Two Centennial District students selected as Great Young Citizens

The city of Gresham recently honored a group of outstanding high school students during the annual Great Young Citizen Award ceremony held in the Council Chambers.

Congratulations to Sarah Ali, Centennial High School and Natasha Waters, Centennial Park School on receiving the 2019 Great Young Citizen Award. Ali and Waters were two of the eight local students representing local high schools within the community. The students were honored for their academic success, hours spent volunteering and commitment to supporting peers.

Sarah Ali (pictured below with Gresham Mayor Shane Bemis), whose family moved here from Iraq, is the first of her family to be born in the United States. She is a dedicated student, leader, and civic-minded individual. Active in Future Business Leaders of America (FBLA), Sarah and her teammates developed a business financial plan and placed third at the state competition and sixth at nationals in 2017. In 2018 they developed another business financial plan that placed second at the state competition and were finalist at the national FBLA competition.

As a leader, Sarah was the 2017 Oregon FBLA Mt. Hood Regional Vice President and chapter Chief Operating Officer. This year she is the CHS FBLA chapter Executive Vice President, National Honor Society President, and President of the Youth Advisory Council, Event Manager for the Human Trafficking Awareness Club, and is a state officer for the Oregon Student Voice. In addition, she is a member of Key Club. Sarah assists in the operation of Food for Families and has volunteered at events for the March of Dimes and Eagle Scream Fest.

She launched the Donating to Refugees campaign that helped raise more than 10,000 articles of clothing for refugees and wrote nine How-to-Guides for students to get politically active through the Oregon Student Voice. Sarah is the President of the Gresham Youth
Advisory Council, and is launching a citywide sexual harassment and mental health awareness campaign with her team; the campaign is called StepUp SpeakUp.

Sarah is one of the recipients of the Coca-Cola Foundation Scholarship and is a 2019 Coca-Cola scholar. Students are recognized for their capacity to lead and serve, as well as their commitment to making a significant impact on their schools and communities. As part of the scholarship, she will travel to Atlanta, GA for a leadership institute.

Natasha Winters (pictured below with Ajai Huja, Centennial Park School Principal and Gresham Mayor Shane Bemis) is a senior at Centennial Park School. Natasha is a great student, being named to the honor roll every quarter since she was in middle school. She is popular among students and staff, bringing a smile to everyone. This past year she has also worked a paying job at the school, making sure to show up early and be diligent in her duties.

Due to the person who nominated her being out sick, we were unable to find out more about Natasha, and will provide more information about her in an upcoming issue of C-Mail.

**CHS Speech and Debate students do well at Sandy High School Debate**

Congratulations to the following students on their impressive finish at the recent Sandy High School Debate: Hao Li – first place, Zane Al Saood – second place, LIBEL (For ELL students); Alexander Dimitriov - third place, alternate to state, Informative; Matthew Maillet - fourth place and James Le – third and alternative to state, Impromptu; Alt Jaden Gebauer - third place, After Dinner Speaking; Rodrigo Vidal-Ornelas – second place, Prose; Hunnie Sebeh – first place, Program of Oral Interpretation; Wen Chi Cheng - fourth place, Oratory; Rachel Le – second place and going to state, Radio; Shelby Colt and Henry Dobesh - third and alternate to state, Dual Interpretation; Elizabeth Dimitrova – fourth place, Matthew Maillet – third place and alternate to state, Extemporaneous; Shelby Colt – second place and going to state, Lincoln-Douglas Debate; Daniel Torres-Medina and Miguel Hernandez - third place, Cross- Examination Policy Debate; and Rachel Le and Jessica Cornea - third place and alternate to state, Kit Bishop and Elizabeth Dimatrova - second place and going to state, Public Forum Debate.

**55th Annual Centennial Track and Field Invitational April 27**

Mark your calendars for Saturday, April 27th, 2019, for the 55th Annual Centennial Track and Field Invitational. Come out and watch the most competitive high school athletes in and around the Pacific Northwest compete, break records, set records, and work toward achieving their personal best.
The Invitational needs volunteers! If you are a committed supporter of Centennial student athletes, coaches and programs, your help is needed on the day of the event. Centennial coaches and athletes will be hosting hundreds of the best Track and Field athletes from around the state. If you are able to volunteer for part or all of the day April 27th, please contact Trish Dorning in the Athletic office at trish_dorning@csd28j.org.

**Parklane students experience Ghanaian drumming and dancing**

Students at Parklane Elementary School recently got to experience drumming and dancing from Ghana as part of an assembly funded by the school’s PTO. The exciting and informative performance was led and directed by Alexander Addy, an experienced instructor, professional dancer and accomplished percussionist. Students were able to participate and experience the rhythms and sounds of over 15 uniquely different drums as well as many other instruments which included flutes, bells, rhythmic rattles and the Gyil (an African Xylophone).

Dance troupe members perform traditional and acrobatic dance movements with brightly colored costumes and traditional apparel to allow students to fully capture the feel, taste and richness of another country.

**Passes to employee stores at adidas, Columbia Sportswear and Nike**

Nike, adidas and Columbia Sportswear stores have invited Centennial School District employees to shop in their employee stores. Invitation flyers for the three stores are attached. Information about Nike and Columbia Sportswear stores can be found in the February 28 edition of C-Mail.

The adidas Employee Store is allowing access for students, parents and staff members to shop, by invitation only. (See attached) Friends and family are invited as well, if accompanied by an employee/student.

The invitation is valid March 22 – April 5, 2019. As a staff member you will be required to show your District Photo ID or a current paycheck stub; students will be required to provide their most current (Fall/Winter 2018-19) report card or current 2018-2019 Student ID.

The adidas Employee Store is located at 2701 NW Vaughn Street, Suite 209, Portland, OR 97210. Store phone: 971.234.8536.
Schools throughout district celebrate Read Across America Day

To honor the birthday of Dr. Suess (March 2), schools throughout the Centennial School District celebrated Read Across America Day, Friday, March 1.

At Oliver Elementary School, volunteers – including a fireman, were in every classroom reading to students – and some lucky students got to check out the fire truck.

Students at Powell Butte Elementary set reading goals and participated in Drop Everything and Read, while teachers throughout the school decorated their classroom doors.

Parklane Elementary students lined the walls in the hallways of the school to read their favorite books.

OSEA holding Peanut Butter/Tuna Fish drive for Food for Families

Don’t forget OSEA is leading a Protein Drive focusing on peanut butter and tuna fish for Food For Families through Tuesday, March 19.

Food collection boxes are in the front office at each building.
Classifieds:

For Sale: Denon Sound Bar and Sub Woofer. Smoke free house – in great condition. Retail value $600 at purchase - $250 or best offer. Call Sasha @ 503.267.6739

Home Decor for sale:

- Solid oak bookshelf with four shelves $90 or best offer
- 8 by 10 area Rug (condition/good/less than one year old) $200 or best offer
- 5 by 7 area rug (condition/good)/less than one year old $50 or best offer
- Prints $15 or best offer

Contact Dana Deal at 503.522.5481 or e-mail at dana-deal@csd28j.org.
Exclusively For
Centennial School District

Spring into action and live sport. Gear up at the adidas Employee Store.

For store access please present your employee badge or pay stub and a valid photo ID.
Each guest may bring up to 4 additional friends or family members.

Valid March 22 - April 5, 2019

ADIDAS EMPLOYEE STORE

2701 NW Vaughn St., Suite 209, Portland, OR 97210

971-234-8536 | Open daily 9am – 9pm

Employee discount of 56% off is only valid at the adidas Employee Store located at 2701 NW Vaughn St. Offer cannot be used in conjunction with any other coupon, discount, or promotion except as otherwise expressly permitted. Not valid for purchases of gift certificates. Offer has no cash value. adidas reserves the right to change terms and conditions, substitute offer of equal or greater value, end offer at any time without notice, and decline offer to any consumer adidas believes, in its sole discretion, may resell adidas product. Additional restrictions and exclusions may apply, see store for details. Void where prohibited. ©2019 adidas America, Inc. adidas, the 3-Stripes logo and the 3-Stripes mark are registered trademarks of adidas.
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CENTENNIAL SCHOOL DISTRICT
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ALL DISTRICT STAFF
SHOP AT THE NIKE COMPANY STORE FROM
MARCH 1st – MARCH 31st

The following are the rules for check-in:
• Invitation is Valid for One-Time Entry.
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  • Spouse/Permanent Partner
  • Your own Dependent Children 24 and younger
• Your Spouse/Partner must provide proof of the same address to accompany you into the store
  Dependent children must be:
  • 22 or younger with the same address
  • 24 or younger with a valid college ID
  • 15 and Older Require some form of ID
  • 14 and Under do not require ID
• 40% off most merchandise, select merchandise may be available to employees only.

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SUNDAY 10a-6p

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BEAVERTON, OR 97005

CONTACT
503.671.1601

VALID DATES
3.1.19-3.31.19
Violence Prevention in Schools

The violence that occurs in U.S. neighborhoods and communities has found its way inside the schoolhouse doors. While we can take solace in knowing that schools are among the safest places for young people, school officials, administrators and teachers must do more to prevent violence, as it is a preventable danger to children. Education and training is the first step in preventing school violence, and a safe school plan is among the many solutions that will assist in curbing this national epidemic.

These plans address behavioral and property protection, and foster an environment where children can learn and teachers can educate without fear. As with all violence prevention initiatives, the best plans involve the entire school and the community at large.

Early Warning Signs of Violence

There are many early warning signs in most cases of violence, behavioral or emotional signs that, when taken in context, can signal a troubled child. Such signs may not indicate a serious problem or may not necessarily mean that a child is prone to violence toward themselves or others. However, they can provide school officials with the cue to check on the child further and address his or her needs. Early warning signs can also allow for school officials to assist a child before a situation becomes problematic.

Teachers, administrators and other school staff members are not always trained to professionally analyze a child’s feelings and motives. Yet, these individuals are on the front lines when it comes to observing troublesome behavior and making referrals to the appropriate professionals. Therefore, it is not a surprise that effective schools take special care in training their entire staff on understanding and identifying early warning signs of violent behavior.

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Principles for Identifying the Early Warning Signs of School Violence

Educators and families can increase their ability to recognize early warning signs by establishing a close, caring and supportive relationship with students. This involves getting to know them well enough to be aware of their needs, feelings, attitudes and behavioral patterns. Then, educators and parents can review school records for patterns of behavior or sudden changes in behavior that may lead to violence. They can also ensure that early warning signs are not misinterpreted. The U.S. Department of Education recommends the following when analyzing early warning signs:

- Understand violence and aggression within its context. These are expressions of emotions that may exist within the school, home or larger social environment only. For those children who are at risk for aggression and violence, certain environments
Violence Prevention in Schools

and situations may set them off, but they may normally be very calm, non-aggressive individuals.

• Avoid stereotypes. Be aware of false indications of violence including race, socio-economic status, cognitive or academic ability or physical appearance. Such stereotypes can unfairly harm children, especially when the school community acts upon them.

• View warning signs within a developmental context. Children at different levels of development have varying social and emotional capabilities, and may express themselves differently based on that. You must know what developmentally typical behavior looks like so that actions are not misinterpreted.

• Understand that children typically exhibit multiple warning signs. Most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and for an increasing intensity over time. Therefore, it is important not to overreact to single signs, words or actions.

Indications of Violence
All of the following early warning signs are not sufficient on their own to predict aggression and violence. In addition, these signs should only serve to aid and identify children who may need assistance by a professional. However, school officials should take action when they notice a conjunction of the following displayed by a child:

• Social withdrawal
• Excessive feelings of isolation and being alone
• Feelings of rejection
• Being a victim of violence
• Feelings of being picked on and persecuted
• Low school interest and poor academic performance
• Expression of violence in writing and drawings

• Uncontrolled anger
• Patterns of impulsive and chronic hitting, intimidating and bullying
• History of disciplinary problems
• Past history of violence and aggressive behavior
• Intolerance for differences and prejudicial attitudes
• Drug and/or alcohol use
• Affiliation with gangs
• Inappropriate access to or possession of a firearm
• Making serious threats of violence

Unlike early warning signs, imminent warning signs may indicate that a child is very close to behaving in a way that is potentially dangerous to themselves and/or others. Imminent warning signs require an immediate response, and include the following:

• Serious physical fighting with peers or family members
• Severe destruction of property
• Severe rage for seemingly minor reasons
• Detailed threats of lethal violence
• Possession and/or use of firearms or other weapons
• Other self-injurious behaviors or threats of suicide
• A detailed plan to harm others, particularly if the child has a history of aggression or has attempted to carry out threats in the past

Safe School Plan
Effective schools create a violence prevention and response plan and form a team that can ensure that it is implemented properly. A sound violence prevention program reflects the common and unique needs of
Violence Prevention in Schools

educators, students, families and the community that it serves. It also outlines how the school community (administrators, teachers, parents, students, bus drivers, support staff, etc.) can be prepared to spot the behavioral and emotional signs indicating that a child is troubled. The plan should detail how school and community resources can be used to create safe environments and to manage responses to incidents ranging from acute threats to violent situations.

An effective plan includes the following:

- Descriptions of the early warning signs of potentially violent behavior (listed above) and procedures for identifying children who exhibit these signs
- Descriptions of effective prevention practices to build a foundation for the program and enhances the effectiveness of its interventions
- Descriptions of intervention strategies that the school community can use to help troubled children. This includes early interventions and resources for students with mild to severe behavioral problems or mental health needs
- Compliance with federal, state and local laws, and also supports families and the local school board
- Training and support initiatives executed on a regular basis
- Assessment tools for analyzing and monitoring the violence prevention efforts

Creating a Prevention and Response Team

Establishing a school-based team to oversee the preparation and implementation of the prevention and response plan can be very helpful. This core team should ensure that every member of the larger school community accepts and adopts the violence prevention and response plan. Typically the team includes the building administrator, general and special education teachers, parents and pupil support service representatives (school psychologist, social worker or counselor).

In addition, crisis response planning can be greatly enhanced with the presence of a central office administrator, security officer and youth officer or community police department member. The core team should coordinate with any school advisory boards that are already in place.

Responding to a Crisis

Crisis response is an important component of a violence prevention and response plan. Effective schools provide adequate preparation for their core violence prevention and response team, by not only planning what to do when violence strikes, but also ensuring that staff and students know how to behave when violent situations arise.

The first thing to remember is that weapons, bomb threats or explosions, fights, natural disasters, accidents and suicides call for immediate, planned action and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma during the incident. Thus, the plan must include contingency provisions, including the following:

- Evacuation procedures to protect students and staff from harm. Schools must identify safe areas where students and staff should go during a crisis. Drills should be performed regularly so that all individuals in the school know how to proceed in a violent situation.
- An effective communication system must be established so that individuals have designated roles and responsibilities to reduce and eliminate confusion.
- A process for securing immediate external support from law enforcement and other relevant community resources.

Crises involving sudden violence in schools are traumatic because they are generally rare and unexpected. In the
wake of such a crisis, members of the school community are asked – and ask themselves – what could have been done to prevent the incident? Yet, by being prepared, schools can take solace in knowing that they took actions to reduce the risk of violence and protect those within their walls.

Source: U.S. Department of Education, Special Education and Rehabilitative Services