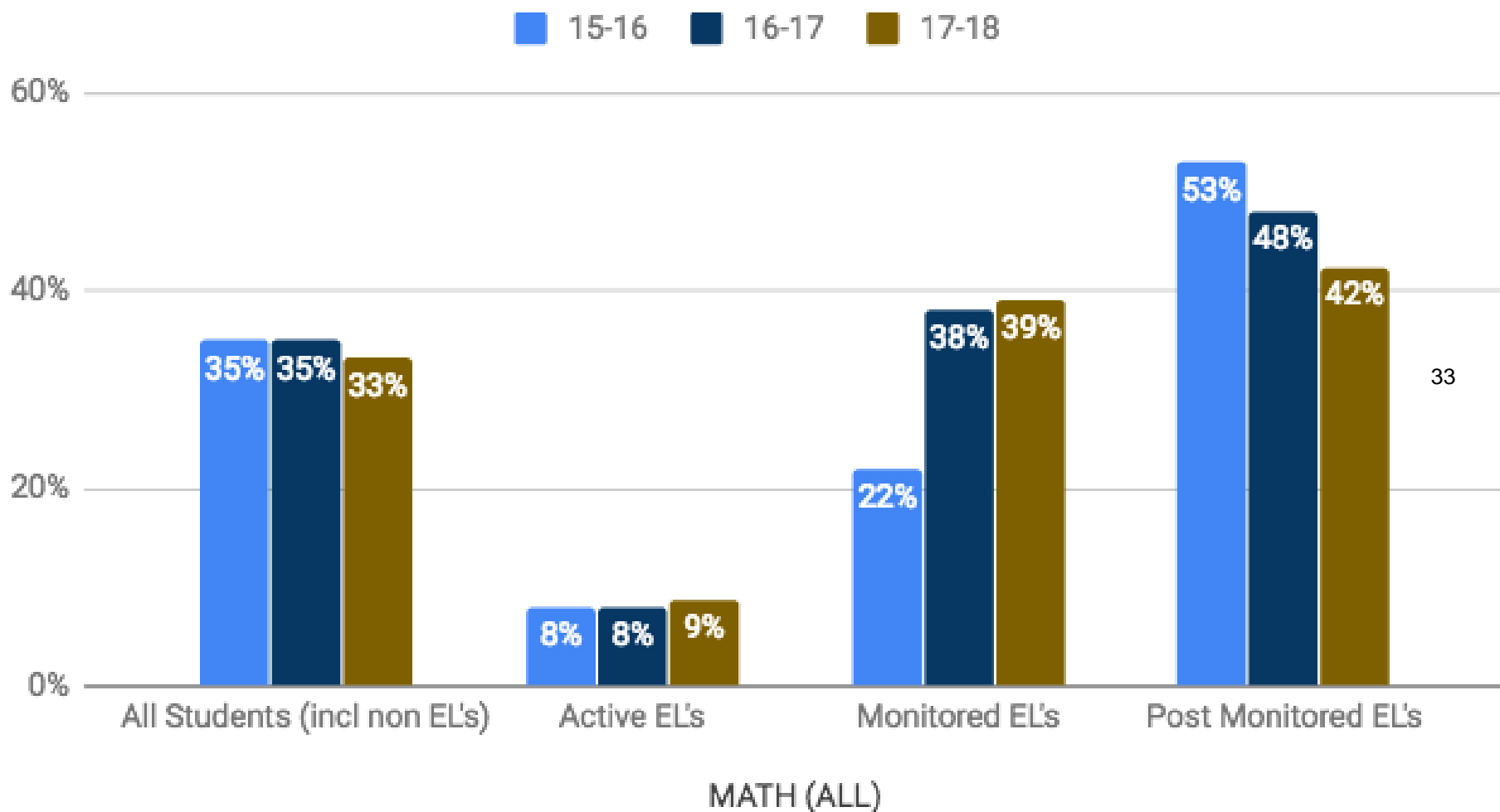


# ELPA21 Growth

16/17 17/18 EL Enrollment

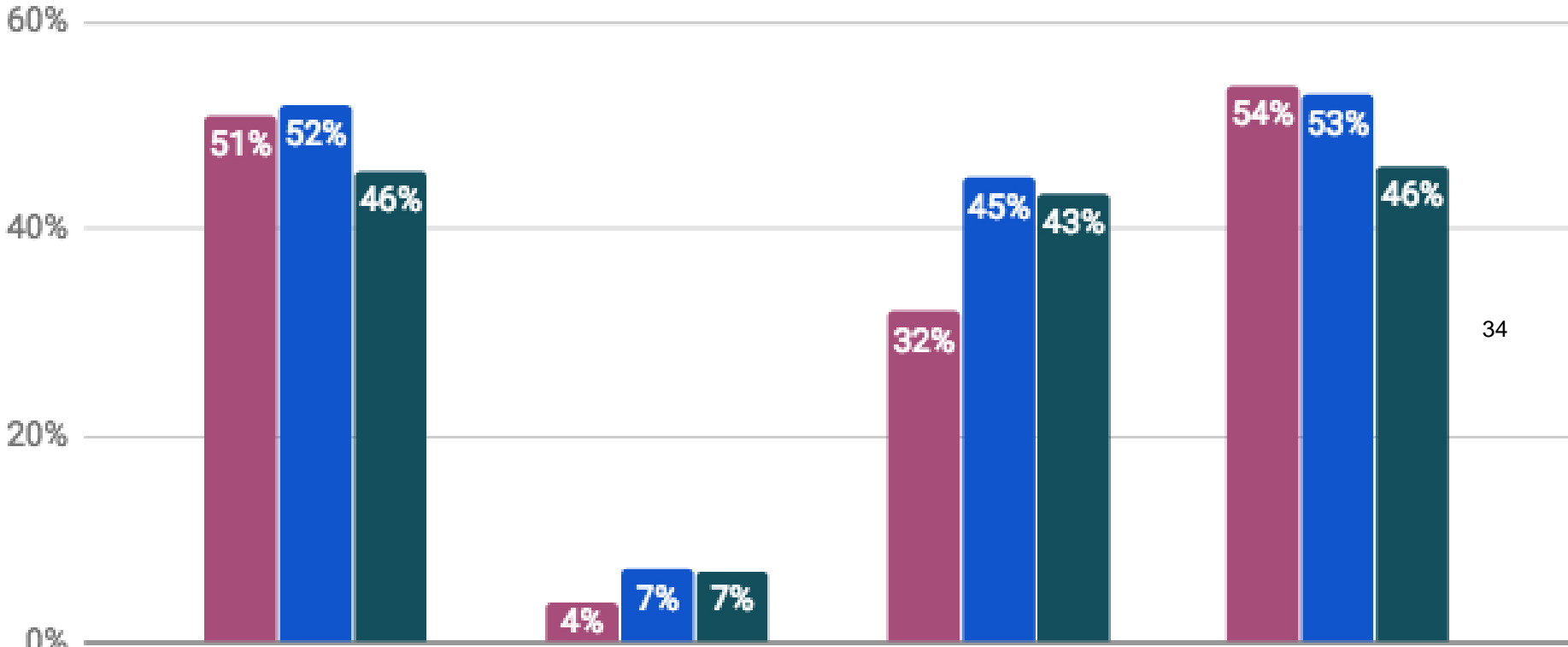


# ELs Meeting/Exceeding SBAC - Math



# ELs Meeting/Exceeding SBAC - Science

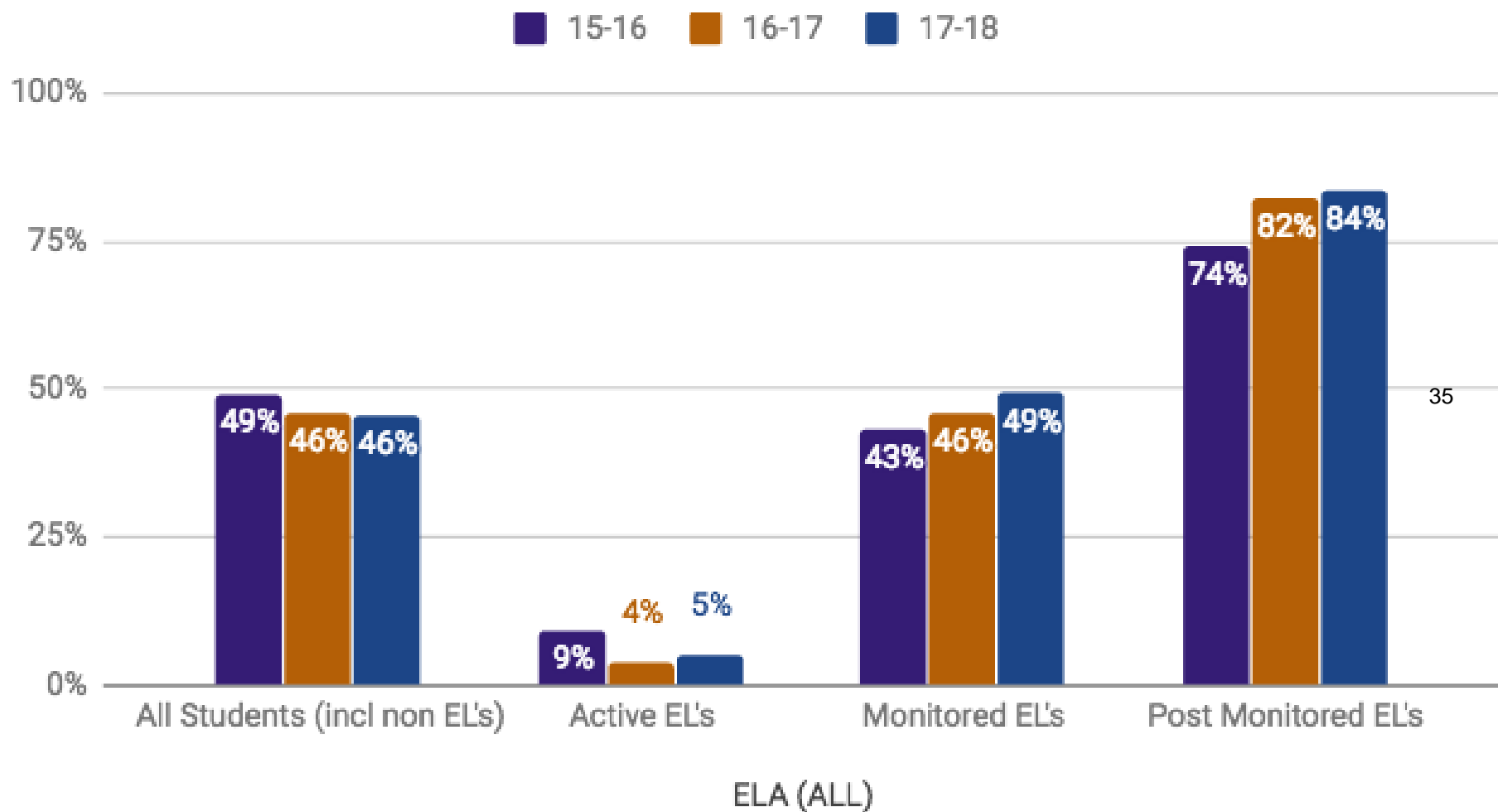
15-16 16-17 17-18



34

SCIENCE (ALL)

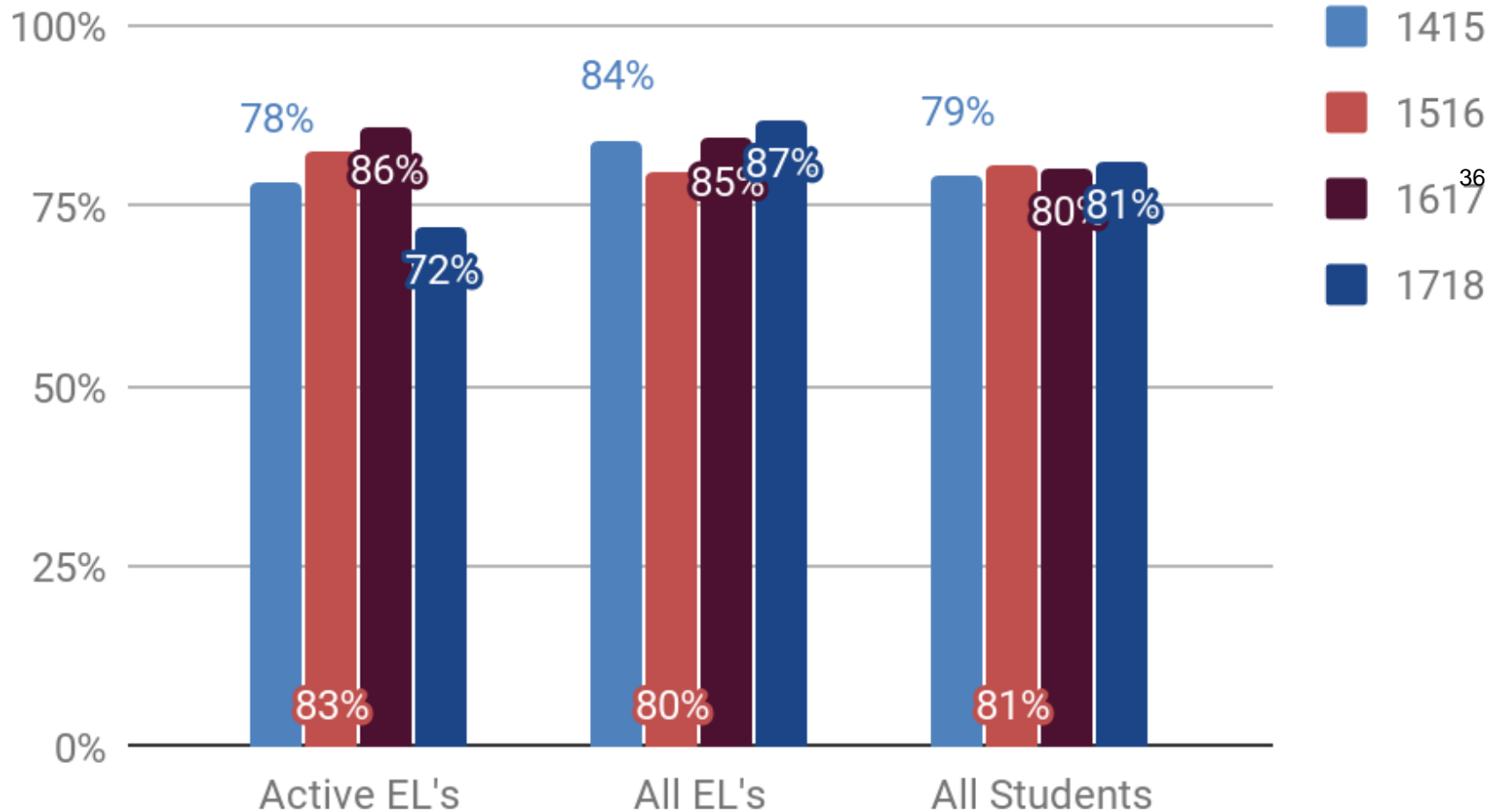
# ELs Meeting/Exceeding SBAC - ELA



# Freshmen On-Track

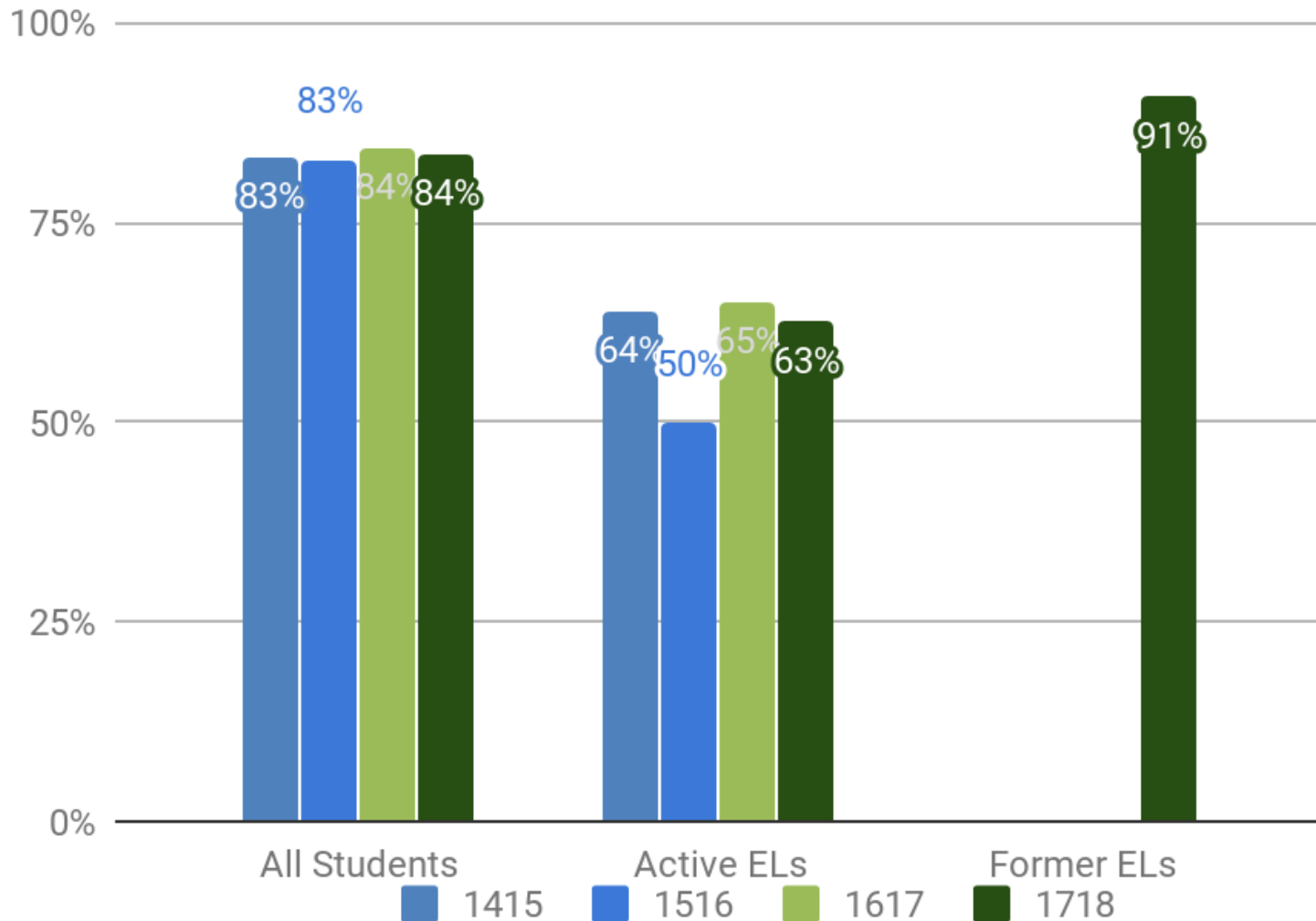
To be considered a freshman on-track a student must have earned at least 6 credits by the end of their first year of high school.

## % of Freshmen On Track



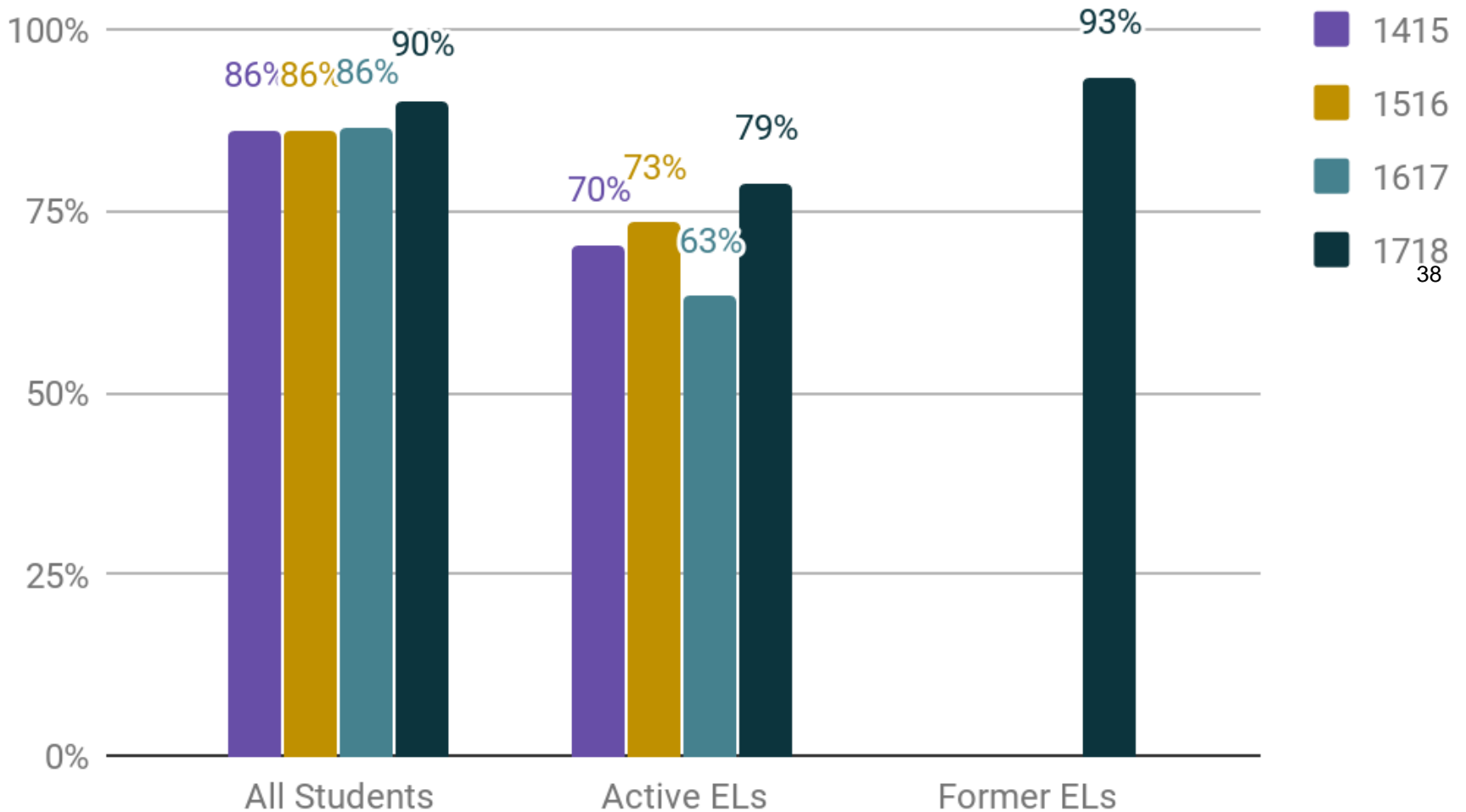
# 4-year Graduation Rate

## 4-Year Cohort Graduation Rates



# 5-year Graduation Rate

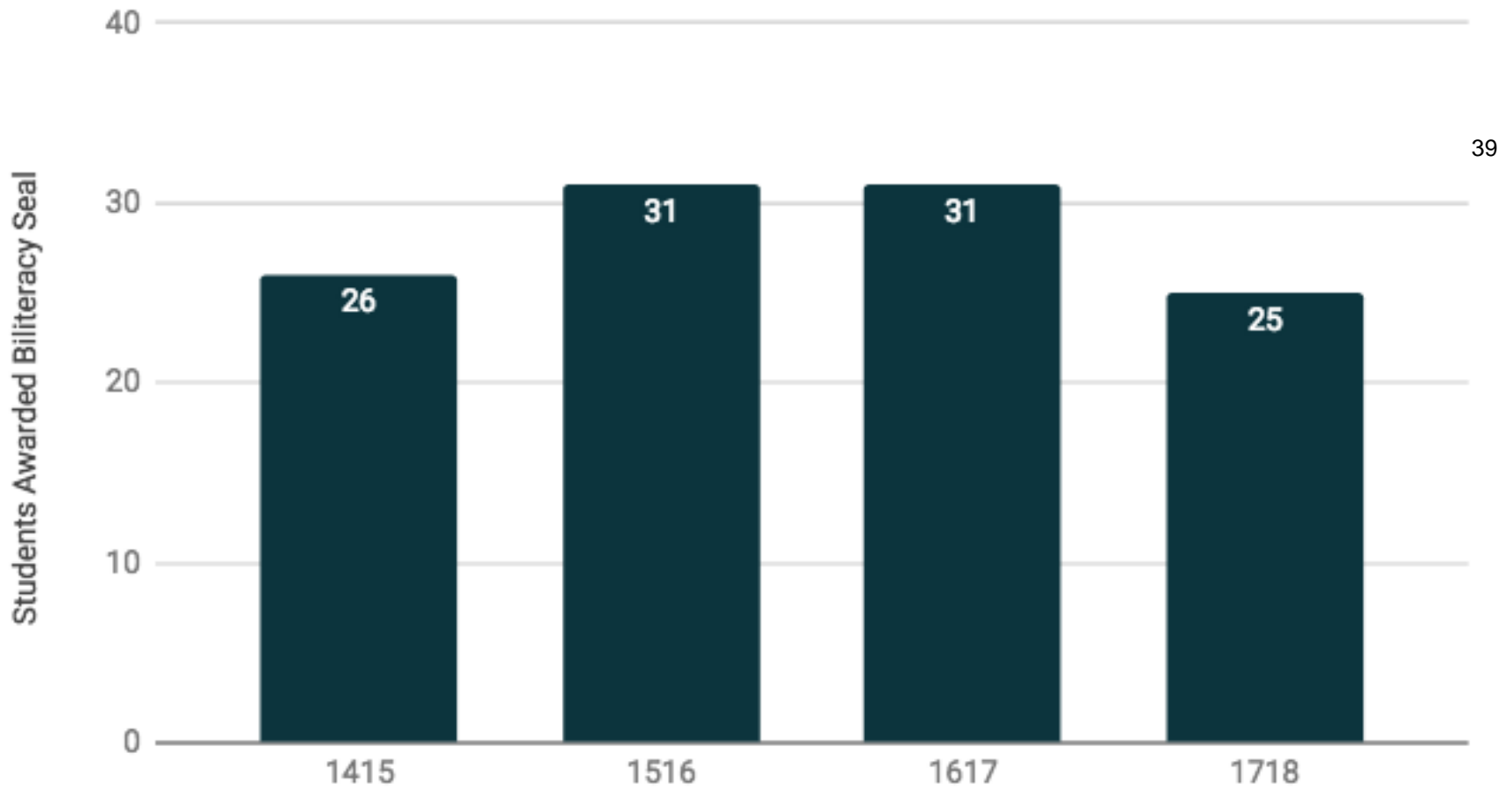
## CHS 5-Year Cohort Graduation Rates



# Oregon State Seal of Biliteracy

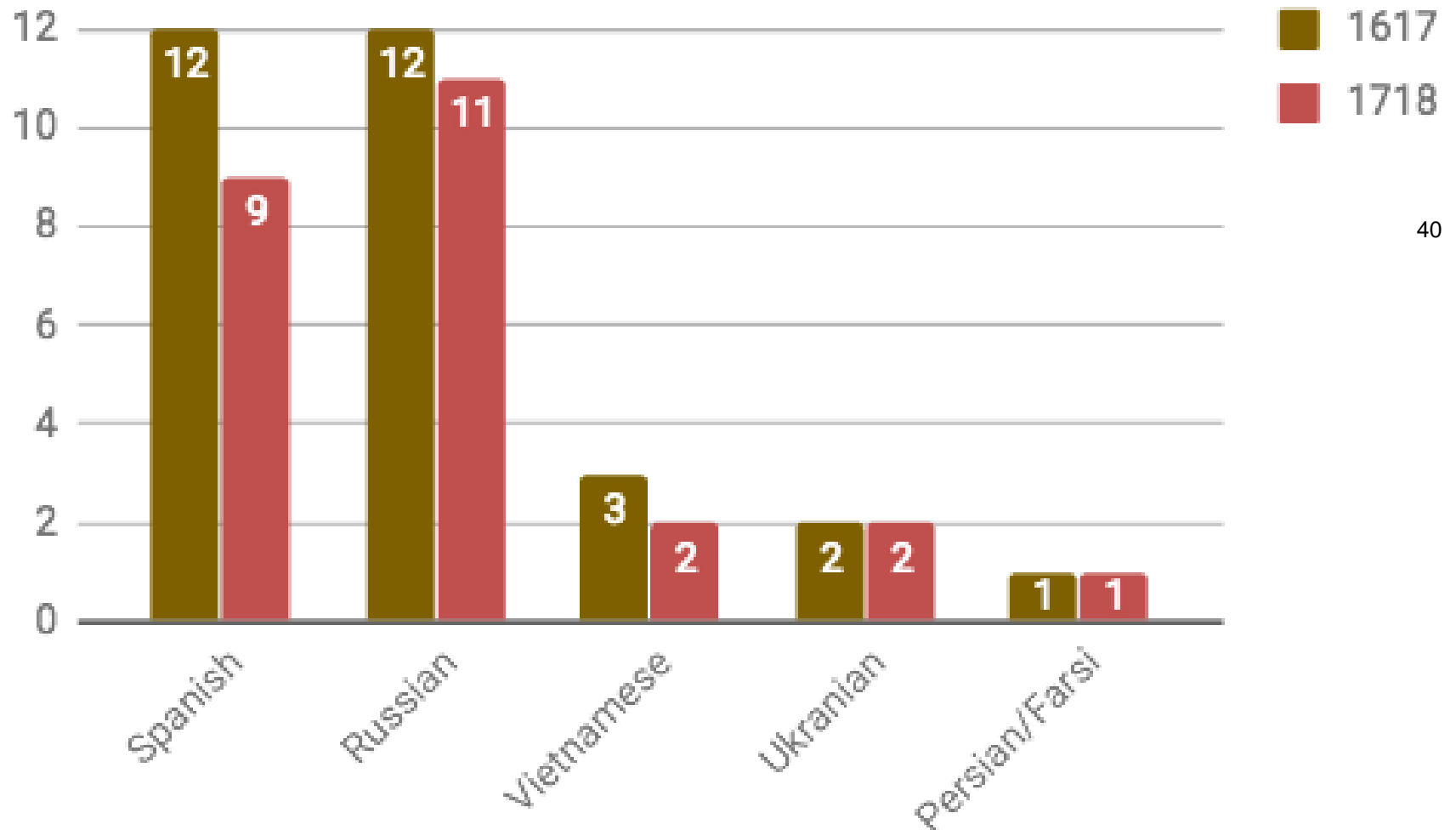
The Oregon State Seal of Biliteracy is awarded to students who prove language proficiency in both English and another partner language.

## Students Awarded Biliteracy Seal by Year



# Oregon State Seal of Biliteracy

## Biliteracy Seal by Partner Language





The  OREGON Plan  
The Every Student Succeeds Act



# Superintendent's Report

January 2019

# Destination 2023



## Our Four Priorities

1. Student-Focused Teaching & Learning
2. Healthy Culture & Environment
3. Effective Systems & Programs
4. Community & Partnerships

**EQUITY**



# District Engagement Protocol (DEP)

Indicator	Parklane & Oliver	Centennial Park
Chronic Absenteeism	X	X
English Language Arts Achievement	X	X
Math Achievement	X	X
ELA Growth	X	
Math Growth	X	45
English Learner Progress	X	X
9 <sup>th</sup> Grade On - Track		X
Four- Year Graduation Rate		X
Five- Year Completer Rate (includes GED)		X

# Comprehensive Supports for Improvement

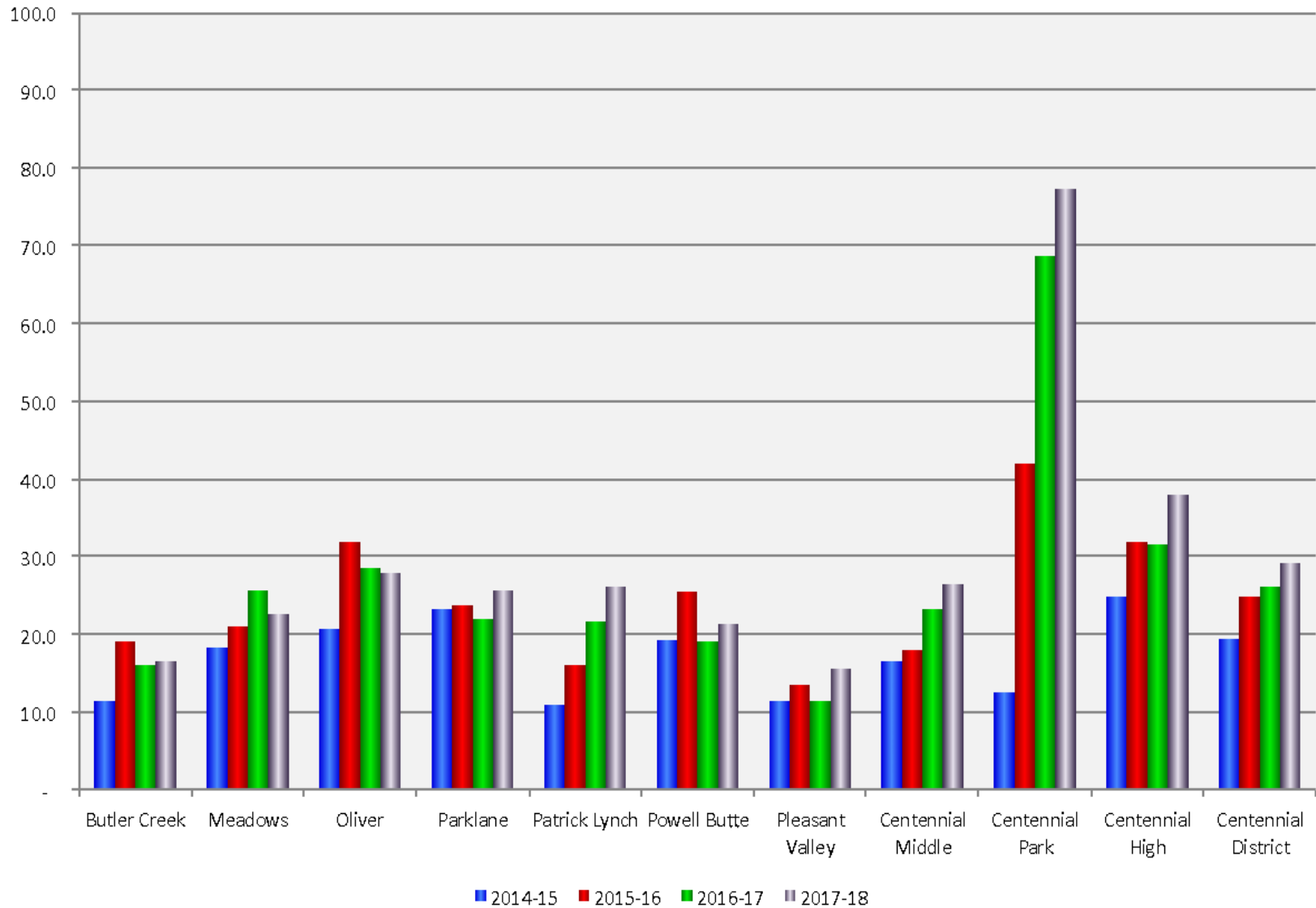


These include schools in the bottom 5 percent of all schools in the state and schools with a four – year graduation rate below 67 percent

# Shifts in Approach & Mindset

NCLB	ESSA
Rating of schools (1-5)	Rating of individual measures
Focusing school improvement supports directly at school level	Focusing school improvement supports on <u>schools as part of a larger district system</u>
Identifying & labeling low-performing schools	Describing and differentiating supports for schools based on need & in concert with district engagement
Promoting top-down, hierarchical accountability	Encouraging mutual, shared accountability
Engaging few stakeholders in improvement planning process	Broadly engaging stakeholders in improvement planning and implementation process

## Centennial SD - % of Students Chronically Absent - by School





OREGON AT-A-GLANCE SCHOOL PROFILE Parklane Elementary School

PRINCIPAL: Jorge Meza | GRADES: K-6 | 15811 SE Main St, Portland 97233 | 503-762-3205

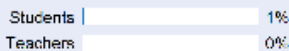
Students We Serve



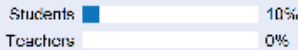
363 Student Enrollment

DEMOGRAPHICS

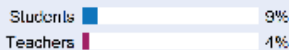
American Indian/Alaska Native



Asian



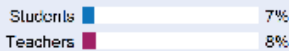
Black/African American



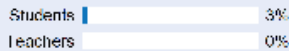
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



40%

Ever English Learners



24

Languages Spoken

16%

Students with Disabilities

95%

Required Vaccinations

>95%

Free/Reduced Price Lunch

\*Not enough students

School Environment

CLASS SIZE

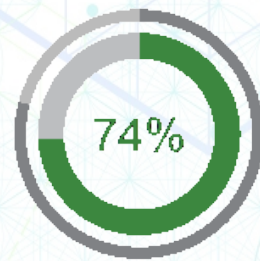
Median class size:



Decrease from previous year 1 Oregon average 25

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

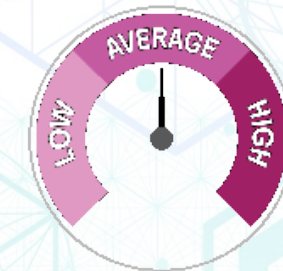


Decrease from previous year 4% Oregon average 80%

Academic Progress

INDIVIDUAL STUDENT PROGRESS

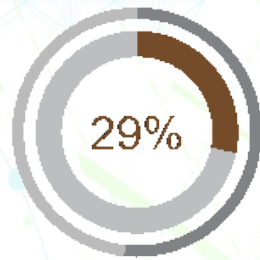
Year to year progress in English language arts and mathematics.



Academic Success

ENGLISH LANGUAGE ARTS

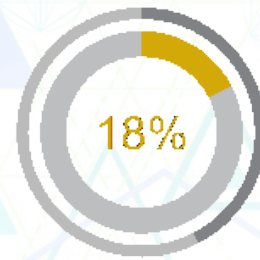
Students meeting state grade level expectations.



Increase from previous year 3% Oregon average 52%

MATHEMATICS

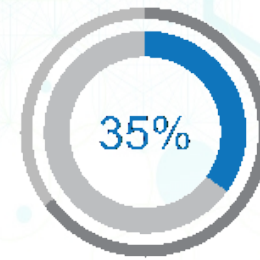
Students meeting state grade level expectations.



Decrease from previous year 5% Oregon average 43%

SCIENCE

Students meeting state grade level expectations.



Increase from previous year 5% Oregon average 65%

School Goals

At Parklane, we engage and empower all students to reach their full potential and become inspired leaders in their diverse communities...

State Goals

The Oregon Department of Education is working in partnership with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025.

Safe & Welcoming Environment

Parklane aims to ensure all students and their parents feel welcome by including bilingual staff in our school office.



OREGON AT-A-GLANCE SCHOOL PROFILE
Oliver Elementary School

PRINCIPAL: Jeb Hubbs | GRADES: K-6 | 15840 SE Taylor St, Portland 97233 | 503-762-3207



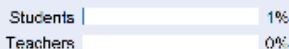
Students We Serve



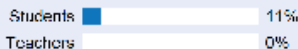
419 Student Enrollment

DEMOGRAPHICS

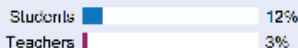
American Indian/Alaska Native



Asian



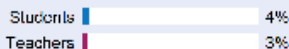
Black/African American



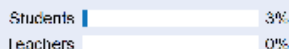
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



46% Ever English Learners



22 Languages Spoken

17% Students with Disabilities

94% Required Vaccinations

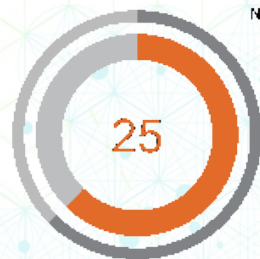
>95% Free/Reduced Price Lunch

\*Not enough students

School Environment

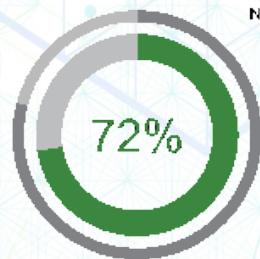
CLASS SIZE

Median class size.



REGULAR ATTENDERS

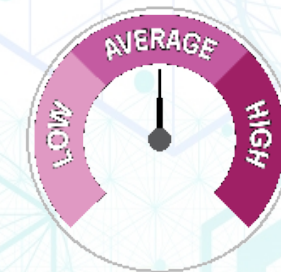
Students who attended more than 90% of their enrolled school days.



Academic Progress

INDIVIDUAL STUDENT PROGRESS

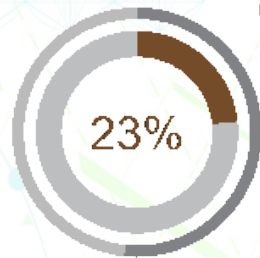
Year to year progress in English language arts and mathematics.



Academic Success

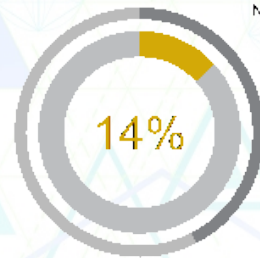
ENGLISH LANGUAGE ARTS

Students meeting state grade level expectations.



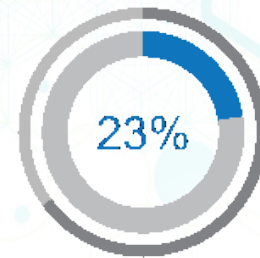
MATHEMATICS

Students meeting state grade level expectations.



SCIENCE

Students meeting state grade level expectations.



School Goals

The mission of the Oliver Elementary Community is to build a foundation of academic and social success by... (text continues)

State Goals

The Oregon Department of Education is working in partnership with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025.

Safe & Welcoming Environment

We celebrate our diverse neighborhood and strive to create a welcoming, safe and accepting environment at school. It is important that the community feel a part of what we are doing.



OREGON AT-A-GLANCE SCHOOL PROFILE Centennial Park School

PRINCIPAL: Ajai Huja | GRADES: 7-12 | 17630 SE Main St, Portland 97233 | 503-762-3202



Students We Serve

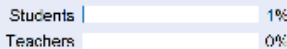


137

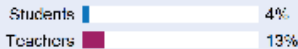
Student Enrollment

DEMOGRAPHICS

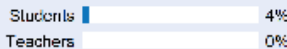
American Indian/Alaska Native



Asian



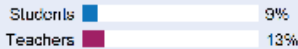
Black/African American



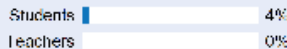
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



10%

Ever English Learners



9

Languages Spoken

26%

Students with Disabilities

96%

Required Vaccinations

56%

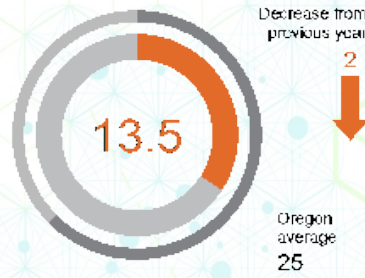
Free/Reduced Price Lunch

\*Not enough students

School Environment

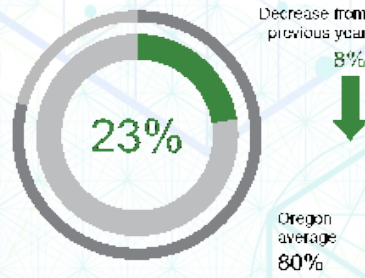
CLASS SIZE

Median size of classes in core subjects.



REGULAR ATTENDERS

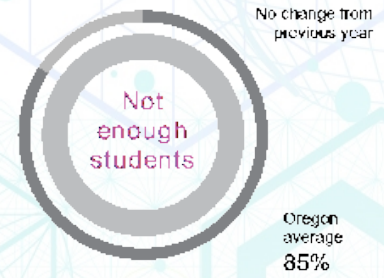
Students who attended more than 90% of their enrolled school days.



Academic Progress

ON-TRACK TO GRADUATE

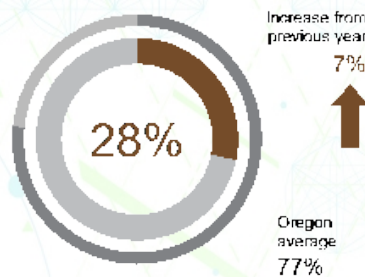
Students earning one-quarter of graduation credits in their 9th grade year.



Academic Success

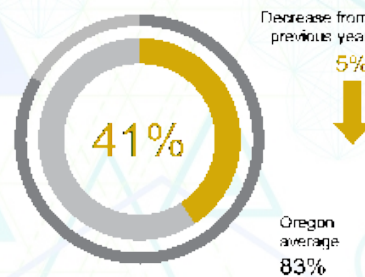
ON-TIME GRADUATION

Students earning a diploma within four years



FIVE-YEAR COMPLETION

Students earning a high school diploma or GLE within five years.



COLLEGE GOING

Students enrolling in a two or four year college within one year of completing high school.



School Goals

Our school strives to promote success through an emphasis on connecting students to school through building community...

State Goals

The Oregon Department of Education is working in partnership with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025.

Safe & Welcoming Environment

We strive to ensure all students and their parents feel welcome in our school and that all students have at least one positive adult relationship...

# Embargoed Graduation Data

2017 – 2018 Graduation data files under embargo until Thursday, January 24 2019 at 8:00 am

\*\*\* ODE is in support of D.23 and will provide District Improvement Liaison

# Division 22 Assurances

By February 1 of each year, school district superintendents are to report to their local school board the district's standing with respect to all Standards for Public Elementary and Secondary Schools as set forth in Oregon Administrative Rules 581-022-2305.

# Division 22 Assurances

Centennial School District is in compliance in all areas with the exception of two standards

- 2055 Career Education
- 2340 Media Programs

Both of these standards are partially compliant at this time.

**THANK  
YOU!**

**Centennial High School Site Council Minutes  
January 17, 2019**

Attendance:	X	Mairi Scott-Aguirre, Principal	X	Terry Schloth, Assist Principal and Parent
	X	Cing Dim, Student	X	Tami Burton, Secretary
		Dylan Phung, Student		Louise Kim, Student
	X	Mary Karam, Student	X	Eleonora Nuryagdieva, Counselor
		Brandy Slack, Parent	X	Candice Behm, Parent

Topic	Information/Discussion	Conclusion
Approve minutes from December meeting	Site Council reviewed the December minutes. The minutes were approved with one edit.	Eleonora Nuryagdieva will be marked as present at the December meeting.
School start times update	Mairi Scott-Aguirre stated the survey results have not been shared yet. Site Council will be updated when details are available.	
Science/ELPA/SBAC testing plan	<p>The high school testing windows open shortly after winter break. The state is opening the high school windows early to reduce AP test window conflicts as much as possible. The following dates and tests for 2019 are as follows:</p> <ul style="list-style-type: none"> <li>● ELPA test window for students receiving ELD instruction: Jan. 21 to Feb. 15</li> <li>● SBAC AP ELA: Feb. 19-22</li> <li>● SBAC Science for Chemistry classes and some juniors: 3/18 - 3/20</li> <li>● SBAC ELA CAT (Computer Admin.): 4/15 - 4/23 Performance Task: 4/24 - 4/26</li> <li>● SBAC Math CAT: 4/29 - 5/7</li> </ul>	

	<p>Performance Task: 5/8 - 5/10</p> <ul style="list-style-type: none"> <li>• Mop Up Catch Up: 5/11 through June</li> </ul> <p>The state test, Smarter Balanced, is an individual test but also counts for the schools state report card. As an incentive, if students have passed their state tests during their junior year with a score of 3 or better a red, white and royal blue cords will be presented to them for graduation.</p> <p>State test scores are mailed to families the following school year. Mairi Scott-Aguirre shared the scores are available about three weeks after all test windows close. At this time there isn't a way to share the information. MHCC has asked if the results can be noted on transcripts. Further thought will be given to determine if there is a way to share the information soon after receiving results. SBAC scores will be a topic on the next agenda.</p>	
Eagle Expo Community Involvement	<p>Eagle Expo #2 is scheduled for March 7. Mairi Scott-Aguirre inquired about community member involvement . Suggestions for community involvement at Eagle Expo include:</p> <ul style="list-style-type: none"> <li>• Rosewood Initiative</li> <li>• Rockwood/Gresham Library</li> <li>• College Possible</li> <li>• School Based Health Center</li> <li>• MHCC</li> <li>• SUN</li> <li>• SUN Partners: REAP, Latino Network, etc.</li> <li>• Ask at Ad Council</li> </ul>	
Topics for next month: Bring Data on Freshman on Track	<p>Data for Freshman on Track  SBAC Results  Outreach to Out of State Colleges</p>	

	Mentor Programs 8th Grade Transition Site Council Recruit	
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	<p><b>SUN:</b> The first term of SUN is underway they are offering a mix of academics and “fun” stuff. Homework support, soccer, gardening, chess club are just some of the things going on. The first Family Engagement activity is November 16. The Oliver Elementary SUN Harvest Carnival will be from 4:00 - 6:30. A full turkey dinner, face painting, games, raffles, prizes will all be offered.</p> <p><b>Title I:</b> Title I has been able to implement a science-based, proven system to teach students the rules and formulas for reading. The 95% Group program is phonics based and has an emphasis on early dyslexia intervention. Everyone is very excited and the students have shown a 20% increase in reading scores in just the month and a half we have been using it.</p> <p><b>Leadership:</b> Leadership would like to express just how amazing an experience Outdoor School was for our 6th graders. All the leadership team (and a few others) made their way up to each of the camps to visit with the kids. Every child was engaged, learning, growing and just enjoying being kids! Such an amazing experience.</p> <p>We had our first staff mtg regarding our CAP. Our three goals are around Math, Writing, and Climate and Culture. A very open discussion with staff about what is working and what needs to be changed. Mr Hubbs said that one of the best things about this staff is the willingness to ask for help, to collaborate with each other.</p> <p>We are also working very hard on two other goals: Getting Parents in the building and getting kids here and on time. Our attendance needs some work and we are putting several things in place to try to help boost that.</p>	
<p><b>Family and Community Involvement</b></p>	<p><b>Outcome: Discussion about future</b></p> <p>Notes: We are very happy that we had three parents in attendance. One from each entity in the building. One from the MECP Preschool, one from the MESD Functional Living Skills classroom and one from Oliver Elementary. A few things were brought up:</p> <ol style="list-style-type: none"> <li>1. The parents in the other classrooms (MECP and MESD) would love to be notified of activities happening in the building. Math Night, the SUN Carnival, things like that.</li> <li>2. Parents from the MESD FLS class wanted to report that the handicapped entrances at both the front door and side door do not work. (ie, when you push the button the door does not open)</li> </ol>	<p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. Notifications will be sent to both of those classrooms to be sent home with students.</li> <li>2. <b>notifying maintenance about the malfunctioning doors</b></li> </ol>

	<ul style="list-style-type: none"> <li>3. Parents from the MESD FLS classroom would also like transportation to know that the small busses cover up the handicapped parking spaces making it difficult for the parents to drop off their kids with wheelchairs.</li> <li>4. We discussed several ideas for fundraisers and support for families. Pints for Paints (raising money for art supplies for the school), providing free haircuts and family portraits for our families, and a few other ideas were discussed.</li> <li>5. The idea of having the specials teachers (music, PE, Library) available during conferences for drop in conferences.</li> <li>6. The idea of changing start times to help tardiness and attendance was discussed. The fact that the district is beginning to talk about how to address this was mentioned. All parents in attendance loved the idea of a later start time.</li> </ul>	
<b>Parking Lot</b>		<b>Action Steps:</b>
<b>Next meeting:</b>	<b>DATE</b>	

**CENTENNIAL SCHOOL DISTRICT  
18135 SE Brooklyn St.  
Portland, OR 97236  
503-760-7990**

**CONFIRMATION**

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TO: Board of Directors  
DATE: January 23, 2019  
SUBJECT: Joinder to Trust Agreement for PACE Members

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Oregon law requires that self-insured public entity programs be formed through an intergovernmental agreement between the participating entities. PACE’s original Trust Agreement was adopted in 2006, updated in 2016 and the Trustees recently completed a review and update of the Trust Agreement. The changes to the Trust Agreement were formally approved by the OSBA Board of Directors at their November 11, 2018 Board of Directors meeting. Highlights of the Trust Agreement changes are:

- Updating language to remove the term “OSBA membership” and replacing the term with “participants” throughout the agreement. This enables charter schools continued participation with PACE.
- Adding the term Crime Coverage to the agreement. PACE offers this coverage to all participants.
- Correcting the composition of the PACE Trust Board to include employees of OSBA members on the Trust Board. Previously, the Trust Board composition wording limited the PACE Trust Board to only OSBA Board of Directors members.
- Moved operational and rule language from the Trust Agreement and placing it in the PACE Bylaws. Example of topics that were moved are Quorum, Telephone/Video Participation and Meetings of the Board of Trustees.

Now that the new PACE Declaration of Trust has been approved by the OSBA Board of Directors, it is necessary that all Trust Members have their boards, or their designee, adopt the Joinder of Trust Agreement. By signing the Joinder of Trust Agreement your organization will continue to have an intergovernmental agreement with PACE. Before renewing in the PACE self-insured, property, liability and automobile coverage program, your organization will need to adopt the Joinder of Trust Agreement and return a signed copy to PACE.

\*\*\*\*\*

It is recommended that the Board adopt the Form of Joinder to Trust Agreement, entering into an intergovernmental agreement with PACE.

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

**January 7, 2019**

	Powell		Powell					Alternative					TOTAL	Avg Class
	PATRICK	Butte	BC	PL	OE	MEA	PV	CMS	CPS	CHS	Placements			
<b>Kindergarten</b>	<b>56</b>	<b>68</b>	<b>75</b>	<b>60</b>	<b>42</b>	<b>50</b>	<b>54</b>					<b>405</b>		
Loads	19	23	25	20	21	25	27					18	22.76	
Teachers	0	3	3	3	2	2	2							
<b>Grade 1</b>	<b>67</b>	<b>81</b>	<b>78</b>	<b>62</b>	<b>51</b>	<b>52</b>	<b>47</b>					<b>438</b>		
Loads	22	27	26	21	26	26	24					18	24.43	
Teachers	3	3	3	3	2	2	2							
<b>Grade 2</b>	<b>69</b>	<b>84</b>	<b>90</b>	<b>52</b>	<b>68</b>	<b>52</b>	<b>62</b>					<b>477</b>		
Loads	23	28	30	26	23	26	31					18	26.67	
Teachers	3	3	3	2	3	2	2							
<b>Grade 3</b>	<b>57</b>	<b>85</b>	<b>82</b>	<b>45</b>	<b>45</b>	<b>45</b>	<b>61</b>					<b>420</b>		
Loads	29	28	27	23	23	23	31					16	26.02	
Teachers	2	3	3	2	2	2	2							
<b>Grade 4</b>	<b>83</b>	<b>66</b>	<b>75</b>	<b>49</b>	<b>74</b>	<b>58</b>	<b>49</b>					<b>454</b>		
Loads	28	33	25	25	25	29	25					17	26.90	
Teachers	3	2	3	2	3	2	2							
<b>Grade 5</b>	<b>70</b>	<b>78</b>	<b>92</b>	<b>52</b>	<b>60</b>	<b>79</b>	<b>75</b>					<b>506</b>		
Loads	35	26	31	26	30	26	38					17	30.21	
Teacher	2	3	3	2	2	3	2							
<b>Grade 6</b>	<b>69</b>	<b>75</b>	<b>64</b>	<b>52</b>	<b>48</b>	<b>66</b>	<b>72</b>	<b>6</b>				<b>446</b>		
Loads	23	25	32	26	24	33	24	6				17	26.71	
Teachers	3	3	2	2	2	2	3							
<b>Subtotal Elementary</b>	<b>471</b>	<b>537</b>	<b>556</b>	<b>372</b>	<b>388</b>	<b>402</b>	<b>420</b>					<b>3,146</b>		
<b>Average Class Size (1)</b>	<b>23.32</b>	<b>25.15</b>	<b>26.33</b>	<b>21.88</b>	<b>22.94</b>	<b>25.13</b>	<b>26.20</b>						<b>24.33</b>	
<b>Grade 7</b>								441				<b>441</b>		
<b>Grade 8</b>								458				<b>458</b>		
Teachers								37				37		
<b>Subtotal Middle School</b>								<b>905</b>				<b>905</b>		
<b>Average Class Size (1)</b>								<b>27.42</b>				<b>27.42</b>		
<b>Grade 9</b>									14	478		<b>492</b>		
<b>Grade 10</b>									21	435		<b>456</b>		
<b>Grade 11</b>									28	400		<b>428</b>		
<b>Grade 12</b>									39	398		<b>437</b>		
Teachers									9.5	63.5		73		
<b>Subtotal HS</b>									<b>102</b>	<b>1,711</b>		<b>1,813</b>		
<b>Average Class Size (1)</b>									<b>11</b>	<b>29.7</b>		<b>29.7</b>		
Alternative Placements:														
CPS Night School/Time Tracking									30			<b>30</b>		
Centennial Transition Center											46	<b>46</b>		
Rosemary Anderson (POIC)											50	<b>50</b>		
Open School											32	<b>32</b>		
Special Education			8	8					9		65	<b>90</b>		
Non Special Education											9	<b>9</b>		
<b>Total Students</b>	<b>471</b>	<b>537</b>	<b>564</b>	<b>380</b>	<b>388</b>	<b>402</b>	<b>420</b>	<b>905</b>	<b>141</b>	<b>1,711</b>	<b>202</b>	<b>6,121</b>		
<b>Total Class Teachers</b>	<b>19</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>16</b>	<b>15</b>	<b>15</b>	<b>37</b>	<b>9.5</b>	<b>63.5</b>	<b>N/A</b>	<b>231</b>		
Projected 2018-19	523	539	562	384	409	415	415	948	155	1,731	177	6,258		
Nominal Variance	-52	-2	2	-4	-21	-13	5	-43	-14	-20	25	-137		
% Variance	-9.9%	-0.4%	0.4%	-1.0%	-5.1%	-3.1%	1.2%	-4.5%	-9.0%	-1.2%	14.1%	-2.2%		
ENROLLED	2	3	7	9	3	2	13	9	7	18	6	79		
WITHDRAWN	8	5	5	4	2	10	2	12	10	29	5	92		

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

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

	PE	Powell Butte	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	485	557	569	394	383	421	408	905	144	1,754	188	6,208
November	480	542	568	389	389	419	407	908	154	1,745	177	6,178
December	480	540	562	377	387	410	409	902	144	1,722	201	6,134
January	<b>471</b>	<b>537</b>	<b>564</b>	<b>380</b>	<b>388</b>	<b>402</b>	<b>420</b>	<b>905</b>	<b>141</b>	<b>1,711</b>	<b>202</b>	<b>6,121</b>
February												0
March												0
April												0
May												0
June												0
PROJECTED October 1, 2018	523	539	562	384	409	415	415	948	155	1,731	177	6,258

**ENROLLMENT CHANGES**

ACCUMULATIVE ENROLLED	21	15	24	25	12	27	30	32	81	93	20	380
ACCUMULATIVE WITHDRAWN	18	32	26	18	11	32	20	43	71	124	12	407

**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
1996/1997	511	574	0	581	450	526	599	930	88	1,564	96	5,919

**CLASS SIZE ANALYSIS**  
**Elementary Registration Count**  
**January 7, 2019**

	Kinder	First	Second	Third	Fourth	Fifth	Sixth	Total
<b>PE</b>	19	22	23	26	27	34	23	
	18	23	24	31	28	36	23	
	19	22	22		28		23	
<b>PE Total</b>	<b>56</b>	<b>67</b>	<b>69</b>	<b>57</b>	<b>83</b>	<b>70</b>	<b>69</b>	<b>471</b>

<b>PB</b>	21	26	28	28	33	26	28	
	24	29	28	28	33	26	23	
	23	26	28	29		26	24	
<b>WE Total</b>	<b>68</b>	<b>81</b>	<b>84</b>	<b>85</b>	<b>66</b>	<b>78</b>	<b>75</b>	<b>537</b>

<b>BC</b>	24	27	29	28	24	31	31	
	26	25	32	25	25	31	33	
	25	26	29	29	26	30		
<b>Supported Ed</b>		2	2	1	3			<b>8</b>
<b>BC Total</b>	<b>75</b>	<b>80</b>	<b>92</b>	<b>83</b>	<b>78</b>	<b>92</b>	<b>64</b>	<b>564</b>

<b>PL</b>	20	21	26	22	24	26	26	
	19	21	26	23	25	26	26	
	21	20						
<b>Supported Ed</b>							8	<b>8</b>
<b>PL Total</b>	<b>60</b>	<b>62</b>	<b>52</b>	<b>45</b>	<b>49</b>	<b>52</b>	<b>60</b>	<b>380</b>

<b>OE</b>	21	26	22	23	24	30	23	
	21	25	23	22	24	30	25	
			23		26			
<b>OE Total</b>	<b>42</b>	<b>51</b>	<b>68</b>	<b>45</b>	<b>74</b>	<b>60</b>	<b>48</b>	<b>388</b>

<b>ME</b>	24	26	26	22	30	26	33	
	26	26	26	23	28	25	33	
						28		
<b>ME Total</b>	<b>50</b>	<b>52</b>	<b>52</b>	<b>45</b>	<b>58</b>	<b>79</b>	<b>66</b>	<b>402</b>

<b>PV</b>	27	23	31	31	25	38	25	
	27	24	31	30	24	37	24	
							23	
<b>PV Total</b>	<b>54</b>	<b>47</b>	<b>62</b>	<b>61</b>	<b>49</b>	<b>75</b>	<b>72</b>	<b>420</b>

<b>Total District</b>	<b>405</b>	<b>440</b>	<b>479</b>	<b>421</b>	<b>457</b>	<b>506</b>	<b>454</b>	<b>3,162</b>
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**Centennial School District**  
18135 SE Brooklyn St  
Portland, OR 97236-1049

**CONFIRMATION**

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**To:** Board of Directors  
**Date:** January 23, 2019  
**RE:** **Approve Resignation of Licensed Teacher**

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The following licensed staff member has submitted a resignation letter effective January 31, 2019.

<u>NAME</u>	<u>SUBJECT/FTE</u>	<u>EFFECTIVE</u>	<u>YEARS</u>
<b><u>CENTENNIAL HIGH SCHOOL</u></b>			
Rockwell, Matthew	Home Economics / 1.00 FTE	01/31/2019	< 1 Year

\*\*\*\*\*

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

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

**CONFIRMATION**

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**To:** Board of Directors  
**Date:** January 23, 2019  
**Subject:** **Approve Trip Request: CHS Key Club members to Seattle, Washington.**

---

A request has been received from Centennial High School's Key Club members, 20 students (male and female), 1 instructor (female) and 1 chaperone (male) to Seattle, Washington to participate in the 2019 Pacific Northwest Key Club Convention March 8-10, 2019.

The instructor (Jennifer Morgan) and chaperone (Alex Morgan) have been background checked as required by board policy.

Lodging will be at the Hyatt Regency and students will be transported by school bus. The expenses will be paid through fundraising and student contribution.

\*\*\*\*\*

It is recommended that the Board approve the CHS Key Club members to travel to Seattle, Washington.

Respectfully submitted,

Prepared by,

Approved January 22, 2019

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 1 instructors 1 chaperone(s)

from Centennial High School to Seattle Convention Center  
SCHOOL DESTINATION

Date of trip: March 8-10, 2019

Persons participating: 20 KEY Club members.

Destination: (conference, locale, etc.) Seattle Convention Center for  
PNW Key Club Convention.

Type of transportation: School Bus

Lodging at: Hyatt Regency, 808 Howell St. Seattle, WA 98101

Financing: Fundraising

Substitute teacher required?  Yes  No If yes, number of days 1 day Friday March 8<sup>th</sup>

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.)  
Jennifer Morgan (female)  
Alexander Morgan (male)

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.)  
participate in KEY Club convention

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

Endorsement: I  endorse  deny this request.

Mairi Scott Aquino  
PRINCIPAL

Date: 1-22-19

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

INFORMATION (SUBJECT TO CHANGE)

# Convention Schedule

## Friday: March 8, 2019

TIME	ACTIVITY	LOCATION
3:00PM	Registration/Room Check-In Opens	Lower Ballroom Foyer
3:00-5:45PM	Meet and Greet/Dinner	Lower Ballroom
4:00-5:00PM	Candidates' Meeting	501
5:45PM	Opening Session Doors Open	WSCC Hall 4E
6:15-8:30PM	Opening Session	WSCC Hall 4E
9:00PM-Finish	Talent/Oratorical Auditions	WSCC Hall 4E
9:00-10:30PM	Advisor's Reception	Lower Ballroom East A
9:00-11:00PM	Caucus	Various Locations
12:30AM	Curfew	Hotels

## Saturday: March 9, 2019

TIME	ACTIVITY	LOCATION
6:45-8:45AM	Breakfast	Lower Ballroom
9:00-10:00AM	Mega Forum	WSCC Hall 4E
10:30-11:10AM	Workshop Session 1	Various Locations
11:20AM-12:00PM	Workshop Session 2	Various Locations
12:15PM-Finish	House of Delegates/Lunch	Jr. Ballroom
12:00-1:30PM	Lunch & Exhibit Fair	Lower Ballroom
1:45-2:25PM	Workshop Session 3	Various Locations
2:35-3:15PM	Workshop Session 4	Various Locations
3:15-6:30PM	Change into Professional Attire/Dinner	Hotels/Restaurants
5:30-6:30PM	Governor's Reception	Jr. Ballroom East
6:30PM	Closing Session Doors Open	WSCC Hall 4E
7:00-9:00PM	Closing Session	WSCC Hall 4E
9:30-11:30PM	Governor's Ball	Lower Ballroom
12:30AM	Curfew	Hotels

## Sunday: March 10, 2019

TIME	ACTIVITY	LOCATION
11:00AM	Checkout	Hotels

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

**OLD BUSINESS**

---

**TO: Board of Directors**

**DATE: January 23, 2019**

**SUBJECT: Third Reading of Policy EDDA AR - Energy and Resource Conservation and Sustainability**

---

The Centennial Energy Team, in partnership with Energy Trust’s Strategic Energy Management (SEM) program, would like to recommend the adoption of the Energy and Resource Conservation and Sustainability Policy - AR. Using the OSBA recommended language from the Sustainability Policy, the Energy Team has combined language from the Energy Conservation Policy and Resource Conservation policies into the Sustainability Policy. This new policy addresses and supports an updated Energy and Waste conservation plan that focuses on sustainability as a central message in our efforts to be good stewards of our schools, support education technology, and as responsible stewards of public funds. The new policy highlights that sustainability should be an effort across the District to help support a better future for our students and our community.

\*\*\*\*\*

It is recommended that the Board adopt new policy EDDA, Energy and Resource Conservation and Sustainability as presented.



Code: **EDDA**  
Adopted: 8/1/2018

## **Energy and Resource Conservation and Sustainability**

The district recognizes sustainability as a guiding principle and believes that our education system should lead the way in developing an ethic of sustainability in all of its practices. The district defines “sustainability” as meeting the educational, environmental, social and economic needs of present generations without compromising the ability of future generations to meet their own needs. Sustainability will be managed through efforts in balancing the mutually interdependent areas of education, environment, society and economy to ensure a healthy future for our students, staff, the district and the state of Oregon. The district believes that these actions are a natural extension of the district’s core mission and values.

Sustainability may be demonstrated through:

1. Leadership in sustainable management – striving to balance educational, economic, social and environmental issues in our daily decision-making;
2. Leadership in student achievement – incorporating environmental, social and economic sustainability concepts in our education of students;
3. Leadership in fostering student health and well-being – providing a physical environment that promotes the health, productivity and safety of students and staff;
4. Continual improvement – seeking new, expanded and improved ways to create a sustainable and restorative future.

The district will make a concerted effort to conserve resources through the efficient utilization of resources and limited use of disposable, single-use materials.

Conservation and sustainability will be the responsibility of each district employee and student to actively participate in conservation efforts in order to reduce consumption to levels prescribed by state and federal guidelines. However, every effort will be made to maintain program for the benefits of the students. It will be the responsibility of the superintendent to establish a district wide Energy Team with membership to include an Energy Champion, Director of Business and Operations, and Maintenance Department. Each school or building will identify one staff member to work with the District Energy Team. The evaluation of this program and individual building efforts shall be reported to the Board annually by the Energy Champion and Energy Team.

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

[ORS 332.107](#)



## Energy and Resource Conservation and Sustainability

The Centennial School District (CSD) is committed to conserving natural resources while continually improving the quality of its educational programs. Renovations and construction projects, as well as upgrades to the mechanical and electrical systems have improved building operating efficiencies. The following guidelines are established for school district employees and all building users to manage and control the amount of energy and resources needed to operate district facilities.

### Goals and Objectives

Establish an energy use baseline for each district site and to help build a basis for continuous energy savings. To meet our annual energy reduction goals, starting with a 2% reduction, we will look at overall energy usage and waste in order to reduce both costs and consumption.

1. Monitor and reconcile all utility billings. Any areas of unusual increased resource consumption will be investigated to ensure applicable corrective measures are taken.
2. Evaluate each district site to identify future energy-efficient improvement opportunities.
3. Establish an energy and waste evaluation program to give feedback to each district site.
4. Identify the energy consumption related to space rental by outside organization.
5. All capital projects and purchases will take energy efficiency and its environmental impact into account.
6. Establish a champion at each site to promote and support the district's conservation efforts.
7. Establish a district-wide incentive program that rewards sites which contribute to the continuous improvement process and meet energy saving and conservation benchmarks.
8. Each site will maintain a recycling program.
9. Increase every site's resource conservation participation through education and feedback.
10. The District will work toward ENERGY STAR certification.
11. The District will communicate the plan to share energy conservation efforts and successes with staff and the community.
12. The energy team will annually assess each site using a Building Opportunity Assessment (BOA) checklist to identify saving opportunities.

### District Operation Guidelines

1. Heating/Cooling (temperature, building use, personal items, breaks)
  - a. During teacher's scheduled hours, building HVAC systems will be set for heating between 68 and 70 degrees Fahrenheit and for cooling (where available) between 74 to 76 degrees Fahrenheit. If a zone is outside of the above parameters, contact

the head custodian. If the zone temperature is determined to be outside the acceptable thresholds outlined above, then a work order will be submitted for Maintenance Department to address the issue. Maintenance Department will then determine if additional equipment (space heater, portable A/C, etc.) is needed to correct the situation or a repair/adjustment is needed.

- b. Unauthorized space heaters and portable air conditioners may be a safety hazard and can cause issues with the operation of heating and cooling systems. Supplemental electric heaters or air conditioners need to be authorized and issued by Maintenance Department. Supply and return air vents in all areas must remain unobstructed at all times. *See Staff Handbook under Personal Property*
- c. All site activities held outside of a school's standard operating hours are required to be scheduled five days in advance through authorized personnel in order to ensure proper HVAC is enabled.
- d. Unoccupied building or zone HVAC set points outside of staff's scheduled hours will be 55 degrees Fahrenheit for heating, and 85 degrees Fahrenheit for cooling.
- e. During Holidays and extended breaks, all thermostats must be set to unoccupied modes.
- f. Consolidate facility use as much as possible over the Summer Break, sites with no scheduled activity will have its HVAC equipment shutdown.
- g. Doors and windows should be closed when the HVAC system is on to prevent loss of conditioned air. This includes both interior and exterior doors and windows. Propping doors open to compensate for temperature variations wastes energy, potentially increases operating costs, and stresses equipment. Please consult your head custodian for more information on temperature controls

## 2. Chemicals

- a. To create a work and learning environment that is safe for everyone, only district-approved chemicals are authorized for use in district facilities. See your head custodian for approved list and cleaning or chemical needs.
- b. All chemicals used in facilities (including cleaning, air fresheners, etc.) shall be on the approved list maintained by the Facility Maintenance Department and identified in the Safety Data Sheets (SDS) binder.

## 3. Lighting

- a. Lights will only be on in spaces that are occupied. Always turn lights off when leaving the room.
- b. The District will use occupancy sensors for lighting whenever possible. Emergency and security lighting will remain on.
- c. The use of natural day lighting is recommended whenever possible.
- d. For the security of employees, all outside security lighting will be turned ON prior to scheduled staff arrival pending weather and daylight conditions. When feasible, exterior lighting will be reduced after 11:30 P.M.
- e. Personal lighting devices (lamps, holiday lights, etc..) should be turned off at the end of each day and not attached to an extension cord. Maintenance will inspect and advise for code compliance.

4. Water

- a. Water consumption should be minimized whenever possible.
- b. Low flow toilets, showers, and faucets shall be utilized whenever possible.
- c. All plumbing leaks, dripping faucets, constantly running toilets and broken sprinkler heads shall be immediately reported to Maintenance on a work order form.
- d. All water leaks shall be repaired in a timely manner.
- e. Irrigation systems will be monitored to minimize water usage.
- f. When spray irrigating, water shall not hit the building or pavement.
- g. Landscape with native plants to reduce or eliminate the need for supplemental water. This practice will be evaluated at all sites and incorporated in all new construction and renovation projects whenever practicable.

5. Equipment

- a. All computers, monitors, smart boards, speakers, printers, and other equipment should be turned off when not being used and at the end of the day. Chrome book carts and fax machines are excluded.
- b. Staff will use power save modes whenever possible and turn equipment off whenever practical, such as during weekends and breaks.
- c. All plug-in devices, including cell-phone chargers and other charging devices, should be unplugged when not in use.
- d. Power strips shall be plugged directly into the wall outlet, not into each other.
- e. Appliances, if approved, shall only be plugged directly into the wall outlet, not into a power strip, which is a fire code violation.
- f. Extension cords need to be appropriate for the use and should follow all fire codes. In order to obtain the appropriate extension cord, contact ITC for computer/phone equipment and head custodian for other equipment.
- g. To ensure safety and adequate technology needs, classrooms will prioritize academic needs over personal use needs. The District provides common space for staff appliances in break rooms and staff lounges. The District will make a good faith effort to increase capacity in common space areas for district-provided appliances.
- h. Unauthorized personal appliances need to be removed. Personal appliances (coffee makers, fridges, portable heaters or AC units, personal fans, etc.) may create safety hazards. Additional appliances result in increased risks of overloading electrical circuits, as well as increasing the district's energy usage and demand, resulting in additional energy costs. See head custodians for special circumstances. *See employee handbook under Personal Property.*
- i. All appliance purchases shall be pre-approved by the Maintenance Department. New appliances shall be Energy Star rated whenever possible. Appliance donations are a potential safety hazard due to the equipment frequently being damaged, worn, or defective. This usually results in the district having to dispose of faulty appliances. All donations must be pre-approved by the Maintenance Department.

- j. During summer breaks, equipment will be shut down by all staff prior to leaving as part of the site closeout using the following checklist:
    - i. All computers, monitors, smartboards, speakers, and printers are properly shut down and unplugged. Unplug the surge protector not the individual computer components (computer, monitor, printer, etc.) when possible. Computers will not be plugged back in until one week prior to the start of the next school year. Exception: Chromebook carts will be left plugged in all summer.
    - ii. Ceiling mounted projectors do not get unplugged.
    - iii. AV equipment, electric hole punches, staplers, pencil sharpeners, cell phone and battery chargers, paper shredders, water coolers, and etc. are turned off and unplugged.
    - iv. Common space or staff lounge appliances are unplugged, and refrigerators are cleaned out, unplugged and propped open. Place a tray or towel under the freezer if ice buildup is present.
    - v. Unplug vending machines at all unoccupied sites/areas. This includes staff break rooms, cafeterias, and all exterior machines that are restricted to the public. Products in these machines will be emptied by the vendor. Please ensure machines have signage, which states that they have been unplugged. Any vending machine which would be accessible to the public shall remain plugged in.
    - vi. Keep all doors and windows shut at occupied sites when HVAC equipment is running. Unoccupied sites without HVAC equipment operating may open windows and doors.
    - vii. Close all curtains and blinds to help buffer the building from sun effects.
    - viii. Set back thermostats to off mode at all sites with manual thermostats.
6. District Vehicles
- a. Employees should always take the shortest route possible to their next work stop. They should map out their workday to be fuel efficient (i.e. as little backtracking as possible).
  - b. Ensure that work vehicles are stocked with required tools, equipment, and necessary items in order to limit unnecessary travel.
  - c. District vehicles should not be left idling.
  - d. Vehicles purchased by the District shall be the most fuel-efficient vehicles, meeting the needs of the persons using those vehicles.
  - e. Multiple employees traveling to the same facility for meetings and other events should carpool or use active transportation when possible.
7. Recycling
- The Centennial School District is committed to be a good steward of the environment, to use materials in the most efficient manner possible, and to promote environmental stewardship to students, staff and the community. This obligation shall require all Centennial School District facilities to recycle to the maximum extent practicable in an effort to reuse or reduce limited natural resources.

- a. Establish a site-specific recycling program that involves and educates students and staff.
  - b. Where possible, sites should conduct a waste audit to determine the types and volumes of materials that can be recycled to reduce waste costs.
  - c. Each site should identify alternative solutions to reduce volumes of materials used.
  - d. Show discretion when printing documents. Set printers to double-sided printing as the default whenever possible.
  - e. Choose paperless communication, transactions, and publications whenever possible.
  - f. Reuse school supplies and setup supply reuse stations for students. Encourage the reuse of school supplies at end of the school year with a share table for staff and students.
  - g. Custodial staff is responsible for the collection of recyclable material, although student interaction with the District's recycling program is encouraged.
  - h. Recycling and garbage containers should be placed next to each other wherever possible.
  - i. Clearly marked signage should be placed on or near recycling bins to educate users on acceptable materials.
  - j. Recycled electronic waste (computers, monitors, fax machines, etc.) will be recycled and managed by ITC.
  - k. Construction debris, carpet, scrap metals, fluorescent lamps, batteries and ballasts will be managed by the Maintenance Department.
  - l. Recycled oil, anti-freeze, and tires will be managed by the Transportation Department.
8. New Construction and Renovations
- a. All future District new construction, remodeling, renovation, and repair projects will be designed with consideration of optimum energy utilization, low life cycle operating costs, and compliance with all applicable energy codes.
  - b. All construction and renovation projects shall comply with the Leadership in Energy & Environmental Design (LEED) Silver requirements to the greatest extent financially feasible.
  - c. The District will require high performance energy systems in new construction and renovation projects when the systems are determined to be life cycle cost effective.
  - d. Renewable energy technologies, day-lighting and passive solar energy are to be incorporated when feasible.
  - e. Utility sub-meters must be installed in new construction and renovated facilities to isolate and monitor energy and water consumption.
  - f. Interior lighting will be the newest technology, whenever possible. New energy-saving fixtures, lamps and ballasts will be used to replace existing less efficient lighting whenever economically feasible and appropriate.
  - g. Exterior lighting will be newest technology whenever possible and will meet minimum current safety requirements. Decorative lighting will be kept to a minimum.

- h. The district shall continue working with the Oregon Department of Energy (ODOE) to ensure that the District has taken full advantage of all grant and incentives opportunities viable to the district through current programs. The district shall also monitor all future grant and incentive opportunities, through but not limited to, ODOE and Energy Trust of Oregon (ETO), that would benefit the district in operations, equipment and renovation upgrades.
- i. *See Health Impact Assessment in Wellness Policy EDA.*

9. Purchases

Environmentally Preferable Purchasing refers to the practice of specifying products with environmental attributes, such as reduced packaging, reusability, energy efficiency, recycled content, and rebuilt or remanufactured products to be included in bids and contracts.

- a. Monitor and measure sustainable purchasing accomplishments and efforts.
- b. The District shall ensure only Energy Star rated electrical appliances and equipment will be procured unless there is no satisfactory Energy Star product available for purchase.
- c. When Energy Star labels are not available, choose energy-efficient products that are in the upper 25% of energy efficiency as designated by the Federal Energy Management Program.
- d. Purchase of more expensive energy-efficient equipment can be justified when the extra cost is less than or equal to the resulting energy savings.
- e. Purchases shall give preference to recycled materials if the materials are available, meet applicable standards, are comparable and do not exceed cost by more than five percent.
- f. Incorporate sustainability goals with contractors and vendors.
- g. Reduce the use of disposable materials and use only compostable or recyclable materials, if available.
- h. Environmental factors to be considered in product and service acquisitions include, but are not limited to, the assessment of:
  - i. Pollutant releases and toxins, especially persistent bio-accumulative toxins (PBTs), air emissions, and water pollution
  - ii. Waste generation and minimization
  - iii. Greenhouse gas emissions
  - iv. Recyclability and recycled content
  - v. Energy consumption, energy efficiency, and use of renewable energy
  - vi. Depletion of natural resources
  - vii. Potential impact on human health and the environment
  - viii. Impacts on biodiversity
- i. Environmental practices that vendors and manufacturers have incorporated into their office and production process.
- j. As much as practical, purchase materials and supplies with a minimum of packaging.

10. **Incentive Program**  
Once a baseline of energy consumption is established at each site, the district will develop a carefully structured incentive program to encourage reduced energy consumption and conservation. It will entail elements that compel occupants to use the least resources necessary to achieve personal, professional, and programmatic goals.
11. **Performance Assessment**  
The District's Energy Team will submit an annual report to the District's Superintendent, District Business Operations Director, and the Facilities Maintenance Supervisor that outlines the District's current energy consumption, water usage, and waste stream conservation efforts and performance with regard to our current goals and objectives. This report shall also include an overview of recently completed projects, which affect energy consumption, as well as detail any upcoming energy projects.
12. **Communication**  
We will realize our goals and objectives by ensuring that all members of the organization support and participate in the implementation of this policy. This policy shall be communicated to all newly hired employees as part of the District's new-hire orientation. This policy will be made known to all employees on an annual basis through district-wide C-mail. This policy will also be available on our intranet.

Legal Reference(s):

[ORS 332.107](#)

**Centennial School District**  
18135 SE Brooklyn St.  
Portland, OR 97236-1049

**NEW BUSINESS**

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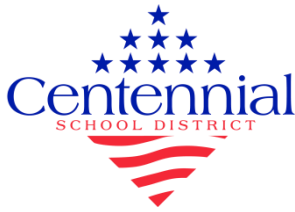
**To:** Board of Directors  
**Date:** January 23, 2019  
**RE:** **First Reading of Policy KI–Public Solicitation in District Facilities,  
Greg Lecuyer**

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The language about sale of travel services has been deleted in policy KI and in model policy KJ (previously KI/KJ) due to the repeal of ORS 332.593. In addition, to make this series of policies less confusing, OSBA has deleted policy KJ – Advertising in District Facilities for districts, and recoded and retitled the combined policy versions of KI/KJ – Commercial Advertising/Merchandise Sales to KJ – Commercial Advertising. Versions 1 and 2 of the new KJ are highly recommended.

\*\*\*\*\*

It is highly recommended that the Board approve policy KI.



## **Public Solicitation in District Facilities**

Fund raising and solicitation by non-school agencies or for non-school activities during school hours will not be permitted without prior approval of the superintendent and/or principal.

Demonstrations of services or materials and canvassing of students or employees for the purpose of selling products or services shall not be permitted in either the district's schools or grounds, unless authorized by the superintendent and/or principal.

No non-school-sponsored organization or individual may solicit funds or sell tickets within the district without first securing permission through the superintendent and/or principal. Whenever possible, solicitation should occur during non-classroom time.

The administration of surveys, questionnaires and requests for information by non-school-connected organizations are prohibited. Exceptions may be approved by the superintendent. In the event an exception is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the student's parent to inspect such survey upon request, before the survey is administered or distributed by a school to a student. Any district survey containing any "covered survey items"<sup>1</sup> may also be inspected by parents.

Parents may also request that their student be excused from participation in such surveys. Requests may be submitted in accordance with the provisions of Board policy KAB - Parental Rights and accompanying administrative regulation.

As required by law, the superintendent shall ensure that notification is provided to parents of students at least annually at the beginning of the school year or when enrolling students for the first time in school, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled. The rights provided to parents under this policy transfer to the student when the student turns 18 years of age or is an emancipated minor under applicable state law.

The district recognizes its responsibility to protect student privacy. Personal information that may be collected as a result of such surveys will be released only with prior, written parental permission, unless as otherwise provided by law and/or the provisions of Board policy JOB - Personally Identifiable Information.

**END OF POLICY**

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<sup>1</sup>"Covered survey items" include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.880](#)

32 OR. ATTY. GEN. OP. 209 (1965)

46 OR. ATTY. GEN. OP 239 (1989)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2012).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

**Centennial School District**  
18135 SE Brooklyn St.  
Portland, OR 97236-1049

**NEW BUSINESS**

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**To:** Board of Directors  
**Date:** January 23, 2019  
**RE:** **First Reading of Policy KJ – Commercial Advertising, Greg Lecuyer**

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The language about sale of travel services has been deleted in policy KI and in model policy KJ (previously KI/KJ) due to the repeal of ORS 332.593. In addition, to make this series of policies less confusing, OSBA has deleted policy KJ – Advertising in District Facilities for districts, and recoded and retitled the combined policy versions of KI/KJ – Commercial Advertising/Merchandise Sales to KJ – Commercial Advertising. Versions 1 and 2 of the new KJ are highly recommended.

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It is highly recommended that the Board approve policy KJ.



Code: **KJ**  
Adopted:

## **Commercial Advertising**

The Board recognizes that district-sponsored commercial advertising may provide an important source of revenue for its programs and activities. Such sales may be permitted as approved by the superintendent or designee and by this policy.

“Commercial advertising” as used in this policy means, use by any person, company, business or corporation, for personal or private gain, of any district media, including, but not limited to, school newspaper, yearbook or other printed material, flyer or circular, radio, television, video or any other electronic technology or indoor or outdoor signage designed to:

1. Transmit a message offering any goods or services;
2. Cause or induce any other person to purchase any goods or services;
3. Increase demand for any goods or services.

Commercial advertising approved by the district must be consistent with district mission, goals, Board policies and administrative regulations; promote positive values for district students through proactive educational messages that encourage student achievement and high standards of personal conduct.

The superintendent may consider for approval revenue-enhancing activities that include, but are not limited to, contracts or agreements for:

1. Exclusive advertising of any product or service throughout the district or at specified locations or times to a person, business or corporation in exchange for goods or services (e.g., scoreboards, electronic message boards, athletic gear, exclusive right to sell beverages, bottled water, snacks, meals, etc.);
2. Products or services that require the dissemination of advertising to staff, students, parents or others or allow any person, business or corporation to obtain information from staff, students, parents or others for the purposes of market research;
3. The use of district facilities or grounds in exchange for products, services or financial considerations (e.g., cell phone towers, etc.);
4. Technology hardware, software, satellite hook-up and/or access in exchange for free or reduced prices and/or fees and/or advertising rights, or agreement to use equipment a certain number of hours of the day, month, etc.;
5. Naming rights to district property in exchange for goods, services or monetary considerations.

Contracts shall include a provision allowing the district to terminate the contract if it is determined by the district to have an adverse impact on district programs, services or activities. Revenue derived shall be

used for programs, services and/or activities designed to enhance student achievement, assist in the maintenance of existing district programs, services or activities and/or to provide scholarships for students who demonstrate financial need and merit as determined by the district.

All contracts considered for approval are subject to the competitive procurement requirements of Board policies DJ - District Purchasing, DJC - Bidding Requirements and the local contract review board's public contracting rules. Competitive procurement as used in this policy includes monetary as well as in-kind contributions (i.e., scoreboards, computers, other equipment or materials).

END OF POLICY

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**Legal Reference(s):**

[ORS 279B.055](#)  
[ORS 279C.335](#)

[ORS 332.107](#)  
[ORS 339.880](#)