

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

Virtually via the Zoom App
Wednesday, October 9, 2019

Regular Session at 7:00 PM

A G E N D A

1. **CALL TO ORDER**
 1. Adoption of Agenda for October 9, 2018
2. **INTRODUCTION OF GUESTS (Optional)**
 1. Tina Acker - Incoming Director of Curriculum & Student Learning
3. **APPROVAL OF MINUTES**
 1. Board Meeting Minutes from September 25, 2019 3
4. **PUBLIC FORUM**
5. **REPORTS**
 1. Student Representative's Report - Travis Huynh 33
 2. Restraint & Seculsion/Threat Assessment Report - Denise Wright 46
 3. Superintendent's Report - Dr. Coakley
6. **CONFIRMATION ITEMS (Confirmed en masse)**
 1. **Site Council Minutes**
 1. Patrick Lynch Elementary School SITE Council Minutes 63
 2. **Miscellaneous Items**
 3. **Financial Statements**
 4. **Enrollment Reports**
 1. Class Size Analysis 10-1-19 64
 2. Student Count 10-1-19 65
 5. **Human Resources**
 1. Employment (Acker) 67
 2. Unpaid Leave of Absence (Macke) 68
 6. **Business/Operations**
 7. **Board Policies (Deletions/Legal Reference Changes Only)**
 8. **Student Services**
 1. CSD Alternative Educational Programs for 2019-2020 School Year 69
 9. **Student Travel**
7. **BOARD BUSINESS**
 1. **OLD BUSINESS**
 2. **NEW BUSINESS**
 1. Consider Approval of AC & AC-AR Nondiscrimination & Discrimination Complaint Procedure 72
 2. Consider Approval of Admin Agreement **(Title modified 10/09/19 following meeting. See 10/09/19 meeting minutes.)** 80
 3. Consider Approval of Non-Union Agreement - Support Services Supervisor, CCO, ITC, Exec. Assts. **(Title modified 10/09/19 following meeting. See 10/9/19 meeting minutes.)** 81
 4. Consider Approval of Employment Agreement: Non-Union Trades, Professional Services, Confidentials & Budget Analyst 82
8. **FUTURE AGENDA ITEMS**
9. **ADJOURNMENT**

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

CENTENNIAL SCHOOL DISTRICT
GOVERNING BOARD MINUTES
September 25, 2019

The Centennial School District Governing Board met in a Work Session on Wednesday, September 25, 2018, at Centennial High School, 3505 SE 182nd Ave., Portland, OR 97030 at 7:20 p.m.

At 6:30 p.m. prior to the work session, the board took a tour of Centennial High School’s Career and Technical Education items acquired with Measure 98 funds.

The following Board members were in attendance: Chair Pam Shields, Rod Boettcher, Ernie Butenschoen, Sumitra Chhetri, Vice Chair Rhonda Etherly, Ronald “Jess” Hardin and Amanda Schroeder. Student Representative Travis Huynh was absent.

The following district administrative team members were in attendance:

Dr. Paul Coakley.....	Superintendent
James Owens.....	Assistant Superintendent/Director, HR
Carol Fenstermacher.....	Chief Communications Officer
Cheryl Wangeman	COO, Finance & Operations
Angela Hubbs.....	Director, Curriculum & Student Learning
Mairi Scott-Aguirre.....	Principal, Centennial High School
Pamela Jordan.....	Board Secretary

Following the tour of Centennial High School, Oregon School Boards Association Board Development Specialist, Kristen Miles, conducted board member training on the roles and responsibilities of school boards. Key items covered in her presentation are included with the minutes.

Following the training, a brief regular session was conducted.

1. CALL TO ORDER - Board Chair, Pam Shields

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

Chair Shields called for a motion to adopt the agenda for the September 25, 2019 meeting with flexibility. Director Butenschoen moved and director Schroeder seconded the motion. The motion was approved by the following directors: Boettcher, Butenschoen, Chhetri, Hardin, Etherly, Shields, and Schroeder.

2. INTRODUCTION OF GUESTS (Optional)

3. APPROVAL OF MINUTES

3. 1. Board Meeting Minutes from September 11, 2019

Chair Shields called for a motion to adopt the minutes of the September 11, 2019 meeting with flexibility. Director Butenschoen moved and director Harden seconded the motion. The motion

was approved by the following directors: Boettcher, Butenschoen, Chhetri, Etherly, Hardin, Shields, and Schroeder.

4. PUBLIC FORUM (none at this meeting)

5. REPORTS

5. 1. CHS Measure 98 Building Tour - Angela Hubbs & Zach Ramberg
As stated previously, the tour was conducted prior to the meeting.
5. 2. OSBA Training - Kristen Miles
As stated previously, the training took place following the tour of CHS's CTE items/facilities.

6. CONFIRMATION ITEMS (Confirmed en masse)

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

6. 1. **Site Council Minutes (none at this meeting)**
6. 2. **Miscellaneous Items (none at this meeting)**
6. 3. **Financial Statements (none at this meeting)**
6. 4. **Enrollment Reports (none at this meeting)**
6. 5. **Human Resources (none at this meeting)**
6. 6. **Business/Operations (none at this meeting)**
6. 7. **Board Policies (Deletions/Legal Reference Changes Only)**
 6. 7. 1. Consider Approval of Revised Policy GBEBA - Staff - HIV, AIDS and HBV
6. 8. **Student Services (none at this meeting)**
6. 9. **Student Travel (none at this meeting)**

7. BOARD ACTION ITEMS

7. 1. **OLD BUSINESS (none at this meeting)**
7. 2. **NEW BUSINESS (none at this meeting)**

8. FUTURE AGENDA ITEMS

The next scheduled board meeting on October 9, 2019 will include the following agenda items:

- Threat and Seclusion Report from Student Services Director, Denise Wright
- Superintendent's 2019-2020 draft work plan
- School Board Student Representative's Report

9. ADJOURNMENT

Chair Shields adjourned the meeting at approximately 9:35 p.m.



BASIC

ROLES AND RESPONSIBILITIES
— WORKSHOP —





Oregon School Boards Association

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rev 3.12.2019

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SCHOOL BOARD BEST PRACTICES

ROLES

1. Set clear expectations
 2. Learn as a board team
 3. Support and accountability
 4. Create the public will to succeed
-
1. Modeling the behavior leaders expect of others and creating a culture of the board regularly learning together have been identified as contributing to increased student achievement.
 2. Setting clear expectations provides for improved communication and allows the board to share its priorities, and allows others to meet the board's expectations.
 3. Providing resources (i.e., finances, policies, curriculum, calendaring) to meet expectations falls completely under the board's responsibility. These are tasks that only the school board can do. Coupled with that support is the board's need to monitor progress toward the expectations and to hold the system accountable to meet expectations.
 4. Creating the will to succeed results when the board uses its advocacy role to bring others into the student achievement improvement effort (i.e., district employees, people within the community).

ROLE OF THE BOARD

THE FOCUS FRAMEWORK

A Discussion Tool for Establishing Board Direction in Key Areas

Area being discussed: _____

<p>SET CLEAR EXPECTATIONS What are our greatest hopes for the district in this area?</p>	<p>LEARN TOGETHER AS A BOARD TEAM What information does the board need to ensure the right decisions are made?</p>	<p>CREATE CONDITIONS FOR SUCCESS What are we willing to support to ensure the expectations can be met?</p>	<p>HOLD THE SYSTEM ACCOUNTABLE What will we accept as evidence of progress toward expected outcomes?</p>	<p>BUILD PUBLIC WILL What will we need to do to gain community support for this work?</p>

SCHOOL BOARD ACTIVITY CALENDAR

SCHOOL YEAR

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
LEARN AS A TEAM	OSBA Summer Board Conference				OSBA Annual Convention	
VISION & GOALS (expectations)						
MONITORING PROGRESS (reciprocity)						
POLICY (reciprocity)			OSBA Policy Update			OSBA Policy Update
BUDGET (reciprocity)						
PUBLIC WILL TO SUCCEED						
SUPT. EVAL.						
OTHER						

SCHOOL BOARD ACTIVITY CALENDAR

SCHOOL YEAR

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
LEARN AS A TEAM		Board retreat/ self-evaluation				
VISION & GOALS (expectations)		Set/review (modify, if needed) goals for next year (prior to budget cycle)				
MONITORING PROGRESS (reciprocity)						
OSBA POLICY (reciprocity)	OSBA Policy Update			OSBA Policy Update		OSBA Policy Update
BUDGET (reciprocity)	Advertise for budget committee members, if needed	Approve new budget committee members, if needed	Budget committee convenes	Budget committee convenes	Budget committee convenes	Conduct budget hearing and adopt budget for next year
PUBLIC WILL TO SUCCEED						
SUPT. EVAL.			March 15 deadline to notify superintendent of extension/non-extension			
OTHER	Board Recognition Month		Classified Employee Appreciation Week		Teacher Appreciation Week	Graduation

DIVISION OF DUTIES

BOARD WORK

SUPERINTENDENT/ ADMINISTRATIVE WORK

GOVERN

- Hire superintendent
- Set goals & vision (*with help*)
- Adopt policy
- Set budget
- Approve contracts
- Monitor progress

WHAT NEEDS DONE

THE ENDS

MANAGE

- Hire staff
- Turn goals & vision into action
- Develop administrative regulations
- Plan expenditures
- Employee relations
- Report progress

HOW TO DO IT

THE MEANS



ASK OSBA

When you have questions and want an answer quickly, visit osba.org and search through the “Ask OSBA” section.

The screenshot shows the top navigation bar of the OSBA website. On the left is the OSBA logo. To the right is a search bar with the text "Search OSBA" and a magnifying glass icon. Further right are links for "Ask OSBA" (circled in red), "Contact us", "My account", and "Logout". Below the navigation bar is a horizontal menu with six categories: "Programs" (Let us help), "Topics" (I need to look up information), "Training & Events" (Learning opportunities), "News Center" (Latest information), "About OSBA" (Our association), and "My OSBA" (Your account). At the bottom right of the header, it says "FOR HELP CALL: 1.800.578.OSBA".

Home > Topics > Ask OSBA

Ask OSBA

OSBA staff answers some common (and not so common) questions about board governance, board members' roles and responsibilities, good practices, running board meetings and board conflict. Don't see the answer to your question? [Ask OSBA!](#)

Dear members:

Your OSBA Team is dedicated to assisting you by responding to all of your questions. Additionally, we are committed to providing you with the best possible information, tools, and practices in a timely manner. There are times when we must research, or consult with other OSBA staff members to provide an answer to your questions. In these circumstances, we ask for your patience as the normal response time could potentially be delayed. Please expect an initial response, by phone or email, within 24-48 hours of submitting your question, and be aware that additional follow-up could take more time. If your question is time sensitive, please be sure to specify your deadlines in your initial request.

Thank you, we look forward to hearing from you!

Legal Disclaimer: The information contained on this site should not be construed as legal advice. If you need legal advice regarding your particular situation, please seek the advice of OSBA's [litigation services](#) or independent counsel.

Search Ask OSBA Search OSBA site

Most Recent Questions

Related content

- > Is it legal for the superintendent to talk with a board member in closed-door sessions? The board member discusses the issue with all of the other members before the meeting.
- > How should the board enter into, and come out of executive session during a meeting, and how should the minutes record this action?
- > Sometimes during a meeting our board talks on and on without anyone making a motion. Is it appropriate for the chair to ask the board if there is a motion?
- > July meeting agenda checklist
- > Welcome the public to your school board meeting

Popular Content

BOARD MEETINGS

The Oregon form of government requires an informed public aware of the deliberations and decisions of governing bodies and the information upon which such decisions were made. It is the intent of ORS 192.610 to 192.690 that decisions of governing bodies be arrived at openly.

1. Convening of the board to make a decision or to deliberate
2. Acting only when there's a quorum of the board

REGULARLY SCHEDULED MEETINGS

The notice for a regular meeting must be *reasonably calculated* to give actual notice of the time and place for the meeting "to interested persons including news media which have requested notice." ORS 192.640(1).

SPECIAL MEETINGS

Special meetings require at least 24 hours' notice. ORS 192.640(3). In addition, subject to a rule of reasonableness, governing bodies should notify interested persons either by mail, facsimile or telephone. News media requesting notice must be notified.

EMERGENCY MEETINGS

An "emergency meeting" is a special meeting called on less than 24 hours' notice. The governing body must be able to point to some reason why the meeting could not be delayed allowing at least 24 hours' notice. An "actual emergency" must exist, and the minutes of the meeting must describe the emergency justifying less than 24 hours' notice. ORS 192.640(3). The law requires that "such notice as is appropriate to the circumstances" be given for emergency meetings. The governing body must attempt to contact the media and other interested persons to inform them of the meeting. Generally, such contacts would be by telephone or facsimile.

The Oregon Court of Appeals has indicated that it will scrutinize closely any claim of an "actual emergency." Any claimed "actual emergency" must relate to the matter to be discussed at the emergency meeting. An actual emergency on one matter does not "justify a public body's emergency treatment of all business coming before it at approximately the same time." Nor do the work schedules of board members provide justification for an emergency meeting. The court noted:

An actual emergency, within the contemplation of the statute, must be dictated by events and cannot be predicated solely on the convenience or inconvenience of members of the governing body.

Q. What about social gatherings that board members may attend?

Purely social gatherings of the members of a governing body are not covered by the law. The Court of Appeals held that social gatherings of a school board, at which members sometimes discussed "what's going on at the schools," did not violate the Public Meetings Law. The *purpose* of the meeting triggers the requirements of the law. However, a purpose to deliberate on any matter of official policy or administration may arise *during* a social gathering and lead to a violation. Members constituting a quorum must avoid any discussions of official business during such a gathering. And, they should be aware that some citizens may perceive social gatherings as merely a subterfuge for avoiding the Public Meetings Law.

EXECUTIVE SESSION

ORS 192.660—Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

ORS 332.061—Hearing to expel minor students or to examine confidential medical records; exceptions to public meetings law.

WHEN EXECUTIVE SESSION IS ALLOWED:

1. To consider the employment of a public officer, employee, staff member or individual agent 192.660(2)(a)
 2. To consider employee discipline or dismissal unless an open hearing has been requested (b)
 3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations (d)
 4. To conduct deliberations with persons designated to negotiate real estate transactions (e)
 5. To consider information on records that are exempt by law from public inspection (f)
 6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed (h)
 7. To evaluate the superintendent or top executive (i)
 8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school (k)
 9. To consider student expulsions 332.061
 10. To review student medical and educational program records 332.061
- Boards cannot call executive session for general personnel discussions.

Minutes—the same level as regular meeting minutes.

MEDIA—ALLOWED UNLESS:

1. Labor negotiations strategy is being discussed
2. Student medical or educational records are being discussed
3. Student is being expelled
4. Reporter or the reporter's employer is involved in litigation against the district over the subject matter

Q. If during an executive session, the members of the governing body discuss matters outside its proper scope, what is the proper role of media representatives present? May they begin taking notes?

The Public Meetings Law does not prohibit media representatives from taking notes of executive sessions they attend, whether or not the discussion includes matters outside the lawful scope of the executive session. The law merely permits the governing body to require that specified information discussed during executive session not be disclosed. If the discussion exceeds the lawful scope of the executive session, media representatives freely may disclose matters outside the session's proper scope. Nonetheless, it always is proper for those representatives politely to call the governing body's attention to the fact that it has strayed from the specified subject or subjects to be discussed in executive session.

TYPICAL DUTIES OF THE BOARD CHAIRMAN

- Presiding at all meetings of the board and performing all duties imposed by policy BCB, ORS 255.335 and 332.040-057, as well as duties proscribed by board policies, rules and regulations
- Assisting the superintendent in planning the board's agendas
- Representing the district and the board at official functions, except when this responsibility is delegated to others
- Being responsible for the orderly conduct of all board meetings
- Calling special meetings when required
- Appointing all committees and serving as an ex-officio member of those committees, unless otherwise ordered by the board
- Keeping the vice-chairman informed on all pertinent matters in case the chairman is absent
- Acting as a resource to the superintendent on decisions that may require further information between board meetings
- Signing the minutes and other official documents that require the signature of the chairman
- Assuming other duties authorized by the board

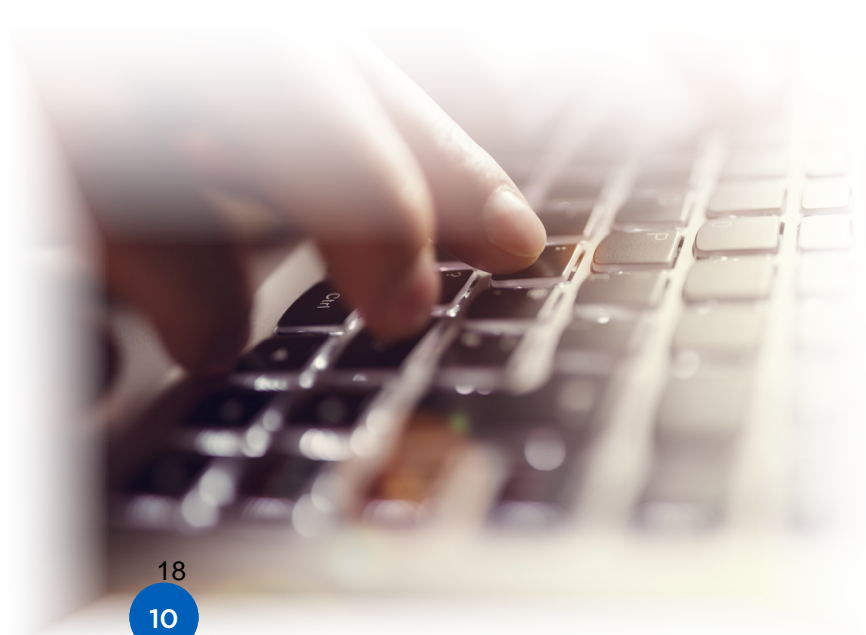


EMAIL

Email has the potential to lead to improper (illegal) meetings under Oregon’s Public Meetings Laws. All emails are also subject to Oregon’s Public Records Laws. It’s necessary to ensure email is used properly to take care of necessary business and avoid its use when it could lead to a violation of Public Meetings Law.

APPROPRIATE USES FOR EMAIL BY BOARD MEMBERS:

- Dissemination of information by a board member to other board members with NO discussion. One-way — no reply! (However, if the board ever discusses this topic at a board meeting, the material should later be included in that meeting’s packet.)
- Dissemination of information where the reply is not a matter over which the board has supervision, control, jurisdiction or advisory power, i.e., availability for a meeting.
- Polling of board members by a member of the administration, press or public. The results of the polling of the members is not shared with the other members.
- Avoid using email in these instances:
 - Discussions between more than two board members on a matter over which the board has authority even though the number of school board members involved does not constitute a quorum.
 - Forwarding of a school board member’s comments to another board member on a matter over which the board has authority.
 - Polling the board members by a board member.
- Play it safe and don’t ever hit “reply” or “reply all” unless it is an email of the type in the 2nd bullet above.
- Keep in mind that whatever is put in an email can end up on the front page of the newspaper.



ETHICS

ORS 244.010(1) – The Legislative Assembly declares that service as a public official is a public trust and that, as one safeguard for that trust, the people require all public officials to comply with the applicable provisions of this chapter.

3 Intents:

1. Not designed to prevent “conflicts of interest” but to instead require disclosure of conflicts for the benefit of members of the public body and the public.
2. Prohibits gifts and financial gain except in limited circumstances.
3. Applies to a very narrow set of activities dealing exclusively with financial disclosure, use of office for personal gain, conflicts of interest and other areas that might financially affect public official in public role.

244.020(1) – “Actual conflict of interest” means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private pecuniary benefit or detriment of the person or the person’s relative or any business with which the person or a relative of the person is associated...”

244.020(6)(a) – “Gift” means something of economic value given to a public official, a candidate or a relative or member of the household of the public official or candidate...”

244.020(15) – “Relative” means:

- (a) The spouse, parent, stepparent, child, sibling, stepsibling, son-in-law or daughter-in-law of the public official or candidate;
- (b) The parent, stepparent, child, sibling, stepsibling, son-in-law or daughter-in-law of the spouse of the public official or candidate;
- (c) Any individual for whom the public official or candidate has a legal support obligation;
- (d) Any individual for whom the public official provides benefits arising from the public official’s public employment or from whom the public official receives benefits arising from that individual’s employment; or
- (e) Any individual from whom the candidate receives benefits arising from that individual’s employment.

KNOW YOUR POLICY: [Policy BBF](#)—Board Member Ethics, [Policy BBFA](#)—Board Member Ethics and Conflicts of Interest, [Policy BBFB](#)—Board Member Ethics and Nepotism

COMMON ISSUES BOARDS FACE

Complaints:

- Policy KL, KL-AR
- Be familiar with the policy; direct others to it. Stick to it.
- Let the superintendent know so there are no surprises.

Board - staff communications:

- Policy BG
- Board to staff goes through the superintendent
- Staff to board goes through the superintendent
- Visits to schools arranged through the superintendent with full board knowledge

Board's role in hiring:

- Policy CCC
- The superintendent directs this process and may delegate as needed.
- The superintendent names committee members.
(if a committee is used)
- The superintendent sends recommendation of appointment (*hiring*) to the board for approval.

Individual board members requesting information:

- Policy BBAA
- Request directly to the superintendent
- If additional expense is involved, the request for information must go before the entire board.

No surprises:

- Board-Superintendent Agreements or Board Protocols
- Call the superintendent before the meeting with questions.
- Ask your questions again in public.

Superintendent evaluation:

- Plan in advance and determine the timing and criteria for the evaluation (*district goals, AASA Superintendent Standards, job description, other?*).
- Determine where to gather information and how to receive it (*superintendent self-evaluation, board member ratings, 360-degree evaluation*).
- Schedule a meeting for the board and superintendent to discuss and clarify the results of the evaluation documents.
- Come to a conclusion of the board's evaluation and create a written document to place in the superintendent's personnel folder.
- Share with the community the results of the evaluation and progress toward the district goals.

Disagree then commit, also known as "speak with one voice":

- Board Protocols
- Disagree in discussion, then commit to the decision—"disagree then commit."
- Individual board members have a right to free expression, just make sure the listeners know that the individual is speaking for him/herself, not on behalf of the board.
- The board is a single entity, therefore it can only have one voice.
- Be united, not uniform.

Public participation at board meetings:

- Policy BDDH
- It is the board's meeting being held in public, not the public's meeting.
- Stick to your policy.
- Sample form next page.



Example of a form the Board may use for persons wishing to address the Board:

Welcome!

Public Comment

The _____ School Board invites and encourages citizen attendance and involvement. Thank you for coming!

All Board of Education monthly business meetings (with the exception of executive sessions) are open to the public and are conducted in public – but are not necessarily meetings for public participation.

Note: Tonight's business meeting is designed to keep presentations and deliberations efficient and effective. The Board will not comment but listen only. The Board may choose to call your name for public testimony at the end of the meeting if your topic is a non-agenda item.

The Board may choose not to address your request if your topic is outside the scope of the Board's governance. We ask that you remember that Oregon law prohibits us from discussing specific employees or their job performance.

The Board encourages citizens to share their ideas, opinions, raise questions, concerns or compliments. If you wish to speak, please put your name and information on the Public to be Heard - Sign-In Log and complete this form. Please submit form to the Board Secretary prior to the start of the meeting. Requests to speak are not accepted after the meeting starts but you may use this form to provide written testimony instead.

- ✓ The Board Chair will call your name when it is your turn to speak as defined by the explanation you provide of your topic when that specific agenda item is addressed.
- ✓ You will address the Board with your public testimony **limited to 3 minutes** for each individual. Due to time constraints, the maximum amount of public testimony is 7 individuals.
- ✓ Please complete the form fully with adequate detail so you will be able to speak. Forms not completed fully may result in the inability of the Board to call you for public to be heard.
- ✓ When called, please state your name, relationship to district, place of residence and the subject which you will address.

Name: _____ Date: _____

Address: _____

Email: _____

Relationship with District: Citizen/Community Member Employee Parent Student

Agenda Item/Topic: _____

Group Spokesperson? _____

NOTES: _____

BOARD-SUPERINTENDENT WORKING AGREEMENT

BOARD'S EXPECTATIONS OF THE SUPERINTENDENT

1. Work toward becoming a team with board members.
2. Respect and acknowledge the board's role in setting policy and overseeing the performance of the superintendent.
3. Work with the board to establish a clear vision for the school district.
4. Prepare preliminary goals annually for the board's considerations.
5. Provide data to the board members so that data-driven decisions can be made.
6. Possess a working knowledge of all legal and local policies.
7. Inform the board of all critical information including relevant trends, anticipated adverse media coverage or critical external or internal change.
8. Distribute appropriate information to all board members.
9. Communicate with board members promptly and effectively.
10. Distribute the board agenda by _____ (time, day) prior to the regularly scheduled board meetings on _____ (day) of the following week, except when major holidays fall on Friday.
11. Respect the confidentiality requirement of board meeting executive sessions.
12. Treat all board members professionally.
13. Communicate to individual board members if a problem or issue is observed developing with an individual board member.
14. Conduct a self-assessment prior to the board's evaluation of the superintendent's job performance.
15. Represent the school district by being visible in the community.
16. Provide follow-up information to board members on concerns and issues they have referred to the superintendent—close the communication loop.

SUPERINTENDENT'S EXPECTATIONS OF THE BOARD

1. Recognition of the superintendent as the educational leader of the school district.
2. Willingness to share the success and failures of the school system with the superintendent.
3. Assistance in gaining acceptance and support in the community.
4. Willingness to abide by its own rules, policies and code of ethical conduct.
5. Willingness, within budget constraints, to provide the superintendent with adequate staff and clerical assistance.
6. Willingness to acknowledge and follow the chain of command of the school district.
7. Respect for the confidentiality requirement of board meeting executive sessions.
8. Avoidance of seeking personal privilege.
9. Willingness to participate in professional development activities at the local, state and national level.
10. Effort to foster unity, harmony and open communications within the board.
11. Understanding of the relative or complementary role of the superintendent and board in policy making.
12. Careful consideration of each recommendation made by the superintendent.
13. Insistence on all available facts and data before making a decision.
14. Willingness to study and evaluate educational issues affecting the school district.
15. Practice of avoiding surprise items at board meetings.
16. Integrity of the highest order.



A MATTER OF PERSPECTIVE

THE BEST BOARDS RESPECT THE LINE BETWEEN GOVERNING AND MANAGING

March 1, 2014 | Karma H. Bass and Terri W. Cammarano

The chief executive of the hospital was frustrated. Despite working diligently with the chairman on board meeting agendas, developing relevant materials and getting board packets out in advance, she continued to be surprised by questions during the meetings: “What are you going to do about the cost overrun on the new parking lot construction?” “When do you anticipate having the new employee benefit plan in place?” “Why aren’t patient rooms available sooner for admissions from the emergency room?” The CEO was beginning to dread these meetings.

Board members, meanwhile, were confused and concerned. They read the board packets in advance and showed up for meetings feeling prepared. During meetings, they listened to the presentations and tried to help formulate solutions to the problems identified. But the CEO and her executive team did not always welcome the assistance; in fact, they sometimes seemed to resent it. So why, the board members wondered, were issues being brought to the attention of the board if management did not want their feedback?

The retired lawyer on the board noticed that the CEO sometimes got defensive when trustees asked questions, which made him wonder if she had something to hide. When he mentioned this to the retired banker on the board, the banker agreed and noted that the hospital’s recent financial performance did not seem to be meeting expectations but the CEO kept assuring them that it was just a timing issue. Board members wanted more information and the CEO didn’t seem prepared to provide it at the meetings; instead, she wanted to take their questions offline or get back to them at the next meeting.

The chairman felt stuck. He provided feedback on meeting agendas the CEO sent him each month. He attempted to answer members’ questions when they called him to express concern. But his information about what was happening at the hospital was limited, too. He met with the CEO once or twice each month between board meetings, and he had been on the board long enough to understand how complex these issues could be. But he wasn’t close enough to the hospital’s operations to answer all the questions his fellow board members were asking. He was pretty sure they had a good CEO who was performing well, but he was beginning to feel like a referee. The CEO and the board members all wanted what was best for the hospital and had agreed on the organization’s strategic goals. So, why did it seem as though board meetings regularly devolved into a back-and-forth exchange that left everyone unsatisfied?

ANOTHER KIND OF LEADERSHIP

This scenario plays out far too often in boardrooms across the country. Well-meaning, skilled trustees want to make a difference and find their efforts misconstrued as micromanaging. Hardworking CEOs feel that the board won’t let them run the hospital as they were hired to do. It’s been said that all conflict arises from violated expectations. When the board and the executive team are not clear about the scope of their respective governance and management roles, someone is bound to be disappointed.

It’s easy to see how there could be confusion: governance and management have much in common. Both require leadership, vision and an ability to analyze information for the purpose of

making decisions. Both require an understanding of process and a focus on accomplishing goals using available resources. The confusion between governance and management is exacerbated by the fact that many board members have expertise in management and don't realize they need to deploy different skills to be effective on the board.

WHAT IS GOOD GOVERNANCE?

The practice of effective governance is not intuitive and requires an oversight perspective: eyes on, hands off (or, in the words of a Pennsylvania hospital board chairman, "Our board follows the N-I-F-O rule: nose in, fingers out.").

Good governance requires letting management run the show. Most directors are familiar with the basic board member fiduciary duties of care, loyalty and obedience. The duty of care means asking questions and requiring the level of information that a reasonable person might require before making major decisions. The duty of obedience requires attentiveness to the organization's mission when setting organizational goals and strategies. The duty of loyalty requires fidelity in the decision-making process; that is, looking out for the best interests of the organization and its charitable mission. All three duties require transparency, such as full disclosure of conflicts of interest. They do not require a knowledge of everything that transpires at the organization.

As a practical matter, the board's legally mandated fiduciary duties are carried out through oversight: policy formulation, decision-making based on policy, holding management accountable for following policy and producing intended results. This means the board is responsible for high-level policy and decision-making, rather than hands-on supervision. To act effectively, directors must be able to generally trust that management is appropriately implementing directives and avoid managing how they are executed.

Highly effective trustees often have a well-honed, almost instinctual sense of where to focus, how to approach issues and when to push management for better results. They act as a foil to management: holding up the mirror and letting management know when organizational efforts are diverging from the agreed-upon path and desired results. The board's role is to help bring out the best in an organization's leadership by challenging, supporting and requiring clarity.

STAYING AT 30,000 FEET

Effective board members must maintain a dogged focus on the long-term ability of the organization to further its mission. In the same way that one's eyes cannot simultaneously focus on near and far fields of vision, the board that focuses on the day-to-day details of an organization fails in its primary purpose. When the board strays into the details of implementation and operation, the organization is potentially exposed. It's as if the captain of the ship has left the helm to help the crew stoke the boilers.

Additionally, management suffers when the board fails to govern. Effective CEOs rely on board meetings to refocus leadership's attention on the big picture and they encourage trustees to validate — or disprove — that the organization is heading in the right direction. According to one CEO, "The board meeting is the place I go each month to think about long-term implications and big-picture issues. Having a group of people who are absolutely committed to the organization's success but not invested in any one piece of the day-to-day operations is tremendously helpful to me, personally and professionally."

The board's job, at its core, is not to do things, but to require that activities advancing the organization's goals get done. This is harder than it seems. Board members have a strong sense of wanting to serve and, to most, this means doing things. Many are highly accomplished managers of their own businesses and they are eager to deploy those skills on behalf of the hospital or system. Yet, to be effective as a board, trustees must show restraint. The best board members rely on management to do what is necessary and appropriate to further the organization's goals.

TRUST BUT VERIFY

Boards hold management accountable for implementing strategy and matching the organization's resources to its mission. This doesn't mean they act as backseat drivers or police. From a legal perspective, trustees are entitled to rely on management as experts and on the CEO as the key executive holding other managers accountable. It is not a breach of fiduciary duties to trust what the CEO says when there is no indication that it is not true.

Oversight requires observation over time and asking thoughtful questions along the way. The goal is to hold management accountable for achieving the organization's mission, but give management the opportunity to figure out the best way to do so. Rather than questioning each decision or action, effective boards watch for patterns and adherence to policies and organizational principles. This may feel a bit like reading the tea leaves, but it frees up the board to stay focused on the big picture and long-term objectives. Along the way, the board can and should ask for reports and data to verify that goals are being achieved.

Boards often struggle with being asked to make decisions in the face of incomplete information. A board's fiduciary duty of care requires that the board ask questions and be thoughtful before making significant decisions about the organization and its resources. But the questions should focus on why, and for what purpose. Boards let management own the issue of how. They then require that management report back on the end result.

CLARIFYING ROLES

So, how should the board and CEO described at the beginning of this article work through feeling stymied? The first step is acknowledging the issue. Taking time to discuss roles and expectations can provide the clarity for each side to understand how their actions are contributing to the misunderstandings. A board retreat with agenda time focused on this can assist in this process. Open dialogue helps CEOs to appreciate the sense of responsibility trustees feel to the community for ensuring that resources are being appropriately deployed. It also can help board members to understand why questioning senior leaders about the details of operations is a distraction and undermines their effectiveness.

The best boards are explicit in their understanding of where the line between governance and management lies. They are not afraid to call the question and discuss with each other what governance and management are. As one seasoned board chair explains, "We regularly stop and ask ourselves, 'Are we pursuing this line of questioning because it's a critical strategic issue or are we just curious about something going on at the hospital?'" Idle curiosity does not have a place in the boardroom. Good inquiries seek clarification or meaningful information in the context of governance. Requests for information can be phrased to keep the discussion focused; for example, "I'm asking this because when we met last month, management described how recruiting new ob-gyns is essential to meeting our community's long-term needs." Such a statement will remind executives that the board is asking in light of the big picture and not micromanaging. This can prevent board meetings from feeling like "us vs. them."

Effective governance is a journey. The line between governance and management can be fluid over time, adjusting to the circumstances of the organization, the skills and experience of the management team, the attributes and experience of the board, and the level of confidence that the board has in its CEO. Periodically talking about the role of the board with management is an effective way to create the kind of transparency that builds trust. The board and the CEO may not always agree on where governance stops and management begins, but candid conversations about their respective views will foster respect and the opportunity to continue the journey as partners, rather than adversaries.

Karma H. Bass, M.P.H., FACHE (kbass@viahcc.com), is a principal at Via Healthcare Consulting, Carlsbad, Calif. **Terri W. Cammarano**, J.D., LL.M. (Terri.Cammarano@hoag.org), is senior vice president and special adviser, Hoag Memorial Hospital Presbyterian, Newport Beach, Calif.

GOVERNING OR MANAGING?

Boards are responsible for ensuring that an organization has established overarching objectives, goals and a mission, vision or purpose. Governance is the practice of setting policies, making decisions and ensuring that effective oversight is in place. In other words, if the issue is big, if the question is about the future or if the concern is core to the organization's mission, then you are in the realm of governance. Questions such as these are board-level questions:

- What is our philosophy of employee compensation and incentives?
- What health care resources will our community need in the next five to 10 years?
- What qualities do we value in business partners?
- Will acquiring the physician-owned ambulatory surgery center across the street further our strategic goal of physician alignment?

Management is responsible for proposing the organization's objectives and goals and providing the plans to accomplish them. Once they are approved, management implements the plans and reports progress to the board. Management is responsible for making decisions and deploying organizational resources within the parameters and policies established by the board. These questions can be asked and answered by management:

- How will we improve our clinical quality and patient satisfaction?
- What are the organization's proper staffing levels?
- What is the best marketing strategy to accomplish the organization's strategic objectives?
- How will we ensure financial stability?

— **K.H.B. and T.W.C.**

Retrieved on July 31, 2017 from the American Hospital Association Trustee Magazine website at: <http://www.trusteemag.com/articles/29-a-matter-of-perspective>

OSBA POLICY SERVICES

GOOD POLICY IS ESSENTIAL TO GOOD MANAGEMENT

SERVICES

Policy Rewrite

Are your policies out of date? Our rewrite service will take you from review to completion of a final manual. Along the way we will provide training and in-person consultation and preparation of recommended changes to current policies.

Policy Desk Rewrite

We'll provide you the same great service as a rewrite but without the training and in-person meetings.

Small District Desk Rewrite

If you are from a small district (fewer than 500 students), consider a desk rewrite tailored for you. We'll help you through the process with phone consultations.

Charter School Policy Service

Charter schools are unique and so are their policy manuals. Let us help you prepare policies with onsite training, meetings and document preparation. Our process will leave you with a complete policy manual that complies with state and federal laws.

SUBSCRIPTION

Policy Plus

Our signature service takes the guesswork out of maintaining policy manuals. As laws change we will update your policies for board approval. Then you choose between the standard manual maintenance or online policy service and we'll take care of the rest. You'll still get Policy Update to stay informed—we just do the work for you.

Manual Maintenance

Do you like getting Policy Update (included with this package) but want help maintaining policies, too? We can help! After adoption, send us the changes. We will review for compliance, make the changes and send you the final version for your policy manual.

Online Policy Manual

If you want staff and community to have online access to your policies, consider letting us host your manual. We'll keep you informed with Policy Update, review changes you make for compliance and maintain your entire policy manual online.

BoardBook™

Switching to paperless board meetings saves hours every month for the administrative professional—and everyone else involved in preparing for the board meeting—and it saves the district money. It's also easy to use, good for the environment and proven.



PUBLICATIONS

Policy Update

A quarterly newsletter with information and updates to keep you on top of changing federal and state laws. We include the changes you'll want to make to your policies and administrative regulations so you can keep your manual in tip-top shape.

Handbooks

Why reinvent the wheel if you don't have to? We've done the legwork and created staff and student handbook templates you can personalize. Whether you are a charter school or K-12 district, we have a handbook tailored to your specific needs. Handbooks are complete with information about how to use them, what is required by law and sample language.

Key Dates & Activities Calendar

We've done the research and compiled requirements, deadlines and important dates along with suggested actions and activities into one calendar. That makes it easier than ever to stay on top of all those moving pieces. The calendar includes annotations to help you along the way.



Crisis Response

A Legal, Media and Social Media Approach

HALEY PERCELL, ALEX PULASKI and RACHEL BAKER

LEGAL TIPS

- Use media proactively and regularly to communicate about all the amazing things that are happening in your school—before there is a crisis.
- If the crisis involves a potential criminal matter, make sure you have permission from the police before you make a statement—interfering with a police investigation is a crime and can lead to personal liability.
- Only report on facts you are personally aware of, i.e. first-hand knowledge and not hearsay from other people or speculation.
- Do not offer personal opinions about the facts.
- Do not release any FERPA-related information about students—make sure to review your directory information policy.
- Do not release confidential employee information.
- Discuss your policies and commitment to those policies.
- Discuss school safety plans as appropriate.
- Discuss your student code of conduct in a general manner, as appropriate.
- Discuss your employee handbook provisions in a general manner, as appropriate.
- Contact your legal counsel for review—your regular general counsel, or PACE legal services at pacelegal@osba.org.

MEDIA TIPS

- **PEOPLE NEED SOLACE:** You can, and should, provide them reassurance in troubling times. Failing to do so can lead to rumors taking over.
- **BE GENUINE:** It's OK to let your feelings show. Doing so creates empathy.
- **IT'S ALL ABOUT STUDENTS:** Virtually all your messaging should tie in with students. They are why you do what you do.

SOCIAL MEDIA TIPS

- **RESPOND QUICKLY:** Using social media allows for a rapid response to the broadest possible audience.
- **MONITOR BUZZ:** Pay attention to the conversation(s) going on about the crisis, and help direct them.
- **ENGAGE:** Aim for dialogue. This can be achieved by posing a message, listening to the response, and replying appropriately. Ask community members to help multiply your reach by sharing the news with their friends and groups.

CONTACT

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503-588-2800 | 1-800-578-OSBA

FAX 503-588-2813

OSBA.ORG





Centennial High School

October 2019

SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
		X-Country home meet	Girls soccer v. Clackamas	Football/Cheer Senior Night v. CC	No School	
13	14	15	16	17	18	19
		V-ball v. Douglas B. Soccer v. Reynolds	PSAT/SAT Day	Eagle Expo FAFSA night	No School	34
20	21	22	23	24	25	26
		V-Ball Senior Night vs Reynolds		Girls soccer v. CC		
27	28	29	30	31		
		Boys soccer Senior Night		HALLOWEEN		

Upcoming Events for November

- ▶ Canned Food Drive
 - ▷ Support Food for Families
- ▶ Talent Show

AP Scholars

2018-2019



Name	Scholar Award	Name	Scholar Award
Bean; Jacob E.	AP Scholar	Gebhardt; Samuel A.	AP Scholar
Becker; Bailey R.	AP Scholar	Herring; Dylan C.	AP Scholar
Butler; Ryan J.	AP Scholar	Ho; Minh Triet D.	AP Scholar
Cochran; Sean E.	AP Scholar	Huynh; Tracy N.	AP Scholar
Crosse; Becca C.	AP Scholar	Huynh; Travis T.	AP Scholar
Cunningham-Good; S'Aya R.	AP Scholar	Kaylor; Joseph J.	AP Scholar
Cunningham-Good; Tashina	AP Scholar	Lam; Long H.	AP Scholar
East; Camryn R.	AP Scholar	Madrigal; Joaquin J.	AP Scholar
Espinoza; Christian D.	AP Scholar	Mai; Jessenia	AP Scholar
Gabriel; Aleck j.	AP Scholar	Maillet; Matthew C.	AP Scholar

Ngo; Duyan D.	AP Scholar	Summers; Alexander M.	AP Scholar
Norbu; Jigme	AP Scholar	Talbert; Gabriel S.	AP Scholar
Olsen; Owen	AP Scholar	Van; David M.	AP Scholar
Peng; Austin P.	AP Scholar	Vazquez-Sierra; Edgaa	AP Scholar
Perez Velazquez; Zurisadai	AP Scholar	Denman; Miranda R.	AP Scholar with Distinction
Pertsova; Anastasiya S.	AP Scholar	Kononov; Mark A.	AP Scholar with Distinction
Rosenblad; Hailey N.	AP Scholar	Moss; Kaden J.	AP Scholar with Distinction
Saad; Elizabeth N.	AP Scholar	Prisakaru; Ruslan V.	AP Scholar with Distinction
Sato; Thomas C.	AP Scholar	Travis; Aliya R.	AP Scholar with Distinction

Schuhl; Jacob H.	AP Scholar	Trinh; Gordon P.	AP Scholar with Distinction
Basinski; Ellen K.	AP Scholar with Honor	Le; James H.	AP Scholar with Honor
Early; Kathleen E.	AP Scholar with Honor	Lewis; Isaac J.	AP Scholar with Honor
Hua; Amy T.	AP Scholar with Honor	Oscar; Chaela	AP Scholar with Honor
Kalas; Madaline E.	AP Scholar with Honor	Wilson; Jade L.	AP Scholar with Honor
Kibbee; Jayden N.	AP Scholar with Honor	Wygol; India K.	AP Scholar with Honor

Highlights of September



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Homecoming!!

- ▶ Big Win over Madi
- ▶ Amazing Parade
- ▶ Fireworks

Thank you to all that attended!



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Soccer

- ▶ Girls record 4-3-1
- ▶ Boys currently ranked 4th in state (previously 1st)



Cross Country

10/8

Centennial, Sandy, Gresham,
Madison, Roosevelt, Jefferson
@ Centennial

6th- Jason Deleon

12th- Nathan Nole

19th- Thomas Sato

Glimpse at Volunteering

- ▶ **NHS**: Powell Butte clean up, Snowcap
- ▶ **Keyclub**: trauma dolls for children, Portland Marathon
- ▶ **FBLA** : Food for Families



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**Thank
You**

Threat Assessment and Restraint & Seclusion Annual Report

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Denise Wright
Director of Student Services
Troy Gales
District Behavior Consultant/PBIS
Coach

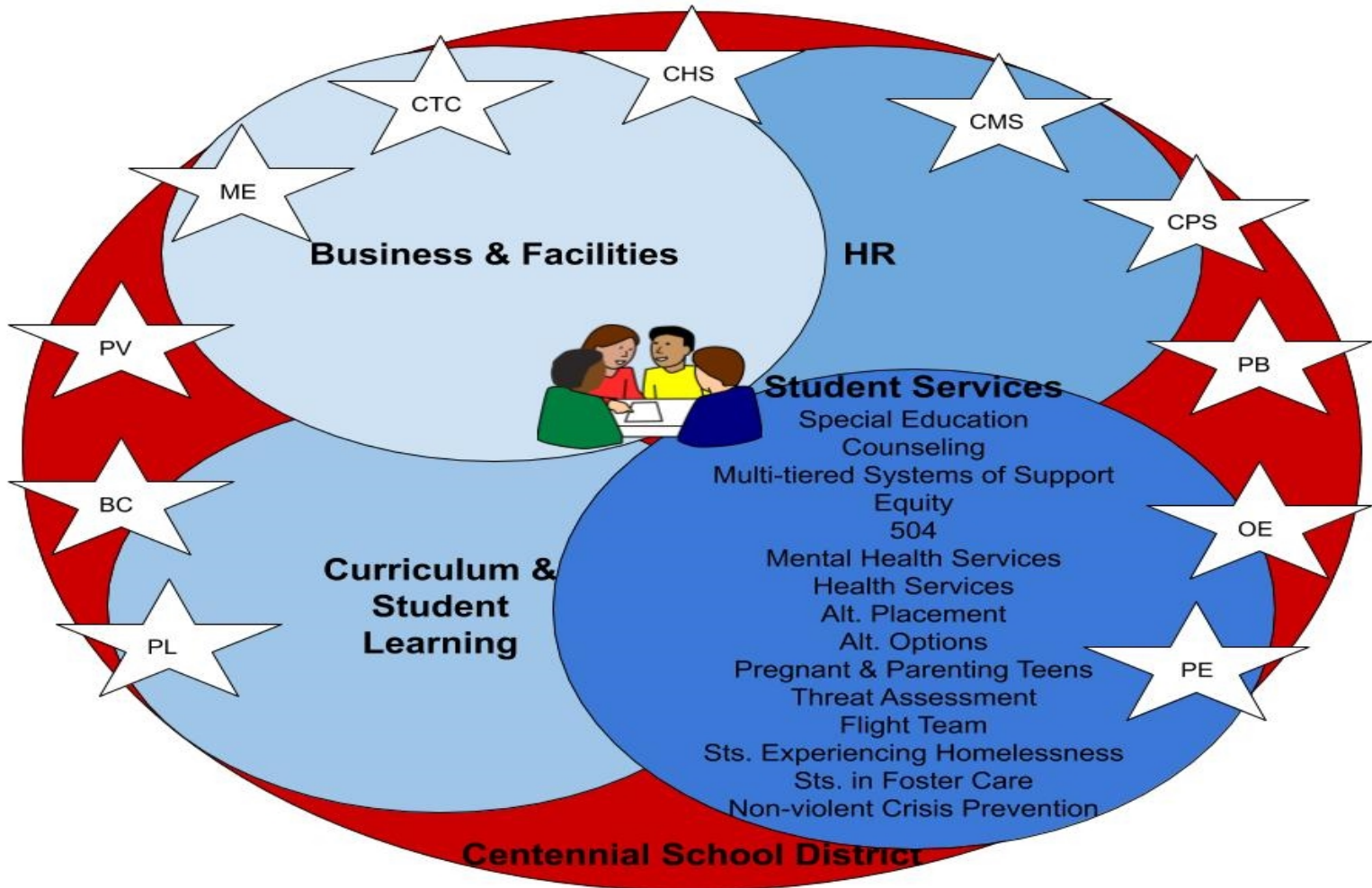


**Collaborating in Community
Cultivating Equity
Inspiring Excellence**

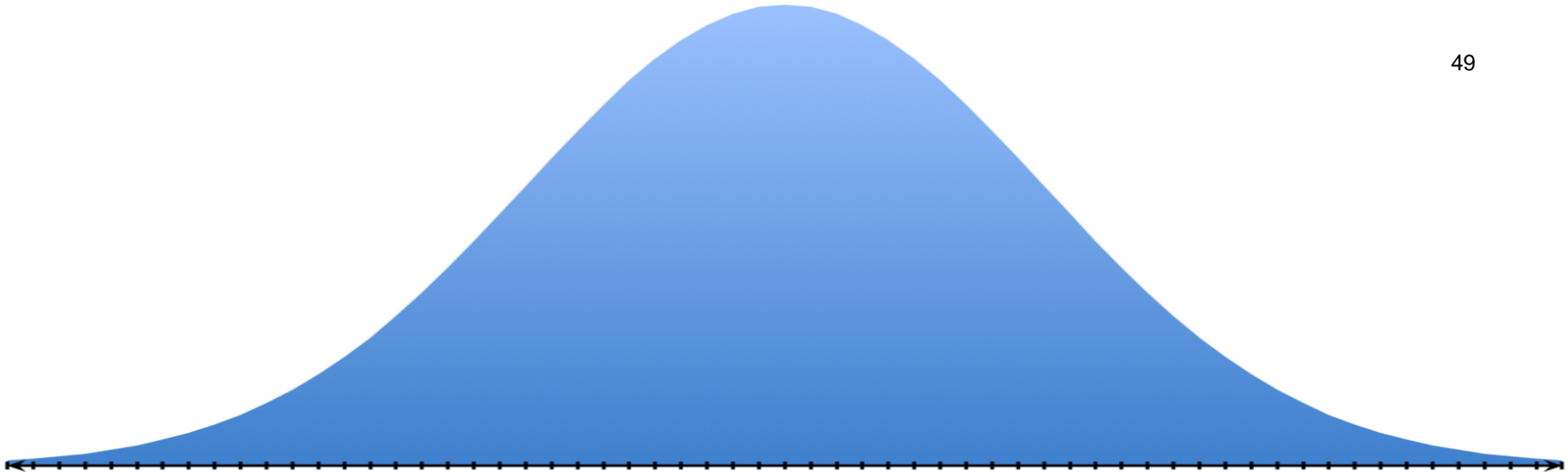
Outcomes:

After this report, the Centennial School Board members will:

- Develop an awareness of the district Threat Assessment process
- Be provided with updated numbers across multiple years
- Received required annual information about Restraint and Seclusions from the 2018–19 school year



Prevention, Event, Recovery & Response



Three P's: POSITIVE, PROACTIVE & PREVENTATIVE

- Multi-tiered Systems of Support including: Integrated teams, Positive Behavior Intervention Support (PBIS), School Wide Expectations, etc.)
- Routines & Classroom Management Plans
- Key Fob/Locking Door Systems
- Restorative Practices
- Social Committees
- Culturally Relevant/Responsive & Trauma Informed Practices
- Community Partnerships: Trillium Family Services, Mult. Co. Mental Health, NW Family Services (CMS & CHS), Western Psychological (PB)
- REAP (OE, PL, CHS & CMS), Latino Network & SUN
- Non-violent Crisis Intervention (NVCi)
- K-3 Case Management
- Suicide Screening Protocols
- Threat Assessments/Sexual Incident Response Team
- Safe Oregon (Tipline)

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Student Threat Assessment Teams (STAT) and Sexual Incident Response Teams (SIRT)

Goal of Student Threat Assessment Teams (STAT) and Sexual Incident Response Teams (SIRT)

- Investigate threat towards others and assist school staff in developing a management plan
 - Management plan – supervision, intervention and maintenance of plan⁵²
- Assess risk and apply inhibiting factors that reduce risk
- **NOT** a process for the prediction of future acts or means to label or profile a student

Benefits of a collaborative approach to assessing risk

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

Multi-Tiered Process

Inquiry

- Administrator consults with STAT member to determine if Level 1 Assessment is warranted

Level 1 Team

- Site-Based
- Core Members
 - Administrator, Counselor, School Psychologist, School Resource Officer (SRO)
- Full Site Team
 - Others who know the student (teachers, coaches, etc.), Campus Security, Parent (as circumstances allow)
 - Suspected or known mental health factors – include mental health consultant.

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Level 2 Team

- Community-Based
- Core Members
 - Representation from the School District, Mental Health Practitioner, Law Enforcement
 - DHS, Juvenile Dept, Oregon Youth Authority, etc.

Implementation

2015-16: CHS Pilot

2016-17

- Level 1 Building Based Teams
- County-wide Level 2 team established. Meets weekly

2017-18

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

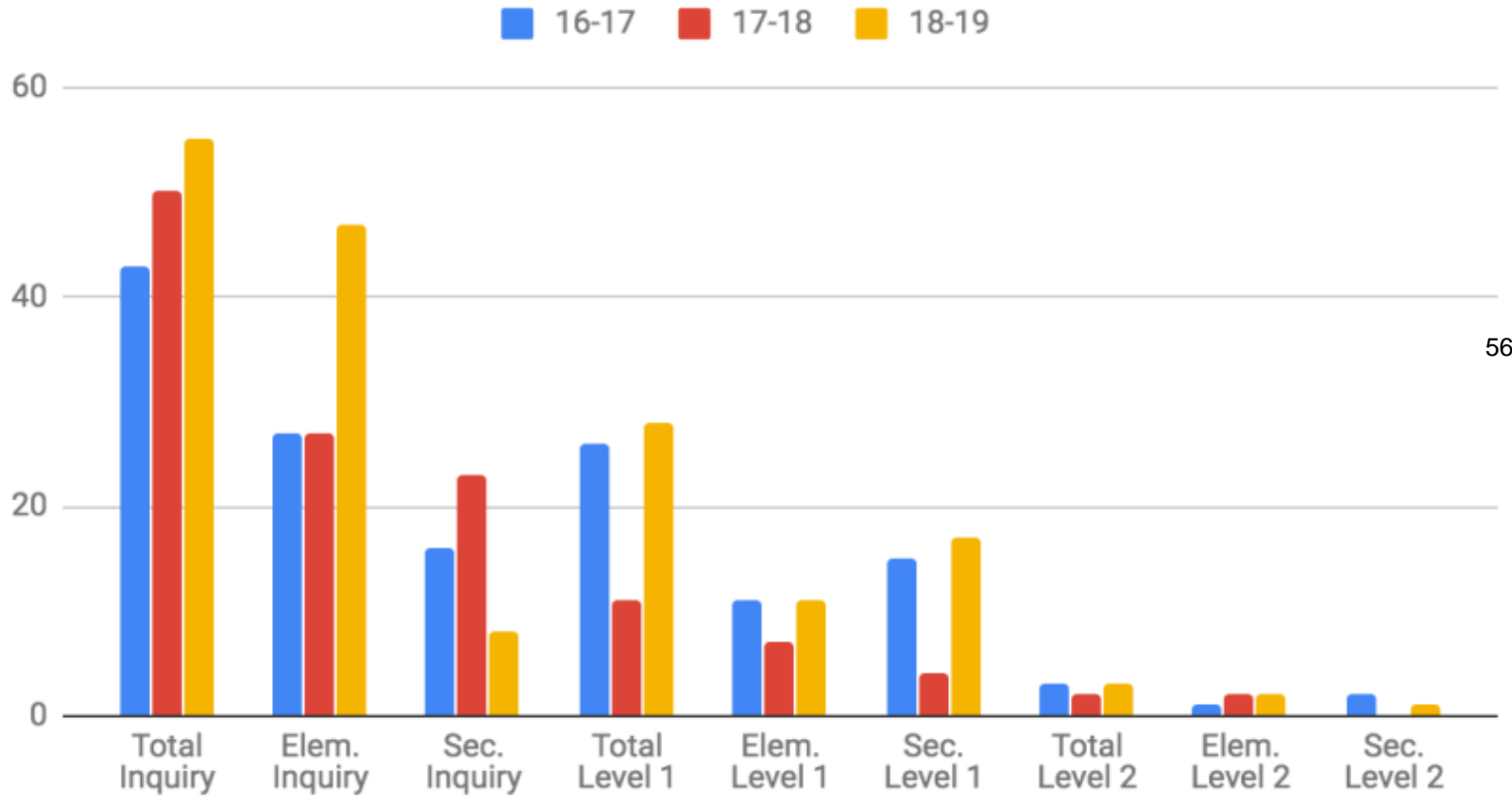
2018-19

- SIRT Began
- All teams participated in refresher in Oct. and included SIRT process going forward

2019-20

- Continue with process
- Train new staff and admin
- Refreshers as needed

Threat Assessment per year



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Restraint & Seclusion Annual Report

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SB 963

**Oregon Revised Statutes
for restraint and seclusion
were amended.**

**Proposed policy and AR
will be coming.**

Changes include:

- ★ The definition of restraint & threshold for intervention
- ★ The situations under which restraints can be used
- ★ Defines certain situations involving⁵⁰ physical intervention that are not considered restraint
- ★ Expands specificity of non-allowable restraint
- ★ Ties state school funding to reporting

Annual Restraint & Seclusion Report



Outcomes:

After this report, the Centennial School Board members will:

- Develop an awareness of the district Threat Assessment process
- Be provided with updated numbers across multiple years
- Received required annual information about Restraint and Seclusions from the 2018–19 school year

9-27-19

Admin - Jeffrey Cerveny
Licensed - Stacy Page
Classified/Parent - Rosa Carvajal

Site Council met to review the updated copy of Patrick Lynch Elementary's Continuous Improvement Plan. The plan contains 5 goals and outlines a number of initiatives. Goal areas are in math, ELA, disproportionate discipline, attendance, and supports for Limited English Proficient Students.

Classified staff member who is also a parent of two students at the school explained she has really liked the support provided for parents and always feels teachers need more support. She said that she really wants to see teachers deepen connections with parents. Rosa is part of the Latino Parent group that is new this year for Patrick Lynch and she believes this will go a long way in bringing the community together.

The team discussed future meetings and that the goal is to role the Site Council in the the school's Tier I team meeting with a target of January. This would require having a parent or parents join the school's leadership team.

CLASS SIZE ANALYSIS
Elementary Registration Count
October 1, 2019

	Kinder	First	Second	Third	Fourth	Fifth	Sixth	Total
PE	22	22	25	21	30	28	34	
	22	21	25	21	30	30	35	
	22	21	24	23		29		
PE Total	66	64	74	65	60	87	69	485

PB	27	24	26	28	28	29	29	
	25	25	27	28	26	29	28	
	27	24	25	28	26		29	
WE Total	79	73	78	84	80	58	86	538

BC	28	27	28	29	29	28	30	
	27	27	29	31	28	27	29	
	28	28	27	31	27	28	30	
Supported Ed			3	3		3		9
BC Total	83	82	87	94	84	86	89	605

PL	27	20	28	28	25	28	28	
	25	20	28	27	23	27	30	
		20						
Supported Ed		1	1	2	1	2	1	8
PL Total	52	61	57	57	49	57	59	392

OE	22	24	25	31	21	32	31	
	22	24	26	28	24	31	31	
	22							
OE Total	66	48	51	59	45	63	62	394

ME	24	23	24	25	23	28	26	
	26	23	25	26	22	27	25	
							25	
ME Total	50	46	49	51	45	55	76	372

PV	28	24	26	31	27	27	37	
	28	24	25	31	27	27	34	
		23						
PV Total	56	71	51	62	54	54	71	419

Total District	452	445	447	472	417	460	512	3,205
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**CENTENNIAL SCHOOL DISTRICT
STUDENT COUNT 2019-2020**

October 1, 2019

	Powell										Alternative Placements	TOTAL	Avg Class
	PATRICK	Butte	BC	PL	OE	MEA	PV	CMS	CPS	CHS			
Kindergarten	66	79	83	52	66	50	56					452	
Loads	22	26	28	26	22	25	28						18
Teachers	3	3	3	2	3	2	2						25.29
Grade 1	64	73	82	60	48	46	71					444	
Loads	21	24	27	20	24	23	24						19
Teachers	3	3	3	3	2	2	3						23.38
Grade 2	74	78	84	56	51	49	51					443	
Loads	25	26	28	28	26	25	26						17
Teachers	3	3	3	2	2	2	2						26.02
Grade 3	65	84	91	55	59	51	62					467	
Loads	22	28	30	28	30	26	31						17
Teachers	3	3	3	2	2	2	2						27.64
Grade 4	60	80	84	48	45	45	54					416	
Loads	30	27	28	24	23	23	27						16
Teachers	2	3	3	2	2	2	2						25.81
Grade 5	87	58	83	55	63	55	54					455	
Loads	29	29	28	28	32	28	27						16
Teacher	3	2	3	2	2	2	2						28.45
Grade 6	69	86	89	58	62	76	71					511	
Loads	23	29	30	29	31	25	36						18
Teachers	3	3	3	2	2	3	2						28.88
Subtotal Elementary	485	538	596	384	394	372	419					3,188	
Average Class Size (1)	22.60	24.93	26.83	24.40	24.07	23.13	26.07						24.48
Grade 7								457					457
Grade 8								447					447
Teachers								37					37
Subtotal Middle School								904					904
Average Class Size (1)								28.16					28.16
Grade 9									0	461			461
Grade 10									16	464			480
Grade 11									18	424			442
Grade 12									25	395			420
Teachers									12	63.5			75.5
Subtotal HS									59	1,744			1,803
Average Class Size (1)									5	29.71			29.7
Alternative Placements:													
CPS Night School/Time Tracking									34				34
Centennial Transition Center											41		41
Rosemary Anderson (POIC)											54		54
Open School											25		25
Special Education			9	8					9				96
Non Special Education											13		13
Total Students	485	538	605	392	394	372	419	904	102	1,744	203	6,158	
Total Class Teachers	20	20	21	15	15	15	15.0	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	0	-19	36	-2	11	-49	11	-1	-42	-10	15	-50	
% Variance	0.0%	-3.4%	6.3%	-0.5%	2.9%	-11.6%	2.7%	-0.1%	-29.2%	-0.6%	8.0%	-0.8%	
ENROLLED	1	38	7	2	12	3	3	16	3	95	15	195	
WITHDRAWN	1	16	5	3	1	3	4	11	5	19	12	80	

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

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

	PATRICK	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												0
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	38	7	2	12	3	3	16	3	95	15	195
ACCUMULATIVE WITHDRAWN	1	16	5	3	1	3	4	11	5	19	12	80

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

Note: CPS Night School and Options included in Alternative Placement count prior to 2007/2008.

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

CONFIRMATION

TO: Board of Directors

DATE: October 9, 2019

SUBJECT: Confirm the Employment of the Following Administrators

The following administrator has been offered a 1.00 FTE position within the district administrative team for the 2019-2020 school year as listed below

District Wide

<u>NAME</u>	<u>POSITION/ FTE</u>	<u>DEGREE</u>	<u>EXPERIENCE</u>
Acker, Tina	Director of Curriculum & Student Learning	MA	Portland State University, OR 12 Years Portland Public SD, OR 5 Years North Clackamas SD, OR 1 Year Clayton County Schools, GA

It is recommended that the board confirm the employment for the administrator as listed above for 2019-2020 school year.

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

CONFIRMATION

To: Board of Directors
Date: October 9, 2019
RE: **Approve Unpaid Leave of Absence**

The following licensed staff member has submitted a request for an Unpaid Leave of Absence at the conclusion of her FMLA/OFLA leave, effective November 20, 2019, with a return date beginning of the 2020-2021 school year.

<u>NAME</u>	<u>SUBJECT</u>	<u>REASON</u>	<u>REQUESTED LEAVE</u>	<u>RETURN DATE</u>
<u>BUTLER CREEK ELEMENTARY</u> Macke, Bridgette	TOSA- Instructional Coach	Family	0.50 FTE	2020-2021

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

Centennial School District
ALTERNATIVE EDUCATIONAL PROGRAMS
2019-20

PROGRAM	AGE LEVEL	STUDENT PROFILE
Centennial Park School Academy Program 17630 SE Main Portland, OR 97233	Grades 9-12	Students who prefer a smaller, more personal learning environment; students who need to recover credits and/or work at an accelerated pace; youth who desire hands-on learning and community based education.
Centennial Park School Night School 17630 SE Main Portland, OR 97233	Grades 9-12	Primarily juniors or seniors at risk for dropping out of school who have part time jobs or internships that conflict with typical school day attendance.
Centennial Special Classes (6) Mainstreet Supported Classes (2) Structured Skills Independent Studies (2)	Gr 9/12(CPS) Gr K/5 (PL) Gr 6/8 (CMS) Gr K/6 (BC) Gr 7/8 (CMS) Gr 9/12 (CHS)	Structured self-contained programs for students eligible for special education who require a more restrictive setting due to significant functional, behavioral and/or mental health needs. Students mainstream into the school programs as appropriate.
Columbia Regional Program 833 NE 74th Portland, OR 97213 503-916-5570	Grades K-12	Students who are Deaf/Hard of Hearing and require intensive language support.
Donald E Long 1401 NE 68 Portland, OR 97233 503-248-3577	Ages 6-18	Program for children who are incarcerated at Juvenile Detention Home.
Edwards Day Program 1715 SE 32 nd Place Portland, OR 97211 888-295-6996	Ages 6-12	Students who qualify for special education and have significant emotional and behavioral need and require mental health treatment infused in school day, individual therapy and psychiatric consultation in addition to academic instruction.
Instructional Tutoring	Grades K-12	Students who require short term one-to-one tutoring because of health, safety or expulsion.
Kerr Youth & Family Center 722 NE 162 nd Portland, OR 97230 503-255-4205	Ages 9-14	Students who qualify for special education and have significant emotional and behavioral need and require mental health treatment infused in school day, individual therapy and psychiatric consultation in addition to academic instruction.

Mt. Hood C.C. GED Program 26000 SE Stark Gresham, OR 97030 503-667-7641	Ages 16-21	Young adults preparing for GED, establish course goals, find employment, & transition to college classes.
Multnomah ESD – SESP (Social emotional skills program) Arata Creek, Knott Creek, Burlingame Creek locations PO Box 301039 Portland, OR 97294 503-255-1841	Grades K -12	Students who qualify for special education services and have significant emotional and behavioral needs that require a structured setting.
Multnomah ESD – BH (Behavioral skills program) Arata Creek, Knott Creek, Burlingame Creek locations PO Box 301039 Portland, OR 97294 503-255-1841	Grades K -12	Students who qualify for special education services and have significant cognitive and behavioral needs that require a structured setting.
Multnomah ESD - ALT Alternative Behavior Program PO Box 301039 Portland, OR 97294 503-255-1841	Grades K-12 Ages 18-21	Students who qualify for special education services and have significant cognitive and behavioral needs that require intense individual monitoring.
Multnomah ESD - FLS Functional Living Skills Program PO Box 301039 Portland, OR 97294 503-255-1841	Grades K-12 Ages 18-21	Students who qualify for special education services and are significantly impacted by their cognitive, health, and or sensory needs requiring a smaller structured environment for individualized instruction.
Multnomah ESD Helensview 8678 NE Sumner Portland 97220 503-262-4150	Ages 12-21	Students who have not been successful in other school settings due to dropping out, incarceration, pregnant and parenting, significant behavioral and emotional behaviors that interfere with their ability to remain in a typical school setting.
OPEN School 16570 SE Oak St. Portland, OR 97233 503-488-5200	Grades 7-12	Extended school year and extended day; small class sized and rigorous college prep program; culturally relevant curriculum and ongoing advocacy and mentorship.
Parry Center for Children 3415 SE Powell Blvd Portland, OR 97202 503-234-9591	Grades K-12	Students who qualify for special education and have significant emotional and behavioral need and require mental health treatment infused in school day, individual therapy and psychiatric consultation in addition to academic instruction.
Portland Youth Builders 4816 SE 92 nd Ave. Portland, OR 97266 503-286-9350 FAX 503-286-9381	Ages 17–21	Students who are credit deficient, at-risk for dropping out of school and motivated for work-study program

<p>Rosemary Anderson High School, East Campus 2208 SE 182nd Ave. Portland, OR 97233 503-797-7226 FAX 503-492-5922</p>	<p>Grades 9-12</p>	<p>Students who have dropped out or at significant risk of dropping out because of gang and juvenile justice involvement, substance abuse, pregnant and parenting, high mobility, poverty and a variety of school and social problems that require a setting that offers services to address these needs as well as the academic needs the students present.</p>
<p>Serendipity School PO Box 33350 Portland, OR 97292 14815 SE Division 503-761-7139 FAX 503-761-7917</p>	<p>Grade K-12 Ages 18-21</p>	<p>Students with disabilities who have significant behavioral and emotional needs because of mental health challenges and/or past trauma and require a therapeutic environment that provides mental health services in addition to academic instruction.</p>

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

NEW BUSINESS

TO: Board of Directors

DATE: October 9, 2019

**SUBJECT: Consider Adoption of AC & AC-AR Nondiscrimination & Discrimination
Complaint Procedure**

Review of the recommended revision in the attached documents for consideration. Please note that AC-AR requires board adoption while AC may be presented as an information item for review by the board.

It is required that the board adopt AC-AR.



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.

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.~~

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

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).

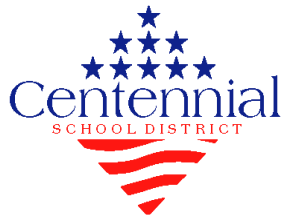
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2012).

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] schools 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

Disability Sex National or ethnic origin Mental or physical

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.

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

NEW BUSINESS

To: Board of Directors
Date: October 9, 2019
Subject: **Consider Approval of Employment Agreement: Administrators**

Effective June 30, 2019, the employment agreement with building and district administrators expired.

It is recommended that a new Agreement for the building and district administrators be approved by the Board, effective July 1, 2019 – June 30, 2022.

Highlights of increased in the agreement are as follows:

Insurance - Medical/Vision/Dental per month / Pool Percentage to Members

2019-2020	\$1402	80%
2020-2021	\$1427	85%
2021-2022	\$1452	90%

Salary

2019-2020	2.5% increase over 2018-2019
2020-2021	3.0% increase over 2019-2020
2021-2022	2.0% increase over 2020-2021

TSA

2019-2020	\$445
2020-2021	\$455
2021-2022	\$465

* * * * *

It is recommended that the Board ratify the contract agreement between the Administrators and the Centennial School district (Centennial School District) effective July 1, 2019, through June 30, 2022

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

NEW BUSINESS

TO: Board of Directors
DATE: October 9, 2019
SUBJECT: Consider Approval of Employment Agreement: Support Services Supervisors, Chief Communications Officer, Executive Supervisor (ITC), and Executive Assistants

Effective June 30, 2019, the employment agreement with the Support Services Supervisors, Chief Communications Officer, Executive Supervisor Instructional Technology, and Executive Assistants expired.

It is recommended that the agreement for these employees is approved by the Board, effective July 1, 2019 – June 30, 2022.

Highlights of the agreement are as follows:

<u>Insurance - Medical/Vision/Dental per month</u>	
2019-2020	\$1402
2020-2021	\$1427
2021-2022	\$1452

Health Savings Account – 100% of unused portion of the current contribution cap may be applied to a member’s HSA.

Basic Life Insurance – equal to \$100,000

<u>Salary</u>	
2019-2020	2.5% increase over 2018-2019
2020-2021	3.0% increase over 2019-2020
2021-2022	2.0% increase over 2020-2021

This is to maintain parity between the licensed and classified union groups.

It is recommended that the Board ratify the contract agreement between Centennial School District and the Support Services Supervisors, Chief Communications Officer, Executive Assistant Supervisor Instructional Technology and the Executive Assistants for the 2016-2019 school years.

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

NEW BUSINESS

TO: Board of Directors
DATE: October 9, 2019
**SUBJECT: Consider Approval of Employment Agreement: Non-Union Trades,
Professional Services, Confidential, Confidential II, and Budget Analyst**

Effective June 30, 2019, the employment agreement with the Non-Union Trades, Professional Services, Confidential, Confidential II, and Budget Analyst expired.

It is recommended that the agreement for these employees is approved by the Board, effective July 1, 2019 – June 30, 2022.

Highlights of the agreement are as follows:

Insurance - Medical/Vision/Dental per month

2019-2020	\$1402
2020-2021	\$1427
2021-2022	\$1452

Health Savings Account – 100% of unused portion of the current contribution cap may be applied to a member’s HSA.

Basic Life Insurance – equal to \$100,000

Salary

2019-2020	2.5% increase over 2018-2019
2020-2021	3.0% increase over 2019-2020
2021-2022	2.0% increase over 2020-2021

This is to maintain parity between the licensed and classified union groups.

It is recommended that the Board ratify the contract agreement between Centennial School District and the Non-Union Trades, Professional Services, Confidential, Confidential II and Budget Analyst for the 2019-2022 school years.