

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

Virtually via the Zoom App
Wednesday, November 13, 2019

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 November 13, 2019	
2. INTRODUCTION OF GUESTS (Optional)	
3. APPROVAL OF MINUTES	
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3. Consider Revised Policy IICC - Volunteers - James Owens	92
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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
October 23, 2019

A Regular Session of the Board of Trustees of Centennial School District was held Wednesday, October 23, 2019, beginning at 7:00 p.m. in the District Office Boardroom – 18135 SE Brooklyn St., Portland, OR 97236

The following Board members were in attendance: Chair Pam Shields, Sumitra Chhetri, Rod Boettcher, Ernie Butenschoen, Vice-chair Rhonda Etherly and Ronald “Jess” Hardin. Absent: Amanda Schroeder and student representative Travis Huynh.

The following district administrative team members also were in attendance:

Paul Coakley	Superintendent
James Owens	Assistant Superintendent/Director, Human Resources
Cheryl Wangeman	CEO of Finance and Operations
Denise Wright	Director, Student Services
Tina Acker	Director, Curriculum & Student Learning
Laura Nixon	Principal, Pleasant Valley Elementary School
Mairi Scott-Aguirre	Principal, Centennial High School
Pamela Jordan	Recording Secretary

1. CALL TO ORDER

1. 1. Adoption of Agenda for October 25, 2019

Director Shields called the meeting to order at 7:02 p.m. She then asked for a motion to adopt the agenda for the meeting. Director Butenschoen moved and Director Boettcher seconded the motion. The motion was approved by the following Directors: Boettcher, Butenschoen, Chhetri, Etherly, Hardin and Shields.

2. INTRODUCTION OF GUESTS (Optional)

3. APPROVAL OF MINUTES

3. 1. Board Meeting Minutes from October 9, 2019

Chair Shields called for a motion to approve the minutes from the October 9, 2019 meeting. Director Butenschoen moved and Director Hardin seconded. The motion was approved by the following Directors: Boettcher, Butenschoen, Chhetri, Etherly, Hardin and Shields.

4. PUBLIC FORUM (none)

5. REPORTS

5. 1. Pleasant Valley Elementary School Report - Laura Nixon, Principal

Chair Shields introduced Laura Nixon, Pleasant Valley Elementary School’s principal. Ms. Nixon brought forward Pleasant Valley parents Jerry Ray and Kalico Schimph for their outstanding volunteer efforts at the school. Ms. Schimph and Mr. Ray received a volunteer recognition certificate signed by Ms. Nixon, Chair Shields and Superintendent Coakley.

Chair Shields stated this is the first of a number of recognitions the Board will conduct as a part of its effort to acknowledge the important work volunteers perform at CSD schools.

Ms. Nixon then introduced Pleasant Valley staff members who attended the meeting to support her during her report. She discussed Smarter Balance scores for her school for 2018 to 2019. Smarter Balance achievement scores show increases in both English Language Arts and Math with Asian, White and Multi-racial students at level 5, the highest scores possible. Smarter Balance growth scores also improved over the past year.

Principal Nixon also said attendance at her school is strong with 85% of students of students attending school 90% of the time or more.

Ms. Nixon expressed concern about growth scores among Hispanic-Latino students. There was a decrease in both achievement and attendance. She is also concerned about the gaps in achievement between the Asian and White students and students with disabilities, African-American students, and Latino students.

Pleasant Valley's staff is focusing its professional development efforts on language development with everything they do in all subjects.

Pleasant Valley's School Improvement plan mirrors CSD's Strategic Plan - Destination 2023. Along with Student Focused Teaching and Learning there are the following highlights.

- Healthy Culture and Environment
Opening and closing circles in every classroom to promote connection/belonging/relationships, monthly assemblies, evening community open house events, character education
- Effective Systems and Programs
A strong Equity Leadership Team, Positive Behavior Systems
- Community & Partnerships
Pleasant Valley Baptist Church, Verizon, Food for Families, Abundant Life Church, Eastside Timbers Soccer

Principal Nixon also pointed out additional after school activities her staff is facilitating, including:

- 2nd and 3rd grade art class
- Soccer team in spring
- 5th and 6th grade choir

Following the 10 minute presentation, Directors Boettcher, Chhetri and Butenschoen asked questions about the school's equity team and how it correlates to student success, school data and how it can be used to help surface more student and family needs, and how the later start time is impacting the school.

Superintendent Coakley and Chair Shields thanked Ms. Nixon for her report, and thanked her staff for attending to support her.

Following the report Chair Shields called for a five minute break at 7:34 p.m.

Chair Shields called the meeting to order again at 7:39 p.m.

6. CONFIRMATION ITEMS (Confirmed en masse)

Chair Shields reviewed the confirmation items, asking if board members had questions about any of the individual items before the vote. Director Boettcher was concerned about the number of SITE Council Minutes from schools and the number of parents who were attending those meetings. Superintendent Coakley answered the question, stating that as the year continues more parents will be attending meetings and more meetings will take place.

6. 1. Site Council Minutes

- 6. 1. 1. Centennial High School Site Council Minutes
- 6. 1. 2. Powell Butte SITE Council Minutes
- 6. 1. 3. Oliver Elementary SITE Council Minutes

6. 2. Miscellaneous Items

6. 3. Financial Statements

- 6. 3. 11. Financial Statements as of June, 2019

6. 4. Enrollment Reports

6. 5. Human Resources

- 6. 5. 1. Approve Unpaid Leave of Absence

6. 6. Business/Operations

6. 7. Board Policies (Deletions/Legal Reference Changes Only)

6. 8. Student Services

- 6. 8. 1. Approve Annual Adoption of Board-Approved Alternative Programs

6. 9. Student Travel

Chair Shields called for a motion to approve the Confirmation Items. Director Boettcher moved, and Director Chhetri seconded the motion. The motion was approved by the following Directors: Boettcher, Butenschoen, Chhetri, Etherly, Hardin and Shields.

7. BOARD BUSINESS

7. 1. OLD BUSINESS (none)

7. 2. NEW BUSINESS (none)

8. WORKSESSION

8. 1. OSBA Convention Discussion

Dr. Coakley walked the Board through the upcoming OSBA Convention agenda highlighting work sessions he thought might be of interest to the board, particularly in light of the district's facilities planning efforts.

Chair Shields pointed out two workshops taking place at the same time on Saturday, November 16th. The first is on winning your school bond. The second is the school board's role in the Student Success Act.

8. 2. Facilities Review Process Update

Dr. Coakley shared an Election Activities Timeline draft document. He stated that Marsha Latta, an experienced communications specialist from Salem, will be working with the district, guiding it through its efforts to get information out to the community as the district works through its

facilities planning with the possibility of pursuing a possible bond measure in May, 2020. Ms. Latta might also work as an advisor to the Citizens for Centennial Schools group as the process continues.

Dr. Coakley also reviewed information from a survey on the district's web site, and how the results might influence the amount the board ultimately approves for the possible bond.

Citizens for Centennial Schools committee chair Shar Giard attended the meeting, discussing how its work will parallel the district's efforts.

Director Chhetri asked about the possibility of hiring an outside group to help with fundraising needed to move the facilities planning efforts forward.

Chair Shields called for a brief break at 8:26 p.m.

Chair Shields called the meeting back to order at 8:38 p.m., moving immediately into executive session.

9. EXECUTIVE SESSION

The Board met in Executive Session under ORS 192.660(2)(i) to review and evaluate the performance of the superintendent.

9. 1. Review of 2019-2020 Superintendent's Workplan

The executive session ended at approximately 9:25 p.m.

Following the executive session, Dr. Coakley returned. Chair Shields shared that his Workplan has been approved by consensus of the Board.

10. FUTURE AGENDA ITEMS

Future agenda items include:

- Centennial High School Report
- Policy Revisions and Approvals

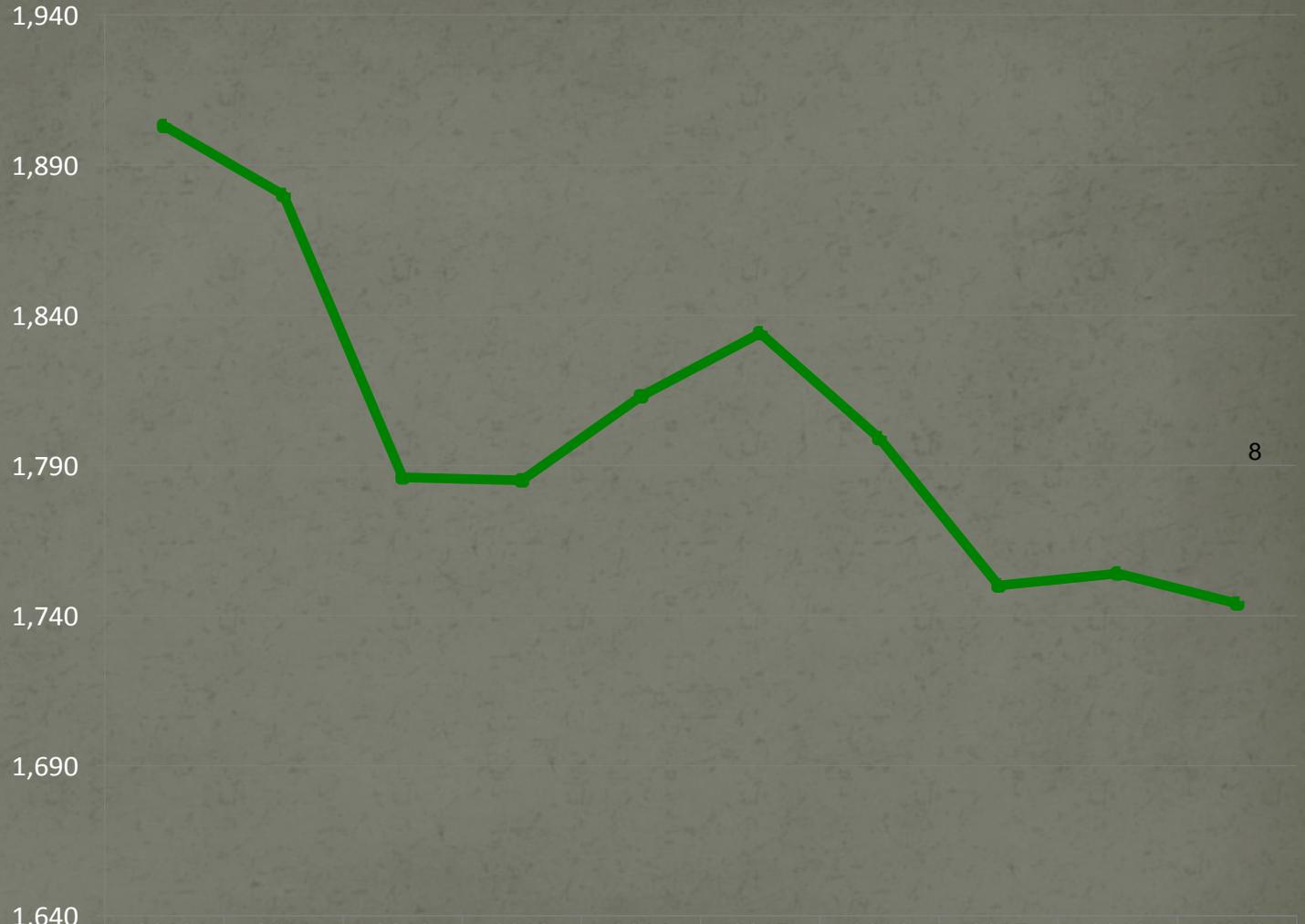
11. ADJOURNMENT

Chair Shields adjourned the meeting at approximately 9:38 p.m.

CHS Data

2019 - 2020

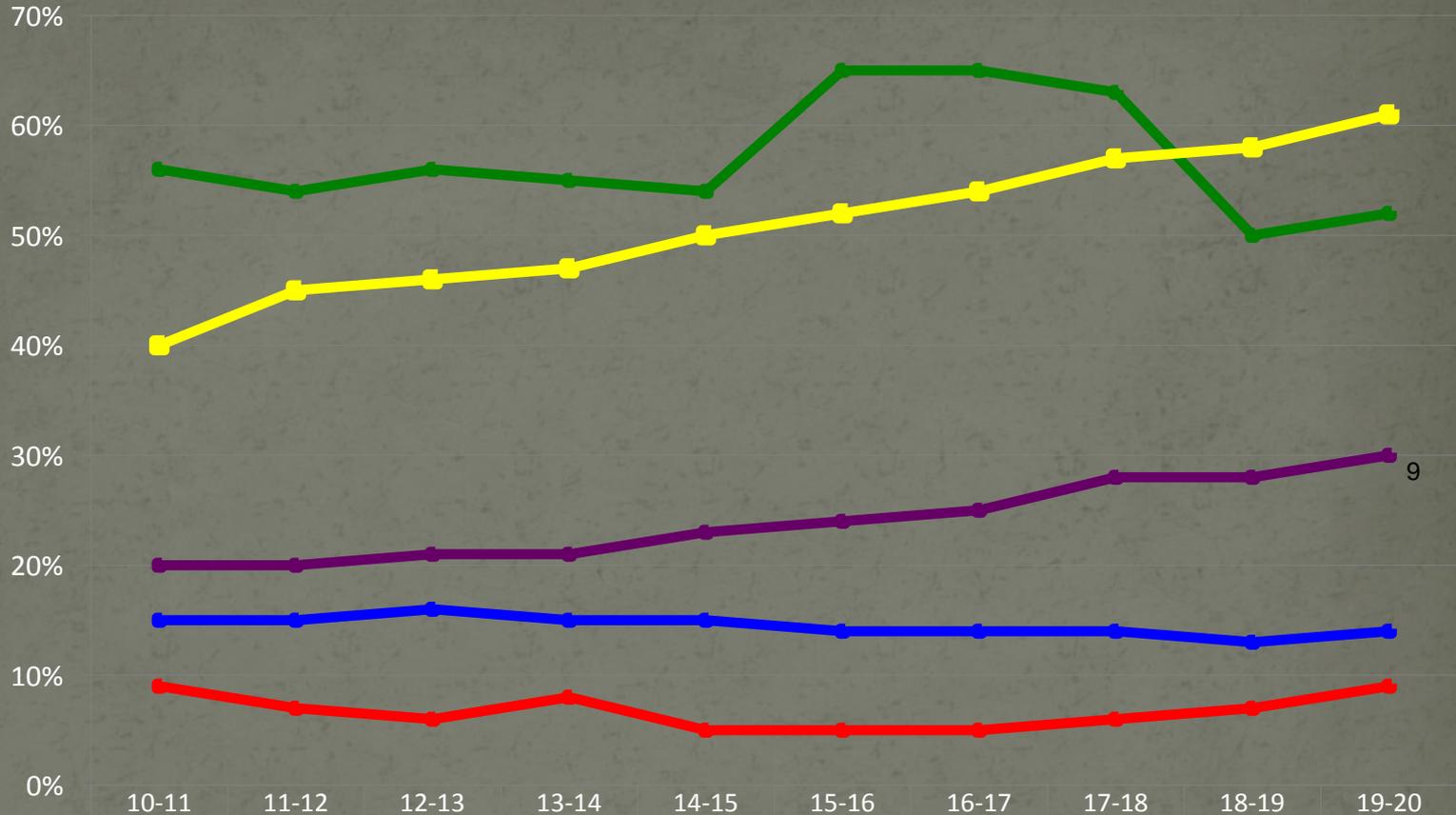
CHS - OCTOBER 1 ENROLLMENT



— OCTOBER 1 ENROLLMENT

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
1,903	1,880	1,786	1,785	1,813	1,834	1,799	1,750	1,754	1,744

CHS Demographic Trends



	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Free & Reduced	56%	54%	56%	55%	54%	65%	65%	63%	50%	52%
ELL	9%	7%	6%	8%	5%	5%	5%	6%	7%	9%
Non-White	40%	45%	46%	47%	50%	52%	54%	57%	58%	61%
Hispanic	20%	20%	21%	21%	23%	24%	25%	28%	28%	30%
Special Education	15%	15%	16%	15%	15%	14%	14%	14%	13%	14%

CHS Attendance

Strong Attendance = Healthy Culture and Environment

Steps Taken

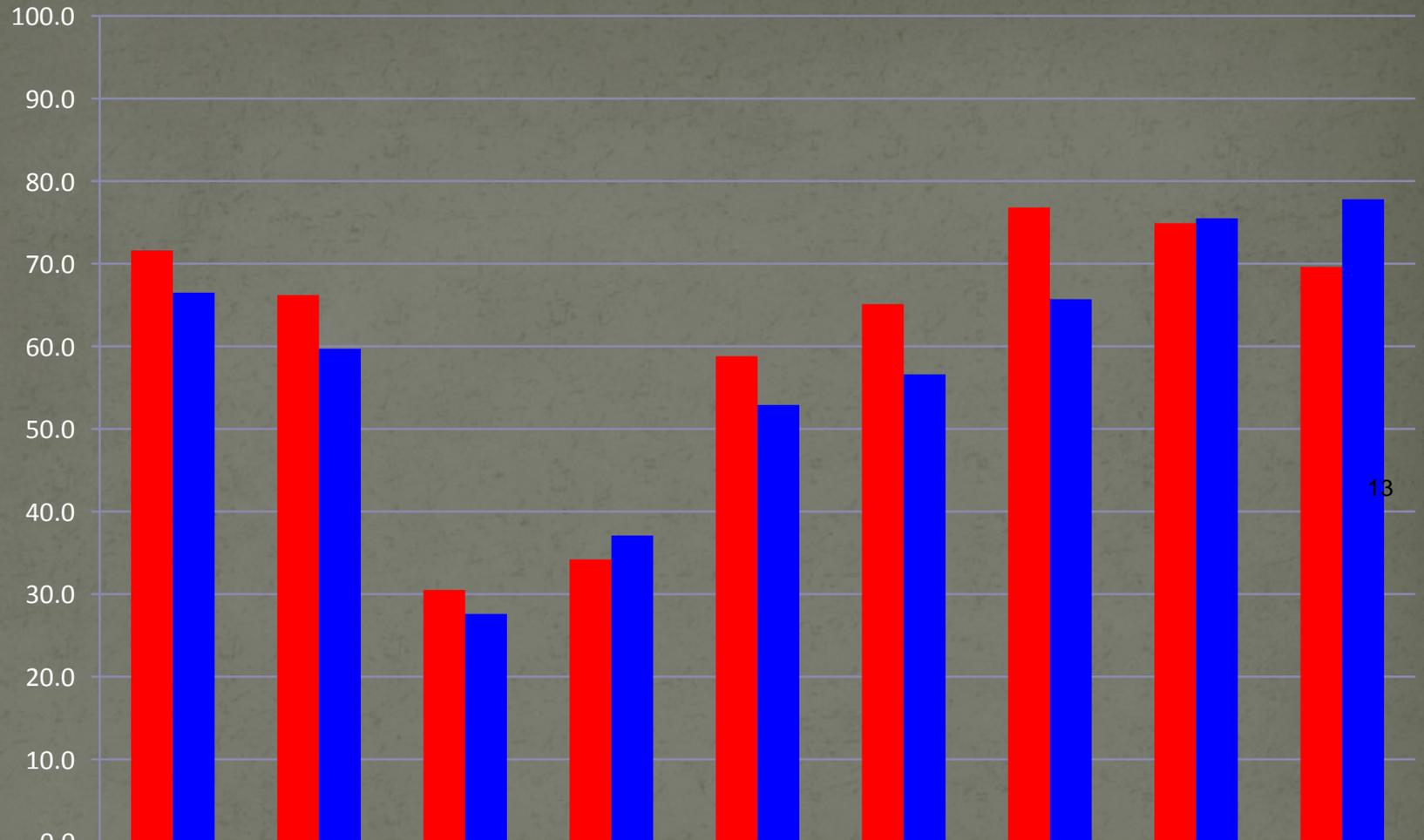
- 2 Student members of attendance team
- Publish students' attendance rates
- Attendance lessons in Math classes
- Awards for 90% or better attendance
- Awards for improved attendance
- Close monitoring of attendance

Centennial High School Student Achievement Data 2015-2019

- Reading
- Mathematics
- Graduation



CHS - Smarter Balanced Reading Achievement Data



	All Students	Economically Disadvantaged	English Learner	Students with Disabilities	Black/African American	Hispanic/Latino	Asian	White	Multi-Racial
% Met 2017-18	71.6	66.2	30.5	34.2	58.8	65.1	76.8	74.9	69.6
% Met 2018-19	66.5	59.7	27.6	37.1	52.9	56.6	65.7	75.5	77.8

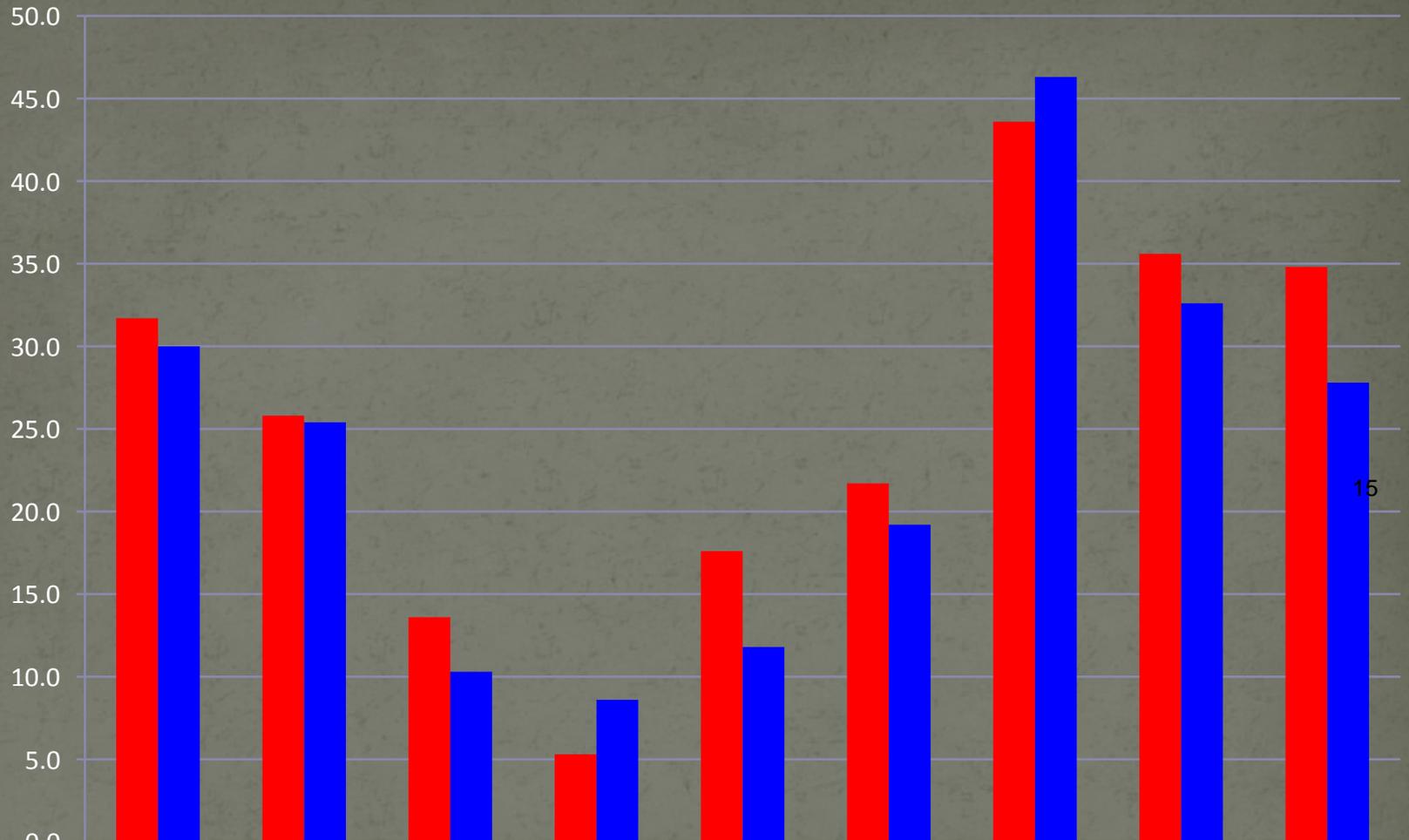
Plan to raise ELA Achievement

Student Focused Teaching and Learning with an Equity Lens

- Last year detracked Freshmen ELA
- Produced common ELA reading & writing rubrics for the entire department implementing this year.
- These rubrics will be used school-wide to increase ELA achievement

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CHS - Smarter Balanced Mathematics Achievement Data



	All Students	Economically Disadvantaged	English Learner	Students with Disabilities	Black/African American	Hispanic/Latino	Asian	White	Multi-Racial
% Met 2017-18	31.7	25.8	13.6	5.3	17.6	21.7	43.6	35.6	34.8
% Met 2018-19	30.0	25.4	10.3	8.6	11.8	19.2	46.3	32.6	27.8

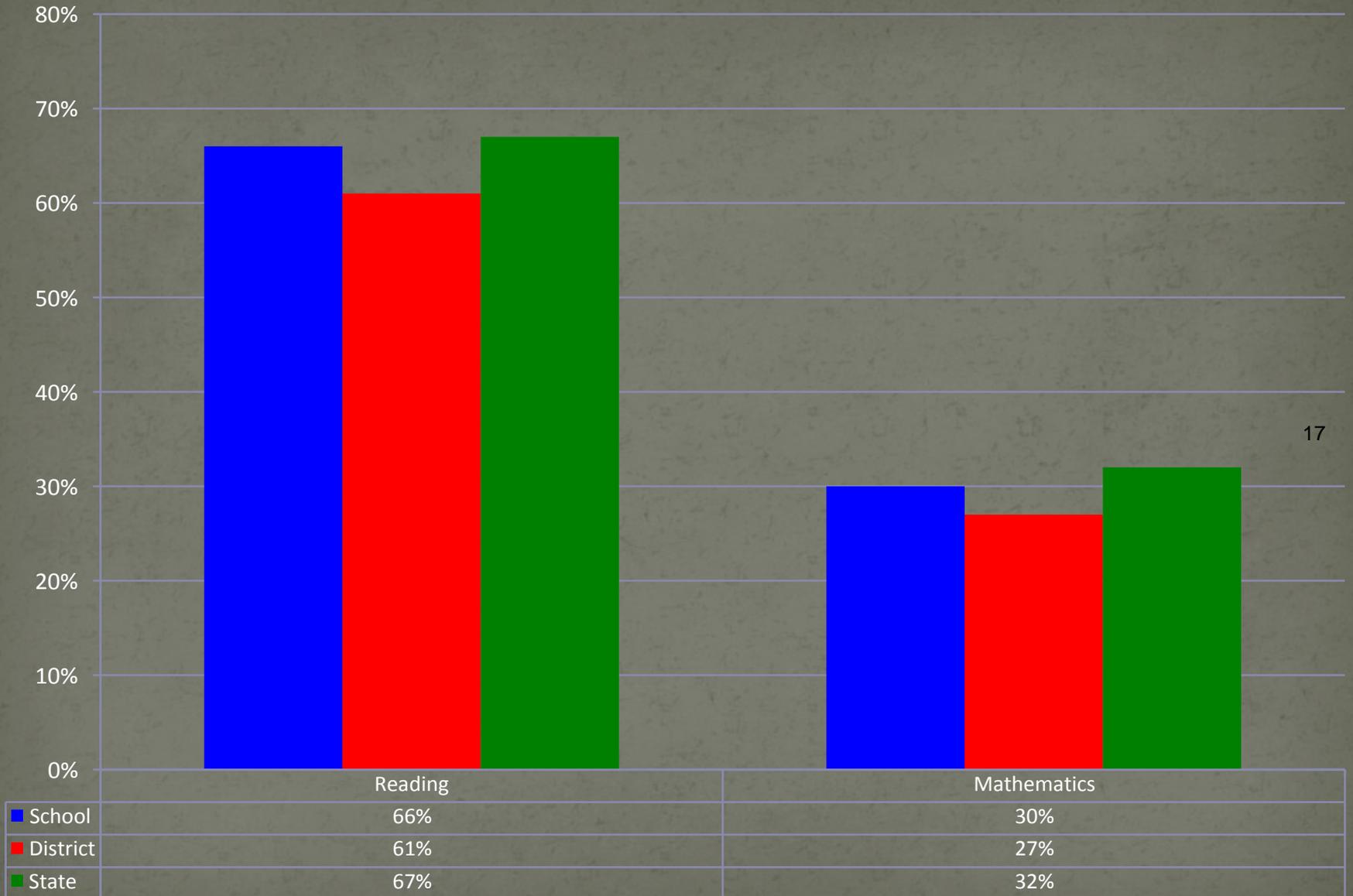
Plan to raise Math Achievement

Student Focused Teaching and Learning with an eye on equity

- Majority of the department participated in TDG – emphasizing math discourse
- Realigning assessments in Intg 1A to better reflect high school level standards
- Working on assessments to offer better accessibility for ELs and SWDs

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2018/2019 Reading and Math Achievement Data



CHS Big Goal

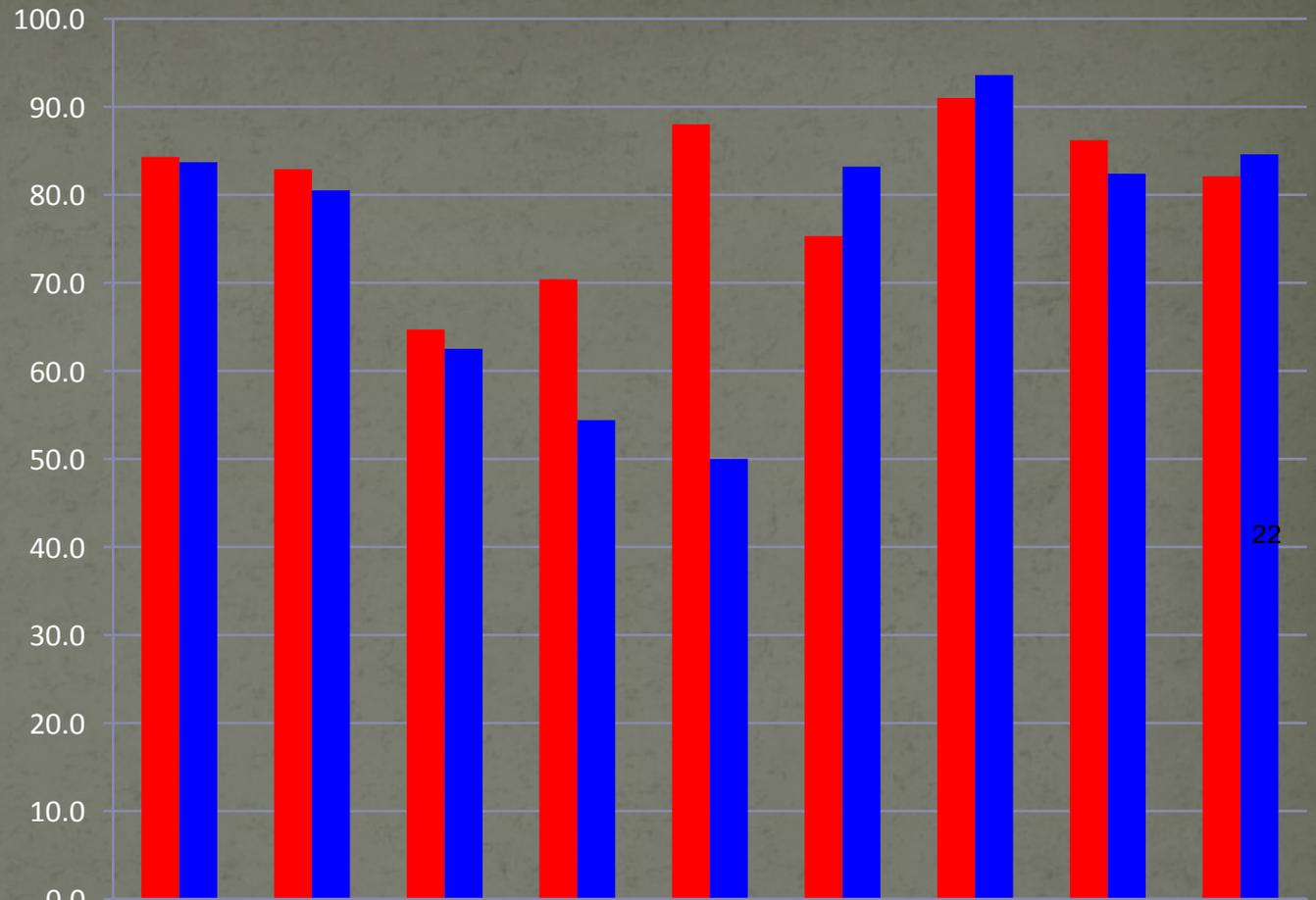
- 95% Graduation Rate for the class of 2022
- Ties together Freshmen On Track goals
- ELA & Math Achievement Goals
- Attendance Goals
- Post Secondary Access

Freshmen On Track

CTE Coursework & M98

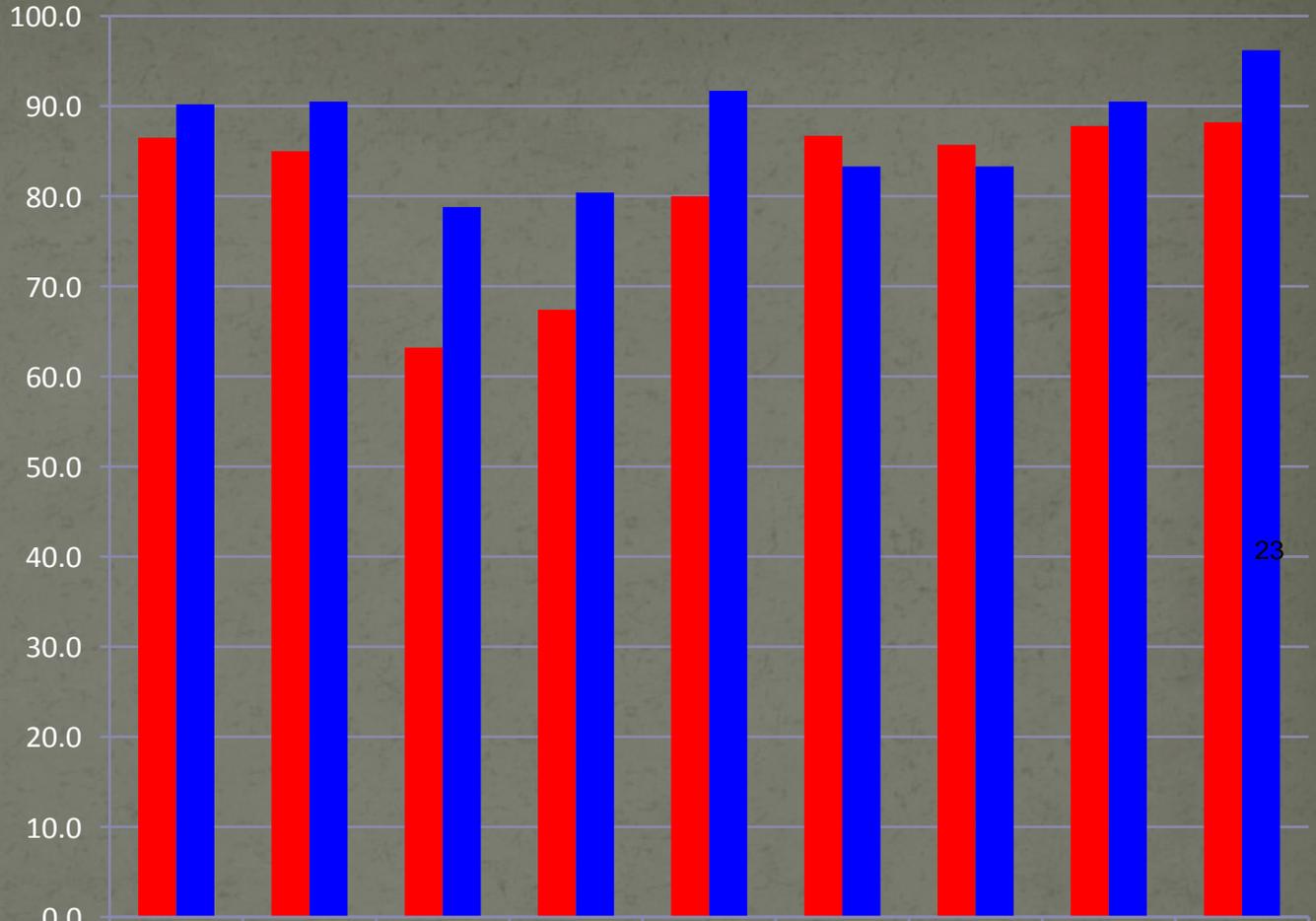
Post Secondary Access

CHS - Four Year Cohort Graduation Rate



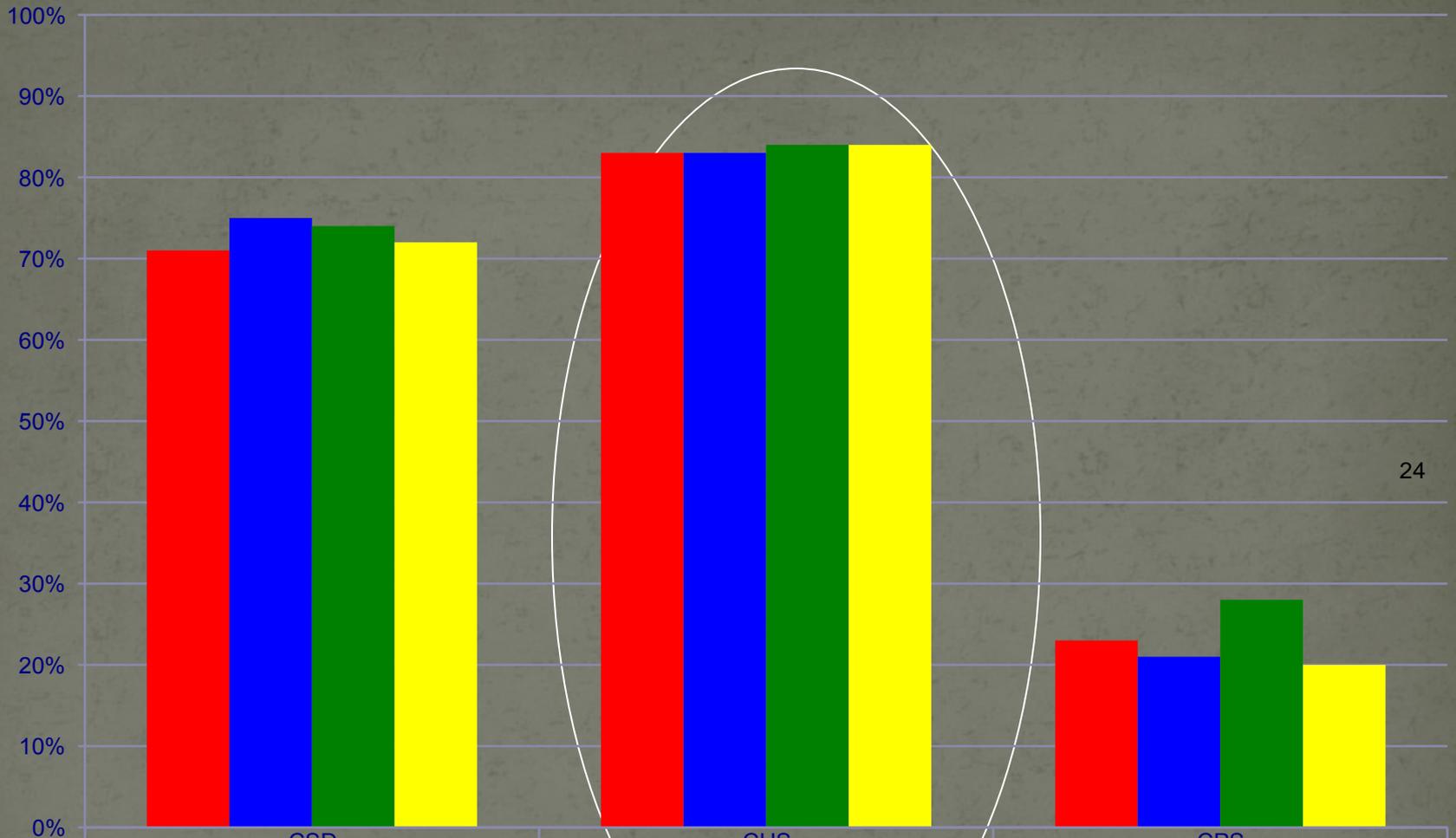
4-Year Cohort Graduation Rate 2016-17	84.3	82.9	64.7	70.4	88.0	75.3	91.0	86.2	82.1
4-Year Cohort Graduation Rate 2017-18	83.7	80.5	62.5	54.4	50.0	83.2	93.6	82.4	84.6

CHS - Five Year Cohort Graduation Rate



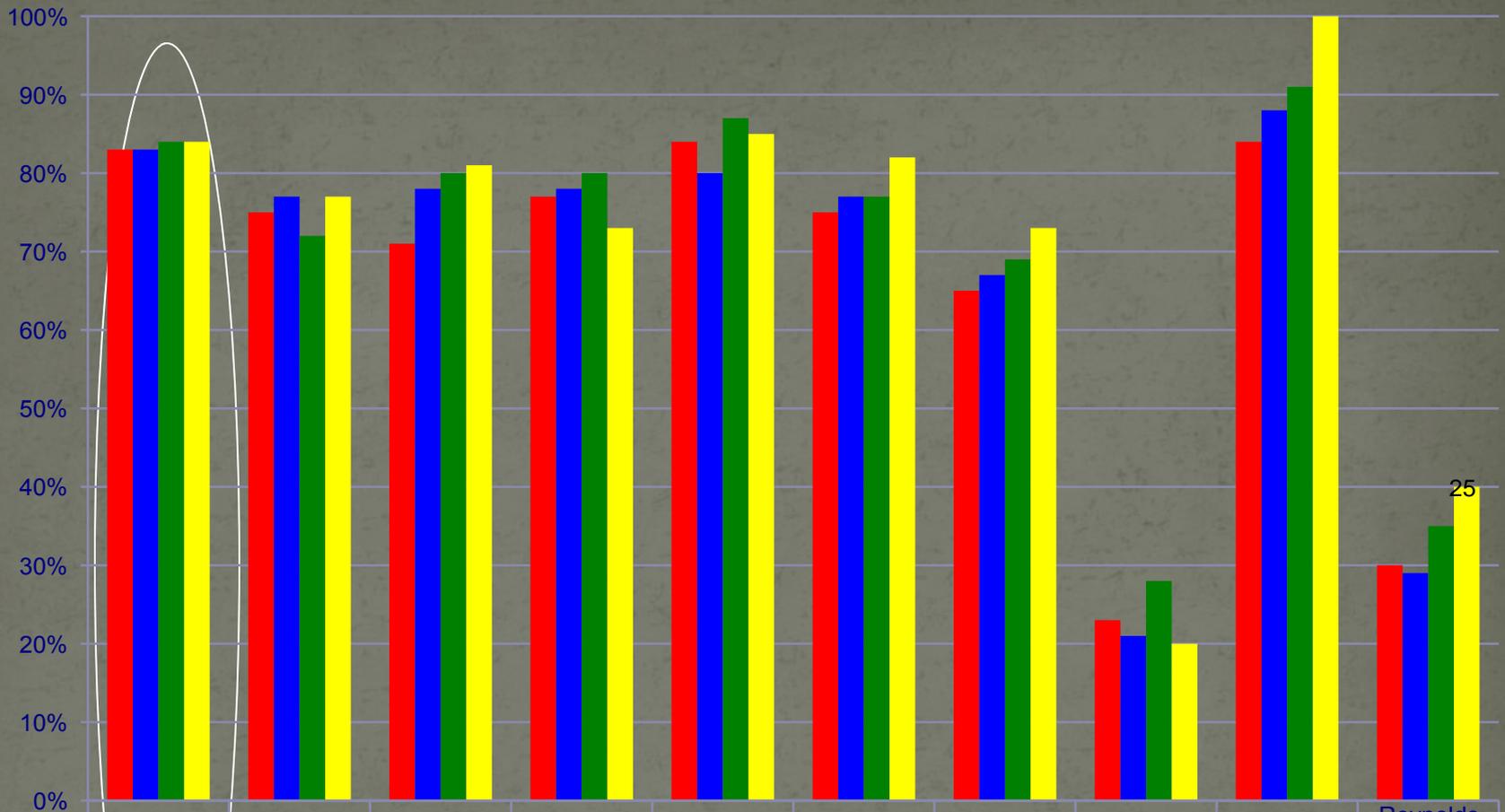
■ 5-Year Cohort Graduation Rate 2016-17	86.5	85.0	63.2	67.4	80.0	86.7	85.7	87.8	88.2
■ 5-Year Cohort Graduation Rate 2017-18	90.2	90.5	78.8	80.4	91.7	83.3	83.3	90.5	96.2

CSD Four Year Cohort Graduation Rate Comparison



	CSD	CHS	CPS
2014/2015	71%	83%	23%
2015/2016	75%	83%	21%
2016/2017	74%	84%	28%
2017/2018	72%	84%	20%

School Four Year Cohort Graduation Rate Comparison



	Centennial HS	David Douglas HS	Forest Grove HS	Gresham HS	Sam Barlow HS	Parkrose HS	Reynolds HS	Centennial Park School	Springwater Trail HS	Reynolds Learning Academy
2014/2015	83%	75%	71%	77%	84%	75%	65%	23%	84%	30%
2015/2016	83%	77%	78%	78%	80%	77%	67%	21%	88%	29%
2016/2017	84%	72%	80%	80%	87%	77%	69%	28%	91%	35%
2017/2018	84%	77%	81%	73%	85%	82%	73%	20%	100%	40%

Thank you!



Centennial High School

11/13 Student Report

Past events

- ▶ Eagle Expo
 - ▷ Successful and entertaining
- ▶ Conferences

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
				Conferences	No School	Dance Comp @ Clack
10	11	12	13	14	15	16
	Veterans' Day	Canned Food Drive Begins		Fall Recogn. assembly		Lost Girl closing night
17	18	19	20	21	22	23
				Talent Show		
24	25	26	27	28	29	30
			Progress Reports	Thanksgiving	No School	

Sports Highlights

- ▶ Tommy Hemmer: 3rd place individuals @ Allstate \$500 dollar scholarship
- ▶ Boys soccer reached semifinals
- ▶ Dance: 1st place pom and 1st place novelty



Volleyball

- ▶ Vs. Douglas: L 1-3
- ▶ Vs. Sandy: L 1-3
- ▶ Vs. Reynolds: L 0-3

- ▶ Last game @Barlow 10/24
 - ▶ L 0-3

Football

- ▶ Vs. Central: L 0-49
- ▶ @ Barlow: L 21-42
- ▶ @ Sandy: L 0-28

- ▶ Last game @ Douglas 11/1
 - ▶ L 28-29

Boys Soccer

Finished #13 overall in 6A

- ▶ Playoffs
 - ▷ Vs. West Linn: W 4-3
 - ▷ Vs. Clackamas: W 1-0
 - ▷ Vs. Forest Grove: L 1-2

Girls Soccer

- ▶ @ Reynolds: W 1-0
- ▶ Vs. Central: L 0-2
- ▶ @ Douglas: L 2-3

Senior Night vs. Barlow 10/24

- ▶ L 0-6

Cross Country

6A Mt. Hood Conference Championships

- ▶ Jason Deleon 20th
- ▶ Nathan Nolte 42nd
- ▶ Kim Tu 25th
- ▶ Cassidy Huffman 34th

Canned Food Drive

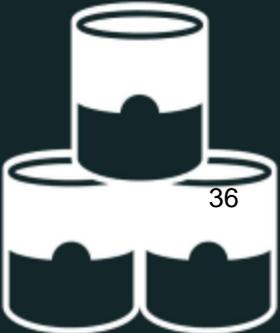
- ▶ Last year raised 12k lbs equivalent of food and monetary donations
- ▶ This years goal is 16k lbs
- ▶ All donations go directly to Food for Families

**CANNED
FOOD
DRIVE**

\$1 = 5 lbs

Nov 12th-25th
+ Dec 2nd-6th

Support your
and classes,
clubs, and
sports!



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Upcoming

Winter Sports tryouts and season

Winter Formal 12/14

Goals

- ▶ Develop a way to collect student input in consistent way
 - ▷ Social Media, school website
- ▶ More student based report
- ▶ More actively bridge gap between The Board and students

Questions?

Any suggestions to improve student report
or what you would like to see?

Parklane Elementary School Site Council Minutes

Date: 10/25/19

Members:

X	Jorge Meza, Principal	X	Mike Sauers, Assistant Principal	X	Teacher - Jaci Drigen
X	Teacher - Heather Shoemaker	X	Andrew, SUN School	X	Spanish Language Liaison-Norma
X	Roxie Sprick, Parent/PTO		Parent		REAP
			TOSA		Parent -
	REAP		Teacher	X	Classified- Melinda Wyfells

X - Present/A - Absent

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TOPIC	INFORMATION/DISCUSSION	CONCLUSION/DECISIONS
<p>Achievement Data Strengths/Challenges</p>	<p>Look over last years SBAC data & DIBELS</p>	<ul style="list-style-type: none"> - Our data is the lowest it has been in 3-4 years. - Dibels is being used with fidelity and is in full swing at PL - Our focus/target is developing readers at the early grade levels - African American students are underachieving at our school and this continues to be a focus in Math and ELA - How can SUN support our reading and math during the SUN program in the afternoon. The program has a specific time to work on HW

		<ul style="list-style-type: none"> - Raz Kids, Dibels data, increase access to academic planning and learning at the SUN program, lon-in information
CAP Plan Review & Goals	Response to Data and Goals for the year	<ul style="list-style-type: none"> - At least 45% of our students meeting in Math and Reading. This would be a significant jump from our 15% - 18% currently meeting from 18-19 - Growth Groups, interventions, MTSS - Increase our attendance from 92.6% - 95.6% - Gabby, our attendance liasson, is doing great work for our kids - Continue to focus on our community and parent engagement, perception data survey - Roxie shared that the perception of the parents and community is a positive one. “We have great teachers and a great culture here at PL”
SUN	Activities and focus for the year	<ul style="list-style-type: none"> - Focus on building family engagement - Goal is to have a family leadership meeting in December of 2019 - Engaged in providing community run classes at PL: English class, parenting class - Several events coming up: - STEAM night - November 7th,

		<ul style="list-style-type: none"> - Trunk or Treat next Wednesday, 30th - SOLVE event at PL to plant native plants and do a clean up on November 11th - SUN Fundraiser on November 17th at MOD Pizza - Send a reminder about English class (Jorge?) - Send a survey out to elicit feedback for upcoming classes/times for winter term
PTO	Update from Roxie	<ul style="list-style-type: none"> - PTO is working to rebuild field trip fund through a mcmenamins fundraiser. Grant/Application is being written soon. - Remind for PTO, Jorge and Roxie will talk about this and get it set up - Jogathon - Are meeting 1/2 goal (\$3,000/\$6,000). The program switched for an online platform - This could contribute to the dip in support - PTO would like to re-track the track, possibly dig it deeper with some more mulch - Send out Jogathon update, maybe use Aaron Kenny's format.
Attendance Update/Focus	Attendance Liaison work Initiatives	<ul style="list-style-type: none"> - Can we use a die cutter vs. dry erase markers for the PANTHER initiative

MTSS Update	Tiered systems of support ELL, Math, Reading, Behavior	<ul style="list-style-type: none"> - Working to meet the needs of our students. Specifically working on our PST system and how it aligns with our Tier II/III meetings
Community Supports	Parklane Church Partner	<ul style="list-style-type: none"> - Pastor Pete from Parklane Church donated 1,000 to the school for snacks
ELL	Constructing Meaning	<ul style="list-style-type: none"> - New specific language instruction using Constructing Meaning, During MTSS time is helping build language development in the classroom
Assessment/OSAS	Assessment calendar and new protocol around assessment room STAR Assessment Dibels Questions?	<ul style="list-style-type: none"> - New assessment approach AP will test and coordinate initial testing to make sure demonstrate their full abilities.
Remind APP		<ul style="list-style-type: none"> - Parents and school members shared that Remind is not user friendly and was not well planned - Needs some time for it to be rolled out. - Have parents check in regarding the Remind APP with a remind table at Parent teacher conference - Facilities Survey table

Old Minutes:

<p>PTO Information</p>	<p>Updates: Carnival Recap</p>	<p>The Carnival was a huge success. There were a bit over 200 people in attendance. Raffle ticket sales covered about half of the costs. Local community businesses donated items for the raffle. The PTO is writing notes of thanks to these businesses.</p> <p>A Ga-Ga ball pit is being installed on our playground on June 13th.</p>
<p>Attendance</p>	<p>-Current initiatives -Increasing Student Engagement</p>	<p>Gabby Fork has been hired as an attendance liaison. She will be part of these meetings going forward.</p> <p>We need to explore ways to support students who walk to school such as a walking school bus.</p>
<p>REAP</p>	<p>-Information for parents & Community</p>	<p>REAP not in attendance</p>
<p>SUN -</p>	<p>Summer Updates</p>	<p>Summer session - July 8-August 2nd. Field trips will be part of this (OMSI, zoo...)</p> <p>Summer lunch, Open Food Market, Adult classes will continue through the summer</p> <p>Communications is sent out through flyers, robo call, class Dojo</p> <p>We should remind teachers to promote the summer program</p>

		<p>Could there be a family involvement presentation during EKT? This might help to get more involvement early. July 29th - August 15th.</p>
<p>CAP Review/ Leadership team</p>	<p>SIG Work Update</p> <p>Community Engagement Goal</p> <p>Attendance at the Night Events</p>	<p>We have a new CAP for the 2019-20 school year. We have made a goal for community involvement.</p> <p>If we continue building new relationships and collaborating with our community partners and families Then community engagement will increase And our perception data will improve</p> <p>Could attendance be improved through increased parent involvement?</p> <p>Andrew is exploring ways to increase involvement with the Watch Dogs - creating events instead of meetings.</p> <p>For healthy climate, we are focusing on continuing to implement the Responsive Classroom approach to build healthy classroom communities. We will be participating in the advanced training this year as a staff.</p> <p>We are also working to align our instruction for both ELA and Math in order</p>

		to strengthen core instruction for all students.
Facility	School Beautification Ideas	<p>An Artist in Residence may be able to help replace some of our old art installations with new, more current installations</p> <p>SUN involvement over the summer? Community volunteers and organizations may be available to help. We would need to put this in our SIG budget.</p> <p>We would need a group of people to make a prioritized list of items and then determine a budget, create a schedule and gather volunteers.</p>
Agenda for Next Meeting -	Date will be set in early Fall	

10-30-19

Admin - Jeffrey Cerveny, Principal

Licensed - Crystal Maranto, Instructional Coach

Classified - Kim West, Lead Secretary

Parent - Jennie Webb

This meeting was originally scheduled to take place included in Patrick Lynch's leadership Tier I team meeting as both the Tier I meeting and Site Council overlap in their functions; however, the parent scheduled to attend the original meeting was unable to attend. This meeting is the rescheduled meeting taking place of the prior.

The team reviewed discussed Patrick Lynch's continuous improvement plan and reviewed the discussion that took place in the leadership team meeting a day prior. Patrick Lynch's Tier I team has identified a need to address literacy among its Latinx student population. In the prior school year, the school had addressed the literacy needs of its Black students and the resulting initiatives of the prior year yielded a lot of positive results.

Patrick Lynch's Latinx students are achieving at lower rates in both reading and math according to Fall benchmark data. The Tier I team is currently coming up with strategies to address the new academic target. Patrick Lynch also has a discipline target that includes reducing the discipline rates for both white and Latinx males which is in alignment with the district's overall goal to reduce disproportionality.

The Site Council discussed a number of strategies that might help support this effort:

- Has it been sufficiently messaged to families that promoting native-language literacy will also promote literacy in English?
- Would it be effective to develop a school-wide reading goal that could be something the Booster Club parents could help run?
- How can new registrants to the school be informed of the literacy focus when welcoming new families?
- How can parent groups be engaged more successfully to promote literacy? Patrick Lynch currently has two parent groups, its Booster Club and a culturally specific Latinx parent group.

Pleasant Valley Elementary School Site Council Minutes

Date: October 24, 2019

Members:

X	Laura Nixon, Principal	X	Todd Saks, Teacher	X	Penny Close, Support Staff
	Lori Bigler, Teacher	X	Cindy Janes-Daily, EL teacher	X	Amanda Grover, Parent
X	Jerry Ray, Parent		TBD, Parent		Jenni Ray, Parent
X	Sarah Taylor, coach		Stacy Achcraft, CM TOSA	X	Jamie Reddy, teacher
	Dwayne Odoms, Teacher	X	Kennedy Morgana, teacher	X	Katie Slichon
X	Jenn Gilliland, EL teacher	X	PBIS Team representative		

X - Present/A - Absent

TOPIC	INFORMATION/DISCUSSION	CONCLUSION/DECISIONS
Building Leave	.Kennedy Morgana will use Building leave to attend 5 MTSS district meetings for the 2019-20 school year, for a total of 20 hours.	Approved
SIP Review	Math PD updates - Todd Saks Academic Conversations PD updates - Cindy Janes-Daily	There are 3 math PD dates in December with a focus on Number Talks and student discourse using specific talking protocols to foster Academic Conversations. Parents want more guidance for homework. Cindy will craft a message for parents to use available videos for homework help. Teachers will have Homework Helper materials, provided by Eureka, available to families if needed. This PD has started and is providing the groundwork for using the Academic Conversations across all content areas. Teacher planning time for the application

	<p>Equity/CRTP PD updates - Kennedy Morgana</p> <p>PD work session - All groups, parents can join a session of interest</p>	<p>of the protocols is specifically built into the PD.</p> <p>Equity Team is continuing to design and facilitate grounding activities, our current theme is around micro-aggressions and interrupters</p>
<p>Agenda for Next Staff Meeting - Oct. 29, 2019</p>	<ul style="list-style-type: none"> ● Equity Grounding activity ● Academic conversations PD - Cindy, Jenn, and Stacy ● Teacher planning and application of learning - grade level teams 	
<p>Other</p>	<p>PV Holiday celebrations - using an equity lens to make shifts in how and when we celebrate holidays</p> <ul style="list-style-type: none"> ● consider parent perception feedback ● create communication/feedback doc to send out all staff. Include message and directions for adding responses to the doc. ● Use slides from the district to guide discussion and create the doc. Slideshow 	<p>Started the conversation and document to gather staff feedback. Laura and Kennedy will finalize it next week.</p>

**Centennial High School Site Council
Meeting Minutes
October 17, 2019**

Attendance: Mairi Scott-Aguirre, Principal Terry Schloth, Assist Principal and Parent
Stacey Atteberry, Secretary

X Eleonora Nuryagdieva, Counselor
X Candice Behm, Parent

Topic	Information/Discussion	Conclusion
Introductions	Mairi Scott-Aguirre led the council through introductions. She told us the kids are recruiting new members.	Mairi also recruited an additional licensed staff member, who will join us at the next meeting.
What is Site Council?	Site Council reviewed board policy IFCA and IFCA-AR.	
SIP	<p>Mairi Scott-Aguirre shared a draft of the SIP.</p> <p>Strategic Plan Categories: Student Focused Teaching and Learning; Healthy Culture & Environment; Effective systems & Programs; and Community and Partnerships.</p> <p>Theory of Action: We currently have an 83% graduation rate. We have hovered in the area for three years. If we raise the Freshman On Track rate (earning 6 or more credits during their freshman year), raise overall math and language</p>	

	<p>arts achievement by using interim assessments and using culturally relevant teaching practices, and help students plan for the post secondary options we will raise the graduation rate to 95% by 2022.</p> <p>The SIP is linked.</p> <p>Terry Schloth and Mairi Scott-Aguirre discussed creating a Graduate Profile that focuses on student outcomes. Site Council also discussed how it can make school more relevant which would help to improve attendance.</p> <p>Site Council puts out a newsletter in November, January, March, and May. They are going to work on it and maybe get Counseling, Athletics, SUN and Activities to contribute articles. It was discussed whether to do it electronically, with report cards or on blackboard.</p>	<p>Site Council will review previous year's Site council newsletters and adjust topics.</p>
<p>Student Perception Survey</p>	<p>One of the major areas that came out of our perception surveys is that our students do not think that school is fun. We are doing work in all areas to make sure that students see the relevance of what they are learning; students have more control over what they are learning, and that school is more fun. Terry Schloth suggested a few ways could be with rewards and contests, etc for the fun portion. This could be tied to attendance.</p>	<p>We will integrate the findings of the student perception survey into the SIP in our Attendance goals.</p>

CLASS SIZE ANALYSIS
Elementary Registration Count
November 1, 2019

	Kinder	First	Second	Third	Fourth	Fifth	Sixth	Total
PE	22	22	25	21	30	28	34	
	22	19	23	21	29	30	33	
	22	20	24	23		29		
PE Total	66	61	72	65	59	87	67	477

PB	25	24	25	28	28	29	28	
	27	24	26	28	26	29	27	
	27	24	27	28	28		28	
WE Total	79	72	78	84	82	58	83	536

BC	28	28	28	30	30	29	30	
	27	28	29	31	29	28	30	
	28	28	26	31	28	28	30	
Supported Ed			3	4		3		10
BC Total	83	84	86	96	87	88	90	614

PL	26	20	27	28	23	28	29	
	25	20	27	26	25	27	28	
		19						
Supported Ed		1	1	2	1	2	2	9
PL Total	51	60	55	56	49	57	59	387

OE	22	24	26	31	22	33	32	
	23	25	26	29	23	32	32	
	21							
OE Total	66	49	52	60	45	65	64	401

ME	24	23	25	25	23	27	24	
	27	23	25	26	22	27	25	
							24	
ME Total	51	46	50	51	45	54	73	370

PV	28	24	26	31	27	27	37	
	28	24	26	30	27	27	35	
		23						
PV Total	56	71	52	61	54	54	72	420

Total District 452 443 445 473 421 463 508 3,205

CENTENNIAL SCHOOL DISTRICT

STUDENT COUNT 2019-2020

November 1, 2019

	Powell										Alternative	Avg	
	PATRICK	Butte	BCE	PL	OE	MEA	PV	CMS	CPS	CHS	Placements	TOTAL	Class
Kindergarten	66	79	83	51	66	51	56					452	
Loads	22	26	28	26	22	26	28						25.29
Teachers	3	3	3	2	3	2	2					18	
Grade 1	61	72	84	59	49	46	71					442	
Loads	20	24	28	20	25	23	24						23.31
Teachers	3	3	3	3	2	2	3					19	
Grade 2	72	78	83	54	52	50	52					441	
Loads	24	26	28	27	26	25	26						25.95
Teachers	3	3	3	2	2	2	2					17	
Grade 3	65	84	92	54	60	51	61					467	
Loads	22	28	31	27	30	26	31						27.62
Teachers	3	3	3	2	2	2	2					17	
Grade 4	59	82	87	48	45	45	54					420	
Loads	30	27	29	24	23	23	27						25.98
Teachers	2	3	3	2	2	2	2					16	
Grade 5	87	58	85	55	65	54	54					458	
Loads	29	29	28	28	33	27	27						28.62
Teacher	3	2	3	2	2	2	2					16	
Grade 6	67	83	90	57	64	73	72					506	
Loads	22	28	30	29	32	24	36						28.69
Teachers	3	3	3	2	2	3	2					18	
Subtotal Elementary	477	536	604	378	401	370	420					3,186	
Average Class Size ⁽¹⁾	22.20	24.83	27.26	24.10	24.53	22.97	26.13						24.46
Grade 7								454				454	
Grade 8								448				448	
Teachers								37				37	
Subtotal Middle School								902				902	
Average Class Size (1)								28.2				28.16	
Grade 9									0	462		462	
Grade 10									14	467		481	
Grade 11									17	418		435	
Grade 12									39	389		428	
Teachers									12	63.5		75.5	
Subtotal HS								70	1,736			1,806	
Average Class Size (1)								6	29.7			29.7	
Alternative Placements:													
CPS Night School/Time Tracking									18			18	
Centennial Transition Center											41	41	
Rosemary Anderson (POIC)											54	54	
Open School											25	25	
Special Education			10	9					9		70	98	
Non Special Education											13	13	
Total Students	477	536	614	387	401	370	420	902	97	1,736	203	6,143	
Total Class Teachers	20	20	21	15	15	15	15	37	12	63.5	N/A	233.5	
Projected 2019-20	485	557	569	394	383	421	408	905	144	1,754	188	6,208	
Nominal Variance	-8	-21	45	-7	18	-51	12	-3	-47	-18	15	-65	
% Variance	-1.6%	-3.8%	7.9%	-1.8%	4.7%	-12.1%	2.9%	-0.3%	-32.6%	-1.0%	8.0%	-1.0%	
ENROLLED	0	9	10	2	10	6	4	11	2	38		92	
WITHDRAWN	8	11	1	6	2	8	3	13	7	46		105	

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

**CENTENNIAL SCHOOL DISTRICT
STUDENT COUNT 2019-2020**

	PE	Powell Butte	BC	PL	OE	ME	PV	CMS	CPS	CHS	Alternative Placements	TOTAL
September	495	550	608	395	391	373	421	925	109	1,745	120	6,132
October	485	538	605	392	394	372	419	904	102	1,744	203	6,158
November	477	536	614	387	401	370	420	902	97	1,736	203	6,143
December												0
January												0
February												0
March												0
April												0
May												0
June												0
PROJECTED October 1, 2019	523	539	562	384	409	415	415	948	155	1,731	177	6,258

ENROLLMENT CHANGES

ACCUMULATIVE ENROLLED	1	47	17	4	22	9	7	27	5	133	15	287
ACCUMULATIVE WITHDRAWN	9	27	6	9	3	11	7	24	12	65	12	185

ENROLLMENT HISTORY (OCTOBER 1 ENROLLMENT)

2018/2019	485	557	569	394	383	421	408	905	144	1,754	188	6,208
2017/2018	523	539	562	384	409	415	415	948	155	1,731	177	6,258
2016/2017	506	505	572	364	452	435	404	928	168	1,799	205	6,338
2015/2016	533	516	561	388	426	508	412	914	141	1,834	154	6,387
2014/2015	452	519	543	420	401	506	421	962	141	1,813	153	6,331
2013/2014	415	519	540	412	400	528	454	1,005	134	1,785	146	6,338
2012/2013	402	495	579	413	380	495	479	1,013	117	1,786	103	6,262
2011/2012	444	488	623	406	393	457	495	993	135	1,880	108	6,422
2010/2011	458	531	604	402	420	490	560	968	137	1,903	165	6,638
2009/2010	488	575	533	502	385	520	566	1,024	133	1,835	162	6,723
2008/2009	510	536	521	507	396	530	540	1,089	135	1,866	194	6,824
2007/2008	491	558	496	521	393	531	547	1,003	135	1,834	162	6,671
2006/2007	473	597	532	506	402	523	524	1,008	65	1,886	215	6,731
2005/2006	494	465	595	506	390	533	546	1,028	59	1,819	220	6,655
2004/2005	482	451	520	541	397	483	579	1,021	60	1,851	198	6,583
2003/2004	479	447	490	521	390	487	562	971	69	1,842	213	6,471
2002/2003	591	569	0	622	463	576	590	981	70	1,793	203	6,458
2001/2002	590	586	0	595	455	538	594	1,010	66	1,738	214	6,386
2000/2001	538	567	0	607	448	569	567	950	56	1,712	212	6,226
1999/2000	512	582	0	578	428	566	578	932	52	1,696	207	6,131
1998/1999	519	571	0	617	424	542	568	894	57	1,697	190	6,079
1997/1998	523	559	0	607	447	516	591	926	49	1,616	152	5,986

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

CONFIRMATION

To: Board of Directors
Date: November 13, 2019
RE: **Approve Unpaid Leave of Absences**

The following licensed staff members have submitted a request for an Unpaid Leave of Absence at the conclusion of their FMLA/OFLA leave with a later return date as listed below.

<u>NAME</u>	<u>SUBJECT</u>	<u>REASON</u>	<u>REQUESTED LEAVE</u>	<u>RETURN DATE</u>
<u>MEADOWS ELEMENTARY</u>				
Hull, Brittany	Grade 6	Family	1.00 FTE	Fall 2020
<u>PARKLANE ELEMENTARY</u>				
Gibson, Sarah	Grade 4	Family	1.00 FTE	12/02/2019

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

Centennial School District

18135 SE Brooklyn ST
Portland, OR 97236-1049

CONFIRMATION

To: Board of Directors
Date: November 13, 2019
RE: **Approve Resignation of Licensed Teacher**

The following licensed staff member has chosen to resign from their position effective November 13, 2019.

<u>NAME</u>	<u>SUBJECT/FTE</u>	<u>EFFECTIVE</u>	<u>YEARS</u>
<u>MEADOWS ELEMMENTARY</u>			
Allison, Rex	School Psychologist / 0.50 FTE	11/13/2019	1 Year

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

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

CONFIRMATION

TO: Board of Directors

DATE: November 13, 2019

SUBJECT: Approve Amended Hourly Wage Rates for Support Staff not Covered by the Agreement

The administration is requesting a revised proposed substitute hourly wage increase for the following substitute positions, Campus Security, and Bus Driver – Covertrip Drivers that are not covered by a collective bargaining agreement. Bus Driver – Covertrip Drivers follow the Step 1 of the OSEA Salary Schedule within the Range 6 salary placement. Additionally, in order to continue to attract quality Campus Security substitutes, it is recommended that the current substitute rate be increased.

The proposed hourly wage rates approved on April 24, 2019, have been revised to the following rates:

	Approved	Approved	Approved	Revised Proposed
Position/ Effective Date	2017-2018	2018-2019	2019-2020	2019-2020
Campus Security / November 15	\$13.25	\$13.25	\$13.25	\$15.00
Covertrip Driver / December 1	\$15.82	\$16.14	\$16.14	\$16.55

It is recommended that the Board approve the revised proposed substitute hourly rate for the positions listed above, for the remainder of the 2019-2020 school year, that are not covered by the OSEA collective bargaining agreement.

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

CONFIRMATION

To: Board of Directors
Date: November 13, 2019
RE: **Approve Employment for the 2019-2020 School Year**

The following licensed staff member has been offered an employment contract to fill a vacant position within the Centennial School District for the 2019-2020 school year.

Name	Position (FTE)	Degree/University	Experience	
<u>CENTENNIAL HIGH SCHOOL</u>			Yrs.	District
Donohue, William	Teacher – Learning Specialist 1.00 FTE	MA/Portland State University	1	David Douglas SD, OR

It is recommended that the Board approve the employment for the licensed staff member listed above for the 2019-2020 school year.

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

CONFIRMATION

TO: Board of Directors

DATE: November 13, 2019

SUBJECT: Approve Extra Duty Assignment for 2019-2020 School Year

The attached list of positions has been established for the Centennial School District for the 2019-2020 school year.

It is recommended that the board approve the extra duty assignments for the 2019-2020 school year.

NAME	ASSIGNMENT	STEP	SALARY
<u>CENTENNIAL HIGH SCHOOL:</u>			
Baker, Steven	Assistant Boys Soccer Coach	3	\$4803
	Head Softball Coach	3	\$6987
Basinski, Benjamin	Assistant Football Coach	3	\$4803
	Assistant Girls Basketball Coach (50% Stipend)	3	\$2401.50
Birkhofer, Kelsey	Head Girls Soccer Coach	3	\$6987
	Assistant Softball Coach (50% Stipend)	3	\$2401.50
Bolt, Robert	Assistant Boys Basketball Coach	2	\$4585
Brambila-Perez, Edgar	Head Cross Country Coach (50% Stipend)	2	\$2729
Buckland, Karley	Assistant Volleyball Coach	3	\$4803
Child, Brent	TOSA – Athletic Stipend (2 Semesters)	1	\$14,846
Christie, Kevin	Assistant Girls Basketball Coach (50% Stipend)	3	\$2401.50
Cloyd, Brice	Head Vocal Music	3	\$4803
	Music Production (1% of total 24% Stipend)	1	\$417.62
Cordell, Seth	Assistant Track Coach (50% Stipend)	3	\$2401.50
Craswell Jr., Robert	Assistant Baseball Coach	2	\$2292.50
Dailey, Melissa	Assistant Girls Basketball Coach (50% Stipend)	1	2183.50
Dudley, Holly	Head Rally Coach	3	\$6987
Ellett, Anne	Head Dance Coach	3	\$6987
Emmons, Huston	Assistant Baseball Coach (50% Stipend)	2	\$2292.50
Fisher, Megan	Assistant Rally Coach	2	\$4585
Fitzgerald, Christopher	Assistant Baseball Coach (50% Stipend)	3	\$2401.50
	Assistant Football Coach (50% Stipend)	3	\$2401.50
Fogle, Eric	Head Baseball Coach	3	\$6987
Franzke, Luke	Head Girls Track Coach	3	\$6987
Franzke, William	Assistant Track Coach	3	\$4803
Funkhouser, Kelley	Assistant Baseball (50% Stipend)	3	\$2401.50
Hardin, Adriann	FBLA Advisor	3	\$3930
Haverkamp, Anne	TAG Resource Teacher	1	\$958
Hawkins, Michael	Assistant Softball (50% Stipend)	2	\$2292.50
Hilsenteger, Julie	Assistant Track Coach	3	\$4803
	Head Cross Country (50% of Stipend)	3	\$2838.50
Huff, Phillip	Class Advisor (25% Stipend)	3	\$982.50

NAME	ASSIGNMENT	STEP	SALARY
Johnson, Jared	Head Volleyball Coach	1	\$6550
Johnson-Mallett, Sasha	Class Advisor (25% Stipend)	3	\$982.50
Jones Michael	Assistant Football Coach	2	\$4585
Kappes, Jaiden	Assistant Softball Coach (50% Stipend)	2	\$2292.50
Lee, Tatzu	Assistant Football Coach	1	\$4367
	Assistant Wrestling Coach	2	\$4585
Letts, Gregory	Head Track Coach	3	\$6987
Lundgren, Rodney	Head Swimming Coach	3	\$5677
Lutz IV, William	Assistant Football Coach	2	\$4585
Matthews, Roger	Head Wrestling Coach (50% Stipend)	3	\$3493
McCarty, Kellie	Drama Club Advisor	3	\$2620
	Drama Production (1 Production – 5%)		\$2183
	Music Production (16% of total 24% Stipend)		\$6986
Mei, Jimmy	ASB Advisor	3	\$6987
	Head Boys Tennis Coach	3	\$4803
Ngo, Vivian	Head Girls Tennis Coach	1	\$4367
O'Brien, Kieran	Mecha Club Advisor	1	\$2184
Ottman, Jeffrey	Assistant Track Coach	3	\$4803
Paul, Douglas	Class Advisor (25% Stipend)	3	\$982.50
Petersen, Benjamin	Computer Resource Teacher		\$945
Phillips, Jacob	Assistant Football Coach	3	\$4803
Poetsch, John	Head Boys Basketball Coach	3	\$7423
Ree, Kristy	Head Volleyball Coach	3	\$6816
Roy, Jeffrey	Assistant Football Coach	1	\$4260
Sah-Loeung, Jennifer	Head Forensics Coach	3	\$4803
Saks, Todd	Head Boys Soccer Coach	3	\$6987
Scavone, Keaton	Assistant Football Coach (50% Stipend)	1	\$2183.50
Schneider, Ehren	Head Wrestling Coach (50% Stipend)	3	\$3384
Self Jr., Charles	Head Football Coach	2	\$7205
Stanek, Jeffrey	Annual Advisor	3	\$4367
	Head Girls Basketball Coach	3	\$7423
	School Paper	3	\$4367
Stoudamire, Dezmond	Assistant Football Coach	1	\$4367
Theilacker, Breeanna	Head Instrumental Music (1 Semester)	1	\$6987

NAME	ASSIGNMENT	STEP	SALARY
Thiebes, Kathleen	Heliaca Advisor	3	\$2620
Wilker, Chad	Assistant Track Coach (50% Stipend)	3	\$2401.50
Wilson, Rhonda	Assistant Dance Coach	3	\$4367
Wing, Lyric	Assistant Soccer Coach	3	\$4803
Wirkuty, Kyle	Assistant Wrestling Coach	3	\$4803
Wohlers, Michael	Assistant Volleyball Coach	3	\$4367

Department Head Stipends

Davidson, Rachel	Science (56 Sections)		\$2773
Franzke, Luke	PE/Health (36 Sections)		\$2166
Grubar, Michael	Second Language/Arts/Music (20 Sections)		\$1803
Hardin, Adriann	Technology/Business/Home Ec (52 Sections)		\$2773
Johnson-Mallett, Sasha	Special Ed (48 Sections)		\$2468
Menolascina, Sally	Counseling (30 Sections)		\$2166
Petersen, Benjamin	Mathematics (66 Sections)		\$3006
Poirier, Rowena	Second Language/Arts/Music (24 Sections)		\$1803
Thiebes, Kathleen	Social Studies (62 Sections)		\$3006
Vanderpool-Ruggirello, Stacy	Language Arts (68 Sections)		\$3006
Woodlee, Ried	ELL (14 Sections)		\$1803

Teacher Specialist Stipend

Emry, Kayci	College Counseling Coordinator		\$2457/MAX
Lundgren, Rodney	Swim Maintenance Stipend		\$5770/MAX
Olson, Scott	College Counseling Coordinator		\$2457/MAX
Stanek, Jeffrey	Work Experience Teacher Specialist		\$4914/MAX

CENTENNIAL PARK SCHOOL:

Bell, Michael	Computer Resource Teacher		\$945
Brent, Donna	TAG Resource Teacher		\$958
Wentland, Susan	Testing Coordinator		\$958

CENTENNIAL MIDDLE SCHOOL:

Dickey, Angela	Computer Resource Teacher		\$945
Dickey, Angela	Yearbook		\$637
Dunlap, Jolene	Assistant Track Coach	3	\$3057
Dyer, Michael	Assistant Track Coach	3	\$3057
Guthrie, Leslee	TAG Resource Teacher		\$958
Olson, Robert	Head Track Coach	3	\$3930
Olson, Sydney	Assistant Track Coach	2	\$3057
Reddekopp, Elizabeth	Student Council Advisor	3	\$3930
Vacant	Testing Coordinator		\$958
Vacant	Assistant Track Coach	3	\$2982
Vacant	Choir Director		\$319
Walls, Eric	Assistant Track Coach	3	\$3057

NAME	ASSIGNMENT	SALARY
<u>PATRICK LYNCH ELEMENTARY:</u>		
Bodnar, Katie	Outdoor School	\$900
Cereghino, Stephanie	Music Program (1 Program)	\$319
Cereghino, Stephanie	TAG Resource Teacher	\$958
Peck, Sydney	Computer Resource Teacher (50% Stipend)	\$472.50
Peck, Sydney	Outdoor School	\$900
Richards, Kristi	Testing Coordinator (50% Stipend)	\$479
Sippel, Sarah	Testing Coordinator	\$479
Zimmer, Laurel	Computer Resource Teacher (50% Stipend)	\$472.50
<u>POWELL BUTTE ELEMENTARY:</u>		
Austin, Jared	Computer Resource Teacher (50% Stipend)	\$472.50
Austin, Jared	Outdoor School	\$900
Austin, Jared	Testing Coordinator	\$958
Carlson, Eric	Outdoor School	\$900
Cumming, Cory	Music Program (1 Program)	\$319
Phillips, Norman	Outdoor School	\$900
Rohr, Kristin	Computer Resource Teacher (50% Stipend)	\$472.50
Said-Hall, Tai	TAG Resource Teacher	\$958
<u>PARKLANE ELEMENTARY:</u>		
Cooper, Katherine	Music Program (1 Program)	\$319
Ogan, Stephanie	TAG Resource Teacher	\$958
Patterson, Heidi	Computer Resource Teacher	\$945
Pekin, Kari	Outdoor School	\$900
Weathersby, Monica	Outdoor School	\$900
<u>BUTLER CREEK ELEMENTARY:</u>		
Bihler, Jackson	Computer Resource Teacher	\$945
Bihler, Jackson	Outdoor School	\$900
Lasfetto, Michael	Music Program (1 Program)	\$319
Price, Tari	TAG Resource Teacher	\$958
Quemada, Mark	Outdoor School	\$900
Strickland, Marie	Outdoor School	\$900
Vacant	Testing Coordinator	\$958
<u>HAROLD OLIVER ELEMENTARY:</u>		
Davies, Bridget	Music Program (1 Program)	\$319
Ernstrom, Rachel	Outdoor School	\$900
Ernstrom, Rachel	Computer Resource Teacher	\$945
Fuchs, Karissa	TAG Resource Teacher	\$958
Hui, Stefanie	Outdoor School	\$900
Vacant	Testing Coordinator	\$935
<u>MEADOWS ELEMENTARY:</u>		
Bubnova, Marina	Music Program (1 Program)	\$319
Egbers, Benjamin	Outdoor School	\$900
Flury, Sarah	TAG Resource Teacher	\$958
Gradwohl, Sally	Testing Coordinator	\$935
Montgomery, Kristopher	Outdoor School	\$900
Rouse, Meagan	Computer Resource Teacher	\$945
Watson, Autumn	Outdoor School	\$900

NAME	ASSIGNMENT	SALARY
<u>PLEASANT VALLEY ELEMENTARY:</u>		
Carr, Carey	Computer Resource Teacher	\$945
Hawkins, Kristen	Testing Coordinator	\$958
Kirstein, Emily	Music Program (1 Program)	\$319
Odoms, Emmanuel	Outdoor School	\$900
Reddy, Jamie	TAG Resource Teacher	\$958
Saks, Todd	Outdoor School	\$900

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

NEW BUSINESS

TO: Board of Directors
DATE: November 13, 2019
SUBJECT: Consider Revised Policy AC & AC– AR Nondiscrimination & Complaint Procedures

Recent adoption of revised complaint and appeal process to ODE Oregon Administrative Rules by the State Board of Education affected several policies and administrative regulations. The changes include the addition of the discriminatory use of a Native American mascot and updates the list of complaints that may be appealed to the Oregon Department of Education (ODE).

Review the recommended revisions in the attached documents for consideration.

Board adoption of AC-AR is required.



Code: **AC**
Adopted: 10/81
Revised/Readopted: 10/10/90; 8/22/01; 3/08/06;
12/12/07; 5/13/09; 9/28/11;
12/14/11; 9/25/13; 10/14/15;
11/08/17

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation¹, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans', or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other person with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint the individuals at the district to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other civil rights or discrimination issues, and notify students, parents, and the staff with their names, office addresses, and phone numbers. The Board will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating,

¹ Sexual orientation means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individuals' gender identity, appearance, expression or behavior differs from that traditionally associated with the individuals' gender at birth.

threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.006	ORS 659A.409
ORS 192.630	ORS 659A.009	OAR 581-002-0001 – 002-0005
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0045
ORS 408.230	ORS 659A.030	OAR 581-021-0046
ORS 659.805	ORS 659A.040	OAR 581-021-0047
ORS 659.815	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.850 - 659.860	ORS 659A.230 - 659A.233	OAR 581-022-2370
ORS 659.865	ORS 659A.236	OAR 839-003
ORS 659.870	ORS 659A.309	
ORS 659A.003	ORS 659A.321	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2012); 29 C.F.R Part 1626 (20178).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2012); 29 C.F.R. Part 1630 (2018); 28 C.F.R. Part 35 (2018).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012); 34 C.F.R. Part 104 (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2018).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012); 28 C.F.R. §§ 42.101-42.106 (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012); 29 C.F.R. § 1601 (2018).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2012).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2012).

Cross Reference(s):

ACA - Americans with Disabilities Act

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity



Code: **AC-AR**
Adopted: 10/81
Revised/Reviewed: 6/27/01; 1/05/06; 11/14/13;
10/14/15; 12/13/17
Orig. Code: AC-AR

Discrimination Complaint Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1 Complaints may be oral or in writing and must be filed with the principal. Any staff member that receives an oral or written complaint shall report the complaint to the principal.

The principal shall investigate and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 school days of receipt of the complaint.

Step 2 If the complainant wishes to appeal the decision of the principal, the complainant may submit a written appeal to the superintendent or designee within five school days after receipt of the principal's response to the complaint.

The superintendent or designee shall review the principal's decision within [five] school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the principal's decision. The superintendent or designee will respond, in writing, to the complaint within 10 school days.

Step 3 If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may meet with the concerned parties and their representative at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant, in writing or electronic form, within 10 days of this meeting.

If the principal is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent or designee.

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and be submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at Step 3 and be referred directly to district counsel.

Timelines established in each step of this procedure may be extended upon mutual consent of the district and the complainant, in writing. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

If the complainant, is a person who resides in the district or is a parent or guardian of a student who attends school in the district or is a student, and is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days, may appeal the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001-002-0023.

Discrimination Complaint Form

Name of Person Filing Complaint Date School or Activity

Student/Parent Employee Job applicant Other _____

Type of discrimination: Race Color Religion
 Sex National or ethnic origin Mental or physical disability

Marital status

Familial status

Economic status

Veterans' status

Pregnancy

Discriminatory use of a Native American mascot

Age

Sexual orientation

Other _____

Specific complaint (please provide detailed information including names, dates, places, activities and results of informal discussion):

Who should we talk to and what evidence should we consider?

Suggested solution/resolution/outcome:

This complaint form should be mailed or submitted to the principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon

Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.



Code: AC
Adopted: 10/81
Revised/Readopted: 10/10/90; 8/22/01; 3/08/06; 12/12/07; 5/13/09; 9/28/11; 12/14/11;
9/25/13; 10/14/15; 11/08/17
Orig. Code: 1310

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation¹, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans', or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other person with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The superintendent shall appoint ~~and make known~~ the individuals at the district to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act ~~of 1973~~, Titles VI, ~~Title~~ and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other civil rights or discrimination issues², and notify students, parents, and the staff with their names, office addresses, and phone numbers. The Board will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹ Sexual orientation means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individuals' gender identity, appearance, expression or behavior differs from that traditionally associated with the individuals' gender at birth.

~~² Districts are required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.~~

Legal Reference(s):

ORS 174.100	ORS 659A.006	ORS 659A.409
ORS 192.630	ORS 659A.009	OAR 581-002-0001 – 002-0005
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0045
ORS 408.230	ORS 659A.030	OAR 581-021-0046
ORS 659.805	ORS 659A.040	OAR 581-021-0047
ORS 659.815	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.850 - 659.860	ORS 659A.230 - 659A.233	OAR 581-022-2370
ORS 659.865	ORS 659A.236	OAR 839-003
ORS 659.870	ORS 659A.309	
ORS 659A.003	ORS 659A.321	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2012); 29 C.F.R Part 1626 (20178).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2012); 29 C.F.R. Part 1630 (2018); 28 C.F.R. Part 35 (2018).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012); 34 C.F.R. Part 104 (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2018).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012); 28 C.F.R. §§ 42.101-42.106 (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012); 29 C.F.R. § 1601 (2018).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2012).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2012).

Cross Reference(s):

ACA - Americans with Disabilities Act

GBA - Equal Employment Opportunity

JB - Equal Educational Opportunity



Code: **AC-AR**
Adopted: 10/81
Revised/Reviewed: 6/27/01; 1/05/06; 11/14/13; 10/14/15; 12/13/17
Orig. Code: AC-AR

Discrimination Complaint Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1 Complaints may be oral or in writing and must be filed with the principal. Any staff member that receives an oral or written complaint shall report the complaint to the principal.

The principal shall investigate and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 school days of receipt of the complaint.

~~Any staff member that receives a written or oral complaint shall report the complaint to the principal.~~

Step 2 If the complainant wishes to appeal the decision of the principal, he/she the complainant may submit a written appeal to the superintendent or designee within five school days after receipt of the principal's response to the complaint.

The superintendent or designee may shall review the principal's decision within [five] school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the principal's decision, and The superintendent or designee will respond, in writing, to the complaint within 10 school days.

Step 3 If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may meet with the concerned parties and their representative [at the next regular or special Board meeting][at a Board meeting]. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant, in writing or electronic form, within 10 days of this meeting.

If the principal is the subject of the complaint, the individual may start at Step 2 and should file a complaint with the superintendent or designee.

If the superintendent is the subject of the complaint, the complaint may start at Step 3 and be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at Step 3 and be ~~made~~ submitted to the Board chair and may be referred to district counsel.

Complaints against the Board chair may start at Step 3 and be ~~made~~ referred directly to district counsel.

Timelines established in each step of this procedure may be extended ~~based~~ upon mutual consent of ~~both parties~~ the district and the complainant, in writing [, but will not be longer than 30 days from the date of the submission of the complaint at any step]. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

If the complainant, is a person who resides in the district or is a parent or guardian of a student who attends school in the district or is a student, and is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days, ~~whichever occurs first, he/she~~ may appeal the district's final decision ~~in writing~~ to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) ~~581-021-0049~~ 581-002-0001-002-0023.

Discrimination Complaint Form

Name of Person Filing Complaint

Date

School or Activity

Student/Parent Employee ~~Nonemployee~~ (Job applicant) Other _____

Type of discrimination:

Race Color Religion Sex Marital ~~S~~status Age

Pregnancy Familial status Economic status Veterans' status

Sexual ~~O~~rientation National or ethnic ~~O~~origin Mental or physical ~~D~~isability

Discriminatory use of a Native American mascot Other _____

Specific complaint (please provide detailed information including names, dates, places, activities and results of informal discussion):

Who should we talk to and what evidence should we consider?

Suggested solution/resolution/outcome:

This complaint form should be mailed or submitted to the principal.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

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

NEW BUSINESS

TO: Board of Directors
DATE: November 13, 2019
SUBJECT: Consider Revised Policy GCDA/GDDA– AR Criminal Records
Checks/Fingerprinting

The State Board of Education revised the Oregon Administrative Rules (OAR) related to criminal records checks and fingerprinting of employees, contractors and criminal records checks and optional fingerprinting of volunteers. Clarification of definitions related to conviction and most of the repealed language was moved into the revised OARs with housekeeping clean up.

If the district has optional board policy IICC – Volunteers, it is recommended the district review the recommend language and revised and readopt.

It is required that the district review and revise the required board policy GCDA/GDDA and its administrative regulation (AR) with the recommended language and readopt the required policy, and review the required AR.

If the district has optional board policy IICC – Volunteers, it is recommended the district review the recommend language and revised and readopt.



Code: **GCDA/GDDA**
Adopted: 1/26/94
Revised/Readopted: 4/24/96; 5/14/97; 7/16/97;
2/13/08; 10/28/09; 12/12/12;
4/09/14; 9/14/16; 4/25/18;
11/14/18
Orig. Code: GCDA/GDDA

Criminal Records Checks and Fingerprinting

In a continuing effort to further ensure the safety and welfare of students and staff, the district shall require all newly hired full-time and part-time employees¹ not requiring licensure under Oregon Revised statute (ORS) 342.223 to submit to a criminal records check and fingerprinting as required by law. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall submit to criminal records checks and/or fingerprinting, as established by board policy and as required by law.

“Direct, unsupervised contact with students” means contact with students that provide the person opportunity and probability for personal communication or touch when not under direct supervision.

Pursuant to state law, a criminal records check or fingerprint based criminal records checks shall be required of the following individuals²:

1. All individuals employed as or by a contractor, whether employed part-time or full-time, and considered by the district to have direct, unsupervised contact with students;
2. Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early education program, or at a kindergarten through grade 12 school site during the regular school day;
3. Any individual who is an employee of a public charter school and not requiring licensure under ORS 342.223; and
4. ³Any individual considered for volunteer service with the district who is allowed to have direct, unsupervised contact with students.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

³ If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.

The district will provide the written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or [volunteer] forms.

The procedure for processing fingerprint collection is further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

A subject individual shall be subject to the collection of fingerprint information only after the offer of employment or contract from the district and may be charged a fee by the district. A subject individual may request the fee be withheld from the amount otherwise due the individual.

The district shall begin the employment of a subject individual or terms of a district contractor on a probationary basis pending the return and disposition of the required criminal records checks.

When the district is notified of a subject individual who has been convicted of any crimes prohibiting employment or contract the individual will not be employed or contracted, or if employed will be terminated. When the district is notified of a subject individual who knowingly made a false statement as to the conviction of any crime, the individual will not be employed or contracted with by the district, or if employed by the district will be terminated. A subject individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law may not be employed or contracted with, by the district.

The district’s use of criminal history must be relevant to the specific requirements of the position, services or employment.

The service of a volunteer allowed to have direct, unsupervised contact with students will not begin before the return and disposition of a criminal records check.

A volunteer who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district.

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413-183.470.

A volunteer may appeal a determination from a fingerprint based criminal records check by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case, under ORS 183.413-183.470.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)

[ORS 332.107](#)
[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)

[OAR 414-061-0010 – 061-0030](#)
[OAR 581-021-0510 – 021-0512](#)
[OAR 581-022-2430](#)
[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

Cross Reference(s):

EEACA - Driver Selection, Certification and Training
IICC - Volunteers



Code: **GCDA/GDDA-AR**
Revised/Reviewed: 1/20/04; 12/11/07; 10/14/08;
11/03/09; 4/16/13; 4/09/14;
9/14/16; 4/25/18; 11/14/18
Orig. Code: GCDA/GDDA-AR

Criminal Records Checks/Fingerprinting

Requirements

1. Any individual newly hired employee¹, full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223, such as a teacher, administrator, personnel specialist or school nurse, shall submit to a criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to submit to a criminal records check and fingerprinting with TSPC.
4. Any individual hired as or by a contractor², whether part-time or full-time, into a position having direct, unsupervised contact with students as determined by the district shall be required to submit to a criminal records check and fingerprinting.

The superintendent will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early education program or at a kindergarten through grade 12 school site during the regular school day shall be required to undergo a criminal records check and fingerprinting.
6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and fingerprinting.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

7. ³A volunteer allowed by the district into a position having direct, unsupervised contact with students shall undergo an in state criminal records check.

Exceptions

A newly hired employee⁴ is not subject to fingerprinting if the district has on file evidence that the employee successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and not reside outside the state between the two periods of employment.

Notification

1. The district will provide notification to individuals subject to criminal records check and/or fingerprinting of the following:
 - a. Such criminal records checks and/or fingerprinting are required by law and/or Board policy;
 - b. Any action resulting from such checks completed by the Oregon Department of Education (ODE) that impact employment or contact may be appealed as a contested case to ODE;
 - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment or contract status;
 - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, ODE forms or district volunteer forms (written or electronic) may result in immediate termination from employment, contract status or the ability to volunteer in the district;
 - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status .
2. The district will provide written notice through means such as staff handbooks, employment applications, contracts or volunteer forms.

Processing/Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract any individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.
2. Fingerprints may be collected by one of the following:
 - a. Employing district staff;
 - b. Contracted agent of employing district; or

³ If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.

⁴ Any individual hired within the last three months.

- c. Local or state law enforcement agency.
3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized finger printer.
 4. The authorized finger printer will obtain the necessary identification and fingerprinting and notify the ODE with the results. The ODE will review and notify the district of said results and as well as the identity any individual it believes has knowingly made a false statement as to conviction of a crime, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment or contract.
 5. A copy of the fingerprinting results will be kept by the district.
 6. It shall be the responsibility of the principal/supervisor under whom the volunteer is working to determine if the work performed by the volunteer is subject to this requirement and to notify the volunteer of the necessarily to participate in the Oregon criminal records check. It shall be the responsibility of the volunteer to obtain the application materials from the human resources department and to complete the materials associated with the criminal records check process. All completed materials with the appropriate cost for processing will be returned to human resources for submission to the state for processing.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors⁵, shall be paid by the individual.
2. An individual offered a contract or employment by the district may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual, in accordance with Oregon law.
3. Fees associated with required criminal records checks for volunteers shall be paid by the individual.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. A subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or board policy will be terminated from employment or contract status or withdrawal of offer of employment or contract will be made by the district upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁶ from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the

⁵ Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

⁶ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

2. A subject individual may be terminated from employment or contract status, upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provision of Accountability for Schools for the 21st Century Law.
4. Any volunteer who refuses to submit, when required, to a criminal records check or fingerprint based criminal records check in accordance with law and/or Board policy will be denied the ability to volunteer in the district.
5. If the district has been notified by the Superintendent of Public instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.223, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number,, the individual [may][will] be denied the ability to volunteer in the district.

Appeals

Ay subject individual may appeal a determination from ODE, that prevents his/her employment or eligibility to contract with the district, to the Superintendent of Public Instruction as a contested case under ORS 183.413-183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

(already addressed in the policy and AR)



Code: GCDA/GDDA
Adopted: 1/26/94
Revised/Readopted: 4/24/96; 5/14/97; 7/16/97; 2/13/08; 10/28/09; 12/12/12;
4/09/14; 9/14/16; 4/25/18; 11/14/19
Orig. Code: GCDA/GDDA

Criminal Records Checks and Fingerprinting

In a continuing effort to further ensure the safety and welfare of students and staff, the district shall require all newly hired full-time and part-time employees¹ not requiring licensure under Oregon Revised statute (ORS) 342.223 to ~~undergo~~ submit to a criminal records check and/or fingerprinting as required by law. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall submit to criminal records checks and/or fingerprinting, as established by board policy and as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

~~As required by~~ Pursuant to state law, a criminal records check and/or fingerprinting based criminal records checks shall be required of the following ~~individual or~~ individuals²:

1. All ~~district~~ individuals employed as or by a contractor ~~s and their employees~~, whether employed part-time or full-time, and considered by the district to have direct, unsupervised contact with students;
- ~~2. All district contractors and/or their employees who provide early childhood special education or early intervention services in accordance with rules established by the Oregon Department of Education, Child Care Division;~~
- ~~3.2.~~ Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early education program, or at a kindergarten through grade 12 school site during the regular school day;
- ~~4.3.~~ Any individual who is an employee of a public charter school and not requiring licensure under ORS 342.223; and
- ~~5.4.~~³ Any individual considered for volunteer service with the district who is allowed to have direct, unsupervised contact with students.

The district will provide the written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or [volunteer] forms.

~~The identity of a subject individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification~~ The procedure for processing fingerprint collection is further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

³ If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.

A subject individual shall be subject to the collection of fingerprinting information only after acceptance of an offer of employment or contract from the district and may be charged a fee by the district. A subject individual may request the fee be withheld from the amount otherwise due the individual.

The district shall begin the employment of a subject individual or terms of a district contractor on a probationary basis pending the return and disposition of the required criminal records checks.

When the district is notified of a subject individual who has been convicted of any crimes prohibiting employment or contract will be terminated and/or the individual will not be employed or contracted, or if employed will be terminated. When the district is notified of a subject individual who knowingly made a false statement as to the conviction of any crime, the individual will not be employed or contracted with by the district, or if employed by the district will be terminated. A subject individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law will not be employed or contracted with, by the district. A subject individual who knowingly made a false statement as to the conviction of any crime may not be employed or contracted with, by the district.

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

The service of a volunteer allowed to have direct, unsupervised contact with students will not begin before the return and disposition of a criminal records check.

A subject individual volunteer who knowingly made a false statement or has been a conviction of a the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district may result in immediate termination from the ability to volunteer in the district.

~~Fees associated with a criminal records check and/or fingerprinting may be charged.~~

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case and will be notified of such in writing by ODE under ORS 183.413-183.470.

A volunteer required to submit to a fingerprint based criminal records check may appeal a determination from a fingerprint based criminal records check by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case, if the results of the background check were provided by ODE or ODE's vendor and will be notified of such in writing by ODE under ORS 183.413-183.470.

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)
[ORS 181A.230](#)
[ORS 326.603](#)
[ORS 326.607](#)

[ORS 332.107](#)
[ORS 336.631](#)
[ORS 342.143](#)
[ORS 342.223](#)

[OAR 414-061-0010 – 061-0030](#)
[OAR 581-021-0510 – 021-0512](#)
[OAR 581-022-2430](#)
[OAR 584-050-0012](#)

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

Cross Reference(s): EEACA - Driver Selection, Certification and Training ICC - Volunteers



Code: GCDA/GDDA-AR
Revised/Reviewed: 1/20/04; 12/11/07; 10/14/08; 11/03/09; 4/16/13; 4/09/14;
9/14/16; 4/25/18
Orig. Code: GCDA/GDDA-AR

Criminal Records Checks/Fingerprinting

~~Subject Individual~~ Requirements

1. Any individual newly hired employee¹, full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223, such as a teacher, administrator, personnel specialist or school nurse, shall ~~be required to undergo~~ submit to a ~~nationwide~~ criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to ~~undergo~~ submit to a ~~nationwide~~ criminal records check and fingerprinting with TSPC.
4. Any ~~district~~ individual hired as or by a contractor², whether part-time or full-time, ~~or an employee of a district contractor, whether part time or full time, hired~~ into a position having direct, unsupervised contact with students as determined by the district shall be required to ~~undergo~~ submit to a ~~nationwide~~ criminal records check and fingerprinting.

The superintendent will identify ~~district~~ contractors who are ~~present on district property and regularly interact with students and are~~ subject to such requirements.

- ~~5. Any contractor or an employee of the contractor who provides early childhood special education or early intervention services shall be required to undergo a nationwide criminal records check and fingerprinting with the Oregon Department of Education (ODE), Child Care Division.~~
- ~~6.5.~~ Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early education program or at a kindergarten through grade 12 school site during the regular school day shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting.
- ~~7.6.~~ Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting.

¹ Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

² Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

8.7. ³ ~~Any individual authorized~~ volunteer allowed by the district ~~for volunteer service~~ into a position having direct, unsupervised contact with students shall ~~be required to~~ undergo an ~~Oregon~~ in state criminal records check.

Exceptions

A newly hired employee⁴ is not subject to fingerprinting if the district has on file evidence that the ~~newly hired~~ employee ~~previously and successfully completed an Oregon and a FBI~~ successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and not reside outside the state between the two periods of employment.

~~Evidence will be either a copy of the criminal records check or a written statement of verification from a supervisor or officer of the previous employer. Furthermore:~~

- ~~1. The ODE or TSPC verification of a previous check shall be acceptable only in the event the district can demonstrate records are not otherwise available;~~
- ~~2. The district shall maintain evidence that the employee has not resided outside the state during the interval between the two periods of time working in the district.~~

Notification

1. The district will provide notification to individuals subject to criminal records check and/or fingerprinting of the following:
 - a. Such criminal records checks and/or fingerprinting are required by law and/or Board policy;
 - b. Any action resulting from such checks ~~completed by the Oregon Department of Education (ODE)~~ that impact employment or contact may be appealed as a contested case to ODE;
 - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment or contract status;
 - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, ODE forms or district volunteer forms (written or electronic) may result in immediate termination from employment, contract status or the ability to volunteer in the district;
 - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status .
2. The district will provide written notice through ~~such~~ means ~~such~~ as ~~staff handbooks~~, employment applications, contracts or volunteer forms.

Processing/Reporting Procedures

1. ~~Immediately following an offer and acceptance of employment or contract~~ ~~Any individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms~~ ~~or~~

³ If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct background checks on these volunteers.

⁴ Any individual hired within the last three months.

~~requirements as approved by ODE (information available through the district)~~ authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

2. ~~If the individual is subject to fingerprinting, he/she will be required to report within three working days to an authorized finger printer for fingerprinting.~~ Fingerprints may be collected by one of the following:
 - a. Employing district staff;
 - b. Contracted agent of employing district; or
 - c. Local or state law enforcement agency.

~~The individual subject to fingerprinting shall be subject only after acceptance of an offer of employment or contract.~~

3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized finger printer.
4. The authorized finger printer will obtain the necessary identification and fingerprinting and notify the ODE with the results. The ODE will review and notify the district of said results and as well as the identity any ~~subject~~ individual it believes has knowingly made a false statement as to conviction of a crime, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment or contract.
5. A copy of the ~~required form to authorize~~ fingerprinting, ~~and the~~ results ~~of such,~~ will be kept ~~on file~~ by the district.
6. It shall be the responsibility of the principal/supervisor under whom the volunteer is working to determine if the work performed by the volunteer is subject to this requirement and to notify the volunteer of the necessarily to participate in the Oregon criminal records check. It shall be the responsibility of the volunteer to obtain the application materials from the human resources department and to complete the materials associated with the criminal records check process. All completed materials with the appropriate cost for processing will be returned to human resources for submission to the state for processing.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including ~~persons hired as or by contractors⁵ and their employees,~~ shall be paid by the individual.
- ~~2. Fees are payable within three working days of beginning employment or contract.~~
- ~~3.2.~~ An individual offered a contract or employment ~~in by~~ the district may, only upon request, request that the amount of the fee be withheld from the ~~employee's paycheck, including a periodic payroll~~

⁵ Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

~~deduction rather than a lump sum payment~~ amount otherwise due the individual, in accordance with Oregon law. ~~The district may withhold such fees only upon the request of the individual.~~

4.3. Fees associated with required criminal records checks for volunteers shall be paid by the individual.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. Any subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or board policy will be terminated from employment or contract status or withdrawal of offer of employment or contract will be made by the superintendent district upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁶ from the Superintendent of Public Instruction ~~or his/her designee~~ that the employee has a conviction of any crimes ~~prohibiting employment with the district as specified in law~~ listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.
2. Any subject individual ~~required to submit to a criminal records check and/or fingerprinting in accordance with law~~ may be terminated from employment or contract status, ~~or withdrawal of offer of employment or contract will be made by the superintendent~~ upon notification from the Superintendent of Public Instruction ~~or his/her designee~~ that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provision of Accountability for Schools for the 21st Century Law.
4. Any volunteer who ~~will have direct, unsupervised contact with students that~~ refuses to submit, when required, to a ~~required~~ criminal records check or fingerprint based criminal records check ~~to acquire or maintain a volunteer status in the district~~ in accordance with law and/or Board policy will be denied the ability to volunteer in the district.
5. If the district has been notified by the Superintendent of Public instruction that ~~Any~~ a volunteer who knowingly ~~makes~~ made a false statement or has a conviction for any crimes listed in ORS 342.223, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, ~~as determined by the district, on a district volunteer application form~~ the individual [may][will] be denied the ability to volunteer in the district.

Appeals

A subject individual may appeal a determination from ODE, that prevents his/her employment or eligibility to contract with the district, to the Superintendent of Public Instruction as a contested case ~~and will be so notified in writing by the ODE~~ under ORS 183.413-183.470.

⁶ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

Licensed Employees (already addressed in the policy and AR)

~~All licensed employees shall meet state requirements for criminal records check/fingerprinting through requirements established by the ODE and administered through the TSPC when the licensed employee applies for licensing through TSPC.~~

Students

~~Students employed by the school district into positions who may have direct unsupervised contact with students are required to go through the same procedures prescribed above. Students employed by the school district into part-time positions in the school that they attend, and who are supervised by an adult at all times will not be required to go through the same procedures as prescribed for volunteers.~~

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

NEW BUSINESS

TO: Board of Directors
DATE: November 13, 2019
SUBJECT: Consider Revised Policy IICC - Volunteers

The State Board of Education revised the Oregon Administrative Rules (OAR) related to criminal records checks and fingerprinting of employees, contractors and criminal records checks and optional fingerprinting of volunteers. Clarification of definitions related to conviction and most of the repealed language was moved into the revised OARs with housekeeping clean up.

It is required that the district review and revise the required board policy GCDA/GDDA and its administrative regulation (AR) with the recommended language and readopt the required policy, and review the required AR.

Because the district has board policy IICC- Volunteers, it is recommended that the board review the recommended language, then revise and readopt.



Code: **IICC**
Adopted: 12/12/90
Revised/Readopted: 10/27/04; 5/28/14; 1/24/18; 11/14/18
Orig. Code: IICC

Volunteers

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

¹A volunteer authorized by the district for services into a position that allows direct unsupervised contact with students shall undergo an in state criminal records check.

A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

Volunteer work is considered an extension of work in or around district schools; as such the rules of behavior and accepted activities enforced for district employees will likewise apply to volunteers. Volunteers will receive no remuneration for tasks and will ordinarily be recruited for an identified and specific purpose.

Nonexempt employees² may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar types of services as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.³

¹ The district must make a determination on whether volunteers will or will not have direct, unsupervised contact with students. If the district allows volunteers direct, unsupervised contact with students, this language is required.

² There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.

³ Districts should review with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and as advisers for cheerleading and other district-sponsored activities for FLSA district impact.

School volunteers may be reimbursed for pre-approved expenses actually incurred on school business. Reasonable and necessary expenses will be compensated in the same manner as district personnel.

The district will provide worker's compensation coverage for volunteers if the insurance carrier allows the coverage.

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

Legal Reference(s):

[ORS Chapter 243](#)
[ORS 326.607](#)

[ORS 332.107](#)

[OAR 581-021-0510 – 021-0512](#)
[OAR 839-020-0005](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Cross Reference(s):

GCDA/GDDA - Criminal Records Checks/Fingerprinting
KK - Visitors to District Facilities



Code: **IICC**
Adopted: 12/12/90
Revised/Readopted: 10/27/04; 5/28/14; 1/24/18
Orig. Code: IICC

Volunteers

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

¹A ~~ny person~~ volunteer authorized by the district for ~~volunteer~~ services into a position that ~~will have~~ allows direct unsupervised contact with students shall ~~be required to~~ undergo an ~~Oregon~~ in state criminal records check.

[A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form [will] [may] be denied the ability to volunteer in the district.]

Volunteer work is considered an extension of work in or around district schools; as such the rules of behavior and accepted activities enforced for district employees will likewise apply to volunteers. Volunteers will receive no remuneration for tasks and will ordinarily be recruited for an identified and specific purpose.

Nonexempt employees² may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar types of services as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.³

School volunteers may be reimbursed for pre-approved expenses actually incurred on school business. Reasonable and necessary expenses will be compensated in the same manner as district personnel.

¹ The district must make a determination on whether volunteers will or will not have direct, unsupervised contact with students. If the district allows volunteers direct, unsupervised contact with students, this language is required.

² There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.

³ Districts should review with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and as advisers for cheerleading and other district-sponsored activities for FLSA district impact.

The district will provide worker's compensation coverage for volunteers if the insurance carrier allows the coverage.

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

Legal Reference(s):

[ORS Chapter 243](#)
[ORS 326.607](#)

[ORS 332.107](#)

[OAR 581-021-0510 – 021-0512](#)
[OAR 839-020-0005](#)

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

Cross Reference(s):

GCDA/GDDA - Criminal Records Checks/Fingerprinting
KK - Visitors to District Facilities

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

NEW BUSINESS

TO: Board of Directors
DATE: November 13, 2019
SUBJECT: Consider Revised Policy JGAB and JGAB-AR: Use of Restraint or Seclusion

Revised policy JGAB, Use of Restraint or Seclusion and the accompanying AR, is being presented to the Board for their consideration and adoption.

In Senate Bill 963 (2019 Legislative Session), the Oregon Revised Statutes governing restraint and seclusion were amended. The amendments clarify and define when and under what circumstances an employee may or may not touch a student or impose the use of restraint or seclusion.

It is recommended that the district revise the required policy and administrative regulation (AR) to include the recommended language reflecting the new legislation and adopt policy; the AR may be reviewed by the Board.

Board approval of policy JGAB and its AR are required.



Code: **JGAB**
Adopted: 1/16/08
Readopted: 1/25/12; 9/24/14; 12/13/17
Orig. Code: JGAB

Use of Restraint or Seclusion

The Board is dedicated to the development and application of best practices within the district’s public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and non-incident use of a solid object, including a wall or the floor, to impede a student’s movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student’s neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student’s mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student’s neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student’s behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

3. The student’s behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
4. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator[, or volunteer], it will be used only for as long as the student’s behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

5. “Restraint” means the restriction of a student’s actions or movements by holding the student or using pressure or other means.

Restraint does not include:

- a. Holding a student’s hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student’s impulsive behavior that threatens the student’s immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or

Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

6. “Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving.

7. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
8. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical” restraint does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
9. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
10. “Prone restraint” means a restraint in which a student is held face down on the floor.
- “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Crisis Prevention Institute (CPI), Non-Violent Crisis Intervention Training Program of restraints or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavioral support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;

9. The demographic characteristics¹ of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

A complainant, who is a student, is a parent or guardian of a student attending school in the district or is a person who resides in the district, may appeal a district's final decision to the Deputy Superintendent of Public Instruction pursuant to OAR 581-022- 2370. [This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.]

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

Legal Reference(s):

¹ Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

[ORS 161.205](#)
[ORS 339.250](#)
[ORS 339.285](#)
[ORS 339.288](#)
[ORS 339.291](#)
[ORS 339.294](#)
[ORS 339.297](#)

[ORS 339.300](#)
[ORS 339.303](#)

[OAR 581-021-0061](#)
[OAR 581-021-0550](#)
[OAR 581-021-0553](#)
[OAR 581-021-0556](#)

[OAR 581-021-0559](#)
[OAR 581-021-0563](#)
[OAR 581-021-0566](#)
[OAR 581-021-0568](#)
[OAR 581-021-0569](#)
[OAR 581-021-0570](#)
[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment
JGDA/JGEA - Discipline of Students with Disabilities



Code: JGAB-AR
Revised/Reviewed: 12/04/07; 10/14/08; 1/03/12;
9/24/14
Orig. Code: JGAB-AR

Use of Restraint and Seclusion

Procedure

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify parents or guardians verbally or electronically.
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - b. Written documentation of the incident within 24 hours that provides:
 - (1) A description of the restraint or seclusion including:
 - (a) The date of the restraint or seclusion;
 - (b) The times the restraint or seclusion began and ended; and
 - (c) The location of the incident.
 - (2) A description of the student's activity that prompted the use of restraint or seclusion;
 - (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
 - (4) The names of staff of the district who administered the restraint or seclusion;
 - (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - (6) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the parent or guardian of the student that included the lack of training, and the reason why a person without training administered the restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.

5. If restraint or seclusion continues for more than 30 minutes, the student must be provided with adequate access to bathroom and water every 30 minutes. If physical restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes and administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
6. A district Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
 - a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent or guardian contact and notification.
7. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion. Staff members involved in the intervention, together with an administrator or designee must be included in the meeting. The debriefing team shall include an administrator or designee. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.
8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, or to the union representative for the affected person, if applicable.
10. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

Restraint/seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or section 504 plan:

1. Parent participation in the plan is required;
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained staff, including a behavioral specialist and a district representative who is familiar with the restraint training practices adopted by the district;

3. Prior to the implementation of any behavioral support plan that includes restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan;
4. When a behavior support plan includes restraint or seclusion the parents may be provided a copy of the district Physical Restraint or Seclusion policy at the time the plan is developed.
5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan.

Use of restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming themselves, other students or school staff.

The use of restraint and/or seclusion under these circumstances with a student who does not have restraint and/or seclusion as a part of their IEP or 504 plan is subject to all of the requirements established by Board policy and this administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.



Code: **JGAB**
Adopted: 1/16/08
Readopted: 1/25/12; 9/24/14; 12/13/17
Orig. Code: JGAB

Use of Restraint ~~and~~ or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. ~~It is the intent of t~~The Board ~~to~~ establishes ~~a~~ this policy ~~and its~~ administrative regulation ~~that~~ to defines the circumstances that must exist and the requirements that must be met prior to, during and after the use of ~~physical~~ restraint ~~and/or~~ seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

3. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
4. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator[, or volunteer], it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

5. ~~“Physical r~~Restraint” means the restriction of a student's actions or movements by ~~one or more persons~~ holding the student or ~~applying physical~~ using pressure ~~upon the student~~ or other means.

~~Physical r~~Restraint does not include:

- a. ~~touching or h~~Holding a student's ~~without the use of force for the purpose of directing the student or assisting the student in completing a task or activity. The definition of physical restraint does not include the use of mechanical, chemical or prone restraint of a student as these methods are prohibited by Oregon law~~ hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or

Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

6. “Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, if the student is in a setting from which the student is not physically prevented from leaving.

7. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
8. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical” restraint does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or

b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

9. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that ~~has is not been~~ prescribed by a licensed ~~health professional~~ physician or other qualified health ~~care~~ professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.

10. “Prone restraint” means a restraint in which a student is held face down on the floor.

“Supine restraint” means a restraint in which a student is held face up on the floor.

~~The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan when other less restrictive interventions would not be effective and the student’s behavior poses a threat of imminent, serious bodily injury to the student or others.~~

~~Except in the case of an emergency, only staff current in the required training in accordance with the district designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee or volunteer as necessary when the student’s behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint/seclusion under these circumstances is only allowed so long as the student’s behavior poses a threat of imminent, serious bodily injury to themselves or to others.~~

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Crisis Prevention Institute (CPI), Non-Violent Crisis Intervention Training Program of ~~physical restraints and~~ or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavioral support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

An annual review of the use of ~~physical~~ restraint and seclusion during the preceding school year shall be completed and submitted to ~~the Superintendent of Public Instruction~~ ODE to ensure compliance with district policies and procedures.

The results of the ~~review and~~ annual ~~review~~ report shall be documented and shall include at a minimum:

1. The total number of incidents ~~of physical~~ involving restraint;
2. The total number of incidents ~~of~~ involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in ~~physical~~ restraint;
5. The total number of students placed in seclusion;

6. The total number of incidents that resulted in injuries or death to students or ~~personnel~~ staff as a result of the use of ~~physical~~ restraint or seclusion;
7. The total number of students placed in ~~physical~~ restraint and/or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of ~~physical~~ restraint and seclusion for each student;
8. The total number of ~~physical~~ restraint and/or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics¹ of all students upon whom ~~physical~~ restraint and/or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This ~~annual~~ report shall be made available ~~to the Board and~~ to the public at the district's main office and on the district's website ~~and to the Board~~.

At least once each school year the ~~public~~ parents and guardians of students of the district shall be notified ~~as to~~ about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

A complainant, who is a student, is a parent or guardian of a student attending school in the district or is a person who resides in the district, may appeal a ~~district's~~ final decision ~~by the Board~~ to the Deputy Superintendent of Public Instruction ~~as provided in~~ pursuant to OAR ~~581-002-0040~~ 581-022- 2370. [This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.]

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of ~~physical~~ restraint or seclusion by district ~~personnel~~ staff.

~~The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of physical restraint or seclusion by district personnel.~~

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 339.250](#)

[ORS 339.285](#)
[ORS 339.288](#)

[ORS 339.291](#)
[ORS 339.294](#)

¹ Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

[ORS 339.297](#)

[ORS 339.300](#)

[ORS 339.303](#)

[OAR 581-021-0061](#)

[OAR 581-021-0550](#)

[OAR 581-021-0553](#)

[OAR 581-021-0556](#)

[OAR 581-021-0559](#)

[OAR 581-021-0563](#)

[OAR 581-021-0566](#)

[OAR 581-021-0568](#)

[OAR 581-021-0569](#)

[OAR 581-021-0570](#)

[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment

JGDA/JGEA - Discipline of Students with Disabilities



Code: JGAB-AR
Revised/Reviewed: 12/04/07; 10/14/08; 1/03/12; 9/24/14
Orig. Code: JGAB-AR

Use of Restraint and Seclusion

~~General Guidelines~~ Procedure

1. If restraint or seclusion continues for more than 30 minutes, school staff will attempt to immediately notify ~~P~~parents or guardians ~~will be provided verbally, written or electronically notification by the school staff following the use of physical restraint or seclusion by the end of the day on which the incident occurred.~~
2. Following an incident involving the use of restraint or seclusion, school staff will provide parents or guardians of the student the following:
 - a. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
 - b. Written documentation of the incident within 24 hours that provides:
 - (1) A description of the restraint or seclusion including:
 - (a) The date of the restraint or seclusion;
 - (b) The times the restraint or seclusion began and ended; and
 - (c) The location of the incident.
 - (2) A description of the student's activity that prompted the use of restraint or seclusion;
 - (3) The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted;
 - (4) The names of staff of the district who administered the restraint or seclusion;
 - (5) A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the parent or guardian; and
 - (6) Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.
3. ~~Parents will be provided written documentation of the incident within 24 hours that provides:~~
 - a. ~~A description of the physical restraint and/or seclusion;~~
 - b. ~~The date of the physical restraint or seclusion;~~
 - c. ~~The time the physical restraint or seclusion began and ended, and the location;~~
 - d. ~~A description of the student's activity that prompted the use of physical restraint or seclusion;~~
 - e. ~~The efforts used to de-escalate the situation and the alternatives to physical restraint or seclusion that were attempted;~~
 - f. ~~The names of personnel of the public education program who administered the physical restraint or seclusion;~~
 - g. ~~A description of the training status of the personnel who administered the physical restraint or seclusion, including any information that may need to be provided to the parent or guardian; and~~
 - h. ~~Timely notification of a debriefing meeting to be held and of the parent's or guardian's right to attend the meeting.~~

- 4.3. If the ~~physical~~ restraint or seclusion was administered by a person without training, the ~~district~~ administrator will ~~provide that information~~ ensure written notice is issued to the parent or guardian of the student that included the lack of training, ~~along with~~ and the reason why a person without training administered the ~~physical~~ restraint or seclusion. The administrator will ensure written notice of the same to the superintendent.
- 5.4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.
- 6.5. If ~~physical~~ restraint or seclusion continues for more than 30 minutes, the student must be provided with adequate access to bathroom and water every 30 minutes. If physical restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes and administrator for the ~~public education program~~ district must provide written authorization for the continuation of the ~~physical~~ restraint or seclusion, including providing documentation for the reason the ~~physical~~ restraint or seclusion must be continued. Whenever ~~physical~~ restraint or seclusion extends beyond 30 minutes, ~~personnel~~ staff of the district will immediately attempt to verbally or electronically notify a parent or guardian.
- 7.6. A district ~~Physical~~ Restraint and/or Seclusion Incident Report must be completed and copies provided to those attending the debriefing meeting for review and comment. The completed Restraint and/or Seclusion Incident Report Form shall include the following:
- a. Name of the student;
 - b. Name of staff member(s) administering the restraint or seclusion;
 - c. Date of the restraint or seclusion and the time the restraint or seclusion began and ended;
 - d. Location of the restraint or seclusion;
 - e. A description of the restraint or seclusion;
 - f. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - g. A description of the behavior that prompted the use of restraint or seclusion;
 - h. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted;
 - i. Information documenting parent or guardian contact and notification.
- 8.7. A documented debriefing meeting must be held within two school days after the use of ~~physical~~ restraint or seclusion. Staff members involved in the intervention, together with an administrator or designee must be included in the meeting. The debriefing team shall include an administrator or designee. Written notes shall be taken and a copy of the written notes shall be provided to the parent or guardian of the student.
- 9.8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the Department of Human Services within 24 hours of the incident.
- 10.9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided to the superintendent within 24 hours of the incident, or to the union representative for the affected person, if applicable.
- 11.10. The district will maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.

The completed Physical Restraint and/or Seclusion Incident Report Form shall include the following:

1. Name of the student;
2. Name of staff member(s) administering the physical restraint or seclusion;
3. Date of the physical restraint or seclusion, and the time the physical restraint or seclusion began and ended;
4. Location of the physical restraint or seclusion;
5. A description of the physical restraint or seclusion;
6. A description of the student's activity immediately preceding the behavior that prompted the use of the physical restraint or seclusion;
7. Efforts to de-escalate the situation and alternatives to physical restraint or seclusion that were attempted;
8. Information documenting parent contact and notification; and
9. A summary of the debriefing meeting held.

Physical Restraint/seclusion as a part of a behavioral support plan in the student's Individual Education Program (IEP) or section 504 plan:

1. Parent participation in the plan is required;
2. The IEP team that develops the behavioral support plan shall include knowledgeable and trained personnel staff, including a behavioral specialist and a district representative who is familiar with the physical-restraint training practices adopted by the district;
3. Prior to the implementation of any behavioral support plan that includes physical-restraint and/or seclusion a functional behavioral assessment must be completed. The assessment plan must include an individual threshold for reviewing the plan;
4. When a behavior support plan includes physical-restraint or seclusion the parents may be provided a copy of the district Physical Restraint and/or Seclusion policy at the time the plan is developed.

The use of physical restraint and/or seclusion is only permitted as:

5. A part of a behavioral support plan when other less restrictive interventions would not be effective and the student's behavior poses a reasonable threat of imminent, serious bodily injury to the student, or others;
6. In an emergency by school administrator or staff to maintain order or prevent serious bodily injury to themselves or others.

7.5. If a student is involved in five incidents in a school year, the team, including a parent or guardian of the student, will form for the purpose of reviewing and revising the student's behavior plan.

Use of restraint and/or seclusion in an emergency by school administrator, staff or volunteer to maintain order or prevent a student from harming themselves, other students or school staff.

The use of physical-restraint and/or seclusion under these circumstances with a student who does not have physical-restraint and/or seclusion as a part of their IEP or 504 plan is subject to all of the requirements established by Board policy and the administrative regulation with the exception of those specific to plans developed in an IEP or a 504 plan.