

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

Virtually via the Zoom App
Wednesday, March 18, 2020

Regular Session at 6:30 PM

A G E N D A

1. CALL TO ORDER

1. Adoption of Agenda for March 18, 2020

2. BOARD BUSINESS

1. OLD BUSINESS

1. Second Reading: SSA Application - Tina Acker

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3. REPORTS

1. Superintendent's Report - Dr. Coakley

4. 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.

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Student Investment Account Grant Application- **Final- 3/18/20**



Part One: General Information	
School Year	2020-2021
District	Centennial School District
Institute ID	28j
Webpage (<i>Where SIA Plan will be Posted</i>)	http://csd28j.org/destination-2023/
Contact Person	Name: Tina Acker Email: tina_acker@csd28j.org Phone: 503.762.3620

NOTE: When reviewing this plan, please keep in mind this is one portion of the district’s funding. These funds are separate from all other current budgets including the Centennial School District general fund budget.

Part Two: Narrative

The Centennial School District is situated in a suburban community bridging the cities of Portland and Gresham, OR. The district serves 6,084 students (as of 3/6/20). There are 731 employees, including 367 teachers, 326 classified staff, 25 administrators and 13 supervisors.

DEMOGRAPHICS

District Percentages 2019-20							
	White	Black	Asian	Pacific Is	Native Am	Multi	Hispanic
District Total Student Percentages	40.94%	7.24%	13.62%	2.57%	0.62%	6.35%	28.66%
District Total Staff Percentages	94%	4%	4%	1%	1%	n/a	7%

	English Language Learners	Special Education	Homeless	Free Lunch	Reduced Lunch
Total Students	1,231	883	155	2,588	398
District Total Student Percentages	20.67%	14.83%	2.60%	43.46%	6.68%

OUR MISSION

Collaborating in Community – Cultivating Equity – Inspiring Excellence

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The Centennial School District engaged in a highly collaborative strategic planning process during the 2017-18 school year. This included over 60 total participants comprised of teachers, classified staff, and administrators spending four two-day sessions analyzing demographic, achievement, perception, and program/process data. Each day of the planning process included equity professional development and all data was disaggregated by race and other student groups. Themes from this process were used to create district priority areas of focus. A draft plan was shared with community partners and families for feedback. That feedback was used to create our Destination 2023 Plan, the Centennial School District Continuous Improvement Plan, and schools shifting to align their School Improvement Plans with district priorities.

The major themes in data analysis in the strategic planning process included:

- An urgent need to improve student achievement in both English Language Arts and Math, with implications for curriculum, instruction, assessment, teaming, and professional development.
- Disparities in achievement, attendance, behavior, and graduation data (4 and 5 year completion rates) showing inequitable access by race, language, poverty, and ability.
- High rates of chronic absenteeism.
- Student perception survey data indicated less agreement with statements about their experience of relevance and engaging learning.
- A need for district systems to support alignment across schools and K-12.
- Progress for English Language Learners across state summative exams showed promising upward trends as a result of a focus on language development professional development for educators and programmatic adjustments.

The continuous improvement process has been embedded in professional development and cyclical analysis of achievement, demographic, perception and program/process data. The Centennial School District also participated in a District Engagement Protocol in January 2019 with Oregon Department of Education staff. This year quarterly monitoring routine meetings have been integrated. During these visits, building administrators meet with district office staff to share strengths, challenges, what is working well, and instructional shifts needed in response to the data.

We are currently in year two of our five year strategic plan: Destination 2023. Our recommended plan includes strategic investments across several key areas that align both with SSA guidelines, our District Continuous Improvement Plan, mission, vision, equity policy, and the input gathered from students, staff, families, and community members during our engagement process.

- Increased **academic supports** and **targeted interventions**
- Increased **social-emotional, mental health and behavioral supports**
- More optimal **staff-student ratios** and class size across many grade levels
- More access and **expansion of elective courses**
- More **co-curricular activities and extended learning time** opportunities
- **Professional development** for staff and additional **curriculum** materials

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Student Investment Account funding will support our District Continuous Improvement Plan goals to ensure all students **meet their annual growth target goals in reading and math, increase the graduation rate** for all students, **decrease** the overall **disproportionate discipline** rates for specific student groups, **decrease chronic absenteeism** rates for all students and **increase regular attendance rates** for all students, and all students identified as Limited English Proficient will **meet annual language growth targets**.

We are grateful for this historic investment of funding to support our efforts to increase student success, particularly students who have been historically underserved.

Part Three: Community Engagement and Input

Stakeholder engagement to inform our application took place from November 2019-February 2020. Links to resources including the FAQ page provided by the Oregon Department of Education were also shared for staff and families to access. We invited students, families, staff, board members, and community members to participate in our engagement process which included the following:

Online surveys were available on our district website throughout the engagement process. Surveys were available in English, Spanish, and Russian. Our Superintendent sent initial messages describing the Student Success Act and Student Investment Account and asked stakeholders to provide feedback through the survey. Several reminder messages were sent throughout the process as well. The English survey included feedback from 8 students, 237 parents/guardians/family members, and 381 staff members. The Spanish survey included feedback from 23 parents/guardians/family members and the Russian survey included feedback from 5 parents/guardians/family members.

Staff Engagement- A group of approximately 30 staff including administrators, teachers, educational assistants, special education staff, and counselors met three times to review requirements related to special education. This group analyzed data, read several research articles, drafted a Program Evaluation Tool (PET) and provided feedback about needs and ideas to address them. Meetings were held on the following dates: 12/18/19, 1/22/20, and 2/12/20.

District office administrators held several meetings with principals, including one meeting that was facilitated by our Multnomah Education Service District Student Success Improvement Leader. Principals were then asked to engage their staff in the process and provide time for completing the online survey. Information was also shared during staff meetings in other departments in the district. The Multnomah Education Service District provided emerging themes from our online surveys that were used in an Instructional Leadership (Multi-tiered Systems of Support) MTSS/Equity Meeting on February 11th. This meeting was used to begin identifying our district priorities because the participants are a group that already meets regularly to use data to inform practices aligned with areas of focus for the Student Success Act, and includes district administrators, principals, and teachers. For the meeting on February

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11th, we worked with the union representative for our classified association to invite two educational assistants to join. The president of our certified association was also invited and participated. There were 25 participants in the meeting including 8 administrators, 15 teachers, and 2 educational assistants. The input from the meeting on February 11th was taken to a meeting with principals and assistant principals to identify the top priorities for school-based needs. District office administrators used all of this information to draft our investment plan.

Student Engagement- In addition to the online surveys, we worked with schools to gather additional feedback from our focal student populations. This included small group listening sessions, meetings with students during group/club activities, surveys in English Language Development classes with scaffolded support from teachers, and small group surveys at the elementary and secondary level. This process provided input from 277 students.

Parents/Guardians/Family Members Engagement- In addition to the online surveys which were made available to all families, we planned targeted sessions to reach out to families in the process. Principals were asked to reach out to families to share information and gather feedback during a school-based event or meeting (i.e. Family Night, PTA meeting). During parent-teacher conferences, several district office administrators including our superintendent spent time at three of our schools connecting with families face-to-face. An information table with Student Success Act resources was set up, chromebooks were available for families to take our online survey, and a dot activity with charts were used to identify priorities. Some families preferred to share in a conversation with us instead of completing the survey on the chromebooks we had available or using the dots to identify what they prioritized. In addition to these engagement methods, we also held events for families of our focal student populations.

We partnered with community-based organizations to host listening sessions for families of our focal student populations (see below). District staff maintained communication with our partner organizations and discussed ways to continue working collaboratively to support authentic engagement that meets the needs of our students and families.

Specific Family and Student Group	Date	Time	Location	Partner Organization
Students with Disabilities	January 28, 2020	5:30-8:00 pm	Friends of the Children- 424 N.E. 172nd Avenue, Portland OR 97230	FACT Oregon- Family and Community Together
Students who are Slavic/Russian Speaking	January 28, 2020	6:00-8:00 pm	Centennial High School- Community Room, 3505 SE 182nd, Gresham, OR 97030	IRCO- Immigrant and Refugee Community Organization
Students who are Native Hawaiian/Pacific Islanders	January 29, 2020	6:00-7:30 pm	APANO- 8188 SE Division Street, Portland, OR 97206	APANO- Asian Pacific American Network of Oregon
Students who are Asian Pacific	January 29, 2020	6:00-7:30 pm	APANO- 8188 SE Division Street, Portland, OR 97206	APANO- Asian Pacific American Network of Oregon
Trans and Gender Diverse Youth	February 3, 2020	5:30-7:30 pm	Meadows Elementary Library-18009 SE Brooklyn St, Portland, OR 97236	TransActive Gender Project
Students who are Black/African-American	February 13, 2020	6:00-7:30 pm	Centennial High School- Community Room, 3505 SE 182nd, Gresham, OR 97030	Hurdle Consulting
Students who are Hispanic/Latino	February 18, 2020	6:00-8:00 pm	Centennial High School- Community Room, 3505 SE 182nd, Gresham, OR 97030	Latino Network

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Families of Focal Student Groups- One of the challenges we experienced during the engagement process with families was having lower than desired attendance at some events. In reflecting at the end of the process, we realized we needed more time to plan and coordinate events. We gathered feedback from families regarding the process and learned ways we can increase engagement tied to the Student Success Act. We were intentional about sharing our desire to have ongoing dialogue and input in the future. We also noted lack of trust as one of the reasons given for low participation, and a desire for more face-to-face interactions and phone calls to families.

Our plan moving forward is to work with principals to identify the most appropriate site-based family events over the course of the school year that we can connect with families regarding our progress with implementation of our plan and hear their perspectives about how we're doing. Culturally specific engagement looks different and we will continue working with our partner organizations to strengthen relationships with families and to engage them in the manner that works for them. We know some meetings will continue taking place in the community. We will also continue to create spaces for affinity group engagement which will support participants ability to speak freely and share authentic feedback.

It would be helpful to have opportunities for some regional engagement sessions in the future and outreach from the Oregon Department of Education as we move to implementation of our plans. We would also like to continue having the flexibility to engage our community in a manner that works for them, but would appreciate having a bank of questions provided in order to have some consistency in language around the state.

Evidence of Engagement

Artifact #1- Centennial School District Online Survey Questions (English, Spanish, and Russian)

Artifact #2- Superintendent's Updates and Board Communication- October 2019-March 2020

Artifact #3- Dot Poster Activity Summary Page

Artifact #4- Instructional Leadership (Multi-tiered Systems of Support) MTSS/Equity Meeting Materials- 2/11/20

Artifact #5- Community Feedback Report

The artifacts included in our application were selected because they provide representation of engagement throughout the fall and leading up to the development of our draft plan. They also give a clear sense of community engagement. Artifact #1 is the online survey questions which were open to all stakeholders. Artifact #2 is a collection of Superintendent's Updates and Board Communication. They show evidence of monthly communication during our engagement process. Artifact #3 shows the results of the Dot Poster Activity during parent teacher conferences, a district department staff meeting, and meeting with principals and assistant principals. Artifact #4 is a copy of the Powerpoint used to facilitate the meeting with

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teachers, administrators, and educational assistants. Artifact #5 is the complete report prepared by the Multnomah Education Service District (MESD) summarizing our engagement efforts.

The Centennial School District engagement process elevated the voices of students and families and validated a few things we were already aware of. There is a shared strong sense of community and Centennial pride among stakeholders. We are really fortunate to have caring and dedicated educators and support staff across the district. We have many positive things to celebrate and specific areas to work on in order to prepare students for college and/or career following graduation.

There is a shared desire for strengthening relationships and having meaningful engagement in classrooms that will be addressed through improving culturally responsive teaching practices. We heard a consistent message from our focal student populations and their families that we need to address concerns around some students not feeling a sense of belonging, issues around equity, inclusion, and diversity. We need to work to increase the diversity of our staff to be more reflective of our student population. Increased support to address students behavioral and mental health needs is essential, as well as an overall focus on wellness for students, staff, and families. Our students ability to focus and engage requires that their basic needs are met. Teachers need resources and access to quality professional development, more time for collaboration, and support staff targeted in high need instances. The investment funds will allow us to target additional resources where they are needed in order to increase academic outcomes for all students and families we serve.

Part Four: Data Analysis

Data from our community engagement process was sent to the Multnomah Education Service District for review and analysis. They created a Community Engagement Report which summarizes feedback collected and organized information in a structure that reflects the four allowable uses for funds- class size, well-rounded education, instructional time, and health and safety. Themes from the report were used for further planning and discussion.

In addition to all of the feedback we gathered through our engagement process, we used several key data sources to inform equity-based decision making. Data analysis included looking at Dynamic Indicators of Basic Early Literacy Skills (DIBELS) reading progress K-6, reading and math state assessment data grades 3-12, 9th grade on track, attendance, and graduation. We also used discipline data and our district perception survey results.

Another layer of data analysis came as a result of quarterly monitoring meetings held at each school with district office administrators and principals. In those meetings, principals review their School Improvement Plan (SIP) progress. This includes a conversation about reading and math achievement progress, attendance and student discipline data, and efforts to support students not currently at benchmark or on track to meet growth goals.

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Our data analysis process includes disaggregating by specific student groups and discussing funding priorities to ensure our efforts align with the purpose of the Student Success Act and the “commitment to improving access and opportunities for students who have been historically underserved in the education system.”

Part Five: SIA Plan

SIA Plan Requirements: It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

We used the SIA Integrated Planning Tool created by the Oregon Department of Education in order to complete Part Five of our application, but have included the information below in order to provide everything for review in one document. Note: The additional tools used will be presented to the Centennial School District School Board as part of our complete application and linked on the district website.

Outcomes

1. All staff have the skills and support to deliver effective instruction that is relevant and responsive for all students. P-21 educators consistently use culturally responsive instructional strategies to engage and support diverse learners.
2. School staff participate on teams to deepen their own learning and support student success.
3. P-21 educators use Professional Learning Communities (PLC’s) routinely to analyze progress monitoring or targeted assessment data and perception surveys to inform strategies to increase student engagement and maintain a positive classroom environment (i.e. grouping students, relationship building activities).
4. P-21 educators consistently use teaming structures, data, and reports in order to provide Tier I (whole class), Tier II (requiring some additional support), and Tier III (intensive support) instruction, interventions, and support through our multi-tiered systems of support process.
5. P-21 educators use trauma-informed and culturally relevant practices in conjunction with social emotional learning to support students behavioral and mental health needs.

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Note: We will be updating all of our district documents to better reflect the full population of students we serve. Centennial School District provides instruction and support for students from Pre-K through age 21, which will be listed in district documents as P-21.

Strategies

1. Increase academic support and targeted interventions for historically underserved populations.
2. Increase social-emotional, mental and behavioral support across the district.
3. Establish more optimal staff-student ratios and class size across many grade levels.
4. Provide more access and expansion of elective courses, co-curricular activities and extended learning time opportunities.
5. Provide instructional coaching and targeted professional development for staff and additional curriculum materials to enhance core instruction and reading and math interventions.

Activities

Proposed activities are included in the budget narrative which includes projected costs for implementation utilizing our full allocation of \$5,436,813.20.

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work.

As stated in our Destination 2023 plan, equity is the foundation- the idea that EACH and EVERY learner will receive the support they need to be successful. We have approached the process leading up to drafting our district application and plan with this belief. We use our district equity lens questions and table tents for grounding activities and to keep us focused during decision-making processes to ensure that we consider the implications of all decisions we make. Our equity tool is posted in meeting areas throughout the district and in the district office Board Room where most of our meetings occur.

Part Six: Use of Funds

[Allowable use categories](#) our plan is designed to fund:

- Increasing instructional time
- Addressing students health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

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Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Funds will be utilized to increase academic supports and targeted interventions for our focal student groups. We will increase social-emotional, mental health and behavioral support for all students. Providing more optimal staff-student ratios and class size in high need situations will promote equity and strengthen the health of our district overall. Providing more access and expansion of elective courses, co-curricular activities and extended learning time opportunities is essential in order to create well-rounded learning experiences for all students. Professional development for staff and additional curriculum materials has been fragmented due to a lack of resources. Research shows that addressing both of these areas are two of the most high impact strategies for increasing student achievement. These priorities collectively will help us to remain on track to achieve our goals.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan.

When you address the needs of your most vulnerable students, all students benefit. Our plan has been developed with this belief in mind. The best way to address achievement gaps is to avoid creating them. We are seeing promising results with targeted reading instruction and interventions in a few of our Kindergarten and 1st grade classrooms. We will be using a portion of our budget to support scaling up these strategies across all of our Kindergarten and 1st grade classrooms. This is one example of how we plan to use a pilot approach that can be replicated in a grade level/content area, school, and/or district as appropriate in subsequent years.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes?

We are fully aware that many districts across the state will be prioritizing some of the same strategies as the Centennial School District. This will create a barrier if we are unable to fill staffing vacancies we anticipate having in year one. If we are unable to implement any of our year one priorities, we will determine which year two or year three priorities make sense to shift to our first year of implementation.

Our goal is to scale up our efforts from one year to the next. We understand the importance of narrowing our focus to a few key priorities and ensuring we establish highly effective systems and build staff capacity in order to sustain effective practices and improved outcomes for all students over time.

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The Centennial School District will develop longitudinal growth targets in collaboration with the Oregon Department of Education as outlined in the guidance documents for the SIA application.

Part Seven: Evidence of Board Approval

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

The Centennial School District Student Investment Account draft application was presented to The Board on March 11, 2020 for a first reading and review. The agenda from the March 11th meeting is included as evidence. As agreed, the draft application and budget were posted on the district website and notification was sent to stakeholders that the application was posted for review and additional feedback. The approval meeting for the Centennial School District Student Investment Account final application was scheduled for March 18, 2020, including approving this final application, the accompanying budget, and artifacts being included as evidence of engagement.

Part Eight: Public Charter Schools (If Applicable)

Do you sponsor a public charter school? No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

Did any public charter schools you invited to participate in your SIA plan decline to participate?

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts.

You will be asked to upload any SIA charter school SIA specific agreements.

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount
				Total Expenditures:	\$ 5,436,813.20
				Allowable Administrative Costs:	\$ 271,840.66
				Unbudgeted Funds:	\$0.00

Budget Justification Narrative

Proposed Activity

1	7	RCS	111	Teachers- Salary: Adding weighted class size reduction to address targeted needs and minimize overflow assignment of	\$ 568,631.00
2	0	RCS	2xx	Teachers - Benefits	\$ 356,986.00
3	20	RCS	112	Educational Assistants- Salary: Provide targeted support for instruction, interventions, supervision K-12	\$ 391,760.00
4	0	RCS	2xx	Educational Assistant- Benefits	\$ 438,260.00
5	0	RCS	113	Educational Assistant- Salary: Increase work year by 3 days to allow participation in professional development with teachers	\$ 45,633.00
6	0	RCS	2xx	Educational Assistant - Benefits	\$ 61,367.00
7	0.5	RCS	111	Licensed staff - Salary: To support year one implementation of AVID at the middle school- elective sections and site	\$ 40,616.50
8	0	RCS	2xx	Licensed staff - Benefits	\$ 25,499.00
9	0.5	RCS	112	Classified student support staff - Salary: To provide schoolwide support to the middle school level	\$ 19,206.00
10	0	RCS	2xx	Classified students support staff - benefits	\$ 21,342.00
11	0	RCS	2xx	Explore opportunities to increase teacher diversity and reduce workforce shortages	\$ 25,000.00
12	3	H&S	111	Social Worker/Mental Health Provider - Salary: Provide targeted support in high needs areas	\$ 243,699.00
13	0	H&S	2xx	Social Worker- Benefits	\$ 152,994.00
14	1	H&S	111	Counselor- Salary- To improve staffing ratios and address high needs areas	\$ 81,233.00
15	0.0	H&S	2xx	Counselor- Benefits	\$ 50,998.00
16	1	H&S	111	Behavior Specialist / MTSS Coach - Salary: Provide behavioral support K-12	\$ 81,233.00
17	0	H&S	2xx	Behavior Specialist / MTSS Coach - Benefits	\$ 50,998.00
18	1	H&S	111	Learning Specialist - Salary: To provide targeted case load support	\$ 81,233.00
19	0	H&S	2xx	Learning Specialist - Benefits	\$ 50,998.00
20	4	H&S	113	Assistant Principal- Salary: To provide support at targeted elementary schools	\$ 473,636.00
21	0	H&S	2xx	Assistant Principal- Benefits	\$ 290,364.00
22	0	H&S	31x	Professional Development- Contracted Services to provide Responsive Classroom training and materials	\$ 100,000.00
23	0	H&S	31x	Implement SuperSensory Spaces at elementary schools (includes trauma informed and culturally responsive training	\$ 30,000.00
24	0	IIT	31x	After School Program- Contracted Services	\$ 50,000.00

7 FTE set aside- targeted class size reduction and minimize overflow assignments to other schools
Benefits
20 FTE supporting instruction, interventions, and supervision K-12, and Kindergarten classes
Benefits
Curriculum and social-emotional professional development with teachers to increase consistency
Benefits
Increasing electives for academic support, and strengthening school culture
Benefits
Increasing academic support for schoolwide needs
Benefits
Workforce diversification
3 FTE- Districtwide support to address mental health needs
Benefits
1 FTE- to improve staffing ratios
Benefits
1 FTE- to provide districtwide behavioral support
Benefits
1 FTE- to provide tarted case load support
Benefits
Retain 2 FTE currently grant funded (ending) and adding 2 FTE for schools with over 450 students
Benefits
Professional development contracted services and materials
Add spaces in all elementary schools to include trauma informed and culturally responsive elements
Contracted services to support extended learning opportunities

25	0	IIT	113	Summer School Programming- Salary	\$ 62,000.00	Teacher and support staff salaries- extended hours for working in after school program
26	0	IIT	2xx	Summer School Programming - Benefits	\$ 38,000.00	Benefits
27	0	OCG	35x	Family engagement activities/community outreach with community partners	\$ 20,000.00	Culturally specific family engagement activities
28	2	WRE	111	Instructional Coach- Salary: To ensure consistent instructional coaching support in all schools	\$ 162,466.00	2 FTE- to ensure consistent instructional coaching in all schools
29	0	WRE	2xx	Instructional Coach- Benefits	\$ 101,996.00	Benefits
30	1	WRE	111	Curriculum and Instructional TOSA- Salary: To provide targeted academic support in all schools	\$ 81,233.00	1 FTE- to provide targeted academic support in all schools
31	0	WRE	2xx	Curriculum and Instructional TOSA- Benefits	\$ 50,998.00	Benefits
32	0.8	WRE	113	Curriculum and Instruction Program Administrator- Salary: To support district's coaching program, instruction and	\$ 94,727.20	1 FTE- facilitate coaching training, and support instruction and interventions in all schools
33	0	WRE	2xx	Curriculum and Instruction Program Administrator- Benefits	\$ 50,339.20	Benefits
34	0.5	WRE	111	Library/Media Specialist- Salary: To increase support for library managers K-12 and provide targeted Library/Media	\$ 40,616.50	0.5 FTE- increase Library support in all schools and targeted instruction for middle and high schools
35	0	WRE	2xx	Library/Media Specialist- Benefits	\$ 25,169.50	Benefits
36	0.67	WRE	111	EL Instruction Teacher- Salary: To support English Language Development	\$ 54,426.11	0.67 FTE- increase English Language Development instruction at middle and high schools
37	0	WRE	2xx	EL Instruction Teacher- Benefits	\$ 34,168.66	Benefits
38	0	WRE	4xx	Materials: Supplementary materials to provide instruction and assessment for core literacy and math programs	\$ 150,000.00	Instructional materials and software to support instruction and assessment districtwide
39	0	WRE	113	Professional Development- Salaries	\$ 37,200.00	Extended hours salaries for teachers participating in professional development activities
40	0	WRE	2xx	Professional Development- Benefits	\$ 22,800.00	Benefits
41	0	WRE	31x	Professional Development- Contracted Services to provide Culturally Responsive Educational Training	\$ 25,000.00	Professional development contracted services and materials
42	0	WRE	31x	Professional development- train-the-trainer model- curriculum department coaches to begin working on building district capacity to lead future training	\$ 80,000.00	Professional development contracted services and materials
43	0	WRE	113	Curriculum department summer collaborative planning time for teachers and instructional coaches	\$ 45,000.00	Extended hours salaries for teachers participating in summer collaborative planning activities
44	0	WRE	2xx	Curriculum department summer training collaborative planning- benefits	\$ 30,000.00	Benefits
45	0	WRE	4xx	Supplies and materials to support curriculum department summer planning activities	\$ 18,608.23	Professional development supplies and materials
46	0	WRE	34x	Travel: As necessary for curriculum train-the-trainer model	\$ 75,000.00	Travel associated with train-the-trainer model to begin building district capacity to lead training
47	0	WRE	31x	Professional development to support English Language Development instruction	\$ 35,000.00	Professional development contracted services and materials
48	0	WRE	4xx	Instructional materials for English Language Development- purchase systemic ELD units	\$ 40,000.00	Instructional materials to be used in English Language Development classes
49	0	WRE	4xx	Dual language immersion committee to begin planning implementation- 2021-22 school year	\$ 40,000.00	Planning committee to develop 2021-22 plan for starting Dual Language in one school/one grade
50	0	WRE	113	Coaching- Salary: To provide afterschool programming for middle school students- starting with basketball year one	\$ 12,400.00	Salary- Adding middle school after school sports beginning with basketball for year one
51	0	WRE	2xx	Coaching- Benefits	\$ 2,398.30	Benefits
52	0	WRE	4xx	Materials: To provide supplies for basketball	\$ 5,000.00	Supplies
53	0.75	ADMIN	ADMIN	Communications Specialist- Salary: To improve timely district communications	\$ 60,924.00	Allowable Administrative Costs
54	0	ADMIN	ADMIN	Communications Specialist- Benefits	\$ 38,248.00	Benefits
55	1	ADMIN	ADMIN	Human Resources Specialist- Salary: To support staffing needs for SIA and to increase recruiting of diverse staff	\$ 61,464.00	Allowable Administrative Costs
56	0	ADMIN	ADMIN	Human Resources Specialist- Benefits	\$ 40,899.00	Benefits
57	1.2	ADMIN	112	Classified Support- Salary To provide financial oversight of SIA programming	\$ 37,440.00	Allowable Administrative Costs
58	0	ADMIN	2xx	Classified Support- Benefits	\$ 31,605.00	Benefits

PACIFIC EDUCATIONAL GROUP

Courageous Conversation is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!

- Six Conditions**
1. Focus on PERSONAL, local and immediate
 2. ISOLATE race
 3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
 4. Monitor agreements, conditions and ESTABLISH PARAMETERS
 5. Use a "WORKING DEFINITION" for race
 6. Examine the presence and role of "WHITENESS"

- Four Agreements**
- Stay ENGAGED
 - Experience DISCOMFORT
 - Speak your TRUTH
 - Expect / Accept NON-CLOSURE



Centennial School District Equity Lens

This lens can be used to make individual or group decisions but does not intend to delegate individual principal or administrator decisions.

Consider the following questions for any **POLICY, PROGRAM, PRACTICE or DECISION**:

1. Who are the **racial/ethnic and underserved groups affected**, and what are the **potential impacts**?
2. Does this **ignore or worsen existing disparities** or produce other **unintended consequences**?
3. How does this **advance the district priorities**?
4. How have you **intentionally involved stakeholders** who are also members of the affected communities?
5. What are the **barriers to more equitable outcomes**?
6. How will you **mitigate the negative impacts** and address barriers?

***Definition of equity as defined in Centennial School District Equity Policy:** The idea that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon's schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language or other distinguishing characteristic.

Centennial Student Success Act Survey

The Oregon Legislature passed and the Governor signed the \$2 billion Student Success Act (HB 3427) in Spring 2019. This is a historic and much-needed investment in K-12 schools.

School districts will be required to apply for funds. Districts must demonstrate engagement of the community in a needs assessment process prior to the application for funds. The needs assessment includes the District's existing Continuous Improvement Plan (CIP) and an expanded public engagement process with multiple and diverse stakeholders.

Districts are allowed four broad uses for the grant proposals:

- Increasing instructional time
- Addressing student health and safety needs
- Increasing adults/decreasing class size
- Expanding well-rounded learning opportunities

Programs must also meet students' behavioral and mental health needs and increase academic achievement as well as reduce disparities among student groups.

Our community engagement is intended to gather feedback on how these funds can be used to systematically improve Centennial schools to support and empower students who we have historically not been well served in Centennial.

*** Required**

1. I am: *

0 points

Check all that apply.

- a student
- parent/guardian or family member
- staff member
- community member or business owner

Other: _____

2. I am connected to: *

0 points

Check all that apply.

- Patrick Lynch
- Powell Butte
- Parklane
- Butler Creek
- Oliver
- Meadows
- Pleasant Valley
- Centennial Middle School
- Centennial High School
- Centennial Park School
- Centennial Transition Center
- Multiple Levels

Other:

3. How would you best describe your ethnicity? *

Check all that apply.

- Hispanic/Latino
- Slavic
- Asian
- Black/African American
- White or Caucasian
- Multi-racial
- Pacific Islander or Native Hawaiian
- Other
- Choose not to answer

4. What do you love/like about Centennial School District? *

5. What do you want to improve about Centennial School District?

Opportunities for Students

There are four areas schools can invest in empowering and guiding students to improved achievement and increasing opportunities throughout their school experience. Our mission is to create a long term financial plan that addresses the most pressing needs to those students who have been traditionally underserved by our schools (Black/African American students, Hispanic/Latino students, Students with Disabilities, English Language Learners, LGBTQ students, students in poverty, and students in foster care). Please check those areas you see as the most important to improving the experience of a Centennial student. These checkboxes are based on feedback we received from students, staff, and families last school year. These options are not exclusive, please take time to share comments on ideas you would like to share.

6. What opportunities would you like to see to empower the students and staff of Centennial in the area of instructional time?

Check all that apply.

- Summer programs
- Longer school year
- Longer school day
- Training and collaboration time for staff to align teaching practices
- Instructional support for teachers and assistants

Other:

7. Any specific comments around instructional time?

.....

8. What opportunities would you like to see to empower the students and staff of Centennial in the area of health and safety?

Check all that apply.

- Social and Emotional support in classrooms- curriculum
- Specialists for social, emotional, and behavioral needs
- More custodial support in schools
- Safety improvements to the schools
- Multilingual staff to assist families at school
- Restorative practices coaching for students and staff

Other:

9. Any specific comments around health and safety?

.....

10. What opportunities would you like to see to empower the students and staff of Centennial in the area of class size?

Check all that apply.

- More educational assistant support in classrooms
- Adding classroom supports for students with disabilities
- More specialized support for students with disabilities
- English Language Learner support in classrooms

Other:

11. Any specific comments about class size?

.....

12. What opportunities would you like to see to empower the students and staff of Centennial in the area of well-rounded education?

Check all that apply.

- Recruitment and retention of staff of color
- Recruitment and retention of multi-lingual staff
- Extended experiences for elementary, middle, and high school students
- SAT/ACT preparation
- More career related electives
- More culturally specific partnerships
- More resources for libraries
- More opportunities in the Arts

Other:

13. Any specific comments about well-rounded education?

.....

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Encuesta de la Ley de Éxito Estudiantil

La Legislatura de Oregón aprobó y el Gobernador firmó la Ley de Éxito Estudiantil (Student Success /Act - HB 3427) de \$ 2 billones en la primavera del 2019. Esta es una inversión muy importante y necesaria en las escuelas K-12.

Se requerirá que los distritos escolares soliciten los fondos. Los distritos deben demostrar la participación de la comunidad en un proceso de evaluación de necesidades antes de solicitar los fondos. La evaluación de necesidades incluye el Plan de Mejora Continua (CIP) existente del Distrito y un proceso amplio de participación pública con múltiples y diversas partes interesadas.

Los distritos están autorizados para cuatro usos amplios de las propuestas de subvención:

- Incremento del tiempo de instrucción
- Abordar las necesidades de salud y seguridad de los estudiantes.
- Aumento de adultos/disminución del número de estudiantes por clase
- Ampliación de oportunidades de aprendizaje integral

Los programas también deben satisfacer las necesidades de comportamiento y de salud mental de los estudiantes y aumentar el rendimiento académico, así como reducir las disparidades entre los grupos de estudiantes.

La participación de nuestra comunidad tiene por objetivo recopilar comentarios sobre cómo estos fondos se pueden utilizar para mejorar sistemáticamente las escuelas de Centennial para apoyar y capacitar a los estudiantes a quienes históricamente no hemos servido bien en Centennial.

* Required

1. Soy: *

Check all that apply.

- Un estudiante
- Padre/tutor o miembro de la familia
- Miembro del personal
- Miembro de la comunidad o dueño de negocio
- Otros:

2. Estoy relacionado a: *

Check all that apply.

- Patrick Lynch
- Powell Butte
- Parklane
- Butler Creek
- Oliver
- Meadows
- Pleasant Valley
- Centennial escuela intermedia
- Centennial escuela secundaria
- Centennial Park
- Centennial Transition Center
- Múltiples Niveles
- Otros

3. ¿Cómo describirías mejor tu origen étnico? *

0 points

Check all that apply.

- Hispano/latino
- Esloveno
- Asiático
- Negro/afroamericano
- Blanco o caucásico
- Multirracial
- Isleño del Pacífico o hawaiano nativo
- Otro
- Decido no responder

4. ¿Qué le encanta/le gusta del Distrito Escolar Centennial? *

.....

5. ¿Qué quieres mejorar del Distrito Escolar Centennial? *

.....

Oportunidades para estudiantes

Existen cuatro áreas en las que las escuelas pueden invertir para empoderar y guiar a los estudiantes a mejorar el rendimiento y aumentar las oportunidades durante toda su experiencia escolar. Nuestra misión es crear un plan financiero a largo plazo que aborde las necesidades más apremiantes para aquellos estudiantes que tradicionalmente han sido desatendidos por nuestras escuelas (estudiantes negros/afroamericanos, estudiantes hispanos/latinos, estudiantes con discapacidades, estudiantes del idioma inglés, estudiantes LGTBQ, estudiantes en pobreza y estudiantes en cuidado temporal. Marque las áreas que considera más importantes para mejorar la experiencia de un estudiante de Centennial. Estas casillas de verificación se basan en los comentarios que recibimos el año pasado de los estudiantes, el personal y de las familias. Estas opciones no son exclusivas, tómese el tiempo para compartir comentarios sobre ideas que les gustaría compartir.

6. ¿Qué oportunidades le gustaría ver para capacitar a los estudiantes y al personal de Centennial en el área de tiempo de instrucción?

Check all that apply.

- Programas de verano
- Año escolar más extenso
- Día escolar más prolongado
- Tiempo de capacitación y colaboración para que el personal alinee las prácticas de enseñanza.
- Apoyo educativo para profesores y asistentes.
- Otros:

7. ¿Algún comentario específico sobre el tiempo de instrucción? *

.....

8. ¿Qué oportunidades le gustaría ver para capacitar a los estudiantes y al personal de Centennial en el área de salud y seguridad?

Check all that apply.

- Educación física desde Kinder hasta el 8vo grado.
- Apoyo Social y Emocional en las aulas: plan de estudios.
- Especialistas en necesidades sociales, emocionales y de comportamiento.
- Mejora del servicio de mantenimiento en las escuelas, por ejemplo ... las escuelas primarias se limpian en la noche una vez por semana
- Mejoras de seguridad en las escuelas.
- Personal multilingüe para ayudar a las familias en las escuelas.
- Entrenamiento de prácticas restaurativas para estudiantes y el personal.
- Otros:

9. ¿Algún comentario específico sobre salud y seguridad?

10. ¿Qué oportunidades le gustaría ver para capacitar a los estudiantes y al personal de Centennial en el área del tamaño de la clase?

Check all that apply.

- Más apoyo de asistentes educativos en las aulas.
- El Número de estudiantes en todos los salones de clases.
- Aumentar apoyos en el aula para estudiantes con discapacidades
- Apoyo más especializado para estudiantes con discapacidades.
- Apoyo para estudiantes de inglés en las aulas.
- Otros:

11. ¿Algún comentario específico sobre el tamaño de la clase?

12. ¿Qué oportunidades le gustaría ver para capacitar a los estudiantes y al personal de Centennial en el área de la educación integral?

Check all that apply.

- Contratación y retención de personal de color.
- Contratación y retención de personal multilingüe.
- Ampliar las experiencias de los estudiantes de primaria, secundaria y preparatoria.
- Preparación para SAT/ACT
- Más cursos electivos relacionados con la carrera.
- Más Asociaciones culturalmente específicas.
- Más recursos para las bibliotecas.
- Más oportunidades en artes
- Otros:

13. ¿Algún comentario específico sobre la educación integral?

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Опрос об успехах студентов Школьного округа Сентенниал

Весной 2019 года прошло Законодательное собрание штата Орегон, и губернатор подписал Закон об успехах учащихся на 2 млрд. Долларов (НВ 3427). Это историческое и столь необходимое вложение в школы K-12.

Школьные округа должны будут подать заявку на получение средств. Районы должны продемонстрировать участие сообщества в процессе оценки потребностей до подачи заявки на получение средств. Оценка потребностей включает в себя существующий план непрерывного усовершенствования округа (CIP) и расширенный процесс вовлечения общественности с участием многочисленных и разнообразных заинтересованных сторон.

Образовательным округам разрешено использовать четыре широко распространенные финансовые предложения:

- Увеличить время обучения
- Решить потребности здоровья и безопасности студентов
- Добавить сотрудников / уменьшить размер класса
- Расширить всесторонние возможности обучения

Программы также должны соответствовать потребностям учащихся в поведенческом и психологическом здоровье и повышать успеваемость, а также сокращать различия между группами студентов.

Участие нашего сообщества предназначено для сбора отзывов о том, каким образом могут быть использованы эти средства для систематического усовершенствования школ Сентенниал округа, для поддержки и расширения возможностей учащихся, которые в прошлом недостаточно обслуживались в Сентенниал округе.

* Required

1. Я являюсь: *

Check all that apply.

- студентом
- родителем / опекуном или членом семьи
- штатным сотрудником
- членом сообщества или владельцем бизнеса
- Другое:

2. Я отношусь к *

0 points

Check all that apply.

- Patrick Lynch
- Powell Butte
- Parklane
- Butler Creek
- Oliver
- Meadows
- Pleasant Valley
- Centennial Middle School
- Centennial High School
- Centennial Park
- Centennial Transition Center
- Несколько школ
- Другое

Other: _____

3. Как бы вы лучше всего описали свою этническую принадлежность *

0 points

Check all that apply.

- Испанец / выходец из Латинской Америки
- Славянская
- Азиатский
- черный / афроамериканец
- белый
- Много-расовый
- островитянин Тихого океана или коренной гаваец
- Другое
- Предпочитаю не отвечать

4. Что вам нравится в Сентенниал школьном округе? *

5. Что бы вы хотели улучшить в Сентенниал школьном округе?

Возможности для студентов

Для расширения возможностей и руководства студентов, повышения их успеваемости на протяжении всего школьного опыта, есть четыре области в которые могут инвестировать школы. Наша миссия заключается в том, чтобы создать долгосрочный финансовый план, который решит наиболее насущные потребности тех студентов, которые традиционно недостаточно обслуживаются нашими школами (чернокожие / афро американцы, латиноамериканцы студенты с ограниченными возможностями, изучающие английский язык, студенты LGTBQ, студенты проживающие в малообеспеченных и в приемных семьях). Пожалуйста, отметьте те области, которые вы считаете наиболее важными для улучшения опыта студента образовательного округа Сентенниал. Эти отметки основаны на отзывах, которые мы получили от студентов, сотрудников и семейств в прошлом учебном году. Эти отзывы не являются эксклюзивными, поэтому пожалуйста, найдите время, чтобы поделиться комментариями к идеям, которыми вы хотели бы поделиться.

6. Какие возможности вы хотели бы видеть в образовательном округе Сентенниал для расширения возможностей студентов и сотрудников в области учебного времени?

Check all that apply.

- Летние программы
- Более продолжительный учебный год
- Более продолжительный школьный день
- Время обучения и совместной работы персонала для согласования педагогической практики.
- Учебную поддержку для учителей и помощников
- Другое:

7. Есть ли у Вас какие-нибудь конкретные комментарии по поводу учебного времени?

8. Какие возможности вы хотели бы видеть в образовательном округе Сентенниал для расширения возможностей студентов и сотрудников в области здравоохранения и безопасности?

Check all that apply.

- Физкультура для Киндергартен - 8-й класс
- Социальная и эмоциональная поддержка в классах - учебная программа
- Специалисты по социальным, эмоциональным и поведенческим потребностям.
- Улучшить работу уборщиков в школах, т.е. ...убирать в начальных школах раз в неделю ночью.
- Улучшить безопасность в школах
- Многоязычный персонал для помощи семьям в школе
- Восстановительная практика обучения для студентов и сотрудников
- Другое:

9. Есть ли у Вас какие-либо определенные комментарии по поводу здоровья и безопасности?

10. Какие возможности вы хотели бы видеть в образовательном округе Сентенниал для расширения возможностей студентов и сотрудников в области размера класса?

Check all that apply.

- Больше поддержки от ассистентов образования в классах
- Размер класса во всех классах
- Дополнительную поддержку в классах для студентов с ограниченными возможностями
- Более специализированную поддержку для студентов с ограниченными возможностями
- Поддержку в классах студентам, изучающим английский язык
- Другое:

11. Какие-нибудь конкретные предложения насчет размера класса?

.....

12. Какие возможности вы хотели бы видеть, чтобы расширить возможности студентов и сотрудников Centennial в области всестороннего образования?

Check all that apply.

- Набор и удержание персонала любого цвета
- Набор и удержание многоязычного персонала
- Расширенный опыт для учащихся начальной, средней и старшей школы
- SAT / ACT подготовка
- Больше карьерных факультативов
- Больше возможностей в искусстве
- Другое:

13. Какие-нибудь конкретные комментарии по поводу всестороннего образования?

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Superintendent's Update Dr. Paul E. Coakley, Superintendent

Dear Centennial Colleagues & Community:

This fall starts year two of Centennial School District's Strategic Plan: Destination 2023.

Destination 2023 will focus on four priority areas:

- **Student Focused Teaching & Learning** – *All staff have the skills & supports to deliver effective instruction that is relevant and responsive for all students.*
- **Healthy Culture & Environment** – *We share a vision for a healthy school culture and climate and agree on how we will measure it in our schools.*
- **Community & Partnerships** – *Partnerships support our programs, schools, and processes to increase access and supports for all students.*
- **Effective Systems & Programs** – *School staff participate on teams to deepen their own learning and support student success.*

Equity is the foundation of our plan; **the idea that EACH and EVERY learner will receive the support they need to be successful.** This month's update highlights **Community & Partnerships** and how they help infuse equity into our system and support our priority areas.

Facilities Planning Process



The facilities planning process is gathering steam as our Citizens' Committee begins to spread the word about our efforts to assess the needs of CSD's buildings and determine the next steps to provide the best learning environment possible for our students.

On Wednesday, October 3rd, we held a Community Partners Meeting to share information with the organizations we work with about our district's strategic plan and facilities planning process. Our Citizens' Co-Chair, Shar Giard shared information about how community partners can engage and support the facilities planning efforts. Over 30 organizations attended the meeting.

On Monday, October 7, 2019, we will open our Community Facilities Planning Survey. The information for this survey will be provided via Survey Monkey. The survey will be in multiple languages, and to engage our most historically underserved populations, we will work with our culturally specific partnership organizations to reach out to those communities. Also, a statistical survey will be given that identifies key communities across the district. The data from this survey will provide the School Board and Facilities Planning Team with the information they need to gauge our community's level of support, to refine a plan for a potential bond in May, 2020.

Student Success Act



I'm proud of the work we've done as a state to realize a historic opportunity for Oregon schools with the Student Success Act. This new law signals a critical and important focus on students of color and other student groups that have been historically underserved.

Signed into law in May of 2019, the Student Success Act gets Oregon School much closer to delivering a Quality Education Model to students. When fully implemented this act will invest approximately \$2 billion for early learning and K-12 education, and close to \$500 million will go directly to Oregon school districts and eligible charter schools through the Student Investment Account (these funds cannot be used for addressing facilities needs).

The Student Investment Account will bring approximately \$5.5 million to Centennial School District to focus on the following areas for improvement -- Well-Rounded Education, Student Health & Safety, Reducing Class Size, and Increasing Instructional Time.

We will be conducting surveys and holding engagement meetings with students, staff, parents and our school community. We need all voices and input as we work to better meet our students' needs. More information about the engagement process is available at the link below:

<http://csd28j.org/speak-up-4-student-success/>

Your involvement and continued dedication is critical to our success, and the success of our students. Thanks again for all you have given to move this important work forward.

Sincerely,

Dr. Paul E. Coakley

Translation by Google



[Home \(http://csd28j.org\)](http://csd28j.org) / [News \(http://csd28j.org/category/news/\)](http://csd28j.org/category/news/) / Centennial School District Student Success Act Updates

ARTICLE

10/04/2019

Centennial School District Student Success Act Updates

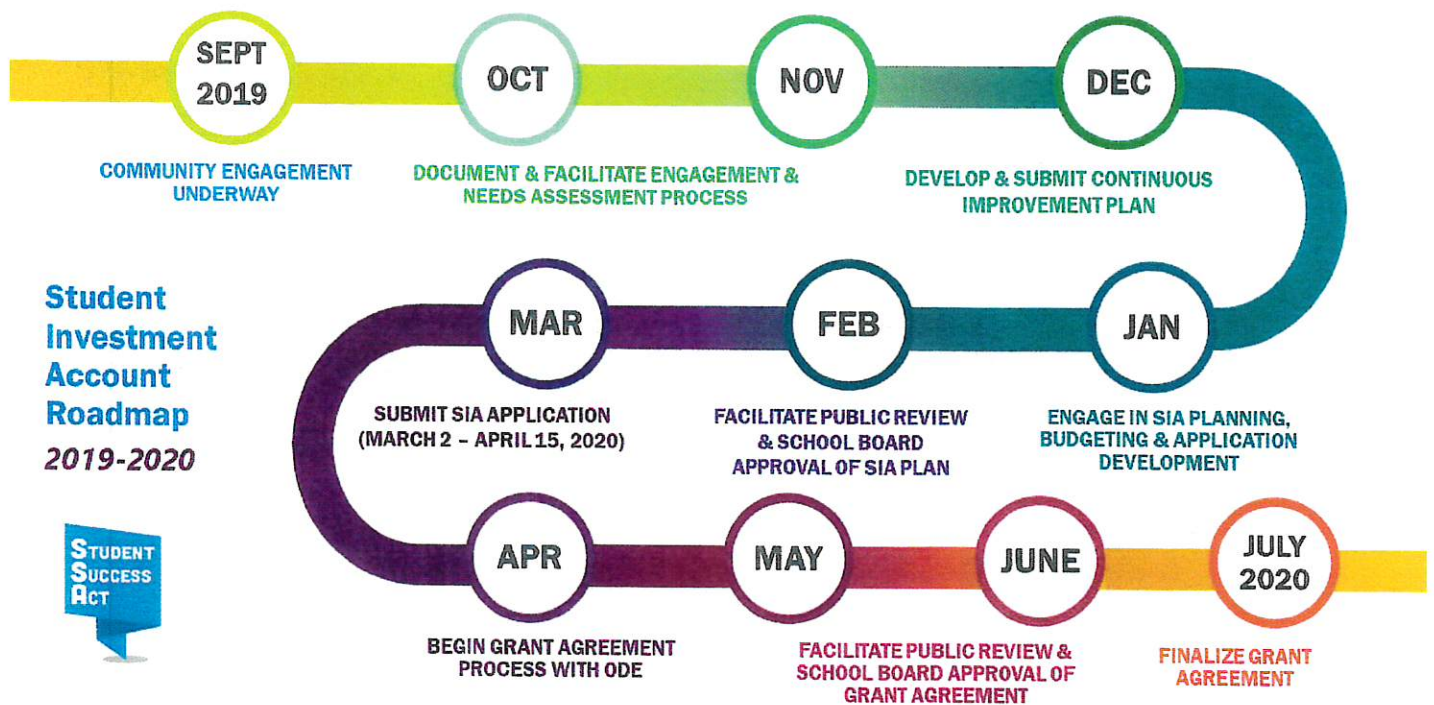
The Oregon Legislature passed and the Governor signed the \$2 billion Student Success Act (HB 3427) in Spring 2019. This is an historic and much needed investment in K-12 schools. The Centennial School District could be able to access an estimated \$5.5 million per year through a state application process.

School districts are required to apply for funds, and must engage their community in a needs assessment prior to the application for funds. We will host a series of Community Conversations – Speak Up 4 Student Success in several locations throughout CSD. Schools will also be conducting community surveys during parent conferences.

The money will serve two purposes:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
 - o Students of color;
 - o Students with disabilities;
 - o Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in Oregon Schools.

Here is how the process works:



Your voice matters! We welcome your opinion and perspective.

Speak Up 4 Student Success Community Conversations

The Centennial School District is in the process of setting up meetings with partner organizations and doing outreach to undeserved populations.

Specific Family and Student Group

Specific Family and Student Group	Date	Time	Location	Partner Organization
Students with Disabilities	Tuesday, January 28, 2020	5:30-8:00 pm	Friends of the Children- 424 N.E. 172nd Avenue, Portland OR 97230	FACT Oregon- Family and Community Together
Students who are Slovic/Russian Speaking	Tuesday, January 28, 2020	6:00-8:00 pm	Centennial High School- Community Room, 3505 SE 182nd, Gresham, OR 97030	IRCO- Immigrant and Refugee Community Organization
Students who are Native Hawaiian/Pacific Islanders	Wednesday, January 29, 2020	6:00-7:30 pm	APANO- 8188 SE Division Street, Portland, OR 97206	APANO- Asian Pacific American Network of Oregon
Students who are Asian Pacific	Wednesday, January 29, 2020	6:00-7:30 pm	APANO- 8188 SE Division Street, Portland, OR 97206	APANO- Asian Pacific American Network of Oregon
Trans and Gender Diverse Youth	Monday, February 3, 2020	5:30-7:30pm	Meadows Elementary Library-18009 SE Brooklyn St, Portland, OR 97236	TransActive Gender Project
Students who are Black/African-American				

Want to know more about the Student Success Act?



Superintendent's Update Dr. Paul E. Coakley, Superintendent

Dear Centennial Colleagues & Community:

This fall started year two of Centennial School District's Strategic Plan: Destination 2023. Destination 2023 will focus on four priority areas:

- **Student Focused Teaching & Learning** – *All staff have the skills & supports to deliver effective instruction that is relevant and responsive for all students.*
- **Healthy Culture & Environment** – *We share a vision for a healthy school culture and climate and agree on how we will measure it in our schools.*
- **Community & Partnerships** – *Partnerships support our programs, schools, and processes to increase access and supports for all students.*
- **Effective Systems & Programs** – *School staff participate on teams to deepen their own learning and support student success.*

Equity is the foundation of our plan; **the idea that EACH and EVERY learner will receive the support they need to be successful.** This month's update highlights **Community & Partnerships** and how they help infuse equity into our system and support our priority areas.

This month's update provides a highlight on some of our **Effective Systems & Programs** efforts.

Thank You

We have a great deal to be thankful for in Centennial; not the least of which is the opportunity to serve over 6,100 students and their families. As our community continues to grow, we will have many opportunities to come together and work in a focused way to make sure that students have the best educational experience possible. I'm thankful for our staff, parents and community members for their dedication to our students.

Spotlight on Attendance *Effective Systems & Programs*



Did you know that students with excellent attendance are more likely to have success in reading throughout their school years? Did you know that they are also 2½ times more likely to graduate from high school? This positive trend starts even at the kindergarten year.

During the 2016-17 school year, Centennial School District was identified for support by the Oregon Department of Education (ODE) due to our high rates of Chronic Absenteeism. Chronic Absenteeism means a student missing 10 percent or more of school days (this equals about 18 days across a school year OR about a month of instruction).

We have received a grant from ODE to increase our ability to review attendance data and provide increased support to students and families.

For the 2018-19 school year, we saw a decrease of about two (2) percent districtwide for chronic absenteeism rates. Our ongoing work to address chronic absenteeism will continue to guide our efforts to provide students and families with what they need to get to school. If you have questions about your child's attendance, please contact their school staff.

Educator Effectiveness - Danielson Rubric Enhancements *Effective Systems & Programs*

The CSD Educator Effectiveness Committee has revised the district's teacher evaluation tool – the Danielson Rubric -- making it more culturally responsive. This committee's work is part of the district's Strategic Plan: Destination 2023 and supports one of the plan's key areas – Student Focused Teaching and Learning.

The new rubric will be rolled out in phases over the next two years, allowing time for teachers and administrators to become familiar with the changes. Special thanks to 'early adopters' who have volunteered to be evaluated on the fully revised rubric in the 2019-2020 school year.



Revision of rubrics for our licensed specialists (counselors, learning specialists, school psychologists, etc.) will take place this year, and implemented in the future.

Winter Weather Procedures *Effective Systems & Programs*

As we approach winter, it's time to start thinking about the prospect of inclement weather. As we well know from recent experience, with inclement weather comes the possibility of school closures. There are a variety of district communication processes that are initiated once the decision has been made for school closure or delay. These processes are to ensure that you, your families, the media, and others are informed. The best way to receive relevant school closure information is by registering for FlashAlert and watching the local news. FlashAlert is a free service and provides efficient and timely information about weather closures, delays, or other emergency events. When you register, you will receive a test message to make sure you've entered addresses correctly and that messages get past your spam filter.

You also may download the FlashAlert Messenger app for iPhone and Android. By linking the app to your FlashAlert web account, you can receive closures as push notifications, which is the fastest delivery method available. You may link as many phones as you wish. The app is available on iTunes and Google Play. This service is free to the public. Each summer, an opt-in message is sent to keep the database current. You can start a subscription to Centennial here: www.flashalert.net/id/CentennialSD. Please sign up if you haven't already done so. In addition, we send BlackBoard Connect calls to families and staff when we have school closures or late starts due to inclement weather. Notice of inclement weather closures are also posted on the district website and district's Facebook page.

Student Success Act/Student Investment Funds
Effective Systems & Programs

As you know, we are conducting surveys and holding engagement meetings with students, staff, parents and our school community.

Our Student Success Survey is now open! Your voice matters! We welcome your opinion and perspective. We need all voices and input as we work to better meet our students' needs. Please take the survey and learn more about the community engagement process at the link below:

<http://csd28j.org/speak-up-4-student-success/>

Your involvement and continued dedication are critical to our success, and the success of our students. Thanks again for all you have given to move this important work forward.

Sincerely,

Dr. Paul E. Coakley



Paul Coakley <paul_coakley@cstd28j.org>

Board Communication

5 messages

Fri, Nov 22, 2019 at 4:44 PM

Paul Coakley <paul_coakley@cstd28j.org>
Bcc: DO-BOARD_MEMBERS <do-board_members@centennial.k12.or.us>, Pamela Jordan <pamela_jordan@cstd28j.org>, James Owens <james_owens@cstd28j.org>, Cheryl Mangeman <cheryl_wangeman@cstd28j.org>, Carol Fenstermacher <carol_fenstermacher@cstd28j.org>

Dear Board Members,

Facilities Planning Road Show

Thank you so much for your hard work and dedication this week as you all have been supporting our facilities planning presentations in a variety of ways. I am thankful for your engagement and support.

We have now held 11 out of 21 engagement meetings. The overall feeling is positive, we have held a consistent message aligned to our facilities planning brochure (see attached). We have been transparent and answered as many questions as possible. James, Cheryl, and Carol have all been vital to this work, as well as board members that served on the facilities planning team, and are available to speak to the process during these sessions.

4

We look forward to holding the rest of our scheduled meetings, as we continue to build understanding and support across the district and community.

Destination 2023: School Improvement Process

This year the Cabinet and I are holding quarterly monitoring meetings with each school principal to review their School Improvement Plans (SIP). The **overall purpose of these meetings is:** to progress monitor each school toward their SIP goals. As well as to identify and solve problems (adjust adult actions) with a focus on evidence (student data); We also decide on next steps and actions.

During these meetings, we review the current data for Reading, Math, Attendance and Student Discipline Data at each specific school.

As we complete our first school year of this progress monitoring routine, we hope to learn valuable ways to use our reading and math screening data to best guide our staff in supporting students that are falling below benchmark.

Speak Up 4 Student Success

If you have not yet completed the Student Success Survey, please do so at the following link:

<http://cstd28j.org/speak-up-4-student-success/>

We will now also be holding three community engagement sessions, listed below. ***Please note that we have added a third Community Conversation to our engagement process to get more secondary families' voices involved during conferences.

Speak Up 4 Student Success Community Conversations


- First meeting: Tuesday, November 26, 2019, at Powell Butte Elementary, 9:30 – 11:00 am
- Second meeting: Tuesday, November 26, 2019, at Meadows Elementary, 5:15 – 6:45 pm
- **(added to process)** Third meeting: Tuesday, November 26, 2019, at Centennial Middle School, 5:15 – 6:45 pm

As always, please let me know if you have any questions.

Thank you for all you do for our students, families, and community.

Have a safe and enjoyable weekend.

—
Paul Coakley, Ed.D.
Superintendent
Centennial School District
Collaborating in Community - Cultivating Equity - Inspiring Excellence

 Centennial_PreBond_Brochure_2019 (1).pdf
478K



Superintendent's Update Dr. Paul E. Coakley, Superintendent

Dear Centennial Colleagues & Community:

This fall started year two of Centennial School District's Strategic Plan: Destination 2023. Destination 2023 focuses on four priority areas:

- **Student Focused Teaching & Learning** – All staff have the skills & supports to deliver effective instruction that is relevant and responsive for all students.
- **Healthy Culture & Environment** – We share a vision for a healthy school culture and climate and agree on how we will measure it in our schools.
- **Community & Partnerships** – Partnerships support our programs, schools, and processes to increase access and supports for all students.
- **Effective Systems & Programs** – School staff participate on teams to deepen their own learning and support student success.

Equity is the foundation of our plan; **the idea that EACH and EVERY learner will receive the support they need to be successful.**

This month's update provides a highlight on some of our strategic planning efforts.

Appreciation

The holidays give us an opportunity to pause our busy lives and focus on family, as well as reflect on our accomplishments. The season offers us a chance to say "thank you" to the entire school community for all the support you provide to our students, our families, and our staff. As the New Year quickly approaches, please accept our best wishes for a holiday season filled with warm moments and cherished memories.

Country Music Association (CMA) Supports our Music Program *Student-Focused Teaching & Learning*



On Sunday, December 8, the CMA (Country Music Association) Songwriters Series brought five songwriters/singers to Portland for a concert - with a portion of the proceeds going towards music education programs in schools. The following day, three of the songwriters - Lee Thomas Miller (he wrote "You're Gonna Miss This" recorded by Trace Adkins,) Marcus Hummon (who wrote "Bless the Broken Road" recorded by the Nitty Gritty Dirt Band) and Kenny Foster (wrote and sings Wood & Steel") visited Parklane Elementary School and met with fourth graders and second graders during their class with music teacher Katie Cooper. Ms. Cooper will

be featured in a CMA Foundation video. Thanks to a donation from the CMA Foundation and US

Bank, the music program in the Centennial School District will receive \$43,000 in instruments and teacher development.

Facilities Planning Update
Effective Systems & Programs

Over the past month, we have held 13 out of 21 engagement meetings, sharing information with staff, parent and community groups about our facilities planning efforts. The overall feeling is positive. The message we share in our presentation is consistent with the facilities' planning brochure (see attached). The goal of these meetings is to provide information in a transparent way and answer questions community members may have. Our facilities planning team has been vital to this work and its members are available to speak to the process if you have questions.

We look forward to holding the rest of our scheduled meetings, as we continue to build understanding and support across the district and community.

Student Success Act/Student Investment Funds
Effective Systems & Programs

A special thank you to all of the parents, students and staff members that took the survey or participated in one of the three Speak-Up for Student Success Community Conversations. We appreciate your thoughts, feedback and perspective.

If you have not had the opportunity to provide input, our Student Success Survey remains open! Your voice matters! We welcome your opinion and perspective. We need all voices and input as we work to better meet our students' needs. Please take the survey and learn more about the community engagement process at the link below:

<http://csd28j.org/speak-up-4-student-success/>

Your involvement and continued dedication are critical to our success, and the success of our students. Thanks again for all you have given to move this important work forward.

Winter Weather Procedures
Effective Systems & Programs

As we approach winter, it's time to start thinking about the prospect of inclement weather, and with inclement weather comes the possibility of school closures. There are a variety of district communication processes that are initiated once the decision has been made for school closure or delay. These processes are to ensure that you, your families, the media, and others are informed. The best way to receive relevant school closure information is by registering for FlashAlert and watching the local news. FlashAlert is a free service and provides efficient and timely information about weather closures, delays, or other emergency events. When you register, you will receive a test message to make sure you've entered addresses correctly and that messages get past your spam filter.

You also may download the FlashAlert Messenger app for iPhone and Android. By linking the app to your FlashAlert web account, you can receive closures as push notifications, which is the fastest delivery method available. You may link as many phones as you wish. The app is available on iTunes and Google Play. This service is free to the public. Each summer, an opt-in message is sent to keep the database current. You can start a subscription to Centennial here: www.flashalert.net/id/CentennialSD. Please sign up if you haven't already done so. In addition, we send BlackBoard Connect calls to families and staff when we have school closures or late starts due to inclement weather. Notice of inclement weather closures are also posted on the district website and district's Facebook page.

Sincerely, Dr. Paul E. Coakley



Board Communication

1 message

Paul Coakley <paul_coakley@csd28j.org>
Bcc: tina_acker@csd28j.org

Tue, Dec 3, 2019 at 8:45 PM

Dear Board Members,

I hope you all had an enjoyable holiday weekend and spend some quality time with your families. I am writing to you early this week to provide you with a brief update as I will be out of the office for the remainder of the week (I will be responding to email as needed).

National Superintendent's District Administrator Summit

I have been selected by District Administrator Magazine to attend its Superintendent's Summit along with 60 other superintendents from across the country. The conference is in Nashville, TN from December 4th – 8th.

During the summit, we will hear from highly respected leaders in education and discover solutions to common challenges that districts face on a regular basis.

Superintendents who have attended in the past say that this summit provided them with the opportunity to:

1. Sharpen their leadership insights
2. Share ideas for common challenges in school districts
3. Expand their professional knowledge
4. Discover new solutions

I feel honored and excited to be selected to participate.

Speak Up 4 Student Success

As you know, we held our initial engagement meetings to gather information from our community on how to use the Student Investment Account (SIA) dollars to best support our students.

We held three meetings listed below. It was great to talk with families from across the district about their experiences, hopes, and our students' needs.

- First meeting: Tuesday, November 26, 2019, at Powell Butte Elementary, 9:30 – 11:00 am
- Second meeting: Tuesday, November 26, 2019, at Meadows Elementary, 5:15 – 6:45 pm
- Third meeting: Tuesday, November 26, 2019, at Centennial Middle School, 5:15 – 6:45 pm

So far, approximately 300 people have taken the survey, and 70 people have provided feedback through our poster activity.

If you have not yet completed the Student Success Survey, please do so at the following link, the survey will remain open in the coming months:

<http://csd28j.org/speak-up-4-student-success/>

In January and February 2020 we will be working with culturally-specific organizations to deepen our community engagement process.

As always, please let me know if you have any questions.

Thank you for all you do for our students, families, and community.

Have an enjoyable week,

--

Paul Coakley, Ed.D.
Superintendent

Centennial School District

Collaborating in Community - Cultivating Equity - Inspiring Excellence



Board Communication

1 message

Paul Coakley <paul_coakley@csd28j.org>
Bcc: tina_acker@csd28j.org

Fri, Feb 21, 2020 at 8:16 PM

Dear Board Members,

I hope all is well. These are busy times, and I appreciate each of you for supporting district efforts in a variety of ways that make sense. I am writing to provide you with up to date information

Student Investment Account Application Update and Overview of Targeted Investments

Next week we are entering into the final stages of drafting the application and spending plan for approximately \$5.5 million in expected Student Investment Account (SIA) funding for the 2020-2021 academic year.

Our recommended investment plan includes strategic investments across several key areas that align with both SSA guidelines and stakeholder input, as well as our strategic plan: Destination 2023.

- Increased **academic supports and targeted interventions** for our most vulnerable and historically underserved students
- Increased **social-emotional, mental and behavioral supports** across the district
- More optimal **staff-student ratios** and class size across many grade levels
- More access and **expansion of elective courses**
- More **co-curricular activities and extended learning time** opportunities
- **Professional Development** for staff and **curriculum** materials

I will continue to share information on the emerging themes that are being drafted into our formal SIA application. We will be intentional about including a robust differentiated investment in our highest-needs schools, as well as added investments that attempt to reach and support students in every school in the district.

We will share our draft plan with the Board on March 11 as a first read. We look forward to having a deeper discussion about our plan at a work session on March 18th. If you have any questions, please let me know.

Congressman Earl Blumenauer

Today Congressman Earl Blumenauer came to Centennial High School and met with two students that were accepted into West Point (photos attached). He also spoke with two classes, a Government class, and an Advanced Placement Government class. He spent his time sharing insights with students, answering student's well-crafted questions and taking photos.

After his time with students, he met with me and asked many questions about the proposed bond measure. It was a meaningful visit for our students and I appreciate his support and encouragement.

Superintendent's Proposed Bond Update Reaches 2,000 Readers

As you know, my February Superintendent's Update highlighted our Proposed Bond. Please see the email below that I received from Smore, which tracks the analytics of each newsletter!

As always, please let me know if you have any questions.

Thank you for all you do for our students, families, and community.

Have an enjoyable week.

--

Paul Coakley, Ed.D.

Superintendent

Centennial School District

Collaborating in Community - Cultivating Equity - Inspiring Excellence

Superintendent's Update

March 2020

Dear Centennial Colleagues & Community:



This fall started year two of Centennial School District's Strategic Plan: Destination 2023. Destination 2023 focuses on four priority areas:

- **Student Focused Teaching & Learning** – *All staff have the skills & supports to deliver effective instruction that is relevant and responsive for all students.*
- **Healthy Culture & Environment** – *We share a vision for a healthy school culture and climate and agree on how we will measure it in our schools.*
- **Community & Partnerships** – *Partnerships support our programs, schools, and processes to increase access and supports for all students.*
- **Effective Systems & Programs** – *School staff participate on teams to deepen their own learning and support student success.*

Equity is the foundation of our plan; **the idea that EACH and EVERY learner will receive the support they need to be successful.**

Effective Systems & Programs:



Student Investment Account Application Update and Overview of Targeted Investments

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Our recommended investment plan includes strategic investments across several key areas that align with both SSA guidelines and stakeholder input, as well as our strategic plan: Destination 2023.

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- More access and **expansion of elective courses**
- More **co-curricular activities and extended learning time** opportunities
- **Professional Development** for staff and **curriculum** materials

We will be intentional about including a robust differentiated investment in our highest-needs schools, as well as added investments that attempt to reach and support students in every school in the district.

The Oregon Legislature passed and the Governor signed the \$2 billion Student Success Act (HB 3427) in Spring 2019. This is a historic and much-needed investment in K-12 schools.

The money will serve two purposes:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
 - Students of color;
 - Students with disabilities;
 - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in Oregon Schools.

For additional information please visit <http://csd28j.org/speak-up-4-student-success/>

Healthy Culture & Environment:

Proposed Bond Information

The Centennial School Board voted to place a bond before voters in May. The proposed bond is for \$65 million. If the proposed bond is approved by voters in May, it would fund school facility capital projects, including: repairing and replacing roofs, boilers, foundations, windows and flooring, and other school facility improvements; upgrading school safety and security systems; adding gymnasiums to four schools that have no dedicated gyms; and repurposing Oliver Elementary back into a middle school, including library, science, locker rooms, and career technical improvements.



For additional information please visit www.csdbond2020.com.

Effective Systems & Programs:

Attend Today, Achieve Tomorrow

Did you know that students with excellent attendance (even at kindergarten) are more likely to have success in reading throughout the school years? Did you know that they are also 2½ times more likely to graduate from high school?



Chronic Absenteeism means a student missing 10% or more of school days (this equals about 18 days across a school year OR about a month of instruction). We have received a grant from ODE to increase our ability to review attendance data and provide supports to students and families.

Currently for this year, we have decreased our chronic absenteeism rates for the whole district by almost 3%. Efforts to help with this have included increased contact with families, building level teams reviewing and analyzing data, Remind calls or texts home, school wide celebrations and increased information to families and staff about the importance of strong attendance.

General Information:

COVID-19, Coronavirus Update

Because of the recent coronavirus outbreak, we have received questions about what we are doing to keep our facilities clean in order to prevent the spread of viruses. Proper disinfection of our buildings has always been part of our daily cleaning routines. Custodians are now being extra diligent to clean and disinfect high touch zones multiple times a day.

High touch zones might include door handles, light switches, product dispensers, stall doors, phones, office counters and computer keyboards.

In addition, kitchen staff are also sanitizing high touch spots at least 3 times every day. Likewise, bus drivers are disinfecting bus seats, the backs of bus seats, bar handles, and other common touchpoints.

Handwashing with soap and warm water is the most effective way to prevent the spread of viruses. All students are being encouraged and directed to wash their hands frequently and thoroughly. Signs encouraging hand washing and instructing on how to properly wash hands are being posted.

We continue to follow the lead and recommendations of our local health authorities.

Do you have questions about proper cleaning and washing to prevent the spread of the virus at your home or office? Visit this Multnomah County Health Department site:

<https://multco.us/novel-coronavirus-covid-19/cleaning-and-disinfecting>

Coronavirus (COVID-19)

Recommendations from the CDC:

-  Avoid close contact with people who are sick.
-  Stay home when you are sick.
-  Cover your mouth and nose.
-  Clean your hands often.

Visit the Oregon Health Authority's website for updates.

Sincerely, Dr. Paul E. Coakley

Dot Poster Activity Totals

	Parent-Teacher Family Conference Input: 11/26/2019	PB	CMS	DO-ITC-Maint Department Staff Meeting: 12/02/19	Ad Council: 12/17/19			Overall Total as of 12.19.19
	ME							
Total #	14	18	23	28	30ish			113
Reducing Academic Disparities	7	9	14	13	28			71
Reducing Class Size	11	16	Not listed as option	20	9			56
Allowing Teachers & Staff Sufficient Time to Collaborate, Review Data & Develop Strategies to Help Students Stay on Track to Graduate	10	13	26	9	15			73
Establishing & Strengthening Partnerships	13	11	12	11	2			49
Providing Access to Academic Courses	12	4	21	18	5			60
Meeting Students' Mental & Behavioral Health Needs	15	17	29	29	27			117

Instructional Leadership MTSS/Equity 02.11.20

*One building sub (per building) and refreshments
brought to you by the Oregon Dept. of Education
(ODE) Chronic Absenteeism Grant*



Who's Here Today...

- Classified Staff
- Teachers
- Coaches
- Counselors
- Specialists
- Admin

Responsive Classroom Connector-Lisa

Centennial Transition Center

Centennial Park

Centennial H.S.

Centennial M.S.

Patrick Lynch, Butler Creek

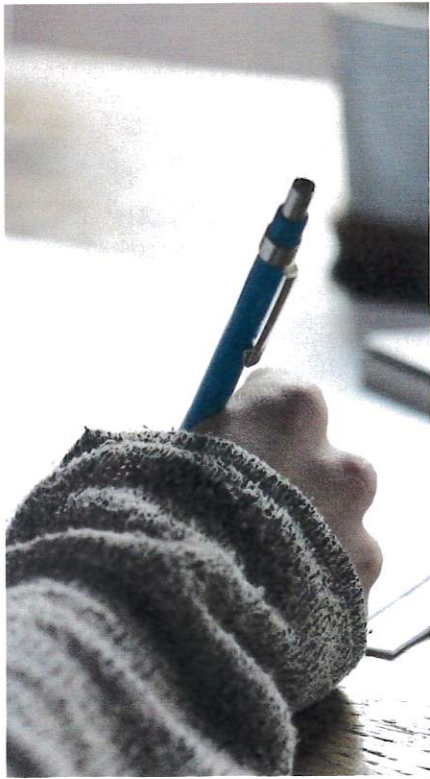
Powell Butte

Meadows, Oliver

Parklane, Pleasant Valley

District Level & Supporting
Staff





Logistics

Attention Getting Signal



Take Care of Yourself-Drinks, Snacks,



Restrooms, Fidgets, Standing, etc



Technology needed during work time



Agenda

- Welcome
- Agenda & Purpose
- Grounding
- Continue Year 2 Implementation
- Input around Student Investment Account
- Reflection & Closing

Outcomes

As a part of today's session, participants will:

1. **Connect** information from Grounding to individual and collective understandings
2. **Examine** new or additional content for implementation
3. **Design** next steps
4. **Provide** input regarding SIA Funds
5. **Synthesize** days work



Grounding...

A shared experience that brings us all into the space

Aligned Culturally Responsive Rubric Element(s):

- Component 1a: Demonstrating Knowledge of Students
- Component 1b: Demonstrating Knowledge of Standards, Content, and Pedagogy
- Component 4d: Participating in a Professional Community
- Component 4e: Growing and Developing Professionally
- Component 4f: Demonstrating Professionalism



PACIFIC EDUCATIONAL GROUP

Four Agreements

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

Six Conditions

1. Focus on PERSONAL, local and immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a "WORKING DEFINITION" for race
6. Examine the presence and role of "WHITENESS"

Courageous Conversation is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!



Which of the Four Agreements & Six Conditions are you are going to focus on today. . .

A Conversation with Native Americans on Race: Op-Docs



Mindful Inquiry

"What I heard you say was. . ."

"Tell me more about what you meant by. . ."

"What hurt or angered you about what happened or is coming up for you?"

"What's familiar about what happened or what's coming up for you?"

"How did or does that affect you now?"

"What do you need or want?"



PACIFIC EDUCATIONAL GROUP

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Courageous Conversation is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!

20

With a partner, talk about:

- What's coming up for you in relationship to each area of the Compass?
- What information was familiar and what was new?
- What comes up for you regarding this video and the work your team(s) is/are doing around centering voices?

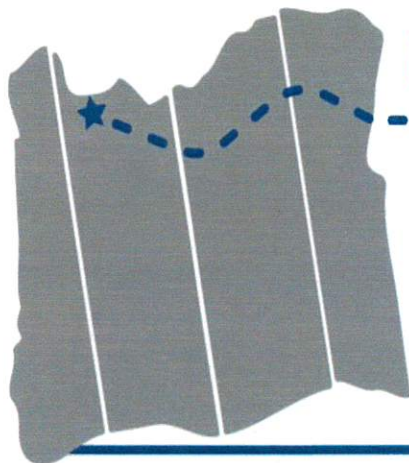
- What came up for you in connection with the Compass?
- What was new or familiar?
- Connections to your building's work to center specific voices

As a part of today's session, participants will:

1. **Connect** information from Grounding to individual and collective understanding



Share Out...



CSD: DESTINATION 2023

STUDENT-FOCUSED TEACHING & LEARNING
 HEALTHY CULTURE & ENVIRONMENT
 EFFECTIVE SYSTEMS & PROGRAMS
 COMMUNITY & PARTNERSHIPS



E Q U I T Y

COLLABORATING IN COMMUNITY - CULTIVATING EQUITY - INSPIRING EXCELLENCE

Overall Purpose of Instructional Leadership: MTSS/Equity

A collaboration between classified, certified and administrators with the intent of *strengthening* our multi-tiered systems of support (MTSS) across the district, with a focus on Tier I, while increasing all of our skills around equity and culturally relevant practices.



Purpose of MTSS Steering Committee AND the Instructional Leadership: MTSS/Equity Group

MTSS Steering Committee (previously named EWS).

- *Research early warning systems (attendance, behavior & course performance-academics)
- *Represent across levels, buildings & positions,
- *Work through details; and
- *Make recommendations



The **Instructional Leadership: MTSS/Equity Group**

- *Support implementation of Steering Committee recommendations;
- *Feedback loop





LAST TIME...

- » Reflected on work in progress between Oct-Feb
- » Static & Dynamic Thresholds

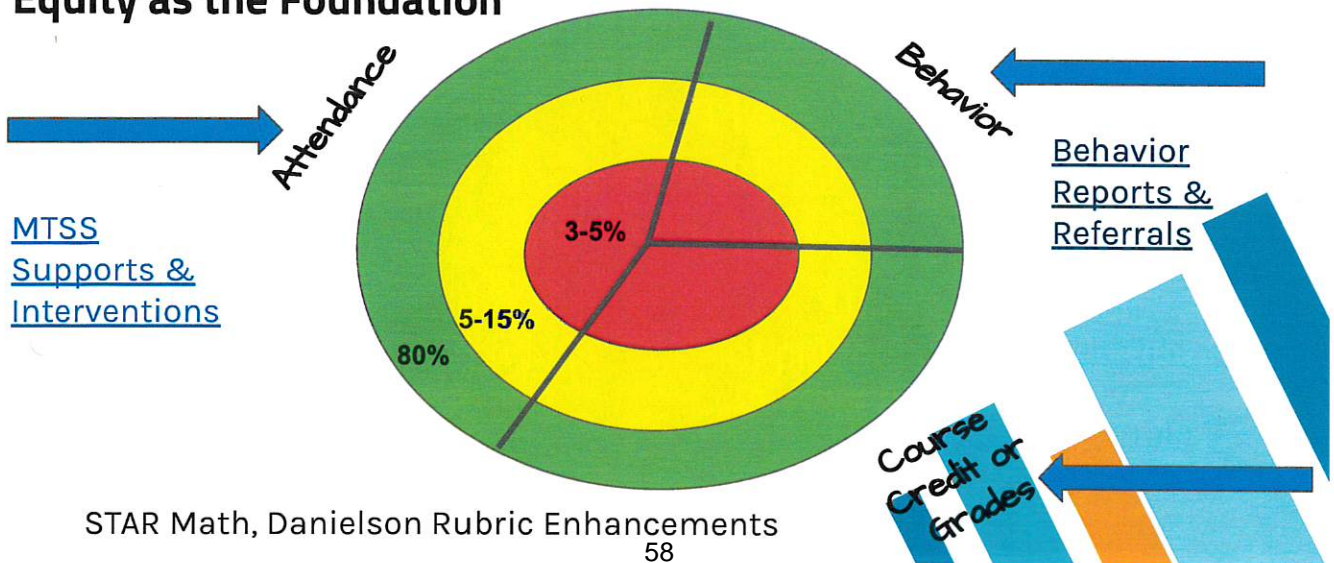


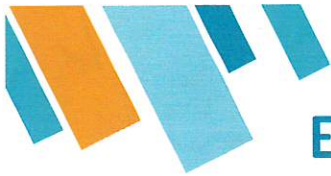
Year 2: Integrated Multi-Tiered Systems of Support

14

Teaming, Data & Reports, Supports & Interventions, Review & Monitoring Process (St. Level & System Level)

Equity as the Foundation





EWS Thresholds

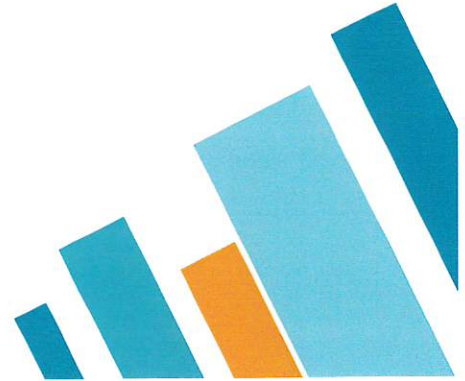
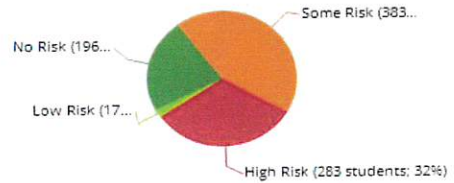
Static

- Tier I-213 (24%)
- Tier II-383 (44%)
- Tier III-283 (32%)

Dynamic

- Tier I-703 (85%)
- Tier II-132 (15%)
- Tier III-44 (5%)

2019-2020 At Risk - Overall



Work Time

Remember to keep equity at the foundation. The equity lens questions are on your table

Option #1:

- » Review EWS Data via Data Warehouse and determine PD needs for building (Tier I Team)

Option #2:

- » Focus specifically on implementation planning for one or more of the areas (e.g. draft out PD for Danielson rubric, teaming)-Slide 14

Option #3: (AR)

- Session around Data Warehouse EWS Data

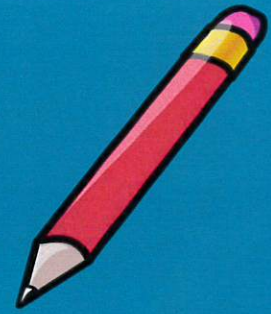
Option #4: (TG/SS)

- Session around Behavior Referral shifts

Option #5:

- Choose your own adventure. . .

- *A practitioner's guide to implementing Early Warning Systems (EWS)*
- *Teaming Recommendations*
- *OISF-Oregon Integrated Systems Framework*
- *LEAD Tool*
- *Equity Tool for Administrators*
- *Speak Up at School*
- *Education NW: Culturally Responsive Teaching*
- *A Framework for Culturally Responsive Teaching*
- *MTSS Supports & Interventions*



RESOURCES

18

Learn • Share • Connect



As a part of today's session, participants will:

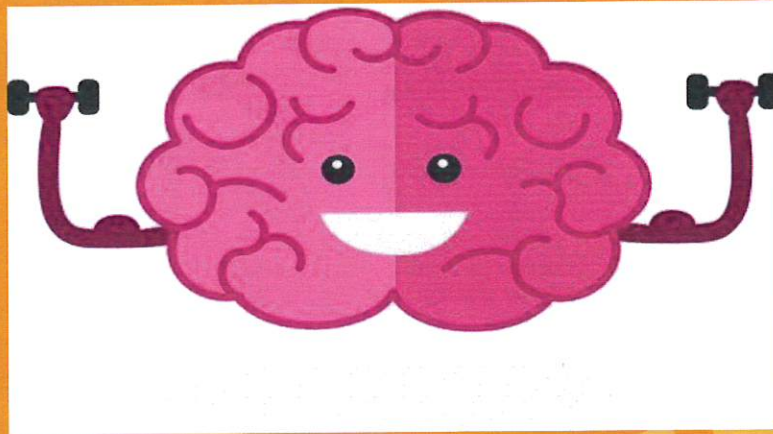
2. **Examine** new or additional content for implementation
3. **Design** next steps

We worked on option # _____ .

One thing we did was _____ .

Turn and talk... Our next steps between now & April

Brain Break State Change



Student Success Act
Additional Input
Informing Our Application



Our Students. Our Success.



SSA/SIA

- Purpose of Student Success Act/Student Investment Account
- What have we heard so far?
- How can we support our students?
- Next Steps/CSD Timeline

Stay Involved!

The Oregon Department of Education wants to hear from you!



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STUDENT SUCCESS ACT

21



Student Success Act (SSA) *ODE Implementation Values* Equity

Education equity is the equitable implementation of policy, practices, procedures, and legislation *that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families* including civil rights protected classes.

This means the **dismantling and restructuring of systems and institutions** that create a dichotomy of beneficiaries over oppressed & marginalized peoples.

Student Investment Account

What is the Purpose of the Student Investment Account?

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
 - Students of color;
 - Students with disabilities;
 - Emerging bilingual students; and
 - Students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools.
 - *Other student groups as determined by the district*

Themes from Families

What families like/love about the district:

- the staff and sense of community
- the districts small size
- focus on the whole child

Themes from Staff

What staff members like/love about the district:

- sense of community
- relationships with other staff members
- diversity

Themes from Families

What families want to improve:

- teacher training for working with diverse students
- teacher training for teaching bilingual students
- smaller class sizes to allow teachers and students to build relationships

Themes from Staff

What staff members want to improve:

- reducing class size
- upgrading facilities
- more electives, including sports
- more attention to equity and cultural responsiveness

Themes from Staff

Staff comments on class size:

- fewer students per classroom
- electives in the schedule
- high needs of students

Themes from Families

Families comments on well-rounded education:

- more opportunities in the arts
- more opportunities for sports
- extra curricular activities without fees, which creates barriers

Themes from Staff

Staff comments on well-rounded education:

- electives and sports are needed, particularly at the middle school
- more opportunities in the arts
- more CTE opportunities for high school students
- transportation is a challenge for extended experiences

5 Areas for Input

- 1 Reducing academic disparities (gaps between outcomes for different student groups)
- 2 Meeting students' mental and behavioral health needs
- 3 Providing access to academic courses



5 Areas for Input- continued

- 4 Allowing teachers and staff to have sufficient time to:
 - Collaborate with other teachers and staff.
 - Review data on students' grades, absences and discipline, based on school and grade level course.
 - Develop strategies to ensure that at-risk students stay on track to graduate.
- 5 Establishing and strengthening partnerships

How can we spend new money?



4 Categories for the Student Investment Account

As part of accepting the Student Investment Account money for our district, we must determine our local needs and priorities and develop a plan to spend the

resources in any one of the four categories

STUDENT SUCCESS ACT

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Time for Input

At your tables:

- Review the SSA/SIA Flyer (Areas for Input & Allowable Investments)

Around the room:

- Review the themes

Back at your tables:

- Use the SSA/SIA Flyer, ODE Equity Stance & CSD's Equity Lens to **Write Down Specific Ideas** of how the themes could "look" across our district



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STUDENT SUCCESS ACT

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Next Steps

- Additional specific input sessions
- Specific student group input sessions
- Analyzing the data
- Sharing themes with community: families, students, staff & partners
- Drafting plan: Input from school board, staff, families
- Refining plan & submitting plan by April 15, 2020
- Watch for updates at <http://csd28j.org/speak-up-4-student-success/>

As a part of today's session, participants will:
4. Provide input regarding SIA Funds

Please send additional comments and further feedback or questions to:
info@csd28j.org



Agenda

Welcome
Agenda & Purpose
Grounding
Continue Year 2
Implementation
Input around Student
Investment Account
Reflection & Closing

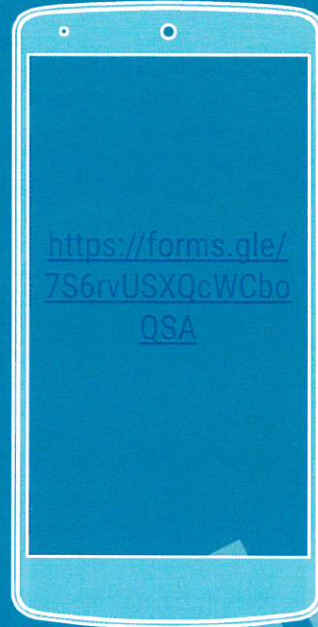
Outcomes

After today's session, participants will:

1. **Connect** information from Grounding to individual and collective understandings
2. **Examine** new or additional content for implementation
3. **Design** next steps
4. **Provide** input regarding SIA Funds
5. **Synthesize** days work



Please
Provide
Feedback





Prepared by
MESD Data &
Communications
Team for
Centennial
School District

Community Feedback Report

3/6/2020

mesd

Multnomah Education Service District

We Support All Students to Achieve Excellence

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Introduction & Overview

"What I love about Centennial School District is the diversity of the students and teachers. Teachers' efforts to help their students succeed helps the Centennial School District uphold their good image."

— student at Centennial High School, identifies as Hispanic / Latino

The Centennial School District published an online survey for community feedback from Nov. 2019 until Feb. 2020. The district also conducted culturally specific listening sessions and a dot survey activity to collect community input. Multnomah Education Service District's data and communications team reviewed and analyzed the data and provided this summary at Centennial's request.

The collection of community input was, in part, prompted by the successful passage of the Student Success Act. The Student Success Act provides additional funding to schools for student investment, early learning and specified statewide initiatives. Districts must submit a student investment account application which includes community input to access Student Success Act funding. Online surveys and in-person forums are among several mechanisms the school district is using to engage its community in planning for Centennial's bright future.

This report enables Centennial's leadership to quickly ascertain the community's concerns and priorities for improving school and student outcomes. Specifically, the reports structure reflects the four allowable uses for funds specified in state legislation:

1. Class size
2. Well-rounded education
3. Instructional time
4. Health and safety

In the following pages, we provide a summary of the key themes respondents shared for each priority area.

"The amazing staff at both schools who genuinely care about the students and their success"

— family member connected to Pleasant Valley Elementary School and Centennial Middle School who identifies as Asian

"Centennial Park School feels like family."

— staff member who identifies as Native Hawaiian / Pacific Islander

"The tremendous support the teachers and staff show my son with autism"

— family member connected to Butler Creek Elementary School and Centennial Middle School who identifies as Black / African American

The Big Picture

Celebrate This

District Diversity

Students, families and staff members all said they liked or loved the district's diversity.

Inclusivity

Students in the Gay-Straight Alliance Club said the district gives them access to the group and offers the ability to change names and gender identity.

School and District Staff

Family members appreciated the caring educators at Centennial School District.

Community and Relationships

Staff members* said they liked or loved the sense of community within the district and their relationships with their colleagues.

*This was equally true for both staff members who identified as people of color and white staff.

"I appreciate the relationships I have built here over the years. I love working at Pleasant Valley and feel like the community here is a strong one."

— staff member who identifies as Hispanic / Latino

**TAKE A
CLOSER
LOOK**



Appendix A:
*Online Survey
Questions*

Appendix B:
*English Language
Learner Survey
Questions*

Appendix C:
*APANO Education
Conversation*

Appendix D:
*Centennial Middle
School Gay Straight
Alliance Club*

Appendix E:
*IRCO Data Analysis &
Report — Centennial
District Slavic / Russian-
speaking event*

Appendix F:
*Hurdle Consulting Data
Report*

Appendix G:
Latino Network Notes

Appendix H:
Dot Survey Results

The Big Picture

Consider This

Culturally Responsive Practices

Attendees at the APANO, Hurdle Consulting, IRCO and Latino Network forums want more culturally responsive practices in schools.

Facility Upgrades

Families and staff suggested upgrading facilities. The Gay-Straight Alliance Club requested gender-neutral bathrooms.

Hiring and Retaining Staff of Color

Students in the Hurdle Consulting forum want the district to hire more staff of color, so do families and staff.

Inclusivity

The Gay-Straight Alliance Club wants more students and staff to honor preferred pronouns. They also want the district to address LGBTQ+ inequalities more. Hispanic / Latino families want more culturally specific and linguistically specific outreach.

Mental Health Supports

Students, families and staff were in agreement about the need for more mental health supports. Attendees at the APANO and Latino Network forums, and the Gay-Straight Alliance Club also requested these supports.

Reducing Class Size

Families and staff suggested reducing class sizes.

Specialized Support

Families and staff want more specialized support for students experiencing disabilities. English language learners asked for more language acquisition support.

"Maestros
preparados para
enseñar con
respeto y amor a
los diversos
estudiantes"

*("teachers prepared to teach
diverse students with respect
and love")*

— comment from a family
member who identifies as
Hispanic / Latino about
what the district can
improve

"Primeramente el
nivel de
aprendizaje
estudiantil y por
lo tanto que los
maestros
recibieran cursos
para cómo
enseñarles a los
niños bilingües"

*("First the level of student
learning and for teachers to
have training on how to teach
bilingual children")*

— comment from a family
member who identifies as
Hispanic / Latino about
what the district can
improve

The Big Picture

Consider This (cont.)

Equity Spotlight

Attendees at Latino Network's listening session said not enough people know about the conversations at the district because they lack access to outreach. Online survey **respondents who identified as Hispanic / Latino** raised concerns including academic achievement and improving instruction for bilingual children. Staff members who identified as Hispanic / Latino noted the need to reduce class size and upgrade facilities. Their comments also called for better serving students with special needs, students in special education and English language learners.

Students and family members who participated in the Hurdle Consulting listening session said the Centennial School District needs more African-American teachers, and a culturally responsive curriculum is not being used. Parents said they are anxious to come to school out of fear of being singled out. **Several staff members who identified as Black / African American** mentioned instructional practices, including more training for new staff and more culturally diverse materials. One staff member called out the need to hire more males of color.

The Big Picture

Consider This (cont.)

Equity Spotlight (cont.)

Families of students with disabilities prioritized specialists for social, emotional and behavioral needs, social and emotional support in classrooms through curriculum, and more specialized support for students with disabilities. Families highlighted the need for restorative practices coaching.

Students in Centennial Middle School's **Gay-Straight Alliance** said their peers use offensive language and turn identity into an insult. They also said schools should put more emphasis on using preferred names and pronouns. Comments also cited staff who use preferred pronouns as something the district is doing well to address inequalities for LGBTQ+ students.

English language learners at Centennial High School asked for more instructional time dedicated to improving their language skills. Almost half of the students surveyed said the district should offer after-school support, such as tutoring. Students asked for mental health support including more counselors and quiet spaces for relaxation.

Attendees who participated in APANO's listening session said there is a need for more family support, such as home visits, and called upon teachers to understand the family obligations that students have. They asked for culturally specific programming for Pacific Islander students. Bullying was also raised as a concern.

The Slavic / Russian-speaking participants at IRCO's forum asked for mental health support, specifically a Slavic counselor. They also requested support for low-income or homeless families and orientation sessions for new arrivals to the U.S.

"Teacher and [paraeducators] never talk or coordinate lesson plans. It seems like there is no cooperation between the two. As a result our child is NOT learning as much as possible."

— family member of a student experiencing disability who identifies as Black / African American

"Students with IEP would benefit from extra supporting staff in classroom."

— family member of a student experiencing disability who identifies as White / Caucasian

Data Collection

Methodologies

Online Survey

The Centennial School District distributed its online survey — offered in English, Spanish and Russian — using a Google form to gather feedback from students, families,* staff members and the wider community. The district sent emails to specific communities to encourage their participation in the survey: families of students experiencing disability, students experiencing homelessness, students in foster care, and culturally and linguistically diverse students and families. The survey was available from Nov. 2019 until Feb. 2020.

The survey asked respondents to share: what they liked or loved about the Centennial School District, what could be improved, feedback on the four areas of investment and their race / ethnicity. After each multiple-choice question, respondents were invited to offer commentary.

The English-language survey received 612 responses, including:

- 29 from families of students experiencing disability
- 3 from families of students experiencing homelessness
- 6 from families of students in foster care

The survey was also offered in Spanish with 25 responses, and Russian with 4 responses.

"As generations continue to grow, so should the school. We need to bring awareness about [people's] emotions and ones who undergo much stress because of school work."

— student at Centennial High School, identifies as Asian

**TAKE A
CLOSER
LOOK**



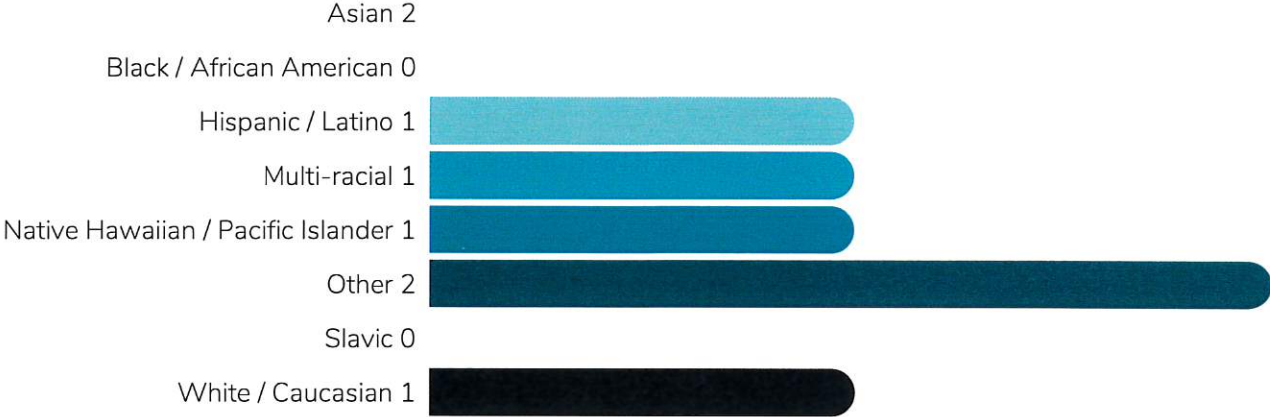
Appendix A:
Online Survey
Questions

*The identity category of parent / family / guardian on the online survey is referred to as "families" or "family" throughout the data report.

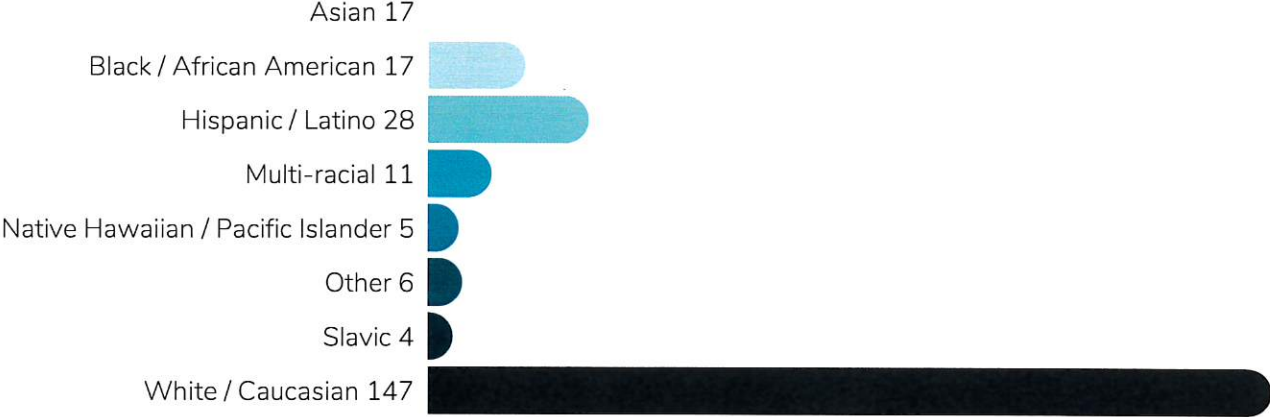
Data Collection

Online Survey (English Language) Respondent Demographics

8 students:



237 parent / guardian / family:



381 staff members:



Data Collection

TAKE A CLOSER LOOK



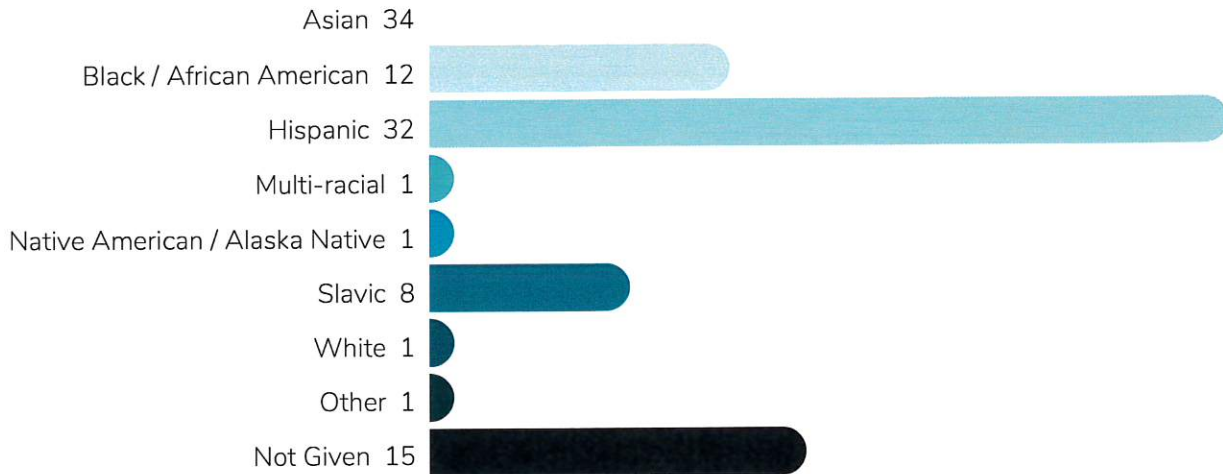
Appendix B:
English Language Learner Survey Questions

Methodologies (cont.)

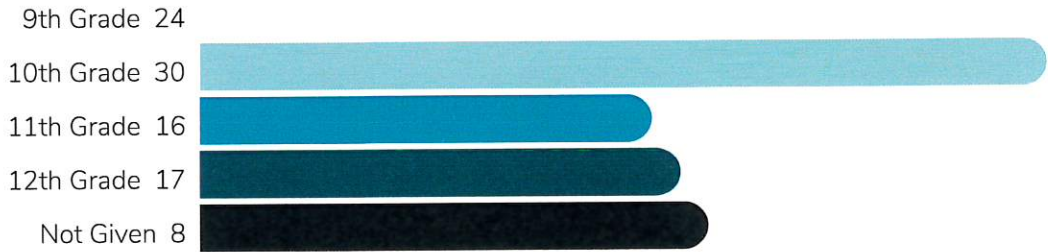
English Language Learner Survey

The Centennial School District gave a handwritten form to English-language learners to collect feedback. The students completed the survey during English Language Development classes on Feb. 19 and Feb. 20 with scaffolded support from their teachers. Learners submitted 105 forms. The demographics of students who completed the survey were as follows:

Race / Ethnicity



Grade Level



Experiencing / Identify As

- 53 Multilingual
- 1 Disability
- 0 Homelessness
- 1 Foster Care
- 1 LGBTQ+
- 0 Navigating Poverty
- 1 Transgender

Data Collection

English Language Learner Respondent Demographics

Spanish Language Survey

0 students

23 parent / guardian / family:



1 staff member (Hispanic / Latino)

Russian Language Survey

All respondents were parents, guardians, or family members. Three identified as Slavic / Russian speaking, and two identified as White.



"I love how involved and compassionate the teachers and staff are. The special education department is great and always striving to be better."

— family member of a student experiencing disability, identifies as Multi-racial

TAKE A CLOSER LOOK



Appendix C:
APANO Education Conversation

Appendix D:
Centennial Middle School Gay Straight Alliance Club

Appendix E:
IRCO Data Analysis & Report — Centennial District Slavic event

Appendix F:
Hurdle Consulting Data Report

Appendix G:
Latino Network Notes

Data Collection

Methodologies (cont.)

Community Listening Sessions

The Centennial School District collaborated with partners to engage specific communities to collect feedback.

The **Asian Pacific American Network of Oregon (APANO)** hosted a listening session on Jan. 29 for Multnomah County districts for 23 families, including 1 family from the Centennial School District.

Family and Community Together Oregon (FACT) hosted a listening session for East County districts and published an online survey, with no responses from Centennial. However, 22 respondents completed the survey sent to families of students experiencing disabilities.

The **Gay-Straight Alliance Club** at Centennial Middle School also held a meeting on Feb. 3, with 12 students.

The **Immigrant and Refugee Community Organization** hosted a listening session for **Slavic / Russian-speaking students and families** on Jan. 28, with 24 participants present, including 5 from the Centennial School District.

Hurdle Consulting hosted a community cafe on Feb. 13 for families of Black / African American students, with 3 attendees. There was also a community cafe to engage with students in Centennial High School's Black Student Union on Feb. 19, with 13 students participating.

Latino Network hosted a community conversation at Centennial High School on Feb. 18. The event was advertised through all-family emails and social media. There were 12 family participants. No data was collected on the grade levels of the students.

The district partnered with the **Transactive Gender Project** for a listening session on Feb. 3, and 2 community advocates participated.

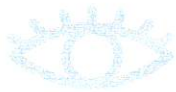
Data Collection

Methodologies (cont.)

"Our world is changing and we must be [a] leader in forward-thinking education for an evolving world."

— staff member associated with Meadows Elementary, identifies as Hispanic / Latino

TAKE A CLOSER LOOK



Appendix H:
Dot Survey Results

School-Specific Outreach

All elementary schools held meetings with both staff and families. These included Butler Creek Elementary School, Meadows Elementary School, Oliver Elementary, Parklane Elementary School, Patrick Lynch Elementary School, Pleasant Valley Elementary School and Powell Butte Elementary.

Dot Surveys

The Centennial School District also collected community feedback using a dot survey activity at three parent-teacher family conferences on Nov. 26, 2019; the District Office, Instructional Technology Center and Maintenance Department staff meeting on Dec. 2, 2019; and at the Building and Program Administrators Ad Council meeting on Dec. 17, 2019.

For this activity, each participant received four dots to vote for what the district should prioritize. They chose between reducing academic disparities, reducing class size,* allowing teachers and staff time to collaborate, providing access to academic courses and meeting student behavioral and mental health needs.

Instructional Leadership: Multi-Tiered System of Supports / Equity Team

The Multi-Tiered System of Supports / Equity Team met on Feb. 11 to gather feedback regarding next steps in Centennial School District's planning process based on initial themes emerged from community engagement. This meeting was a representative group of district staff that included 2 Educational Assistants, 8 Administrators and 15 Teachers.

*This option was not available at one of the parent-teacher family conference events.

Community Feedback by Priority Area

Priority Area 1: Class Size

"English courses such as Lang. and Comp. do not need class [size] reduction because it will affect discussions."

— student at Centennial High School, identifies as Hispanic / Latino

Students

Students who attended the **Gay-Straight Alliance Club** listening session did not bring up class size as a way to support academic achievement.

A majority of students who took the **English language learner** survey said they were satisfied with class size at Centennial High School, but 14% said they were not satisfied with class size or that it was too large. When students were asked how Centennial School District can improve academic success, the largest number of responses asked for increased English language learner support.

The preferred options for reducing class size for students who took the online survey were adding classroom support for **students with disabilities** and **English language learner** support in classrooms. The only student to offer a comment wrote that class size for English courses should not be reduced because it would impact the discussions.

Community Feedback by Priority Area

Priority Area 1: Class Size (cont.)

"They are too big for kids with disabilities. My son can't focus with too many kids and there isn't a class for him to be in daily that gives him structure and support."

— family member at Butler Creek Elementary School, identifies as Hispanic / Latino

Families

Family members who attended the Latino Network listening session did not identify any concerns about class size.

Participants at the Hurdle Consulting listening event said classes are overcrowded.

Attendees at the IRCO-hosted Slavic / Russian-speaking event said class sizes are too big.

71% of **families of students experiencing disability** who took the online survey identified a need for more specialized support for students with disabilities. All of the open-ended comments indicated class size is too big.

In total, family members who took the online survey overwhelmingly supported having more educational assistant support in classrooms. Among those who offered feedback, most of them expressed concerns about the number of students per class, or called for fewer students per classroom, and some suggested a cap. They suggested hiring more teachers as a way to reduce class size. Comments mentioned smaller classes would allow teachers to build better relationships with students.

"Planning, [etc.] often still falls on classroom teachers even with assistants and specialists. Quality instruction cannot happen if it has not been planned, prepped, assessed and reflected on. Connecting with families, report cards, conferences, etc are often not shared responsibilities with specialists and assistants as much as we try to make it that way."

— staff member at Patrick Lynch Elementary School, identifies as White / Caucasian

Community Feedback by Priority Area

Priority Area 1: Class Size (cont.)

Staff

63% of staff who took the online survey selected the option for more educational assistant support. In their open-ended comments, staff members suggested hiring more teachers to reduce the number of students per class would be more effective than hiring assistants.

Additionally, staff members recommended adding options for electives, such as sports programs. They also raised concerns about disruptive behavior and the high needs of students in classrooms.

The Multi-Tiered System of Supports / Equity Team staff echoed the need for more educational assistants and teachers, increasing work time to support smaller class sizes and referred to a teacher-to-student ratio cap at 18 for K-3. They did not call on addressing student behavior, but they did mention the need for more mental health resources and academic interventions for students.

"Class sizes are large and unmanageable. It is difficult to meet the needs of our population."

— staff member at Parklane Elementary School, identifies as Hispanic / Latino

Community Feedback by Priority Area

Priority Area 2: Well-Rounded Education

Students

Students who attended the Gay-Straight Alliance Club listening session did not have specific suggestions directly related to providing a well-rounded education, but they did request more education on the LGBTQ+ community, and they want more gender-neutrality and access to their group during the day. They also requested more lesbian resources in sex education.

Students who took the English language learner survey suggested a wide variety of clubs and enrichment programs, most commonly sports, music and dance. About half of the students expressed interest in opportunities to explore employment, trade schools and college. Career exploration was mentioned most often.

Students who attended the Hurdle Consulting listening session said the district needs to hire more Black / African American teachers. They recommended more hands-on learning opportunities such as interior design, fashion and architecture. They also felt that career and technical opportunities are not effectively advertised and the system is ineffective in preparing students for college pathways, with communication only happening during a student's senior year.

The most selected options for student empowerment in the area of well-rounded education were extended experiences, SAT / ACT preparation and career-related electives. The only student to offer a comment asked for more opportunities in music.

“Do more activities that involve learning. For example for the ELD students they can make an after/before school program to help them with their English”

— student comment on the English language learner survey about ways the district can provide more learning time

"go to hospitals to learn much more about nursing"

— student comment on the English language learner survey about opportunities to explore employment

Community Feedback by Priority Area

Priority Area 2: Well-Rounded Education (cont.)

"Tambien es importante crear programas de apoyo para estudiantes de TAG ... estos estudiantes necesitan apoyo y si como padres de familia tratamos de buscar esas oportunidades siempre es muy caro"

("It's also important to create programs to support TAG students ... these students need support and if we as parents try to find these opportunities it's always very expensive")

— family member,
identifies as Hispanic /
Latino

Families

Families who identified as Black / African American were more likely than other groups to prioritize recruitment and retention for staff of color in the online survey. Attendees at the **Hurdle Consulting** listening event also mentioned this need.

Hispanic / Latino respondents, in both the English-language and Spanish-language online surveys, prioritized retention and recruitment of multilingual staff more than other groups. In the **Spanish-language survey**, three family members mentioned the cost of extracurricular opportunities and requested they be free of charge. Two of them also mentioned opportunities for talented and gifted students. **Attendees at the Latino Network** listening session asked for programs to teach kids how to play sports they want to play, with financial support for students who can't afford it otherwise. They also said there should be early exposure to college options as a freshman, so students can plan their academic future.

"My daughter has attended Centennial since kindergarten and now she is in the 11th grade. During this time, she had only one Black teacher."

— parent attending Hurdle Consulting listening session,
identifies as Black / African American

"Our elementary students are missing out on art. This is left up to the individual teacher to bring this aspect to their classroom."

— family member connected to Butler Creek Elementary School, identifies as White / Caucasian

"educating children about the many cultures represented [within] their classrooms would be very long term beneficial."

— family member of a student experiencing disability

Community Feedback by Priority Area

Priority Area 2: Well-Rounded Education (cont.)

Families (cont.)

Students and families who attended the culturally specific Slavic / Russian-speaking event said they appreciated the Advanced Placement classes that are offered but said there should be more Advanced Placement options.

Families of students experiencing disability who took the online survey most frequently selected the option for extended experiences, but no common themes emerged from the open-ended comments.

Families selected opportunities in the arts most often on the online survey. Family commentary requested opportunities in arts and sports.

"The after school sports program is very important also. The after school program they have set in place from Portland Parks and Rec is not even close to the same as what [used] to be set in place for the sports program!!"

— family member connected to Centennial Middle School, Centennial High School, and Centennial Transition Center, identifies as Multi-racial

"Recognizing the reconstruction efforts needed to dismantle institutional racist practices we inherited and must rewrite for equity and inclusion."

— staff member connected with Powell Butte Elementary and Pleasant Valley Elementary School, identifies as Hispanic / Latino

"Students need electives & sports. And they need them BEFORE they get to high school so that they get hooked into school BEFORE high school."

— staff member at Centennial Middle School, identifies as White / Caucasian

Community Feedback by Priority Area

Priority Area 2: Well-Rounded Education (cont.)

Staff

Staff members who identified as Black / African American were less likely to prioritize opportunities in the arts. The areas they supported were recruitment and retention for staff of color and multilingual staff and more resources for libraries, with each of these receiving support from 71%. **Staff members of color** expressed the need for more training around white privilege and the dismantling of racist practices.

74% of staff who took the online survey selected more opportunities in the arts. Electives, sports and arts were cited the most often in the comments. Electives and sports were frequently mentioned together, all in connection to middle school. Staff members at Centennial Park School and Centennial High School were more likely to mention career and technical education, and preparing students for careers. Staff members who mentioned extended experiences like field trips noted transportation challenges: specifically, a bus not being available. Several staff members also reiterated the need for a full-time librarian.

Staff at the Multi-Tiered System of Supports / Equity Team meeting also requested more arts programs, electives, sports, and career and technical education options. Providing library services was mentioned as a way to deliver access to academics. The staff team noted the need for district-wide culturally responsive practices and establishing more culturally specific partners, e.g., REAP. They also suggested hiring more staff of color and bilingual staff, but those suggestions were listed under health and safety concerns that could reduce academic disparities.

"Teachers sometimes can call you by ur pronouns but sometimes they don't but they do try and practice."

— student of the Gay-Straight Alliance Club at Centennial Middle School

"After about 20 min of lecturing, students tend to zone out. Maybe place the important content in these first 20 minutes, then have the student take a small little break. Then resume important instructional time."

— student at Centennial High School, identifies as Asian

Community Feedback by Priority Area

Priority Area 3: Instructional Time

Students

Students who attended the Gay-Straight Alliance Club listening session did not have specific suggestions directly related to instructional time. They cited teachers who honor preferred pronouns in class but also said other teachers don't use the correct names and pronouns in school. They said not all attendance lists include preferred names, but also said the school system allows name changes. Another comment noted a lack of education for students about how to change their name and gender.

Among students who took the English language learner survey, almost half said the district should offer after-school support, such as tutoring. Many students also mentioned summer programs and before-school support such as a breakfast club.

Students selected summer programs, under instructional time, most often on the online survey. The only two students to offer comments about instructional time were from Centennial High School. One asked for a change in teaching practice, while the other asked for extra academic support.

"[More] one-on-one with students who [struggle or] are introverted."

— student at Centennial High School, identifies as Hispanic / Latino

Community Feedback by Priority Area

Priority Area 3: Instructional Time (cont.)

Families

"I believe it is too short. There's so much to cover in a single day, how can teachers possibly know if what they've taught has been retained?"

— family member connected to Parklane Elementary School, identifies as Black / African American

Spanish-speaking families at the Meadows Elementary event requested longer school hours. **Families who attended Latino Network's** listening sessions suggested more after-school programs, such as tutoring. They noted barriers to get into existing after-school programs, such as SUN.

Attendees at the Hurdle Consulting event said teachers need more preparation time and professional development to support career and technical pathways. They cited a need for better communication about after-school activities.

68% of **families of students experiencing disability** who took the online survey were in favor of adding instructional support for teachers and assistants. 64% requested summer programs. Their open-ended comments suggested smaller class sizes and a four-day school week with longer days.

For all families who responded to the online survey, the preferred option was instructional support for teachers and assistants. There was almost no support for a longer school day or longer school year. Comments requested additional support for students, such as differentiated instruction to accommodate different learning styles; adding before-school, after-school and summer programs; adding electives, and additional time for PE and opportunities for sports.

Community Feedback by Priority Area

Priority Area 3: Instructional Time (cont.)

Staff

Staff members who took the online survey preferred the option of instructional support for teachers and assistants, with 58% of respondents choosing it. One key theme that emerged among staff comments was the need for more electives: specifically, opportunities for vocational and trade classes. Staff expressed that electives would help students feel more engaged and encourage them to attend school. Staff members also called on the need for more PE and sports opportunities. Another theme that emerged was the need for more collaboration and planning time. While some comments mentioned extending the school year or school day, a number of responses indicated that they did not feel adding instructional time was necessary.

TAKE A CLOSER LOOK



Appendix A:
*Online Survey
Questions*

Staff at the Multi-Tiered System of Supports / Equity Team meeting suggested replacing spring conferences with more opportunities to collaborate among teachers at the elementary school level. They also requested more opportunities to collaborate with support staff and cited the need for more planning time. They mentioned electives, but in reference to well-rounded education and not in context of instructional time. They also cited year-round school or longer school days, but increasing instructional time was not mentioned. They brought up summer programs, with a call to increase classified staff to support them. Before- and after-school childcare was also referenced.

Community Feedback by Priority Area

Priority Area 4: Health & Safety

Students

"Someone should be brought in at least once to talk and / or check in with the community."

— student of the Gay-Straight Alliance Club at Centennial Middle School

Students in the Gay-Straight Alliance club said the district is doing well to address inequalities for LGBTQ+ students through offering access to their group, other queer support groups and after-school activities, counseling services and SUN classes. They also noted the district offers a nonbinary option for gender and posters on campus that reflect LGBTQ+ youth. However, the alliance raised numerous health and safety concerns, mostly centered on inclusivity practices. Language matters to the Gay-Straight Alliance students. They want the district to address when other students are "mean and rude," when they use "slurs and language that is offensive" or "identities as insults." They said the district doesn't tolerate bullying against LGBTQ+ students, but also said the district needs to continue addressing it. Adults don't talk about mental health enough, according to the student group. Students also lamented not having "enough sense of community." They requested someone to be brought in to check in with the community.

On the **English language learner survey**, 84% of students said they felt safe at school, and just over half said they felt the district is doing a good job hiring and supporting a diverse staff. When they were asked how the district can support their mental health needs, students most often suggested more counselors, having a quiet space to go to, and more healthcare or availability of nurses.

Community Feedback by Priority Area

Priority Area 4: Health & Safety (cont.)

Students (cont.)

Attendees at the Hurdle Consulting listening sessions said that Black / African American students are judged as the same and not as individuals. Due to these experiences, students think diversity training is needed. Students feel a need to assimilate to the district's dominant culture and are being pushed out of their identities. The community also feels marginalized when teachers do not redirect students who use racist language.

On the online survey, students were most likely to support the option of specialists for social, emotional and behavioral needs. The only comment provided by a student mentioned raising awareness about the benefits of the Health Center.

TAKE A CLOSER LOOK



Appendix A:
Online Survey Questions

Appendix F:
Hurdle Consulting Data Report

Community Feedback by Priority Area

Priority Area 4: Health & Safety (cont.)

Families

Families who attended the Latino Network event most-often mentioned the area of health and safety.

Respondents said there is a need for counselors and mental health support at all levels of schooling, both preventative and reactive. This feedback was reinforced by respondents to the online survey who identified as **Hispanic / Latino**, who strongly supported adding specialists for social, emotional and behavioral needs. **Latino Network** attendees said mental health support must be bilingual and bi-cultural to help them feel really seen and understood. Other safety concerns included availability of healthy food and speed bumps to slow down drivers.

Attendees at Latino Network's listening session were not in agreement about the presence of cops at school, with one group of families saying they had no problem with it, but another group discussing discrimination against a student. Attendees also requested a hub for newcomers to ease the transition for both students and families.

Participants in the Hurdle Consulting listening sessions advocated for equity training for staff to create more emotionally safe classrooms.

Slavic / Russian-speaking families who attended **IRCO's** listening session said they can see how culturally specific partners make an impact on students in reducing academic disparities. They suggested a Slavic counselor to help students deal with mental health issues; assistance centers for low-income or homeless families and orientation sessions for new arrivals to the U.S.

"[T]he Slavic community needs recognition! These children have different needs and feel isolated. Open a club or an extra curriculum activity that would serve this underrepresented minority. Studies show that families who feel supported and given the chance to practice and embrace their culture have better health outcomes."

— family member in online survey, identifies as Slavic / Russian speaking

Community Feedback by Priority Area

Priority Area 4: Health & Safety (cont.)

Families (cont.)

"Mental health 1000%. There is a serious problem here that is being ignored."

— family member associated with Patrick Lynch Elementary School, identifies as Hispanic / Latino

Family members of students experiencing disability strongly supported adding specialists for social, emotional and behavioral needs, as well as social and emotional support in classrooms through curriculum. Their open-ended comments reflected concerns with facilities, including the lack of sidewalks and insufficient custodial support.

Among all families who took the online survey, they were most likely to support the option of specialists for social, emotional and behavioral needs. This option was reiterated at the Meadows Elementary School listening event, where parents called for more counselors. Open-ended comments reflected concerns about security and about bullying.

Meeting students' behavioral and mental health needs received the highest number of votes among the options at all three schools that did the dot activity.

Community Feedback by Priority Area

Priority Area 4: Health & Safety (cont.)

Staff

Staff members who identified as Black / African American requested more custodial support and safety improvements in schools.

**TAKE A
CLOSER
LOOK**



Appendix A:
*Online Survey
Questions*

Among all staff members who took the survey, they chose the option of specialists for social, emotional and behavioral needs most often. A number of the open-ended comments reflected concerns about facilities. Concerns about mental health and student behavior were other key themes.

The Multi-Tiered System of Supports / Equity Team mentioned the importance of “access to safe and enriching facilities for all students.” They requested funding to hire summer security. The team also suggested the district “put real / local food in all schools” because it “addresses all areas.” Requests for hiring more staff of color were mentioned. Additionally, on par with the responses from students and families, culturally specific social workers and counselors were requested, so was social and emotional learning support in classrooms. Mentions of mental health access occurred within the class size section, which cross-referenced meeting student mental and behavioral health needs.

Dot Activity

27% of votes, at all schools and meetings, prioritized meeting students' behavioral mental and behavioral health needs. Two areas were tied for the next-most important priority: 17% of votes went to reducing academic disparities and another 17% of votes went to allowing teachers and staff sufficient time to collaborate.

**TAKE A
CLOSER
LOOK**



Appendix H:
Dot Survey Results

At all three schools, meeting students' mental and behavioral health needs received the most votes: 28% at Centennial Middle School, 24% at Powell Butte Elementary and 22% at Meadows Elementary.* 29% of staff meeting attendees at the District Office, Instructional Technology Center and Maintenance Department prioritized votes for meeting students' mental and behavioral health needs. 33% of top votes went to reducing academic disparities at the Building Administrators and Program Administrators meeting.*

Please see Appendix for complete results from the Dot Activity.

*Allowing teachers time to collaborate received the second-most votes at Centennial Middle School, with 25%. Reducing class size was a close second at Powell Butte Elementary, with 23%. Establishing and strengthening partnerships received the second-most votes at Meadows Elementary, with 19%.

About the Data and Communications Team



Laura Conroy, JD

Director, Strategic Engagement

Laura Conroy has over 20 years of professional experience in public relations, data analysis and strategic communications leadership. She has successfully developed, coordinated and implemented a variety of community outreach and engagement strategies for the MESD, school districts and nonprofits throughout Oregon. Laura serves as a member of MESD's Cabinet, as the Vice President of the Oregon School Public Relations Association, and is a trusted advisor to school district superintendents and leadership teams in the region and around the state. She is a member of the Oregon Bar and earned her juris doctorate from Willamette University and Bachelor of Science in Agricultural and Resource Economics from Oregon State University.

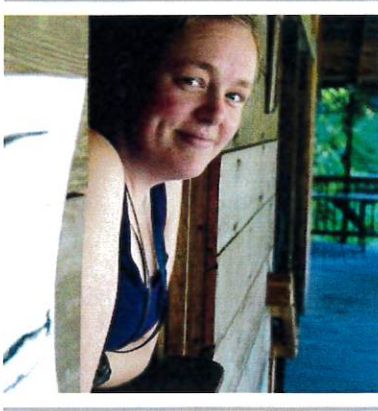


Paulina Leperi

Research & Data Analyst

Paulina Leperi is in her second year as the Research & Data Analyst at MESD. She works with teams across the ESD in meeting strategic goals, providing guidance with survey-writing and analysis of historical data to identify trends. Paulina's projects range from collaborating with the Regional Coordinator for Regular Attendance to supporting a task force seeking to strengthen links between K-12 and institutions of higher education. Prior to working with the ESD, she provided state-of-the-art advertising research and analytics to national brands as a member of the analytics team at Nielsen Catalina Solutions. She holds a Bachelor of Science in marketing from the University of South Carolina and a Masters of Science in Marketing Communications with a focus on analytics from Northwestern.

About the Data and Communications Team



Lafcadio Adams

Communications Specialist

Lafcadio Adams has worked for the MESD's Outdoor School program for over 18 years. Additionally she provides graphic design support for the agency as a whole with logos, newsletters, infographics, posters and social media communications. Lafcadio also provides web design support, electronic accessibility compliance, and front-end technical support for various platforms. She holds a Bachelor of Science in natural science from the University of Puget Sound.



Jaime Dunkle

Data and Communications Specialist

Jaime Dunkle has produced multimedia content for MESD's Bars to Bridges program and the district for two years. She also developed a sustainable data collection process for B2B and is moving toward multimedia data visualization of program outcomes. She specializes in copywriting, copyediting, videography and video editing, and photography. Before joining the ESD, she freelanced for the Oregonian and Digital Trends. She received a Bachelor of Arts in English with minors in French and writing from Portland State University. She also completed the PSU Media Fellows program. She has won several awards for her writing, photography and digital media.

Appendix A

Online Survey Questions

This is an artifact from a culturally specific listening session and is considered raw data for this report. Participant voices are preserved for authenticity and transparency. Reports generated by outside organizations are presented in the format received.

What do you love / like about Centennial School District? (open-ended)

What do you want to improve about Centennial School District? (open-ended)

What opportunities would you like to see to empower the students and staff of Centennial in the area of instructional time?

- Summer programs
- Longer school year
- Longer school day
- Training and collaboration time for staff to align teaching practices
- Instructional support for teachers and assistants

Any specific comments around instructional time?

What opportunities would you like to see to empower the students and staff of Centennial in the area of health and safety?*

- Social and Emotional support in classrooms- curriculum
- Specialists for social, emotional, and behavioral needs
- More custodial support in schools
- Safety improvements to the schools
- Multilingual staff to assist families at school
- Restorative practices coaching for students and staff

Any specific comments around health and safety?

What opportunities would you like to see to empower the students and staff of Centennial in the area of class size?†

- More educational assistant support in classrooms
- Adding classroom supports for students with disabilities
- More specialized support for students with disabilities
- English Language Learner support in classrooms

Any specific comments about class size?

What opportunities would you like to see to empower the students and staff of Centennial in the area of well-rounded education?

- Recruitment and retention of staff of color
- Recruitment and retention of multilingual staff
- Extended experiences for elementary, middle, and high school students
- SAT / ACT preparation
- More career related electives
- More culturally specific partnerships‡
- More resources for libraries‡
- More opportunities in the arts

*In the Spanish and Russian-language surveys, there was an option for physical education for Kindergarten through 8th grade.

† In the Spanish and Russian-language surveys, there was an option for number of students in each class.

‡ This option did not appear in the Russian-language survey.

Appendix B

ELL Survey Questions

This is an artifact from a culturally specific listening session and is considered raw data for this report. Participant voices are preserved for authenticity and transparency. Reports generated by outside organizations are presented in the format received.

- What do you like about the Centennial School District?
- How can the Centennial School District improve the academic success for students who have been historically underserved in the education system?
- What are some ways the Centennial School District can provide more learning time for students? (Examples: before / after school tutoring, summer programs)
- Do you feel your school is a safe and welcoming environment?
- How can the Centennial School District support your mental health / well-being and behavioral needs?
- How do you feel the Centennial School District is doing in hiring and supporting a diverse staff of teachers and administrators?
- Are you satisfied with the class size in your school?
- If you could add more clubs, Arts, and enrichment programs, what would you add?
- What opportunities to explore employment, such as career days, visiting the career center, learning about trade schools or college do you want to experience?
- Are there any other concerns you want the district to know about?

Appendix C

APANO Education Conversation

January 29, 6:00-7:30 PM

8188 SE Division St., Portland, OR 97206

This is an artifact from a culturally specific listening session and is considered raw data for this report. Participant voices are preserved for authenticity and transparency. Reports generated by outside organizations are presented in the format received.

Vietnamese

- Cultural differences; misunderstanding of communities' value of education
- Teach meditation, control emotions, and self-calming techniques
- Opportunities for self-expression and activity to help students (2nd grade)
- Smaller class size - this was a consistent theme.
- Only fine arts, not performing arts
- Physical activities and sports
- Scholarships and grants
- An understanding of how to navigate college pathways

Parent responses suggested that ways for students to express themselves and engage would improve behavioral health and well-being.

Education

- Moral education - how to be a good person
- DEI training for all educators and staff in schools, with an emphasis on social transformation
- Students who are disruptive detract from instructional time
- Educators who can help students understand students' strengths and goals

Mental and behavioral health

Families noted that their students did not feel safe because of racial discrimination and lack of cultural understanding (consistent theme). One parent also noted a fear of guns and school shootings. Active parent participation would help and there is a need for information updates from accessible sources.

Overall, parents wanted to see more teachers and counselors who had an understanding of their culture and could prevent discrimination and shaming in the classroom to help students feel safe.

Health care needs included school nurses, school-based oral health care, and vision care.

Appendix C (cont.)

APANO Education Conversation

January 29, 6:00-7:30 PM
8188 SE Division St., Portland, OR 97206

Chinese

Students love afterschool programming but families can't afford expensive fees. Students appreciate the opportunity to learn about culture and have rigorous classes.

Educational success:

- Independently complete homework and seek out learning
- Supportive teachers
- Longer classes
- Teaching assistants in every classroom
- More rigorous education, including more homework and learning resources
- Additional help for immigrant students with reading
- More disciplinary action against students (eg. tardiness to prevent recurrence) and strictness around turning in homework, and stricter enforcement of rules
- Conflict between family's understanding of education / culture and teachers
- Free and continuous after school programming and homework help

Cultural integration: keeping pride in their culture at the same time as they learn American etiquette and practices

Parent engagement in school: families need more information on the American education system

Challenges

- Too large of class size
- More teachers
- Immigrant parents can't help students with their homework and the school does not provide resources to support them
- Unsupportive teachers
- Teacher retention, and absence replaced by substitute teachers
- Serious lag for student achievement in Dual Language Immersion
- Increased course offerings
- Mentoring programs
- Textbooks for students to bring home

Appendix C (cont.)

APANO Education Conversation

January 29, 6:00-7:30 PM
8188 SE Division St., Portland, OR 97206

Chinese (cont.)

Mental and behavioral health

Safety:

- Students need to feel a sense of safety
 - Preventing bullying, fights, and racism
 - Fear of guns
 - More education on safety
 - Student voice and engagement - for example, have an anonymous way to report concerns

- School practices
 - Teachers wait with students until all are picked up
 - Security presence to ensure students enter and exit the school
 - Preventing bullying, fights, and racism
 - Increased discipline for students who break rules
 - More supportive and encouraging teachers

- Mental health care to support students
 - Academic stress around testing
 - Restorative justice practices to resolve conflict

- Physical health
 - Hunger due to short lunch times and unhealthy food
 - School based health clinics, including oral health
 - Increased physical activity

Appendix C (cont.)

APANO Education Conversation

January 29, 6:00-7:30 PM

8188 SE Division St., Portland, OR 97206

English language

Education

- Smaller class sizes
- Critical thinking skills and positive learning attitude
- Culturally-relevant programming
- Parent involvement
- Increased academic support outside of schools
- Classrooms are under-resourced; parents are expected to buy supplies for the entire class and concerned about stigma if they cannot afford it
- Excessive standardized testing
- Higher quality teachers
- Parents must advocate for themselves to resolve issues

Mental and behavioral health

- Bullying and violence at school
- Teachers do not follow up on parent concerns about physical violence
- Teacher bullying of students and non-responsiveness to behavioral concerns
- Students are overly restricted and unable to be themselves
- Students have excessive pressure for success. For example, teachers say students moving from other states are behind.
- Real life skills, such as financial literacy
- Administrators need more cultural competency
- Higher quality counselors with cultural competency
 - Counselors do not focus on mental health but on academic planning for future years
 - Under-resourcing means schools cannot hire enough qualified counselors
- Students don't know where to get support

Appendix C (cont.)

APANO Education Conversation

January 29, 6:00-7:30 PM
8188 SE Division St., Portland, OR 97206

Pacific Islander breakout

Academics:

- Balancing academics and sports - workload can be excessive and students would benefit from tutoring/academic support with direct access to teachers
- Smaller class sizes and transition from smaller class sizes to larger as students advance in age
- Teams at Centennial have worked well
- Accommodating multiple learning styles, both by the book and alternative methods
- Access to technology - phones are needed to participate
- Family supports are needed - case management and home visits
- Limited resources are inhibiting academic and extracurricular programming

Inclusivity

- Teachers need to understand family obligations
 - When there is a death in the family, students need additional time to engage in cultural and religious practices to support them
 - Teachers need to understand work and family care obligations of students
- Culturally specific programming and representation
 - Pacific Islander specific programming
 - Outside programming offered by communities of color
- Model minority myths are harmful to students
- IEPs aren't working. Students fall through the cracks and do not have objectives to advance learning. Specialized teachers and mentors are needed.
- SUN School programming is helpful but need more representation
- Teachers collaborate with parents for solutions
 - Most hopeful when teachers report to parents about issues - students don't always tell their parents
 - Work together to find a solution

Safety

- Bullying
- Spaces for students to gather
- Have affinity groups
- Checking in on students
- Teacher / staff accountability for safety

Academic success

- High school completion
- Exceed state and national benchmarks

This is an artifact from a culturally specific listening session and is considered raw data for this report. Participant voices are preserved for authenticity and transparency. Reports generated by outside organizations are presented in the format received.

Appendix D

Centennial Middle School Gay Straight Alliance Club

February 3, 2020

12 students attended from 7th & 8th grades.

What is the district doing well to address inequalities for LGBTQ+ students? For example: access to school events, extracurricular activities, etc.

- The GSA group
- Understanding teachers
- Having people being supportive
- Access to a GSA/Queer support group
- Having after school groups & teachers respecting pronouns
- You can change your name in the school system
- For teachers to use the right pronouns & names
- Having access to GSA and other after school activities
- There is a nonbinary option for gender

What challenges need attention to address inequalities for LGBTQ+ students? For example: access to school events, extracurricular activities, etc.

- There should be gender neutral bathrooms
- Education on LGBTQ+
- Students are mean and rude
- Teachers aren't making sure their students are respecting others
- Everything is male / female. Not enough gender neutral stuff
- Students aren't educated about how they can change their name & gender
- Adults and teachers call you something other than what you wanna be called!!
- Not having teachers and adults use correct names & pronouns
- No group during school day
- Attendance lists don't have preferred names

What challenges need to be addressed to support academic achievement for LGBTQ+ students? For example: access to rigorous / high-level classes in all content areas

- Teachers sometimes can call you by ur pronouns but sometimes they don't but they do try and practice[:] Remember[.]
- Teachers don't make a big deal about name changes
- Cane we have more pictures?
- More teachers need to remember what we want to be called

Appendix D (cont.)

Centennial Middle School Gay Straight Alliance Club

What is the district doing well to support academic achievement for LGBTQ+ students? For example: access to rigorous / high-level classes in all content areas

- There are posters randomly in the halls about LGBTQ+
- Cool teacher [name redacted for privacy protection]

What is the district doing well to promote safety for LGBTQ+ students? For example: inclusive language, curriculum, materials, trusted adults, student support groups, etc.

- Actually caring
- Bullying isn't tolerated
- Semi-inclusive queer education in sex-ed (needs more lesbian education)
- Telling kids to [not] say anything if they don't know what it means
- Promoting our existence

What challenges need to be addressed to promote safety for LGBTQ+ students? For example: inclusive language, curriculum, materials, trusted adults, student support groups, etc.

- Killing us [student is referring to national trends in violence against people identifying as LGBTQIA+]
- Gender neutral bathrooms
- A shame
- Hate & protest
- No education
- Menstruation supplies in the mens room need to be a thing
- More education about chest binders
- Students are using slurs and language that is offensive
- When teachers don't react to people cussing!
- The amount of offensive jokes I hear are unacceptable
- Teachers need to be more strict about language
- No in school support groups for kids with homophobic parents
- No bullying against LGBTQ+
- Using identities as insults

Appendix D (cont.)

Centennial Middle School Gay Straight Alliance Club

What is the district doing well to meet the mental/behavioral health needs of LGBTQ+ students? For example: inclusive language, curriculum, materials, trusted adults, student support groups, etc.

- SUN classes
- [Counseling]
- Safe place to be yourself
- It has a GSA group
- GSA
- Always having a group to talk to like GSA
- GSA
- Equality posters

What challenges need to be addressed to meet the mental/behavioral health needs of LGBTQ+ students? For example: inclusive language, curriculum, materials, trusted adults, student support groups, etc.

- **Someone should be brought in at least once to talk and/or check in with the community**
- Proper amount of sleep
- **There is NO TALK ABOUT THEY/THEM PRONOUNS!!**
- Adults not taking mental issues seriously
- Adults being too insensitive about life (?)
- Call them what people [want] to be called
- Not enough sense of community
- Don't talk about mental health enough

Appendix E

This is an artifact from a culturally specific listening session and is considered raw data for this report. Participant voices are preserved for authenticity and transparency. Reports generated by outside organizations are presented in the format received.

IRCO Data Analysis & Report

Centennial District Slavic / Russian-speaking Listening Session

IRCO Slavic staff reached out to Multnomah County families to come to the listening session on January 28, 2020 and share about the challenges that Slavic students face in public schools.

IRCO Slavic staff facilitated the meeting and compiled the report based on students', family members', and community members' input.

A total of twenty-four participants, comprised entirely of Slavic students and their families, attended the event. The breakdown by school district was as follows:

- Centennial: 5
- Reynolds: 7
- Barlow: 7
- David Douglas: 2
- Portland Public Schools: 2
- Vancouver: 1

What is district doing well to address academic achievements?

- The community appreciates Advanced Placement offerings.
- The community appreciates programs providing culturally specific Slavic academic supports and advocacy.

What challenges does the district have in addressing academic achievements?

- Advanced Placement Classes (AP) need to be diversified. There are currently only a few options that students can choose from.
- There should be more college resources.
- Class sizes are too big. Students would like to have more personalized approach. Ideally 15-20 students in class would be ideal.
- Counselors should keep a close eye on students who fall off track, and walk with the students through all classes students need to take in order to graduate, and what resources / opportunities are available to them.
- There should be a system for allowing students to provide input on the quality of their teachers.
- Teachers aren't paid enough.
- Schools should provide more information about the progress of the students. If everything is tracked in Parent View only, then provide quick trainings how to sign up and use that resource.
- Post-secondary meetings / discussions should be mandatory for students.
- School administrators should have a system how to reward students.

Appendix E

IRCO Data Analysis & Report

Centennial District Slavic / Russian-speaking Listening Session (cont.)

What is district doing well to address disparities?

- SLIP test rewards students for speaking multiple languages.
- Slavic parents see how culturally specific partners in schools make a great impact on students. Students can better relate to Slavic youth advocates.
- This kind of focus group is appreciated. Engage parents at school through organizing similar focus groups. Develop more individualized approach. Work with their schedule (e.g. there are certain days that Slavic families have to be at church).

What challenges does the district have in addressing disparities?

- Slavic students would like to be more recognized as Slavic and Eastern European community through participating in cultural nights, other similar activities and have a Slavic day.
- Have a Slavic counselor in school to help students with mental health issues and disabilities.
- School should partner with organizations that provide sport training of different sorts, because some schools don't provide enough sport options for students.
- Eliminate racism and discrimination from the school staff.
- It would help to organize these parent meetings and events like Slavic parent nights if schools had more Slavic employees who could navigate that process and provide cultural background.
- School administrators can learn from Slavic community leaders. Pastors could be a good resource to learn how to navigate some of the challenges Slavic and Eastern European students face as this community mainly organized by churches.
- Schools should have assistance centers for low-income / homeless families.
- New arrivals to the U.S. could use some orientation sessions when they register at new schools.
- All sport activities after school should be free.

What is district doing well to address student safety and mental health needs?

- Schools usually have enough people who monitor safety inside of the building.
- Schools have mental health counselors.

Appendix E

IRCO Data Analysis & Report

Centennial District Slavic / Russian-speaking Listening Session (cont.)

What challenges does the district have in addressing student safety and mental health?

- More culturally specific support for students with mental health needs.
- Students suggested to have staff who would monitor around the school perimeter, as many students hide behind the school fence where they sell / buy [drugs], smoke, etc.
- Provide more and better sports and other recreational equipment, as well as staff providing sports activities, to keep kids engaged on school grounds in healthy activities.
- Give less homework.
- Classrooms should have cameras.
- There should be more healthy food options in schools. Schools should consider kosher food options.
- There should be more medical personnel in schools. Students' immediate medical needs are not addressed.
- Bathrooms need more monitoring. This is where students can hide to engage in [inappropriate] activities.
- Students should stay on campus at all times while at schools.

Cultural Alienation

Two “hot-button” issues were also raised in the course of this conversation: the community’s disapproval of LGBTQ events at school, and their fears / apprehensions around sex education. The strong feelings around these issues pointed to a certain degree of social and political alienation experienced in elements of the Slavic community, and a need for additional supports around communication between Slavic community members and school representatives.

Investment Ideas

- Start a culturally specific after school program for Slavic youth.
- Slavic youth advocates are usually spread out in many different schools. Culturally specific youth advocates should have more hours to help students to succeed in school.
- Hire Slavic Culturally Specific Mental Health Counselors.
- Parents advocated for free bus passes for their high school kids. Some parents work multiple jobs and can’t drive to and from school events. Many mothers in the Slavic community do not have driver’s licenses.
- Create programming to teach students how to manage their time and money after high school.

Appendix F

Hurdle Consulting Data Report

This is an artifact from a culturally specific listening session and is considered raw data for this report. Participant voices are preserved for authenticity and transparency. Reports generated by outside organizations are presented in the format received.*

*Only the pages referenced for this report are included herein.

Key Findings

These insights represent student and adult perspectives from the Centennial School District.

Positive Impact:

- Both students and adults appreciated the diversity within the district.
- The groups thought sports unite the community.
- Some students mentioned support and friends are points that they liked about Centennial.

Instructional Time:

- Teachers need more preparation time and professional development to support career and technical pathways.
- Better communication is needed in informing families about after-school activities.
- The community Centennial has traditionally served receive more learning time opportunities. However, as the demographics shifts, this information is not being clearly communicated to newer families.

Health and Safety:

- From the students' perspective, Centennial needs more teachers that care and that make students feel welcomed. Also, feeling safe and welcomed is dependent upon the teacher's skills. Some create a safe environment, but not welcoming.
- There is a general feeling that Black students are judged as the same and not as individuals. Due to these experiences, students think diversity training is needed. A student is quoted as saying, "I don't like the way they handle us."
- Non-white students are using racial slurs (n-word) to communicate to others on some campuses. For example, "what's up my n-word?" Generally, white teachers do not redirect students when racist words are stated. Thus, leading the Black community to feeling marginalized.
- Due to strong White orientated traditions across the district, students feel a need to assimilate and are being pushed out of their identities. There is a "Make American Great Again" tone in the district culture.

"My daughter has attended Centennial since kindergarten and now she is in the 11th grade. During this time, she had only one Black teacher." African American Parent of 11th Grader

Appendix F (cont.)

Hurdle Consulting Data Report

- Based upon the conversation, the participants passionately advocated for the need of equity training for staff across the district. By doing this, the group felt this would cause emotionally safe classrooms.

Class Size

- Generally, students are satisfied with class size. However, it was mentioned classes can be a little bit smaller.
- Students passionately suggested Centennial needs to improve in hiring more Black teachers who understand our situations. They believe educators with this background can improve their education.
- There is a general perspective amongst adults that classes are overcrowded.
- More African American teachers are needed. There was a consensus for the need of staff that are culturally relatable and understand African American students.
- By diversifying the workforce, students can see themselves in staff and experience more teachers who make an effort to reach all students beyond the students who already performing well.

Well-Rounded Education

- Students recommended more hands-on learning experiences for students. For examples, interior design, fashion, and architecture.
- More sports clubs where everyone can participate and self-defense classes.
- From the student perspective, career and technical opportunities are not effectively advertised. Generally, this information is shared by individual teachers rather than the system intentionally communicating these opportunities to everyone.
- It is suggested the counseling departments evaluate if they are clearly communicating and supporting all students when it comes to career and technical pathways.
- The group highlighted an ineffective system in preparing students for college pathways. For example, communication is only happening during a student's senior year. This is too late. Plus, students are not aware of advanced placement classes and do not know the process to enrolled into college preparatory courses.

Appendix F (cont.)

Hurdle Consulting Data Report

Community Identified Strengths and Challenge

"Hire more teachers of color."
Black-Bilingual 10th Grader

Examples of Community Identified Strengths and Challenges

Note: We paraphrased the participates comments in this section.

Instructional Time	<p>Strengths</p> <ul style="list-style-type: none">• Tutoring through Schools Uniting Neighborhoods <p>Challenges</p> <ul style="list-style-type: none">• Communicating opportunities and providing access to ALL students and families
Health and Safety	<p>Strengths</p> <p>The teachers that build relationships with students are valued</p> <p>Challenges</p> <ul style="list-style-type: none">• Racism• Parents are anxious to coming to school due to fear of being singled-out• Kids who can be successful slip through the cracks because of lack of connecting with ALL students• Community struggles with trusting the district. Change the narrative

Appendix F (cont.)

Hurdle Consulting Data Report

	<ul style="list-style-type: none"> • Are kids feeling like they have to suffer in silence?
<p>Class Size</p>	<p>Strengths</p> <p>No comment</p> <p>Challenges</p> <ul style="list-style-type: none"> • Centennial needs more African American teachers • Staff is not using culturally responsive curriculum. Example: Teachers not using opportunities like Black History Month to teach Black curriculum • Classes are overcrowded • Teachers have shared with parents there are more students than preferred and teachers' assistants are not available. • No term limits for school board members and this can be a barrier to appropriately responding to shifting demographics.
<p>Well-Rounded Education</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Superintendent is making a difference and continue to let him do the work needed to move the district forward • Student clubs: Black Student Union, Arabic club, Pacific Islander Group, & Diversity-Equity-Inclusion Club <p>Challenges</p> <ul style="list-style-type: none"> • Not teaching culturally relevant history to 21st century learners • Seek Fortune 500 companies to support district with capital fundraising efforts

Appendix F (cont.)

Hurdle Consulting Data Report

	<ul style="list-style-type: none">• The same opportunities are available to everyone• Counseling departments not assisting ALL students with systematic support and communication with career and technical opportunities• When it comes to career and tech pathways staff is just checking boxes, but programming is not customized
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Data Methodology

On Thursday, February 13, 2020, we hosted a community café for the parents/guardians of African American students of the Centennial School District. The main goal of a community café includes to help the participants have collaborative dialogue, engage actively with each other and create constructive possibilities for action. During the session, we engaged with three participants:

“The work for Black and Brown students falls on the shoulders of the Black and Brown staff.”
Hispanic, Bi-lingual Participant

- African American
- African American parent of an 11th Grader
- Hispanic, Bi-lingual

Our conversation took place from 6:15-7:30. This diverse group provided us with the data collected in this report and ideas regarding how to increase parent participation in the future.

During February 19, 2020, we surveyed members of the Black Student Union at Centennial High School. This community cafe ran for about 20 minutes. Here is a breakdown of the 13 participants:

Appendix G

Latino Network Notes

This is an artifact from a culturally specific listening session and is considered raw data for this report. Participant voices are preserved for authenticity and transparency. Reports generated by outside organizations are presented in the format received.

- Needing to buy school supplies at the beginning of each term, can the money go to helping that? e.g. needing to bring tissue boxes etc etc recursos [resources] materials
- Maintaining of the schools patches of grass, lots of trash / dog [s***], better grounds keeping, rundown playgrounds
- No parking, not sufficient when theres a conference
- Security- likes the locked doors, needing to buzz in and less accessible for strangers
- Not enough people even know about the conversations, lack access to whatever outreach is happening, rather a phone call or any form of communication that doesn't use inaccessible apps, more resources for more intentional outreach
- Having bilingual staff to feel welcomed and also to build more capacity within schools
- SUNs lottery system isn't accessible, there shouldn't be a cap —they want them to be in after school programs not wanting to pay for all the clubs, sports that they have to pay even in their own schools, money should help fund these after school programs academic [and] sport. Need more to offer the students and should be free.
- SUN ppl radio silent, didn't know about apps or getting in or if there was even space, lots of barriers to get into these after school programs, perhaps having more academic after school programs such as tutoring
- [P]rograms to include and teach kids how to play sports they want to play, free sports to lessen barriers to students who can't afford it also programs in the summer time or at least at a discount
- Early exposure to the possibilities of college as freshman, having a plan
- Hub for newcomers, to ease transitions for students and families, getting familiarized with how that school works, how to get information relayed to you
- Mental health at all levels of schooling, preventative and reactive, bilingual and bicultural to really feel seen and understood, also helping parents navigate convo w their children as well (Group 2 said this too)
- Alimentos de los niños, healthier food for their children in schools, undercooked, bad, expired food making children sick. (Group 2 said this too) redundant, no one eats it bc its so bad wasteful all around
- Background checks should you want to volunteer should be free for the parents
- Maybe more speed bumps? To slow drivers down in the lot
- [T]hese parents have no problems with cops at schools (group 1)
- More accessible counselors that are available
- Buses, transportation where there aren't
- Son was discriminated against with school cops, can be traumatic to be in contact w the police while in school
- Classes to better understand their teens / children

Appendix H

Dot Survey Results

This is an artifact from a culturally specific listening session and is considered raw data for this report. Participant voices are preserved for authenticity and transparency. Reports generated by outside organizations are presented in the format received.

	Parent-Teacher Family Conference Input: 11/26/2019			District Office, Instructional Technology Center, and Maintenance Department Staff Meeting: 12/02/19	Building Administrators and Program Administrators (Ad Council): 12/17/19	Overall Total as of 12/19/19
	Meadows Elementary	Powell Butte Elementary	Centennial Middle School			
Total #	14	18	23	28	30	113
Reducing Academic Disparities	7	9	14	13	28	71
Reducing Class Size	11	16	Not listed as option	20	9	56
Allowing Teachers & Staff Sufficient Time to Collaborate, Review Data & Develop Strategies to Help Students Stay on Track to Graduate	10	13	26	9	15	73
Establishing & Strengthening Partnerships	13	11	12	11	2	49
Providing Access to Academic Courses	12	4	21	18	5	60
Meeting Students' Mental & Behavioral Health Needs	15	17	29	29	27	117

