

Regular Meeting
Tuesday, March 5, 2024 6:00 PM

Dr. Matthew Prophet Education Center - Board
Auditorium
501 N. Dixon St
Portland, OR 97227

Agenda

1. **6:00 pm - Opening**
2. **6:05 pm - Lincoln High School and Grant High School Theatre Programs Performance**
3. **6:10 pm - Classified and Non-Representative Appreciation Week (Resolution 6862) Vote - public comment accepted**
4. **6:20 pm - Student Representative's Report**
5. **6:25 pm - Superintendent's Report**
6. **6:35 pm - Student Comment**
7. **6:45 pm - School Spotlight-Cleveland High School**
8. **7:00 pm - Request to Rename Jason Lee Elementary School Vote - public comment accepted**
9. **7:20 pm - Public Comment**
10. **7:35 pm - Board Committee and Conference Reports**
 - 10.(a) Local Option Levy Renewal
 - 10.(b) Superintendent Search Update
11. **7:50 pm - Board Discussion on the 2023 Graduation Data**
12. **8:05 pm - Special Education Update**
13. **8:35 pm - Update: 2023-24 Instructional Hours**
14. **8:50 pm - Consent Agenda: Resolutions 6863 through 6875 Vote - public comment accepted**
 - 14.(a) Resolution 6863 - Withdrawn
 - 14.(b) Resolution 6864 - Expenditure Contracts
 - 14.(c) Resolution 6865 - Revenue Contracts
 - 14.(d) Resolution 6866 - Authorizing Off-campus Activities
 - 14.(e) Resolution 6867 - Election of Second Year Probationary Teachers
 - 14.(f) Resolution 6868 - Election of Third Year Probationary Teachers
 - 14.(g) Resolution 6869 - Election of Contract Teachers
 - 14.(h) Resolution 6870 - Contract Extensions for Teachers
 - 14.(i) Resolution 6871 - Election of Contract Administrators
 - 14.(j) Resolution 6872 - Election of Second Year Probationary Administrators
 - 14.(k) Resolution 6873 - Election of Third Year Probationary Administrators
 - 14.(l) Resolution 6874 - Contract Extension for Administrators
 - 14.(m) Resolution 6875 - Settlement Agreement
15. **8:55 pm - Other Business / Committee Referrals**
16. **9:00 pm - Comments from our Union Partners**
17. **9:15 pm - Adjourn**

RESOLUTION No. 6862

Resolution to Recognize Classified and Non-Represented Employee Appreciation Week March 4-8, 2024

RECITALS

- A. Portland Public Schools' Classified and Non-Represented employees are essential members of our educational team. From the moment a student steps on a school bus each weekday morning, their learning experience is shaped by members of our Classified and Non-Represented staff. On the front lines and behind the scenes, our Classified and Non-Represented staff are in a unique position to influence our school communities. They create a positive learning environment for our students by assisting them in the classroom; preparing and serving meals; caring for their physical needs; transporting them; keeping them safe, and aiding their families. Classified and Non-Represented staff keep our administrative and school offices humming; attend to our buildings and grounds; help us communicate with each other and our community; shepherd supplies and equipment, to name a few. Because of this vital and integral role, we are grateful for their work and support.
- B. Classified employees include members of our valued labor partners, including the Portland Federation of School Professionals (including administrative assistants, call center reps, certified drug and alcohol counselors, educational assistants, school administrative assistants, paraeducators, finance clerks, site technology specialists, bookkeepers, campus safety associates, SPED records clerks, community agents, library assistants, transportation route schedulers, and others), Service Employees International Union (nutrition services and custodians), Amalgamated Transit Union (bus drivers), and the District Council of Unions (skilled maintenance (for example: painters, electricians, carpenters, and others) warehouse workers, and television services).
- C. For their efforts on behalf of the more than 42,000 students in the Portland Public Schools community, the Classified and Non-Represented employees deserve our collective recognition and thanks.

RESOLUTION

- 1. The Board of Education declares this week, March 4-8, 2024, Classified and Non-Represented Employee Appreciation Week in recognition of the many daily services provided to enrich and support students in Portland Public Schools toward their highest achievement possible.
- 2. Be it further resolved, that the Board encourages the Portland Public Schools community to join in honoring Classified and Non-Represented Employees for their positive impact on our students and our community.



Years of Service Awards

The Portland Public Schools Board of Education would like to recognize, congratulate, and extend appreciation to all of the following employees for their devoted service to the students, families, and staff of Portland Public Schools. Your dedication and service to the Portland community are not taken for granted. From **July 1, 2023 through June 30, 2024**, years of service are honored in five-year increments ranging from five years to forty-five years. All service award recipients will receive a lanyard signifying their years of service.

Forty-Five Years

Jill Carter-Baker, Educational Assistant, Woodmere K-5

Rob Carron, Custodian D, Franklin HS

Roger Hastings, Custodian D, Lincoln HS

Forty Years

John Bryant, Custodian D, Benson HS

Stetson James, Senior Facilities Operations Manager, Facility Services Center

Thirty-Five Years

Cindy Shepard, Custodian D, McDaniel HS

Tina Flowers, Educational Assistant-PK, Head Start - Clarendon

Tina Jacky, Custodian, Lee K-5

Thirty Years

Anthony Nitz, SIS Support Representative II, Information Technology

Elizabeth Jacobsen, Community Agent, Head Start - Sacajawea Site

Shannon Blaser, Paraeducator, Pioneer - Holladay Center

Twenty-Five Years

Amanda Summerhalder, Paraeducator, Glencoe K-5

Angela Gonci, Paraeducator, Sunnyside Environmental K-8

Candie Sparks, Nutrition Service Lead, Marysville K-5

Cecily Chen, Educational Assistant - Bilingual, Clark K-5



Years of Service Awards

Chris Hamilton, Library Assistant, Franklin HS
Christopher Parks, High School Career Coordinator, SPED Community Transition Pgm
Danette Voytko, Nutrition Service Lead, Atkinson K-5
Evelyn Ellis, Paraeducator, Lee K-5
Heather Jenkins, Business Operations Analyst I, Athletics
Iyabo Moore, Paraeducator, Sitton K-5
Janet Watkins, Nutrition Service Lead, Creston K-5
Jenifer Mittelstadt, Library Assistant, Beaumont MS
Julie Moyle, Educational Assistant, Bridger Creative Science K-8
Kan Gnongbanthom, Educational Assistant-PK, Head Start - Sacajawea Site
Kathleen Loughran, Educational Assistant, Woodmere K-5
Kijana Winchester, Paraeducator, Jefferson HS
Lisa Burgess, HR Data Analyst II-HRIS, Human Resources
Liska Bates, Educational Assistant-PK, Martin Luther King Jr K-5
Mark Klassen, Therapeutic Intervention Coach, Arleta K-5
Mei Guan, Nutrition Service Lead, Lane MS
Michael Fried, Paraeducator, SPED Community Transition Pgm
Natie Polishchuk, Buyer II, Nutrition Services
Patricia French, Senior Administrative Secretary II, Mult Pathways to Graduation
Paula Halverson, Administrative Assistant, Mult Pathways to Graduation
Roberta Packer, Nutrition Service Lead, Forest Park K-5
Rose Nguyen, Community Agent, Head Start - Kelly Center
Tamara Penkert, Equipment Technician/Clerk, Columbia Regional Inclusive Services
Terry Decamp, Paraeducator, Columbia Regional Inclusive Services
Tye Ball, Mechanic-Bus, Student Transportation
Tyrone Johnson, Laborer, Maintenance Services
Vickie Posvar, Paraeducator, Woodlawn PK-5

Twenty Years

Adam Seitz, Enterprise Solutions Administrator II, Information Technology
Amy Ransom, Paraeducator, Lee K-5
Anne Furfey-Crothers, Occupational Therapist, Special Education Services
Christine Gartland, Business Operations Analyst II, Office of School Modernization
Colleen Bailey, Paraeducator, Peninsula K-5
Elizabeth Ordaz, Student Success Advocate, Enrollment and Transfer Center
Gloria Martinez, Community Agent, Head Start - Sacajawea Site



Years of Service Awards

Judy Holmes, IT Technical Support Rep II, Information Technology
Kate Fleming, Library Assistant, Hosford MS
Kathy Lee, School Administrative Assistant I, Hayhurst K-5
Kimberly McGhie, Paraeducator, West Sylvan MS
Kristi Noyola, Confidential Executive Assistant, Chief of Student Support Svcs
Lilletty Zegarra, Educational Assistant - Bilingual, Cesar Chavez K-8
Maria Belgrave, School Administrative Assistant I, Maplewood K-5
Marie Oleary Mohr, Nutrition Service Lead, Head Start - Sacajawea Site
Mark Robb, School Administrative Assistant I, Llewellyn K-5
Melissa MacDonald, Nutrition Service Lead, Glencoe K-5
Michael Best, Paraeducator, Beaumont MS
Michael Werres, Site Technology Specialist, Information Technology
Pat Appelgren, Educational Assistant-PK, Head Start - Kelly Center
Roda Abdirahman, Paraeducator, Markham K-5
Sharie Conrad, Nutrition Service Lead, ACCESS K-8
Shawn Helm, Principal Analytics & Evaluation Analyst, Research Assessment & Account
Stan Caples, Campus Safety Associate, Security Services
Terie Keller, Paraeducator, Marysville K-5
Terry O'Toole, Paraeducator, Grant HS
Tim Moss, Paraeducator, Pioneer - Holladay Center

Fifteen Years

Addie Purkapile, Educational Assistant-PK, Head Start - Sacajawea Site
Angeline Gardner, Nutrition Service Lead, Skyline K-8
Ann Hudson, Educational Assistant, Vestal K-5
Ann Pinzelik, School Administrative Assistant I, Mt. Tabor MS
Brandy Plaschka, Educational Assistant-PK, Head Start - Sitton
Brian Vo, Floorer, Maintenance Services
Caroline Peters, Library Assistant, Roosevelt HS
Chris Keander, Infrastructure Administrator II, Information Technology
Daniel Menche, Industrial Tech Assistant, Kellogg MS
Darthea Park, Administrative Assistant, Autism Services
Edward Williams, Custodian, Columbia Site
Erik Geske, Paraeducator, Hosford MS



Years of Service Awards

Gaye Updike, Paraeducator, Forest Park K-5
Gerald Ware, Custodian, Cesar Chavez K-8
Jan Slenning, Confidential Executive Assistant, Human Resources
Jayne Morgan, Library Assistant, Kellogg MS
Jen Sohm, Project Manager III, Office of School Modernization
Jen Wishart, Business Operations Analyst II, FAM Management
Kathleen Hiigel, Department System Manager-Finance, Accounting Services
Kelly Epley, School Administrative Assistant II, Franklin HS
Kristy Carlson, School Administrative Assistant II, Lane MS
Loretta Tinnon, Educational Assistant, Woodlawn PK-5
Maraia McGary, Paraeducator, Columbia Regional Inclusive Services
Mary Rose, Paraeducator, Hosford MS
Mayra Pacheco, Confidential Executive Assistant II, Instruction/School Communities
Monica Chanocua, Industrial Tech Assistant, McDaniel HS
Nicole Killam, Nutrition Service Assistant, Sitton K-5
Paul Vezzani, Warehouse Worker/Truck Driver, Warehousing
Pauline Celino, Chief Clerk, 9-12 Grade Core Academics
Qun Lin, Educational Assistant-PK, Head Start - Creston Annex
Richard Draper, Truck Driver/Cold Storage, Nutrition Services
Rosanne Powell, Board of Education Senior Manager, Board of Education
Sharon Dailey, School Administrative Assistant II, Ida B Wells-Barnett HS
Spencer Wilson, Paraeducator, Mt. Tabor MS
Tatsuya Emoto, Machinist, Maintenance Services
Tim Prosser, Asset Management Technician, Information Technology

Ten Years

Abdullah Elmadhoun, Senior Accountant/Analyst, Budget Office
Andrea Newton, Educational Assistant, Chief Joseph K-5
Anthony Thomas, Custodian High School Lead, Facility Services Center
Bradley Hartshorn, Custodian C, Creston K-5
Bret Muth, Electrician, Maintenance Services
Bryony LaFlamme, Paraeducator, Franklin HS
Candice Tackett, Nutrition Service Lead, Arleta K-5



Years of Service Awards

Carmen Brant, Nutrition Service Assistant, James John K-5
Charles Hunter, Student Success Advocate, Cleveland HS
Chitose Yamazaki, Nutrition Service Lead, Laurelhurst K-8
Cortonio Smith-Myles, School Administrative Assistant I, Tubman MS
Craig Williams, Educational Assistant, Irvington K-5
Cuauhtemoc Bautista, Behavior Intervention Specialist, Grout K-5
Cynthia Casin, Student Success Advocate, Rosa Parks PK-5
Daniel Alcantara, SIS Support Representative III, Information Technology
Daniel Finley, Custodian High School Lead, Roosevelt HS
David Mayne, Comm & Public Affairs Manager, Office of School Modernization
Debra Gellar, School Administrative Assistant II, Astor K-8
Debra Kerrigan, Educational Assistant, Forest Park K-5
Debra Patton, Paraeducator, Roosevelt HS
Elizabeth Vranizan, Educational Assistant-PK, Head Start - Sacajawea Site
Emi Avondstondt, Nutrition Service Lead, Richmond PK-5
Emily Courtnage, Financial Services Director, Purchasing & Contractin
Erica Whitlock, Paraeducator, Atkinson K-5
Erik Gerding, Project Manager III, Office of School Modernization
Erlinda Badinas, Paraeducator, SAGE
Gabrien Chaney, Educational Assistant-PK, Head Start - Sitton
Georgeanna Swanson, Nutrition Service Lead, da Vinci Arts MS
Jada Maes, Custodian C, Sellwood MS
Jaeger Vega, Student Success Advocate - Youth Coordinator, Athletics
James Wilkinson, Driver-Truck, Nutrition Services
Jan Watt, Business Program Operations Specialist, Cleveland HS
Jared Myhra, Head Custodian A, Rieke K-5
Jennie Johnson, Music Repair Technician, Maintenance Services
Jennifer Lew, Paraeducator, Sabin K-5
Jennifer Xochihua, Library Assistant, Grant HS
Jessica Harman, Nutrition Service Lead, Sitton K-5
Jessica Southward, Student Success Advocate, Enrollment and Transfer Center
Johana Nelson, Student Success Program Supervisor, College and Career Readiness
Jonnie Donkin, Nutrition Services Field Operations Supervisor, Nutrition Services
Joshua Lowthian, Driver-Truck, Nutrition Services
Joy Brinda, Custodian, Franklin HS



Years of Service Awards

Juan Medina, Student Attendance Coach, Ida B Wells-Barnett HS
Julie Beecroft, Paraeducator, Jackson MS
Kari Shawen, Library Assistant, Llewellyn K-5
Kathleen Gagnon-Witter, School Administrative Assistant II, Cleveland HS
Kathleen Hurlebaus, Paraeducator, Lee K-5
Kristopher Large, IT Systems & Services Manager - App Dev, Information Technology
Laura Vickery, Educational Assistant, Grout K-5
Lee Clapp, Route Planner II, Student Transportation
Linda Walden, Custodian, Faubion PK-8
Lisa Edwards, School Administrative Assistant I, Creston K-5
Luvenia Jackson, Educational Assistant, Rosa Parks PK-5
Margie Suydam, Testing Coordinator III, Research Assessment & Account
Maria Leatha, School Administrative Assistant I, Lee K-5
Marisha Reese, Payroll Specialist III, Payroll Services
Mark Ruiz, Custodian High School Lead, Jefferson HS
Matthew Ray, Paraeducator, Franklin HS
Melissa Manier, Paraeducator, Hosford MS
Melissa Sayler, Instructional Technology Assistant, Hosford MS
Michael Dieringer, Custodian, da Vinci Arts MS
Mythandra Fenner, Paraeducator, George MS
Nadia Sanchez Rivera, Human Resources Associate II - ELR, Human Resources
Nancy Robles, Business Operations Analyst I, Head Start - Sacajawea Site
Neal Brillisour, Infrastructure Administrator III, Information Technology
Nga-My Vuong, Business Operations Analyst II, College and Career Readiness
Nicole Bilodeau, Occupational Therapist - Early Child, Holladay Annex
Nicole Trueblood, High School Career Coordinator, Cleveland HS
Pamela Royal, Book Clerk, Cleveland HS
Paul Amari, Business Operations Analyst I, Facility Services Center
Preston Wheeler, Custodian C, Alameda K-5
Qing Tan, Community Agent, Head Start - Creston Annex
Rachel Erkenbeck, Nutrition Service Lead, Gray MS
Roshawn McClain, Paraeducator, Gray MS
Scott Brewer, Custodian B, Abernethy K-5
Shannon Schwartz, Behavior Intervention Specialist, Vernon K-8
Teresa Eckblad, Finance Clerk, Accounting Services



Years of Service Awards

Theresa Hanover, Paraeducator, West Sylvan MS
Theresa Morgan, Educational Assistant, Sabin K-5
Vicki Bakoczy, Cover Driver/Field Spare, Student Transportation
Wendy Jones, Physical Therapist, Special Education Services
Yoshiko Brines, Nutrition Service Lead, Nutrition Services
Zachariah Conway, Custodian C, Grout K-5

Five Years

Alexander Kahl, Title IX Investigator, Chief of Student Support Svcs
Alissa Pollard, Occupational Therapist Assistive Tech, Special Education Services
Amira El-Cherbini, Paraeducator, Woodlawn PK-5
Amy DeSimone, Nutrition Services Program Manager, Nutrition Services
Analia Lopez Reyes, Nutrition Service Lead, Roosevelt HS
Andrew Diaz, Custodian, Woodlawn PK-5
Andrew Porter, Paraeducator, Lincoln HS
Andrew Wenger, Educational Assistant, Alliance HS @ Kenton
Angel Gutierrez, High School Career Coordinator, Roosevelt HS
Angelina Newman, Paraeducator, Gray MS
Anthony Steward, Security Operations Manager, Security Services
April Epperson, Paraeducator, Lee K-5
Ashley Adams, Paraeducator, Llewellyn K-5
Ashley Talmadge, Paraeducator, Bridlemile K-5
Aurelia Leroux, Paraeducator, Scott K-5
Beatrice Huth, Senior Administrative Secretary II, Special Education Services
Benjamin Crockett, Paraeducator, SPED Community Transition Pgm
Bethany Antikajian, Educational Assistant, Abernethy K-5
Brandon Stewart, Educational Assistant-PK, Head Start - Clarendon
Bree Blevins, Paraeducator, Hayhurst K-5
Cacie Gray, Nutrition Service Lead, Jackson MS
Camille Idedevo, Interim Director, Center for Black Student Excellence & Innovation Studio
Carly Deschamps, Campus Safety Associate, McDaniel HS
Carol Heacock, Bus Driver, Student Transportation
Catherine Burkhardt, Security Specialist, Security Services
Charles Ewing, Paraeducator, Tubman MS
Charnetta Hutson, Student Success Program Manager, Multi-Tiered System Support



Years of Service Awards

Cheri Lee, School Administrative Assistant I, Alliance HS @ Kenton
Chester Johnson, Bus Driver, Student Transportation
Christie Rivera, School Administrative Assistant I, Ainsworth K-5
Christine Olsen, School Administrative Assistant II, Abernethy K-5
Christopher Sutherland, Custodian, Odyssey K-8
Claire Howard, School Administrative Assistant I, Sellwood MS
Claire Sniffen, Educational Assistant-PK, Head Start - Sacajawea Site
Clyde Burnell, Custodian, Sunnyside Environmental K-8
Cody Sullivan, Educational Assistant-PK, Faubion PK-8
Corrie Chambers, Paraeducator, Woodmere K-5
Damon Miller, Student Success Advocate - Restorative Justice, Faubion PK-8
Dana White, Director - Planning & Property Management, Property Management
Daniel Green, Educational Assistant, Kelly K-5
Daniel Korpalski, Part Time Custodian, Grant HS
Danielle Patenaude, Custodian, Grant HS
David Bierman, Custodian, Kenton
David Marienburg, Data Analyst III, Research Assessment & Account
Dawei Sun, Custodian, Arleta K-5
Deborah Finzo, Finance Clerk-Payroll, Payroll Services
DeOndria Cary, Bus Driver, Student Transportation
Diane Besser, Business Operations Analyst I, 9-12 Grade Core Academics
Dixie Welter, Paraeducator, Woodmere K-5
Don Wolff, Chief Technology Officer, Information Technology
Dottie Chanocua, Paraeducator, McDaniel HS
Duncan Howard-McGuire, HR Data Analyst III-Benefits, Human Resources
Edward Kim, Paraeducator, Arleta K-5
Edward Menashe, Security Technician, Security Services
Eric Bail, Groundskeeper/Gardener, Maintenance Services
Eric Deasy, Enterprise Solutions Administrator II, Information Technology
Eric Terhaar, Nutrition Service Assistant, Nutrition Services
Ethan Reviere, Paraeducator, SPED Community Transition Pgm
Evelyn Lopez, Community Agent, Early Learners Programs: P-3
Frances Riggs, Nutrition Service Lead, Odyssey K-8
Frank Benassi, Head Custodian A, Maplewood K-5
Gail Gamero, Community Agent, McDaniel HS
Ginny Hotchkiss, Nutrition Service Lead, Nutrition Services
Gus Mavraganis, Bus Driver, Student Transportation



Years of Service Awards

Harrison Steinbrecher, Nutrition Service Assistant, Ainsworth K-5
Hector Lopez, Project Manager II, Office of School Modernization
Heidi Bertman, Program Senior Manager, Property Management
Ingrid Renan Clark, Paraeducator, Hosford MS
Irene Shamsud-Din, Custodian, Lincoln HS
Ivy Stamos, Call Center Representative, Student Transportation
J Grab, School Administrative Assistant III, Rosa Parks PK-5
Jack Pohl, Electrician, Maintenance Services
Jackie Semallie, Community Agent, Applegate
Jacob Lewis, Educational Assistant, Boise-Eliot K-5
James Stevens, Custodian, Irvington K-5
Janet Rogers, SIS Support Representative II, Information Technology
Janet Somerville, Nutrition Service Lead, Rose City Park K-5
Janet Waddy, Educational Assistant-PK, Rosa Parks PK-5
Jason Borley, Custodian, Facility Services Center
Jason Branscum, Custodian, George MS
Jeffrey Walker, Paraeducator, James John K-5
Jeffrey Watson, Bus Driver, Student Transportation
Jennifer Borley, Custodian, Franklin HS
Jeremiah Law, Carpenter, Maintenance Services
Jesse England, Industrial Tech Assistant, Grant HS
Jessica Wade, High School Career Coordinator, Ida B Wells-Barnett HS
Jin Kyeong Kim, Educational Assistant-PK, Head Start - Creston Annex
Jitendra Singh, Custodian, Beach PK-5
John Value, Paraeducator, Sabin K-5
Jong Song, Educational Assistant-PK, Head Start - Whitman
Jordan Cooper, Accountant/Analyst, Accounting Services
Jordan Harrison, Custodian, Kelly K-5
Jorie Swake, Therapeutic Intervention Coach, Hayhurst K-5
Judy Brown, School Administrative Assistant II, Jefferson HS
Kara Wilson, Nutrition Service Assistant, McDaniel HS
Kathryn Ailstock, Bus Driver, Student Transportation
Keira McMenamin, Occupational Therapist, Special Education Services
Kellie Russ, School Administrative Assistant I, Woodlawn PK-5
Kelly Hendrix, Part Time Custodian, Abernethy K-5
Kelly Skelton, Library Assistant, Winterhaven K-8
Kemper Shrout, Student Mentor, Virtual Scholars



Years of Service Awards

Kendra Miller, School Administrative Assistant II, Roosevelt HS
Kieran Cannistra, School Administrative Assistant III, Sunnyside Environmental K-8
Lacy McKinney, School Administrative Assistant I, Clark K-5
Lanisha Carson, Bus Driver, Student Transportation
Laura Fisher, School Administrative Assistant I, Cleveland HS
Leigh Otting, Educational Assistant, Vestal K-5
Leslie Munoz, Community Agent, Head Start - Clarendon
Levi Cecil, Data Analyst II-GIS, Property Management
Ligena Hein, Director - HR Benefits, Human Resources
Logan Emmert, Buyer II, Purchasing & Contracting
Lonna Barber, Training Consultant, Student Transportation
Mana Gintz, Custodian, Columbia Regional Inclusive Services
Marem Girgis, Custodian, Atkinson K-5
Margery Heffernan, Paraeducator, James John K-5
Maria Rebollo, Custodian, Woodstock K-5
Marianne Azinger, Educational Assistant - Bilingual, Martin Luther King Jr K-5
Martin Rodriguez, High School Career Coordinator, Franklin HS
Mary Catherine Moore, Internal Performance Auditor, Board of Education
Mary Winter, Educational Assistant-PK, Head Start - Clarendon
McKenna McVicker, Custodian, Scott K-5
Megan Stover, Custodian, Lane MS
Melad Gerges, Custodian, McDaniel HS
Melissa Light, Educational Assistant, Hayhurst K-5
Mercedes Slocum, Call Center Representative, Student Transportation
Michael Brooks, Custodian, Lane MS
Michael Johnson, Senior Accountant/Analyst, Accounting Services
Michael Restaino, Infrastructure Administrator III, Information Technology
Michelle Berry-Patterson, Student Success Advocate, Boise-Eliot K-5
Michelle Gendvil, Paraeducator, Woodmere K-5
Mika Brier, Educational Assistant, Richmond PK-5
Mike Nixon, Senior Financial Operations Manager, Accounting Services
Monica Fleisher, Program Manager - Sustainability, FAM Management
Morgan Prather, Paraeducator, Jackson MS
Natasha Garcia, Project Coordinator II, Operations
Nick Zorich, Nutrition Service Lead, Sellwood MS
Pamela Cameron, Educational Assistant-PK, Head Start - Clarendon
Peijun Zhu, Educational Assistant - Bilingual, Clark K-5



Years of Service Awards

Precy Conry, Paraeducator, George MS
Rachel McCormick, School Administrative Assistant II, Lincoln HS
Rachel Toback, Student Success Program Manager, Academic Programs
Ranetta Aaron, Bus Driver, Student Transportation
Rebecca Dingman, Financial Operations Manager, Accounting Services
Rebekah Boyer, Nutrition Services Field Operations Supervisor, Nutrition Services
Renata Vintrova, Nutrition Service Lead, Hosford MS
Renee Takara, School Administrative Assistant I, Lewis K-5
Robin Johnson, Paraeducator, McDaniel HS
Robin Weaver, Special Education Records Clerk, Special Education Services
Roshni Sabedra, Senior Partner - Employee & Labor Relations, Human Resources
Russell Plieth, Bus Driver, Student Transportation
Saleh Khalil, Custodian, Roseway Heights MS
Samuel Lumsey, Student Success Advocate, Cesar Chavez K-8
Sangyoon Oh, Paraeducator, Vestal K-5
Sarah Holm, Student Success Program Manager, Multi-Tiered System Support
Sarah UMBERHANDT, Paraeducator, Astor K-8
Shana Corah, Senior Clerk II, Benson HS
Shannan Fasold, High School Career Coordinator, Lincoln HS
Shannon Buffington, School Administrative Assistant I, Harrison Park MS
Shannon Lynch, School Administrative Assistant II, Jefferson HS
Sharon Reese, Chief Human Resources Officer, Human Resources
Stephanie Blankenship, HR Associate III - Talent Management, Human Resources
Stephanie Ibarra, Paraeducator, Beaumont MS
Stephanie Tomaskin, School Administrative Assistant I, Lent K-5
Stephen Chittock, Electronics Technician, Maintenance Services
Steve Meunier, Project Manager III, FAM Management
Susie Fung, School Administrative Assistant I, ACCESS K-8
Suzy Hernandez, School Administrative Assistant II, Franklin HS
Tammie Ison, Paraeducator, Franklin HS
Tara Cree, Route Planner I, Student Transportation
Tasnim Schatz, Educational Assistant-PK, Applegate
Telisa Brazile, Educational Assistant, Faubion PK-8
Tereza Sovova, Educational Assistant-PK, Head Start - Kelly Center
Tonia Pine, Nutrition Service Lead, Winterhaven K-8
Trish Hendry, School Administrative Assistant I, Portland Evening Scholars
Tuyet Tran, Educational Assistant-PK, Head Start - Creston Annex



Years of Service Awards

Vanessa Pena-La Torre, Student Success Program Manager, Academic Programs

Vanessa Pryce, Paraeducator, Kellogg MS

Victoria Frankland, Paraeducator, Kellogg MS

Whitney Palfreyman, Library Assistant, Beverly Cleary @Fernwood K-8

Yannie Li, Educational Assistant-PK, Head Start - Kelly Center

Yoshie Tomita, Educational Assistant-PK, Early Learners Programs: P-3



PORTLAND PUBLIC SCHOOLS
JASON LEE ELEMENTARY SCHOOL

2222 NE 92nd Ave. Portland, OR 97220
Telephone: (503) 916-6144

STAFF REPORT

Date: 2/19/2024

To: PPS School Board Directors

CC: Superintendent Dr. Sandy Husk, Chief of Staff Leslie O'Dell, Senior Director Derek Johnston

From: Alma D. Velazquez, Principal at Jason Lee Elementary

Subject: Request for approval to engage in the process of a seeking a new school name

BACKGROUND

Jason Lee Elementary, located at 2222 NE 92nd Avenue, sits at the bottom of Rocky Butte, in the furthest northeast corner of Portland Public Schools, and is home to nearly 300 students in grades Kindergarten to 5th Grade, plus over 30 additional preschool students who are part of the Head Start program housed at Lee.

We are a racially diverse school, with 72 percent students of color, students with special needs and other historically underserved students. Our students are 19 percent Latino, 13 percent Black, 11 percent Asian, 11 percent multiracial. We are a Title 1 school as well as a Community Eligibility Provision school, which means all of our students qualify for free breakfast and lunch each school day. Over 23 percent of our students receive special education services.

While many schools in our district have lost enrollment, we have grown by more than 20 percent since the largest drop following the pandemic. We have a vibrant and involved parent community headed by an active PTA and we host a myriad of community engagement events throughout the school year to celebrate our cultural diversity including Black Brilliance, Lunar New Year and Festival de la Familia.

Team Lee strives to be responsive to our students' needs, particularly to their need to have their identities honored at school. We host a student GSA group and a diverse Student Leadership group, and we've spent the past year honing our instruction around Social and Emotional Learning through the adoption of the Caring Schools Community curriculum. Among other things, this adoption has ensured that all students have access to a class morning circle every

day, where they can develop peer and student-teacher relationships as well as learn skills to help with their social and emotional development.

This past fall we took a strong step to advance this work by aligning with the Anti-Defamation League's No Place for Hate program, which will ensure that our students have leadership opportunities to create a school where everyone can belong, no matter their race, language or other identity markers.

It is at this time in the history of our school, and in the wake of recent social justice social movements, that our community wants to reflect on the values we hold, and what is represented by what we call ourselves.

The petition to change the name of our school came to our school last spring accompanied by 78 signatures, including those of many parents, staff, students and community members. These signatures were gathered at a number of events in the spring.

I believe the request is a timely one and it speaks to our school's need to honor who we are today. A number of members of our community have done a bit of research on the history of Jason Lee, for whom a number of schools are named in the Northwest, including a couple in Washington state.

According to the Oregon Encyclopedia, Jason Lee was the first Protestant Christian Missionary to the Pacific Northwest and "exemplified the effort to convert northwestern Indians to Christianity and assimilate them into Western culture. Lee played an important role in promoting white settlement in the Willamette Valley."

Records show that in 1842 Lee opened the Oregon Institute to educate white children. That institute eventually became Willamette University. Willamette University has done some work in recent years to repair relationships with local Native American tribes and acknowledge some of the harm done by its founder in the past.

A plaque that currently sits in a corner of the principal's office was placed on the school at its founding in 1953. It states that Jason Lee was "a pioneer who practiced what he preached, he helped to bring statehood to the Oregon territory and Christian education to all its children, both red and white."

We believe that it's time to establish a new identity for our school, one that carries a name more closely associated with who we are as a school community today.

At this point in our history, our school community is learning not only of the ways that people of color in the past have been marginalized, but also the way they continue to be. Our own campus has been the site of incidents of hate speech among students, and it's clear that as a school we need to send a consistent message to our students about our values as a community, the way in which we honor each other's identities and celebrate what makes each of us unique, no matter our race, gender, linguistic or cultural background.

RELATED POLICIES/BEST PRACTICES

2.20.010-P Naming School District Policy

ANALYSIS OF SITUATION

We believe we need a process that engages our students in determining our collective school values, as well as a school name, and can uplift those values and inspire our students, staff and families to be the best versions of ourselves. As our community is racially diverse, we want the process to ensure that students and families from all backgrounds are part of the process, so that all voices are heard and all perspectives honored.

We believe that the process of identifying our values and choosing a new school name will in and of itself be generative of a new school community identity, where our students - particularly our Black and Brown students, experience a sense of belonging. Our new school name and identity will more closely align with our district's RESJ values and goals, as well as our district's vision and mission.

FISCAL IMPACT

The cost estimate to remove and replace the signage on the building and the readerboard, and to remove and repaint a wall mural, is \$32,000. Board Policy 2.20.010-P does not require a school community to propose a method of covering the expense of a name change when they can show the change is being made to address discrimination.

COMMUNITY ENGAGEMENT

Along with students, staff, families, as well as community members, will be invited to a number of sessions to engage in the process of outlining community values, and then the characteristics of the name that deserves the honor of naming our school after.

We want our students then through classroom projects during their content rotation block to spend some time researching names of people or concepts that highlight these values and characteristics. Students would then host presentations before a committee of students, staff and community members, who can help to shape the final proposed name that we would bring before the School Board for approval.

TIMELINE FOR IMPLEMENTATION / EVALUATION

We would love to begin the process of outlining community values this Spring, perhaps continuing with student suggestions and presentations through the fall semester. After a selection process, we would hope to bring the name proposal in the Winter of 2025.

BOARD OPTIONS

According to Board Policy 2.20.010-P Naming School District Property, requests for renaming of District properties may be presented by individuals, by petition, by chosen committees, or by other representative groups to the School Board. The petition needs to demonstrate diverse

school community support or indicate the name change is being requested in accordance with the policy. The School Board will take one of these actions:

- Direct the Superintendent to conduct a renaming process
- Decline the request
- Defer action on the request to a later date

CONNECTION TO BOARD GOALS

We believe that in the process of outlining community values, our students will more clearly understand the importance we place on honoring the diversity and multiplicity of their identities. Our goal is ultimately to select a name that more accurately represents for our students their value in our community, specifically our historically underserved students. We know that students need to experience a strong sense of belonging on their path to academic success. Our goal is for all our students to reach academic success in every grade level, and we work toward this through multiple strategies and supports.

Renaming our school is an important part of the process of our students experiencing a strong sense of belonging so they can succeed academically.

ATTACHMENTS

- [Community Request \(letter\)](#)
- [Community Signatures](#)
- [Parent Handout](#)
- [2.20.010-P Naming School District Policy](#)

5/10/2023

Dear Principal Alma Velázquez,

Representing the school community—staff, students, alumni, and families of Jason Lee Elementary—we are asking you to share our thoughts with the PPS District Administration with the hope that we can begin the process to change the name of our school. We are aware that this is a process that you and many others have inquired about through the years, and now we have the traction to create change.

Our school's namesake, Jason Lee, was a known conversion missionary, having removed Kalapuya Indians from the Willamette plains and forcing upon them an extensive reeducation pedagogy. His beliefs and actions stand in direct conflict with our school's and our district's commitment to racial equity and social justice.

More than 75 students, families and staff have signed a petition asking that we rename the school. We believe that we must change the name of our school and that we must begin this important process now. We are prepared to weave this process into school curricula, and we are committed to keeping the community at the heart of this process.

Looking forward to discussing next steps.

In solidarity,

Brittini Jones and Jenn Sonntag
Representing the parents of JLE students

Facebook

Would you be in support of changing our school's name to better represent our community?

NAME	SIGNATURE	ROLE (Parent, Student, Staff, Community Member, etc)	EMAIL OPTIONAL (if interested in being involved in the project!)
Melissa Dusek		Parent	
Breanna Wise		Parent	
Morgan Hunnicutt		Parent	
Meredith D'Andrea		Parent	
Emily Martin		Parent	
Krysta Drechsler		Parent	
↳ + husband		" "	
Suzy Jeffreys		Parent	
Lukas Sherman		Parent	
Jessica Dies		Parent	
Ben Peterson		Parent	

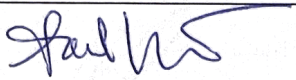

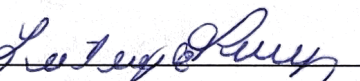
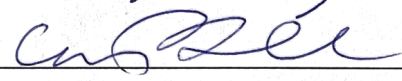
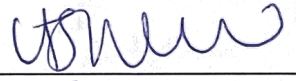


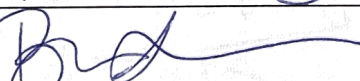
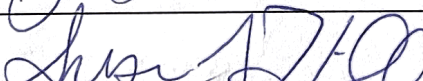


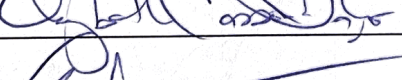
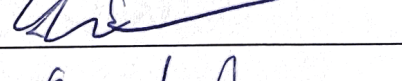
April Staff Meeting (via Google Form)

Would you be in support of changing our school's name to better represent our community?

NAME	SIGNATURE	ROLE (Parent, Student, Staff, Community Member, etc)	EMAIL OPTIONAL (if interested in being involved in the project!)
Aaron Finley			
Sarah McKee			
Alicia Vuong			
Renee Rogers			
Sam Gordon-Koven			
Julie Pederson			
Amy Alderman			
Nicole DeLagrave			


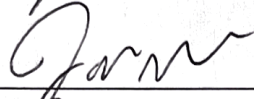
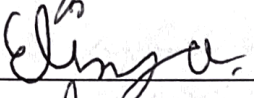
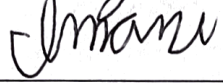
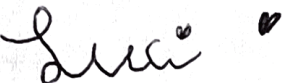
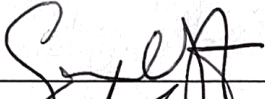

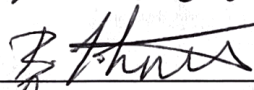

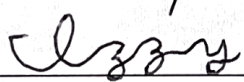
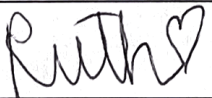
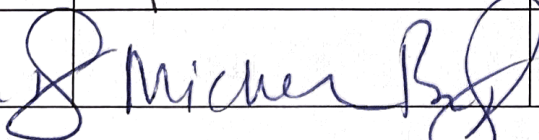
Black Brilliance

Would you be in support of changing our school's name to better represent our community?

NAME	SIGNATURE	ROLE (Parent, Student, Staff, Community Member, etc)	EMAIL OPTIONAL (if interested in being involved in the project!)
Sarah Vanderstelt		Parent	Sarah_vanderstelt@parkrose.k12.or.us
Brenda Sanchez		Parent	ben lifeingreen@gmail.com
Katara Lovely		mom	katara.lovely@msn.com
Cain Burchell		Teacher	cburchell@pps.net
Ashley Poiston		Parent	ashleypoiston@gmail.com
Kali Capps		teacher/parent	kcapps@pps.net
Heather Hunt		Teacher	hhunt@pps.net
Brie Schneider		Parent	brie.schneider@gmail.com
Susan Hill		teacher	shill1@pps.net
Kirby Francis		Parent	
Elizabeth Casson Taylor		Grandparent	lizcasson@msn.com
Sam Pollach		Parent	
Michelle Hadermy		Parent	

Black Brilliance

Would you be in support of changing our school's name to better represent our community?

NAME	SIGNATURE	ROLE (Parent, Student, Staff, Community Member, etc)	EMAIL OPTIONAL (if interested in being involved in the project!)
Kyle Jones		Parent	
Jonathan Waltner		Parent	
Eliza Jones		Student	
Imani		student	
Luci		student	
Sarah Lonquist		Parents	
Lindsay Johnson		Parent	
Bryson Johnson		Student	
Laura Campbell		Parent	
Isabella Campbell		student	
Angelina		student	
Ruth		Student	
Michelle		Parent	

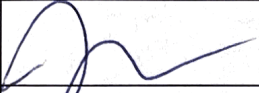
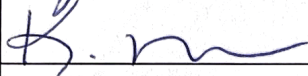

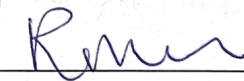


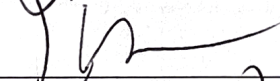
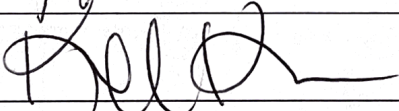
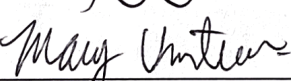
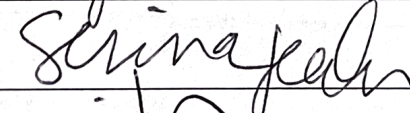
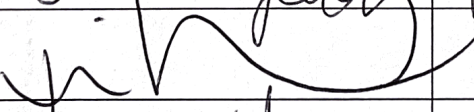
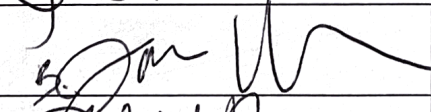

Black Brilliance

Would you be in support of changing our school's name to better represent our community?

NAME	SIGNATURE	ROLE (Parent, Student, Staff, Community Member, etc)	EMAIL OPTIONAL (if interested in being involved in the project!)
Adalynn Kabza	Adalynn	student	
happer kabza	happer kabza	Student	
Brycen Epperson	Brycen	Student	
Maggie Rue	Maggie	Staff.	
Leo DeLeon	Leo	Student	porterleelo17@gmail.com
Migham Kabza	Migham	Parent	kaferkid@gmail.com
Mike Badon	Mike Badon	Parent	mbadon.nb@gmail.com
Chantal Angus	Chantal	Parent	chantalangus@gmail.com
Candace Bennett	Candace	Parent	candace.bennett.49ers@gmail.com
Josh Bennett	Josh	Parent	
Marianne Lowery	Marianne	Staff	m1owery@pps.net
Laura Becker	Laura	staff	
Alisa Vuong	Alisa	staff	alvuong@pps.net

Black Brilliance

Would you be in support of changing our school's name to better represent our community?

NAME	SIGNATURE	ROLE (Parent, Student, Staff, Community Member, etc)	EMAIL OPTIONAL (if interested in being involved in the project!)
Jen Murrinan		teacher	
Kat minor		parent	
Matt O'Neil		parent	
Russell Millage		parent	
Genie Preisch		parent PPS employee	
Tranice Brown-Waters		Principal	
Keshi Harris		parent	
Kelly Kujawa		parent	
Mary Untere		Parent -	
Serina Leedy		parent	
Jeanie Whelan		parent	jeanie@whelancollaborative.com
James Whelan		parent	craftingspirits@gmail.com
Seanna Burton		parent	Seannab0414@gmail.com

Who was Jason Lee?



- First Protestant Christian missionary to come to the Oregon Territory
- His goal was to convert Native Americans to Christianity and assimilate them to western culture
- He had very harmful views of the indigenous population, and wanted Oregon to be a white civilization
- He created a school to “educate and civilize” the indigenous children in a Christian manner. There were 14 students the first year - 7 died and 5 ran away.
- He failed to value Native American tribes’ culture, society, & practices
- He founded an institute that eventually would become Willamette University, which has recently acknowledged complicated ties to its founder and shifted its mission and commitment to support and engage its Indigenous students.

At our school, we want a name that reflects our values and our diverse, creative, inclusive, loving, and talented student body.

Who or what inspires our community?

A leader, a place, a word.....

Sources: [https://en.wikipedia.org/wiki/Jason_Lee_\(missionary\)](https://en.wikipedia.org/wiki/Jason_Lee_(missionary)),
https://www.oregonencyclopedia.org/articles/lee_jason/#.ZBsgzuzMLDE

Petition Contact: leerenaming@gmail.com

Board Member Q&A: Graduation Rate Data

<p>1. What factors contribute to PPS's higher graduation rates compared to the state of Oregon and Multnomah County? Are there specific initiatives or programs within PPS that have led to this outcome?</p>	<p>There are several factors that we believe contribute to PPS' graduation rate::</p> <ul style="list-style-type: none"> ● Efficacy around implementation of the High School Success Plan ● Measure 98/Freshmen Success Focus in and across schools ● Credit Recovery opportunities (Evening, Summer, and Virtual Scholars) as well as school-based credit recovery efforts (Saturday School, etc.) ● Many avenues and choice for students (For example, CTE classes) ● Programs like Teen Parent Services, which provide free child care to parenting students, social emotional support, parenting education, and academic support
<p>2. Are there any significant demographic differences between the student populations in PPS, the state of Oregon, and Multnomah County? How do these differences affect graduation rates and their comparison?</p>	<p>This spreadsheet contains demographic and graduation rates comparisons. We should be mindful to understand the overall diversity of each population and, while looking at overall grad rate, compare the rates of like groups (e.g., African American, White, Hispanic/Latinx).</p> <p>Enrollment and Graduation Rate Comparison for PPS, Multnomah County and Oregon</p> <ul style="list-style-type: none"> ● The percentage of White students in PPS and Oregon is higher than Multnomah County as a whole. ● The percentage of Black students in PPS is slightly lower, but similar to Multnomah County. ● The percentage of Latinx students in Multnomah Count is about 7.6% higher than in PPS. The percentage is slightly higher statewide than Multnomah County. ● The Percentage of Multi-racial students is higher in PPS than the county or state and the percentage statewide is lower than Multnomah County. ● The graduation rate for White students was almost 6% higher than Multnomah County. Multnomah County rate was nearly 1% higher than statewide.

Board Member Q&A: Graduation Rate Data

	<ul style="list-style-type: none"> • The graduation rate for Black students was about 4.5% points higher than the county. The county rate for Black students was lower than PPS and Oregon. • For Latinx students the statewide rate was higher than PPS by about 4.5% points and higher than Multnomah County by about 9% points. • The rate for Multi-racial students was highest in PPS (about 3% higher than county and about 4% higher than state).
<p>3. Has there been any analysis or research conducted to understand the reasons behind the differences in graduation rates between PPS, the state of Oregon, and Multnomah County? Are there any identified areas for improvement in the lower-performing regions?</p>	<p>To date there has not been an analysis by PPS staff of the factors impacting the Multnomah County and State of Oregon graduation rates.</p>
<p>4. How do PPS's graduation rates compare to other school districts within Oregon or similar urban areas across the country? Is there room for further improvement, and if so, what strategies are being considered?</p>	<p>This spreadsheet contains demographic and graduation rate comparisons. It would not be appropriate to compare graduation rates across states as requirements for graduation vary within and across states and school systems within states. For example, in Maryland, students are still required to pass identified assessments as a part of the graduation requirements. The goal is for 100% of students to graduate within four years, so there remains room for improvement.</p>

Board Member Q&A: Graduation Rate Data

<p>5. Are there any disparities within PPS itself regarding graduation rates among different schools or student populations? If so, what efforts are being made to address these disparities?</p>	<p>We see that late joiners (students who do not start their high school careers in PPS) have lower graduation rates in the vast majority of schools than the overall student population. For example the graduation rate for late joiners across the district is 62.5% compared to overall graduation rate of 84.5%. Similarly, the difference in graduation rates is often more than 10% at individual schools. Schools have identified staff, e.g, a counselor or Student Success Advocate, to serve as the point of contact for students throughout their high school years. These staff build multi-year graduation plans in order for students to meet the PPS graduation requirements. These plans often include Portland Evening, Summer and Virtual Scholars.</p> <p>We also know that students who change high schools once during their high school careers are less likely to graduate on time than students who spend all four years at one school. What we see in the early years of the pandemic is lower mobility, but a sharp increase in the number of students who did not return to in person learning for the 2021-22 school year after comprehensive distance learning.</p> <p>Schools who serve students with greater mobility see different graduation rate.</p>
<p>6. How do graduation rates correlate with other indicators of student success, such as college enrollment rates, standardized test scores, or post-graduation employment rates?</p>	<p>Performance on standardized tests such as the ACT, PSAT or SAT are reported as one of the measures of post secondary readiness. The measure overall for PPS students was 42.6% relative to the overall graduation rate of 84.5%.</p> <p>Here is the comparison of graduation rates to post secondary readiness by race across the district for the class of 2023:</p>

Board Member Q&A: Graduation Rate Data

Post Secondary Readiness And Graduation Rates C/O 2023			
Race	Post Secondary Readiness	Graduation Rate	Delta
Overall	69.30%	84.50%	15.20%
Am I/NA	25.00%	47.60%	22.60%
Asian	77.30%	91.20%	13.90%
Black/AfAm	44.30%	76.30%	32.00%
Latinx	53.10%	74.00%	20.90%
Mult Racial NU	88.70%	91.70%	3.00%
Mult Racial Un	59.30%	78.60%	19.30%
Nat HI/PI	47.40%	63.30%	15.90%
White	76.40%	89.30%	12.90%

The most recent NSC (National Student Clearinghouse) college enrollment data available is for the [class of 2022](#) and prior graduates. The rate of students enrolling in a 2 or 4-year college immediately after graduation increased to 71.8% for the class of 2021 after a decline in 2020. While the class of 2022 is currently at 65.3%, there is a delay in the release of data from the NSC, and the rate is expected to improve at least 3 percentage points, if not more.

7. What factors are believed to contribute to the persistent gaps in graduation rates between different student groups? Are there systemic issues within the educational system that need to be addressed?

The state did a longitudinal study a few years ago that found that there was a racial graduation gap statewide. Things that contributed to the gap were attendance in grades 8 or 9 below 80% and GPA in grades 8 or 9 below 2.0. Students who participated in CTE had higher graduation rates. Note however that any grade 8 factors would be weak predictors in PPS, due to the large number of 8th graders who leave the district, and also large (though not **as** large) number of 9th graders we enroll who did not attend middle school in PPS.

Board Member Q&A: Graduation Rate Data

<p>8. How do the graduation rates of historically marginalized or disadvantaged student groups compare to those of their peers? Are there any notable patterns or trends in terms of which groups are most affected by the gaps?</p>	<p>Our presentation to the board included graduation rate trend data disaggregated by race and ethnicity. As is the case with other student outcome measures, we see predictable gaps along the lines of race, often with our African American students showing lower performance levels as compared to their White peers.</p> <p>At schools where there are programs like CTE/IB/Dual Credit for all, we are seeing higher graduation rates for African American students and smaller gaps between them and their White peers.</p>
<p>9. What strategies or interventions have been implemented thus far to address the persistent gaps in graduation rates? Have any of these strategies shown promising results, and if so, how are they being scaled or replicated?</p>	<p>Ninth grade on-track is a metric that is highly associated with on-time graduation. All PPS high schools place additional supports at the ninth grade level for that reason. These supports include release periods for grade-level teachers to collaborate about students of concern, Jumpstart orientation at the beginning of the year, Leap into Ninth Grade during the summer between 8th and 9th grade. We still, however, have work to do for equitable 9th grade on track. In 2022-23, as a district, 86% of 9th graders who are not historically underserved were on track, compared to 59% of historically underserved 9th graders. Schools with the smallest gap for ninth grade on-track are Benson Tech with 10 points and Ida B. Wells with 14 points.</p> <p>Another metric that is highly associated with on-time high school graduation is career technical education (CTE). All comprehensive, focus option, and in-district alternative schools in PPS have some level of CTE programming in their schools.</p>
<p>10. Are there any external factors or circumstances outside of the educational</p>	<p>These are some of the external factors that we know have an adverse impact on student academic outcomes:</p>

Board Member Q&A: Graduation Rate Data

<p>system that may be influencing graduation rates for different student groups? For example, are there economic or social challenges that disproportionately affect certain communities</p>	<ul style="list-style-type: none"> - Transferring into PPS with credit deficiency - Housing instability - Community violence - Transportation barriers - Need to serve as a primary caretaker - Economic pressures to maintain full time employment - Interrupted schooling prior to enrolling in PPS
<p>11. How are stakeholders, including educators, administrators, policymakers, parents, and community members, collaborating to address the persistent gaps in graduation rates? Are there any barriers or challenges to effective collaboration and coordination?</p>	<ul style="list-style-type: none"> - The high school success plan is updated every few years with distinct input from high school principals. - Each school has an Instructional Leadership Team (composed of teachers) and School Site Councils which look over and provide input and feedback regarding the school's SCIP. - Professional Learning Communities are an area of emphasis and in the high schools they are generally by content area to discuss curriculum and student work. <p>Barriers: PLCs with singleton classes</p> <p>Enough time at the high school level for PLCs. Due to the high school schedule and contract day, PLCs have to occur during FLEX time which means at most PLCs meet twice per month.</p> <p>Schools and district staff work collaboratively to support students experiencing homelessness with wraparounds support services via the McKinney-Vento Homeless Program. The districts 4 McKinney-Vento Student Success Advocates serve as conduits between schools, families and community organizations to remove barriers for students. The McKinney-Vento Program monitors and tracks attendance and graduation rates of</p>

Board Member Q&A: Graduation Rate Data

	<p>students in the program with a laser focus on Unaccompanied Youth. MV SSA's assist with family engagement and resources so UY have the tools needed to be successful in school.</p> <p>The Innovation Studio is currently working in partnership with the Center for Black Student Excellence, Indian Education and ISC to support a design team called, Culture in the Classroom. This collaborative effort draws upon the wisdom of subject matter experts and those with context expertise from the community to design a learning experience that engages students culturally, leveraging multiple learning modalities and uses data to monitor effectiveness.</p>
<p>12. What metrics or indicators are being used to monitor progress and measure success in efforts to narrow the gaps between student groups in graduation rates? How frequently are these metrics being reviewed and evaluated, and what adjustments are being made based on the data?</p>	<p>Research has shown that the ABC's (Attendance, Behavior, and Course Grades) are predictors of graduation and student success. Therefore, these are monitored in high schools. All schools have Student Attendance Review Teams (SART) and Student Intervention Teams (SIT). These teams meet every other week. SART is lead by the Student Attendance Coach and includes counselors, admin, social workers, and other relevant staff. The team uses specific data reports to identify students who have chronic attendance concerns. This team focuses on Tier II students. The Student Intervention Team (SIT) focuses on Tier III students. These students have demonstrated a need for more acute, individualized support. In addition to considering severe attendance concerns, SIT also looks at students who exhibit academic or behavioral concern.</p> <p>In addition to these two teams, there are several other teams that regularly monitor student progress. School admin teams, counseling teams, 9th grade success teams, to name a few, monitor and respond to student progress.</p>
<p>13. What resources and support systems are available to</p>	<p>Resources to support students who are at risk of not graduating include: School counseling, Student Intervention Teams, School-based social workers, credit recovery</p>

Board Member Q&A: Graduation Rate Data

<p>students who may be at risk of not graduating? Are there targeted interventions or programs in place to provide additional support to students who need it most?</p>	<p>(Portland Evening and Summer Scholars, school-based efforts), Virtual Scholars, Reconnection Center and Services, alternative high schools (in-district and with CBO partners). Schools also monitor attendance and intervene when attendance is a concern.</p>
<p>14. What long-term strategies are being considered to address the root causes of the persistent gaps in graduation rates? Are there plans for systemic changes or reforms within the educational system to promote equity and inclusivity for all students?</p>	<p>Our entire High School Success Plan is designed to address the persistent gaps in graduation rates and college-readiness rates. In addition to the strategies outlined in the HS Success Plan, which include a shift to standards based equitable grading practices, we are also hopeful that the increased focus on implementing an adopted curriculum (K-12) will ensure more of our students graduate on time, college and career-ready.</p>
<p>15. What role do systemic issues such as resource allocation, curriculum design, and teacher training play in perpetuating or exacerbating the gaps between student groups in graduation rates?</p>	<p>Systemic issues and patterns that produce predictable and unacceptable outcomes along the lines of race and ethnicity are what we are working daily to interrupt and address.</p> <p>Our instructional priorities center upon our instructional framework and grade level standards aligned instruction, high-quality instructional materials (HQIM), and teacher professional learning. We believe that these strategies will lead to increased graduation rates and achievement for K-12 students and provide a lens of equity to our work.</p>

Board Member Q&A: Graduation Rate Data

<p>How are these factors being addressed?</p>	<p>Our teacher training centers upon curriculum, instruction, and social emotional learning strategies. Our professional development for teachers is led both at the central and school levels. We have teaching and learning staff meetings and climate meetings which emphasize these priorities.</p>
<p>16. What efforts have been made thus far to address the persistent gaps between student groups in terms of graduation rates? Have any interventions or initiatives been implemented, and if so, what have been their outcomes?</p>	<p>Each school is responsible for addressing the graduation rate within their building with support from the central office in a variety of ways.</p> <p>Each school has a credit recovery program that allows students the opportunity to retrieve missed credits. Virtual Scholars is an in-building option that allows students to receive credit within the school day. Schools also have utilized funding from Measure 98 to hold Credit Completion Camps during the Summer for students. Lastly, students can work with their counselors on credit recovery options through PPS Evening or Summer Scholars program.</p> <p>Staffing resources have also been allocated to buildings with roles specifically designed to assist students with removing barriers that may impact student engagement and/or academic achievement. For example each high school has a Student Attendance Coach, School Social Worker, College Coordinator, Career Coordinator, and School Counselors. These roles work in concert to support the High School Success Plan; which as a whole is designed to support all students.</p> <p>Post Secondary Success serves as a component of the High School Success plan. As part of this focus we've seen increased CTE offerings and advanced coursework i.e., Dual Credit, Advanced Placement (AP), and International Baccalaureate (IB) offerings throughout the district as well.</p>

Board Member Q&A: Graduation Rate Data

	<p>All of these supports have lended themselves to higher levels of engagement and course completion for our historically underserved students, which has positively impacted graduation rates.</p>
<p>17. Are there any external factors or influences that may have contributed to the overall decrease in the graduation rate and the persistence of gaps between student groups? For example, have changes in economic conditions or educational policies played a role?</p>	<p>Yes, there are a number of different external factors which have contributed both historically and recently, including returning to school after the pandemic and returning to in-person instruction after virtual learning. During this time, we saw an uptick of student behavior which accelerated the need for increased social emotional learning support for our students. The same is true not just for students but also for staff. Other factors include gentrification and community gun violence.</p>
<p>18. How are the needs and perspectives of the affected student groups being taken into account in efforts to address the gaps in graduation rates? Are there opportunities for students themselves to be involved in shaping solutions and strategies?</p>	<p>Many schools create “ninth grade cafe” events which are opportunities for 9th grade students to talk with a staff member or district-level staff member about their experiences. There are also many examples of schools using empathy interviews with students subgroups to surface areas needing support. Most schools involve their leadership classes and culturally-specific student clubs in designing and promoting activities that support students’ sense of belonging.</p>

Board Member Q&A: Graduation Rate Data

<p>19. What role do systemic issues such as resource allocation, curriculum design, and teacher training play in perpetuating or exacerbating the gaps between student groups in graduation rates? How are these factors being addressed?</p>	<p>A similar question about this topic has already been addressed see response to question #16.</p>
<p>20. Are there any successful examples or case studies from other educational contexts or regions where significant progress has been made in narrowing the gaps between student groups in graduation rates? What lessons or insights can be drawn from these examples?</p>	<p>We employ a number of strategies which are either replicated or in addition to other districts like Beaverton. Beaverton has done distinct work with equitable grading and assessment and has moved to a standards based system district wide.</p> <p>Self Enhancement, Inc. (SEI) reports a 96% graduation rate. The organization largely serves Black students. They report that much of their success can be attributed to developing individual student success plans, strong relationships and continuity of a positive adult role model for students.</p> <p>In Baltimore County Public Schools, staff had a monthly meeting with high school principals called Project Graduation. Each month, principals had to share their efforts to get every student in the graduation cohort across the stage. Where additional support and efforts were needed, those were supplied. The result over time was that the gap between African American and White students was eliminated for a time (decreased to a difference of 0.1%).</p>

Board Member Q&A: Graduation Rate Data

<p>21. How are efforts to address the persistent gaps in graduation rates aligned with board goals and priorities for educational equity and inclusivity? What strategies are being employed to ensure that equity remains a central focus?</p>	<p>A key part of the high school success plan is our theory of action which is rooted in identifying focal students at each school with whom we build action plans. We center their experience as we make educational decisions and allocate resources. We incorporate the board graduation goals into our plans along with post secondary readiness and student engagement.</p> <p>There is a three phase approach to supporting our focal students. First, we need to connect them to high school and build relationships with positive adults. This often starts in our Leap into 9th grade summer school. Second, we want students to find academic success with an eye to advanced coursework in their junior year. This is the importance of the freshmen academies where students move through a series of core classes together. During the freshmen and sophomore year the goal is to accelerate learning - this may take the form of double-block Algebra for example to prepare for upper division math courses. Finally, we want students to experience a challenge and persist to success. This is demonstrated by taking advanced courses such as AP/IB/or dual credit. We start by looking at our focal student groups first and then looking at overall student performance.</p> <p>The High School Success Plan is our major lever for supporting our students of color.</p>
<p>22. How is the 9th Grade student Success team working? Is this the first year for these teams?</p>	<p>The 9th Grade Student Success Teams are a cross-disciplinary group of between 3-5 classroom teachers who share a cohort of students who:</p> <ul style="list-style-type: none"> ● Participate in data- and protocol-driven discussions during the contract day about students, ● Identify and implement Tier 2 student interventions, ● Utilize and refine classroom instructional and grading practices with the intention of keeping 9th grade students “on track” for graduation.

Board Member Q&A: Graduation Rate Data

	<p>As a system, our 9th grade on-track rates remain steady at 77% of students are on-track to graduate by the end of 9th grade. Unfortunately, we need to increase support for our focal students (e.g., students of color, students with disabilities, etc.) in order to accelerate their on-track rates. 9th Grade Student Success teams started in the school year 2018-19.</p>
<p>23. What are the results of the research of the Model from the University of Chicago?</p>	<p>Results from the University of Chicago On-Track Indicator as a Predictor of High School Graduation find that "failures during the first year of high school make a student much less likely to graduate." The University of Chicago Network for College Success (NCS) provides a Freshman On-Track Toolkit that PPS has implemented with the support of local partner Center for High School Success.</p>
<p>24. How is the expanded course work for all working? What kind of support is in place to encourage success? (IB for all, dual credit, AP)</p>	<p>We see this as a promising practice for our students of color in particular. In general we see that schools that have expanded advanced course offerings such as advanced placement, international baccalaureate or dual credit courses to all students have seen a decrease in the differences in graduation rates by race. We share some school specific data in question 33. At these schools the staff works collaboratively to prepare students for the AP/IB/dual credit courses during their freshman and sophomore years and then plan supports while the students are in the AP/IB/dual credit classes.</p>

Board Member Q&A: Graduation Rate Data

<p>25. How do graduation rates correlate with other indicators of student achievement, and how are these indicators identified?</p>	<p>A similar question about this topic has already been addressed. See the response to question number 7.</p>
<p>26. At which grade bands are we seeing the sharpest drop off in student attendance, and what are we doing to proactively address student drop out rates?</p>	<p>As this chart shows, we see higher proportions of chronically absent students in secondary schools as compared to elementary schools. Previous answers have discussed various ways in which schools work to support students' ongoing engagement with school and work to prevent student from dropping out.</p>
<p>27. What specific factors do we believe contribute to the gap in graduation rates between white students and Black and Native American students?</p>	<p>We see predictable patterns along the lines of race in the following data: increased absenteeism, increased disciplinary exclusion, increased mobility, reduced academic achievement by all measures (assessment, credit accrual, post-secondary readiness etc.) We see this at all grade levels and across the district.</p> <p>With respect to Native student achievement, some sub-groups of Native students who participate in the district Indian Education program do have a higher graduation rate than those who don't participate. This is true for students who identify as both Native and Multiracial and for those who identify as both Native and White. We can surmise that the cultural enrichment and identity-support provided by Indian Education supports students' sense of belonging for these sub-groups.</p> <p>We are hopeful that the substantial work happening with the Center for Black Student Excellence will be similarly associated with Black student achievement.</p>

Board Member Q&A: Graduation Rate Data

<p>28. What measures are we employing to address the gaps, and how are these measures evaluated?</p>	<p>Similar question about this topic has already been addressed. See the response to question numbers #6 and #10.</p>
<p>29. What patterns are we seeing in districts with higher graduation rates for marginalized students, and how does our district measure up?</p>	<p>A similar question about this topic has already been addressed. See the response to question number #2.</p>
<p>30. What strategies or interventions have been implemented thus far to address the persistent gaps in graduation rates? Have any of these strategies shown promising results?</p>	<p>Similar questions about this topic have already been addressed. Please see previous responses.</p>
<p>31. Are there any innovative approaches we have not explored including communicating the urgency of collaboration with multiple stakeholders to get students across the finish line?</p>	<p>One effective strategy that we use to support students' progress to graduation are credit completion times. These are usually Saturday sessions where RESJ partners work in concert with school staff to support focused student learning opportunities. These culturally specific partners (e.g. Latino Network or SEI) join the teacher teams on Saturday to get students to the sessions and to support them completing the work. In other schools there are options that occur after school. What we have seen coming out of the pandemic is more clarity on what standards students need to demonstrate their understanding in order to satisfactorily meet course requirements. We have moved from credit recovery to credit completion - a focus on unfinished learning.</p>

Board Member Q&A: Graduation Rate Data

	<p>The innovation practice presents the organization a new approach to problem solving systemic challenges in partnership with community stakeholders. Inherently, it harnesses creativity, centers the perspectives of the communities most impacted and invites multiple forms of expertise to shape outcomes. We could accelerate efforts to institutionalize the practice to communicate widely and invite diverse stakeholders to participate in supporting student graduation from their sphere of influence.</p>
<p>32. Do you have the post secondary data disaggregated by school and can you share that with the Board, please. Not seeing it disaggregated that way but maybe I missed it.</p>	<p>Here is the requested data. The first link (“requested”) is overall readiness by school and the second link (“data”) is data within each school.</p>
<p>33. Also given that the Essential Skills assessment is on hold, other than earning a credit hour (through a D or better) or earning credit in one of the post secondary measures, how do we assess proficiency in core subjects for our graduates?</p>	<p>We consider satisfactory progress in courses to be a C or higher which would be a proxy for proficiency. That is the standard we use when we report on advanced coursework as well.</p>

Board Member Q&A: Graduation Rate Data

<p>34. Given that a D does not indicate proficiency, do we have access to grading data (not perfect, but it is a measurement) to measure C or better versus a D in core graduation requirements?</p>	<p>We would need to compile this data. Until we address grading overall, the marks we see across schools are inconsistent. Meaning a C in one school could very well mean a D in another and vice versa.</p>
<p>35. We had access to that data pre-pandemic and it was a useful tool in terms of assessing proficiency in core subjects and how our schools and students were doing. Can that data be shared?</p>	<p>Please share a paper or electronic copy of what these data looked like so that the team can reproduce this report.</p>

Board Member Q&A: Graduation Rate Data

36. Pre-pandemic, the IB schools were enrolling all students in IB English and I believe IB math under an IB For All program and schools, such as Franklin, were getting large numbers of students into AP courses. Has PPS set expectations that all students would be enrolled in some advanced courses (in addition to CTE).

Yes. Our high school success plan indicates this as a goal and is one of our metrics for post secondary readiness. For example at Benson where all students are expected to complete a CTE program, we see that the percentage of students graduating and demonstrating post secondary readiness are closely aligned. Similarly at Cleveland where they instituted the expectation that all juniors take IB courses there is close alignment between graduation and post secondary readiness rates. In addition we see that students are graduating and completing the courses at similar rates by race.

Benson all students complete a CTE program of study

	Graduation	CTE Completer
Overall	92%	90%
Black/Af. Am.	92%	91%
Latinx	90%	89%
White	94%	91%

Cleveland where all juniors take IB Biology and IB Literature and IB History of the Americas.

	Graduation	IB 3 + Credits
Overall	94%	86%
Black/Af. Am.	88%	*
Latinx	95%	79%
White	95%	90%

Board Member Q&A: Graduation Rate Data

	<p>Jefferson all students take dual credit English Language Arts (ELA) in their junior year and dual credit Gov/Econ and ELA.</p> <table border="1" data-bbox="701 363 1453 680"> <thead> <tr> <th></th> <th>Graduation</th> <th>Dual Credit</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>91%</td> <td>86%</td> </tr> <tr> <td>Black/ Af. Am</td> <td>96%</td> <td>89%</td> </tr> <tr> <td>Latinx</td> <td>86%</td> <td>71%</td> </tr> <tr> <td>White</td> <td>92%</td> <td>**</td> </tr> </tbody> </table>		Graduation	Dual Credit	Overall	91%	86%	Black/ Af. Am	96%	89%	Latinx	86%	71%	White	92%	**
	Graduation	Dual Credit														
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Black/ Af. Am	96%	89%														
Latinx	86%	71%														
White	92%	**														
<p>37. What are the racial demographics of Portland Evening/Summer Scholars?</p>	<p>For the total Class of 2023, students from the following racial and ethnic groups earned credit in Portland Evening or Summer Scholars:</p> <ul style="list-style-type: none"> ● American Indian/Alaska Native: 25% ● Asian: 13.94% ● Black/African American: 34.45% ● Hispanic/Latino: 36.2% ● Native Hawaiian/Pacific Islander: 45% ● Two of More: 21.26% ● White: 16.69% 															

Board Member Q&A: Graduation Rate Data

	<p>For the sake of clarity, this means that of all American Indian/Alaska Native PPS graduates in 2023, 25% of that group earned credit at Portland Evening and/or Summer Scholars, and so on.</p>
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Special Education

Introduction and Portland Public Schools
Program



PORTLAND
Public Schools

March 2024

PPS SPECIAL EDUCATION PROGRAM



Our vision..... PPS Special Education Services will develop inclusive academic and social emotional learners, promote belonging and engagement, and empower students to meet their futures proactively.

Our mission..... The Special Education Department is committed to providing instructional services in inclusive environments that will prepare students who receive special education services for life and careers.

Our Core Values.....

Belonging and Engagement

Inclusive Academic and Social Emotional Learners

College, Career and Post School Readiness

Our Students

Total Students with IEP	7669	%
American Indian / Alaskan Native	74	.9
Asian	272	3.5
Black / African American	851	11
Hispanic	1518	19.7
Native Hawaiian / Other Pacific Islander	32	.4
Two or More	970	12.6
White	3952	51.5



Special Education Programming

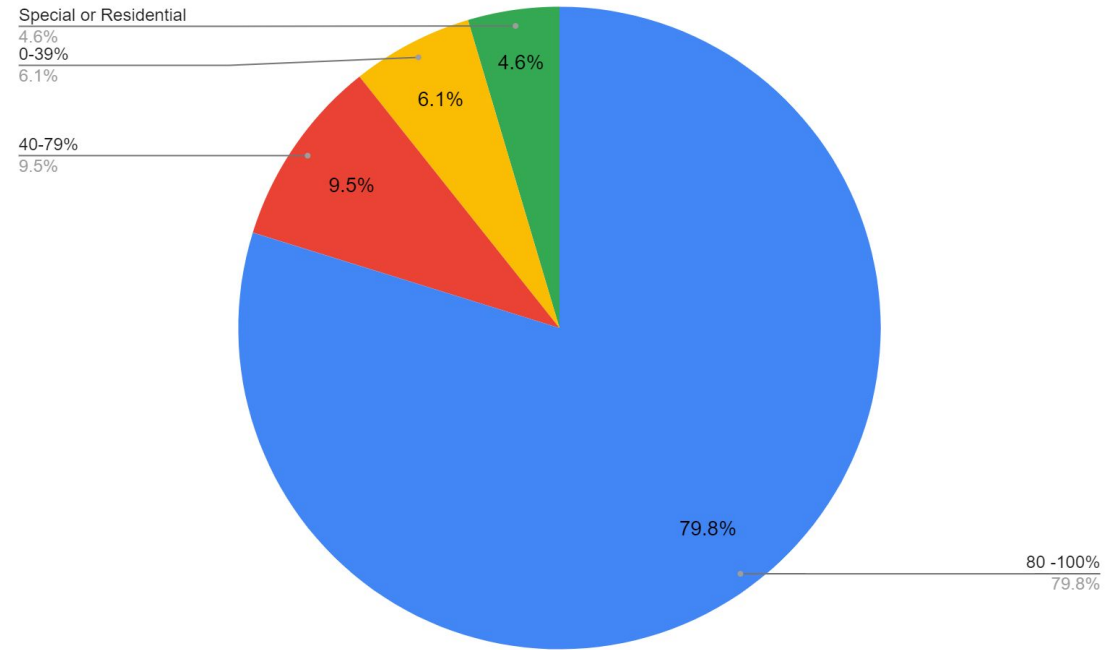


Continuum of Services:

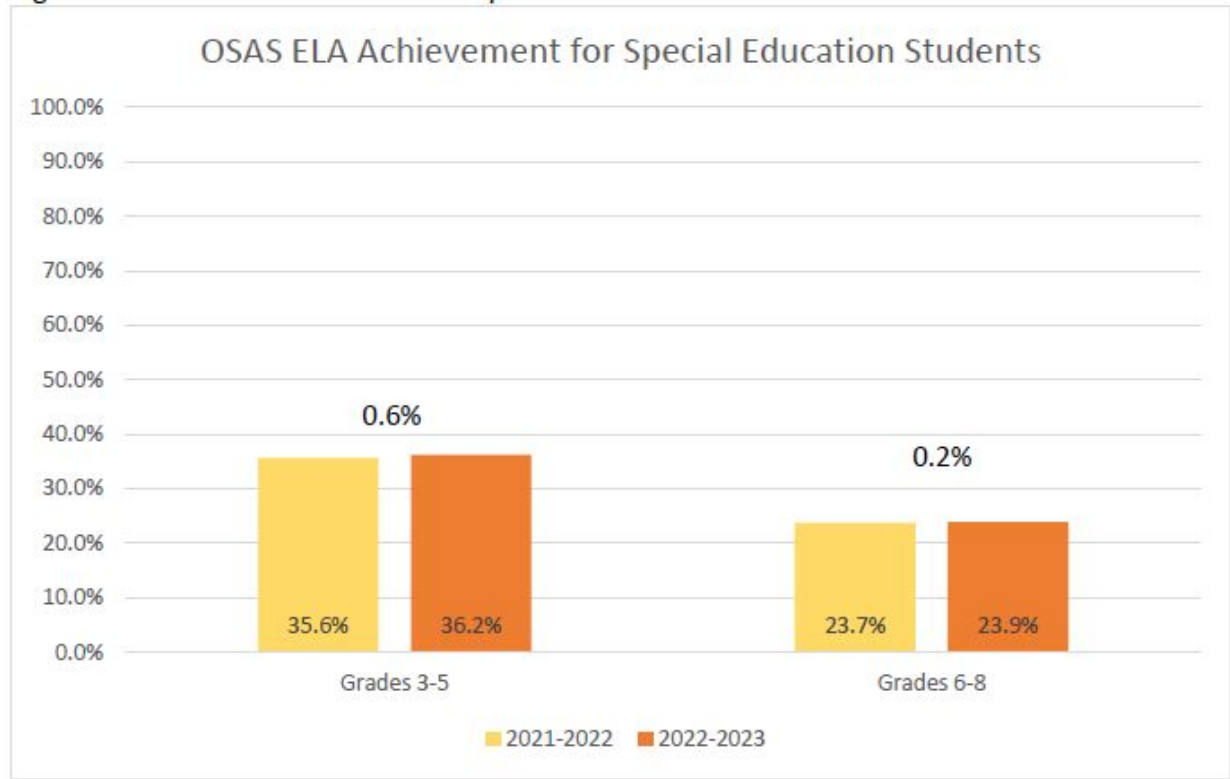
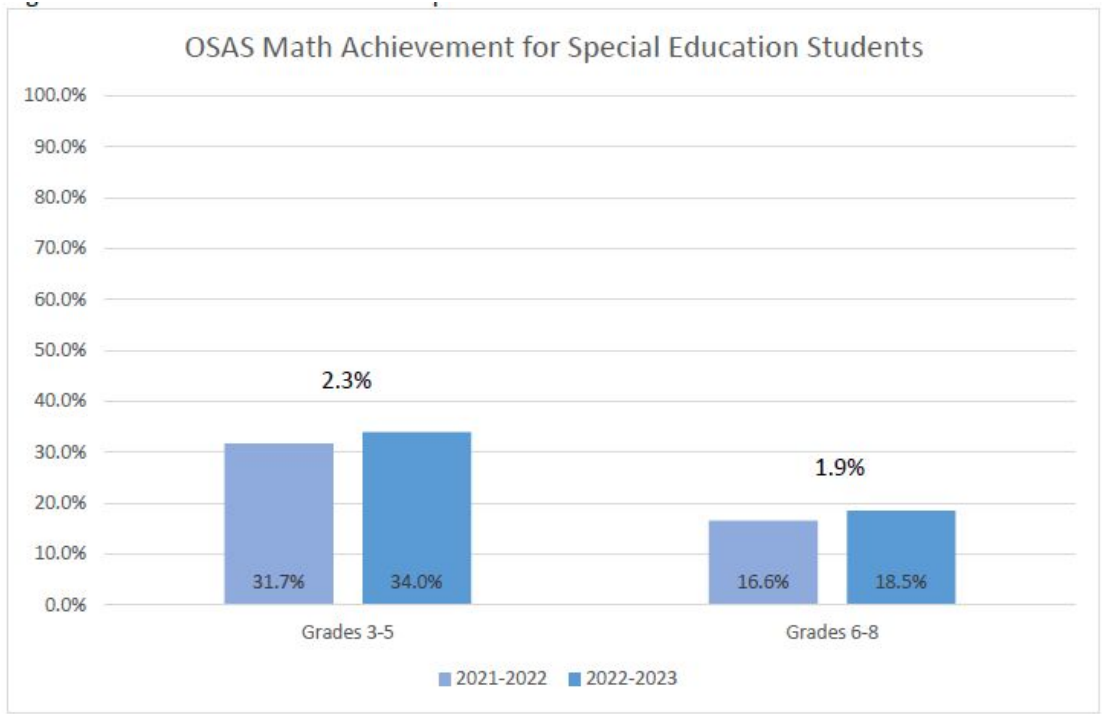
- Early Childhood Special Education- MECP
- Learning Center
- Communication Behavior Classrooms
- Social Emotional Skills Classrooms
- Intensive Skills Program
- Therapeutic School
- Day/Residential Treatment
- Transition Programming
- Columbia Regional Inclusive Services

PPS By the Numbers:

	Avg K-8 Teacher Ratios	Avg 9-12 Teacher Ratios
Learning Center	1:26	1:31
Social Emotional Skills Classroom	1:11	1:12
Communication & Behavior Classroom	1:12	N/A
Intensive Skills Classroom	1:10	1:11
Pioneer	1:8	
Community Transition	N/A	1:21



Achievement



Special Ed Graduation and Engagement

2022-23 4-Year Cohort Grad and Completion Rates				
Cohort	Grads	Grad Rate	Completers*	Completion Rate
498	358	71.90%	372	74.70%

	Higher Education (HE)	HE + Competitive Employment (CE)	Engagement Rate HE+CE+Other School/Work	Not Engaged
2022	38.46%	74.56%	85.80%	14.20%
Like-Size Districts	23.58%	63.55%	75.80%	24.20%
Statewide	19.14%	64.41%	75.24%	24.76%
2021	25.41%	42.62%	62.30%	37.70%

Where are we headed?

- We continue to see predictable **gaps in achievement for students with** disabilities.
- **Student with disabilities learning experiences vary** within a school and between schools.
- In order to address these challenges, we must ensure all students have equitable access to inclusive high-quality teaching and materials through a **consistent vision for teaching and learning in every classroom for every student.**
- **Moving from Centralized Support to Building Based Services and Expertise**
- **Focus on Engagement and Belonging**



Program Reviews

Recommendations:

- Anchored model in core Instructional Framework with high leverage practices and inclusive educational environments
- Adopt and support the principles of Universal Design for Learning
- Provide ongoing professional development for principals in leading for students with disabilities.
- Provide ongoing engagement opportunities for parents, caregivers and students
- Implement a neighborhood school model of service delivery for students with disabilities in support of equity, inclusion, & sense of belonging.
- Establish clear and detailed guidelines to determine entry, exit, and placement criteria as well as expectations for services for students with disabilities.
- Clear processes for data collection, progress monitoring and reporting.
- Revise the current adaptive PE (APE) service model. Building the capacity of current service providers, GPE teachers, and paraeducators with students spend even more time in GPE with a full continuum of services.

Stakeholder Input - Themes

Families:

- Want to be connected to their neighborhood school and their community and do not want to be sent to other schools
- Feel that all students and staff would benefit from intentional education about neurodiversity and ableism.
- Would welcome additional learning opportunities centered around school community and student specific needs.

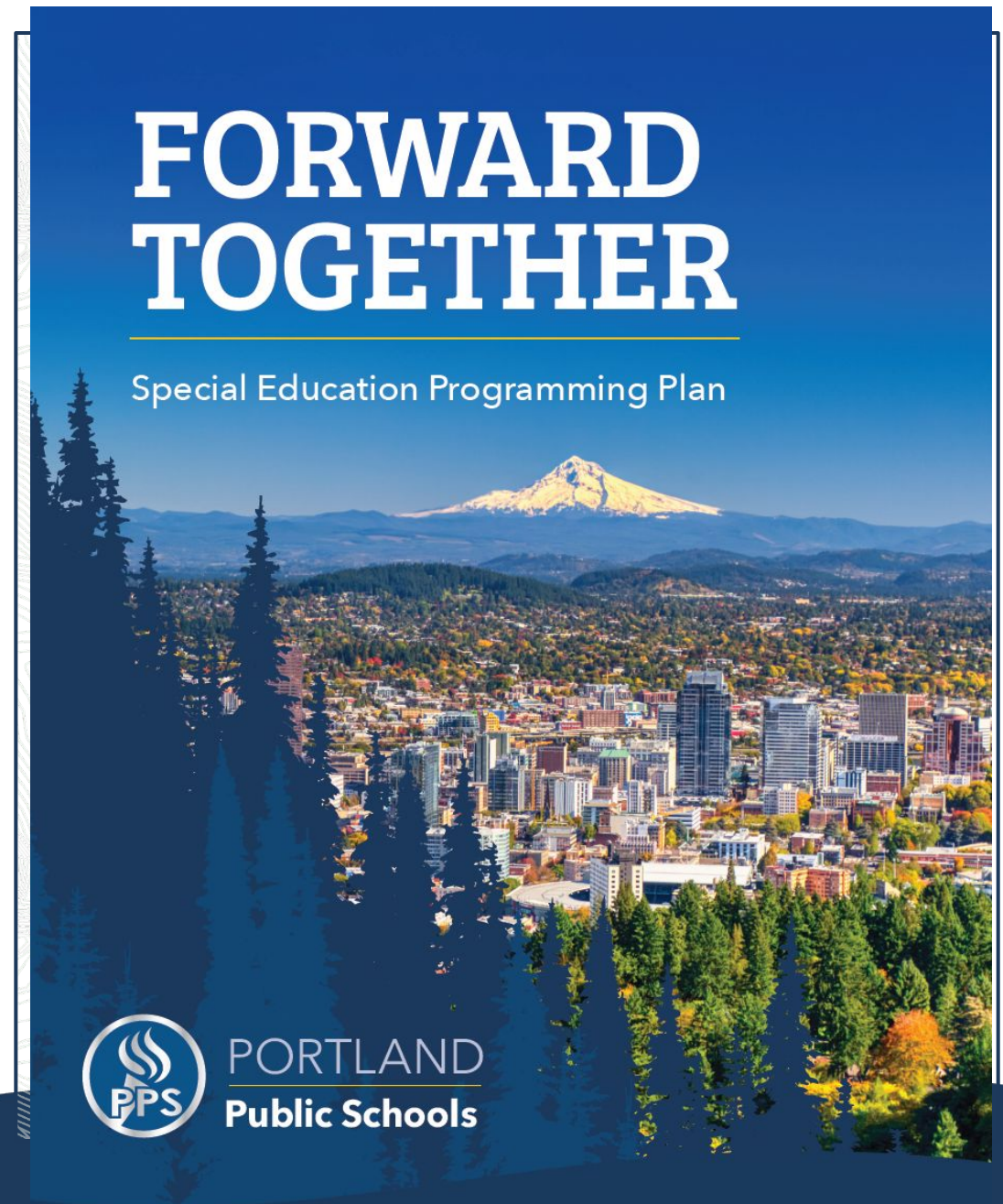
Special Educators:

- Want meaningful access to general education curriculum for students as well as collaborative opportunities with general education teachers.
- Feel that students, families and staff would benefit from school or district sponsored neurodivergent affinity groups or other opportunities for families & students to talk to each other
- Would welcome the opportunity to participate in more inclusive and intentional professional development.

Students want to be seen as co-learners, peers and welcome additions to their school communities and do not understand why they were sent to other schools.

Strategic Goals:

- Establish Systems and Structures for Inclusion.
- Build the Advocacy Power of Students and Families of Students with Disabilities
- Promote an Inclusive Mindset
- Reimagine Relationships and a Sense of Belonging
- Professional Learning

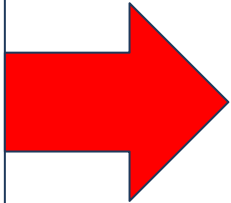


What do we want to be true in PPS

Inclusive higher quality and more consistent instructional practices across all PPS classrooms.

Grade level and standards-aligned materials in all PPS classrooms.

Professional learning and support for teachers and leaders is robust, effective and aligned.



Improved outcomes for students with disabilities



Questions?





Date: February 28, 2024
To: Portland Public Schools Board of Education
From: Jey Buno, Chief of Student Support Services
Subject: Special Education Update

The purpose of this memo is to provide the Board an update on Special Education service decentralization, program shifts, and rationale for budget recommendations and the staff training processes as a result of recent public commentary, email communication, advocacy, and inquiries. Additionally I have included an appendix on the Special Education Department's progress toward strategic goals, outcomes, professional learning, achievement, graduation/engagement data, program improvement and path forward, in preparation for the upcoming board meeting presentation on March 5th 2024.

Special Education Funding and Staffing

I am providing a quick overview of how Oregon funds special education and then an update on the rationale for program shifts and budget reductions in the special education department.

Oregon provides a weighted average daily membership or ADMw = average daily membership + an additional amount of 1.0 for each student in average daily membership eligible for special education as a child with a disability under ORS 343.035 up to an 11% ceiling. Portland's current representation of eligible students is over 16% and for which we provide special education services. Our IDEA funds are approximately 8.7 million. We have submitted testimony to the legislature for the last 2 sessions in support of the elimination of the arbitrary cap. An 11% cap level does not exist in most states. If it exists at all it is typically around 15% to 16%. For students with particularly high needs, there is another source of funds, the High Cost Disabilities Fund. However, there is growing need in that fund, the amount of money per student has gone down by about 20%. The grants provide supplemental funding per student whose education costs more than \$30,000 per year (typically a few thousand). There is a bill moving forward this year to increase funding in that account which may increase reimbursement. PPS is at the top of the state in spending per student with disability in services, caseload, and pay for our educators based on the resources we have available. We spend all of the resources provided to us by the state and federal government for students with disabilities.

There is work to be done within our system to address the urgent learning needs of our students. This work is outlined in our instructional priorities and the roadmap to educational equity. This includes our students that experience disabilities. Additionally each of the strategies outlined in our special education improvement plan addressed in the appendix will add to this plan. As the leader of this department there are strategic moves I would recommend with staffing where we need to invest to lower caseloads for the support of students and staff in special education. The issue is not that we do not want to prioritize this. The issue is that we are not provided the resources or funding from the State. Any additional investment in special education at this time without additional funding from the state will result in a cut to other essential services provided to students in PPS.

Budget and Programming Recommendations

Through this budget season I am making four shifts within the central special education department and then a shift within the way PPS provides Adapted Physical Education (APE) services following the recommendations of the program evaluation discussed in the appendix.

The first significant change is the reduction of 4 administrative staff within the department. I have heard very clearly from building leaders and staff in the last two years that the current systems and structures are not responsive or supportive. Through this budget cycle I have worked to streamline the leadership structure and redefine roles and responsibilities to ensure an efficient and responsive structure focused on support and meeting district, divisional, office, and departmental goals. There will be less central office administrative staff in the special education department moving into next year in order to become more efficient and effective.

A second shift is a reduction in the number of Board Certified Behavioral Analysts. We will continue to have these necessary experts within our system. However, feedback has also been clear, these resources have not been viewed on whole, as support but instead has resulted in more paperwork than actual collaboration or student centered services. This FTE was not reduced as a budget reduction, but rather pushed into our schools in FTE for Psychologists, SLPs, Special Education Teachers, and Paraeducators. Any student that has a service or need identified for behavioral support in their IEP will continue to have it provided as these central staff are not direct student service providers. This is a central office shift.

The third shift decentralizes feeding assessment and training. A single team of 2.5 FTE (1.0 SLP, 1.0 OT, and .5 Nurse) and the liability related to the single point of decision making has become unsustainable. Our plan moving forward is to embrace and emphasize the expertise of our school based professionals to serve and support our students and staff. We will be pushing services into schools and our building service providers. We have spent time in the last 2 years providing training and support specifically on feeding and will continue to do so this spring and as we onboard new staff. This work is also part of a training and preparation program for both a Speech and Language Pathologist (SLPs) and Occupational Therapist (OT). We will continue to contract with the MESD for nursing support as we have in the past and we are bargaining with PAT to provide an extended responsibility payment to 2 (SLP) and 2 (OTs) to provide consultation, training, and assessment practice to our building based staff when there are complex situations and or medical orders received that require non-routine expertise that the nurse is unable to support. Students with feeding needs are already on the caseloads of the building staff and in our current model building staff are already responsible for the direct services. The current feeding team's focus is training and assessment. The team does not provide services to students. The training of building staff will increase the capacity of our staff and the extended responsibilities will address workload for complex cases. IEP teams will continue to determine individual student needs and ensure student services are delivered as they have in the past. This is a decentralization of resources.

The fourth shift is very similar to the decentralization of the feeding support with the assistive technology team. The plan is the same. We will provide extended responsibility pay to OTs for assistive technology consultation and to SLPs for augmentative communication consultation. Students will continue to be served and supported on building staff caseloads and we will continue to integrate professional learning into our joblike meetings for both of these groups in support of these services they are already providing. We will continue the position that manages the inventory of the assistive tech devices and continue to work in collaboration with the Ed Tech department and Teacher Professional Learning with the integration of universal digital tools. This is a decentralization of resources.

The final shift moving forward involves implementation of the recommendations outlined within the Adaptive Physical Education (APE) program evaluation and bringing this special education service into alignment with special education programming across our system as identified within the appendix. APE is a special education service. We will continue to provide APE to our students with the most significant motor/medical needs that require services as determined by their IEP teams as a service within our general physical education sections. Our data indicates inconsistent physical education experiences in our schools for students with disabilities. Currently some

students experience a fully included experience and some students experience a fully secluded experience. Moving forward, students with disabilities will have access to physical education with nondisabled peers as is required by federal law and IEP teams will provide a continuum of specially designed instruction for students that require it to access physical education. A review of student numbers with intensive motor/medical needs requiring intensive APE services identifies that we require less APE service providers moving forward. Federal law requires that students with disabilities are to receive physical education with their nondisabled peers. Some students require special education services to do that. Currently 65% of students in focus classrooms are not provided physical education with their non disabled peers according to the program audit conducted in May 2023. This is being changed moving forward. The special education department is working in partnership with OTL and Teacher Professional Learning to provide job-like learning this spring and summer for our general physical education teachers in support of students with disabilities. The shift in programming is a central reduction that impacts itinerant staff across schools.

Professional Learning

Public comment in meetings has addressed topics related to student behavior escalation and declaration response and also paraeducator onboarding and training. I have provided you with an update with our training and onboarding process. Additionally, the appendix includes additional information related to professional learning around teaching and learning and climate and culture.

School Climate, Classroom Management, Crises Deescalation

Portland Public Schools is committed to the safety of students and staff. PPS is partnering with the Crisis Prevention Institute who facilitates NCI to ensure we provide staff with the best techniques and resources available. One of our key resources to ensure that we maintain a safe and healthy educational environment is providing ongoing training and support to administration, professional educators and classified staff in crisis de escalation. Nonviolent Crisis Intervention Training (NCI), an Oregon approved intervention, is offered through the special education department in the pre-service and throughout the year to staff. Staff are required to be recertified in NCI every 2 years. We track certification of staff and provide reminders for them when their certification is coming due. Every paraeducator in our system is trained during onboarding. Professional special educators and administrators are provided training options during pre-service and then additional opportunities are available throughout the school year on Mondays.

As agreed to in our most recent collective bargaining agreement is to train all staff in classroom management, verbal intervention and de-escalation techniques. The type of training that staff receive will be differentiated based on role. The plan moving forward in action is as follows:

- **Classroom Management**: All classroom teachers during pre-service culture and climate day will receive tier one integrated practices that are not only foundational to creating a positive school climate and culture, but also will mitigate the need for de-escalation. These school climate trainings integrate Restorative Justice, Racial Equity and Social Justice, Transformative Social Emotional Learning as well as PBIS Schoolwide Classroom Routines and Procedures. The trainings are developed by staff trained in all the above as well as CPI's Classroom Culture methodology and provided on site at each school building.
- **Verbal DeEscalation**: Every building administrator, special educator, behavior specialist/analyst, school social worker, school counselor, school psychologist and other qualified mental health practitioner (QMHP) will be trained in verbal de-escalation strategies to prevent challenging behaviors and confrontations. This training also helps to recognize escalating behaviors and to respond to these behaviors in a trauma-informed way. This training is completed annually as part of the culture and climate professional learning.
- **Nonviolent Crisis Intervention**: we will continue to provide training in Nonviolent Crisis Intervention to respond to extreme confrontations and behaviors where staff are trained to restrictive interventions only as a last resort, and participants an opportunity to analyze and discuss behaviors that are a risk to a student's self or others in their proximity. Importantly, training teaches participants to "disengage" when students grab or bite in ways that are less likely to cause trauma or to damage rapport. This training has a

smaller focus on staff including building administrators, dean of students, campus safety specialists and all special educators including paraprofessionals. CPI verbal and NCI training is completed on two year cycles and staff need to be recertified.

- **Ukeru:** Finally, at our Pioneer school there is an additional level of training that we provide to all staff members that involves removing all restrictive interventions and is rooted entirely in trauma informed practice. This strategy is called Ukeru and is the primary strategy implemented there. Ukeru is recertified annually.

Classified Onboarding/Training

We have over 300 paraeducators that support students with Individualized Education Plans. These invaluable staff are essential for the success of our students with disabilities as they help students to access the general education curriculum, as well as support students with medical, feeding, behavior, hygiene and other needs.

Three years ago when I started in PPS as the Senior Director of Special Education I worked directly with Michelle Batten and John MacDuffee within PFSP leadership alongside Dr. Hollands to design and develop a PPS mandatory 2 day onboarding and professional learning process for our special education classified staff which is being implemented. In addition to all District required training, paraprofessionals attend an intensive two day learning experience in which they are prepared for their entry in their new school community. During this professional development they receive training specific to their role, which includes de-escalation and non-violent communication techniques as well as basic expectations and support to be in the school environment. These two day onboarding training occur twice a week from August to the end of October and then weekly for the remainder of the school year.

PPS has a long standing partnership with the Crisis Prevention Institute (CPI) and critical staff, including paraprofessionals are trained in their nationally recognized Nonviolent Crisis Intervention (NCI) techniques. This full day training is a trauma-informed de-escalation that prepares paraprofessionals to prevent and de-escalate medium to high-risk behavior using both restrictive and nonrestrictive methods.

On the second onboarding day, paraprofessionals meet with a special education teacher on special assignment for an overview of the district and their role in it. The half-day intensive includes the importance of building relationships with students, setting and maintaining appropriate boundaries as well as key skills components of teamwork and being part of a school community. Each paraprofessional leaves this training with a list of key contacts as well as their new work schedule which they take to their site for the remainder of the day. The remainder of their day is spent in experiential learning with their building administrator and other new colleagues.

In collaboration with Human Resources, OTIS and other offices, the Special Education department presents at Classified Connections which take place every school year. This is valued professional learning by our PFSP staff that I believe was pioneered by Dr. Hollands. During this time, learning includes strategies for teachers & paras to keep your team moving in the same direction; strategies staff can implement in the moment to support student communication and decrease interfering behavior; and other strategies supporting students with disabilities. Additionally, during teacher professional development/planning day's the Special Education Department hosts half day NCI refresher training and professional learning for classified staff.

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

Appendix

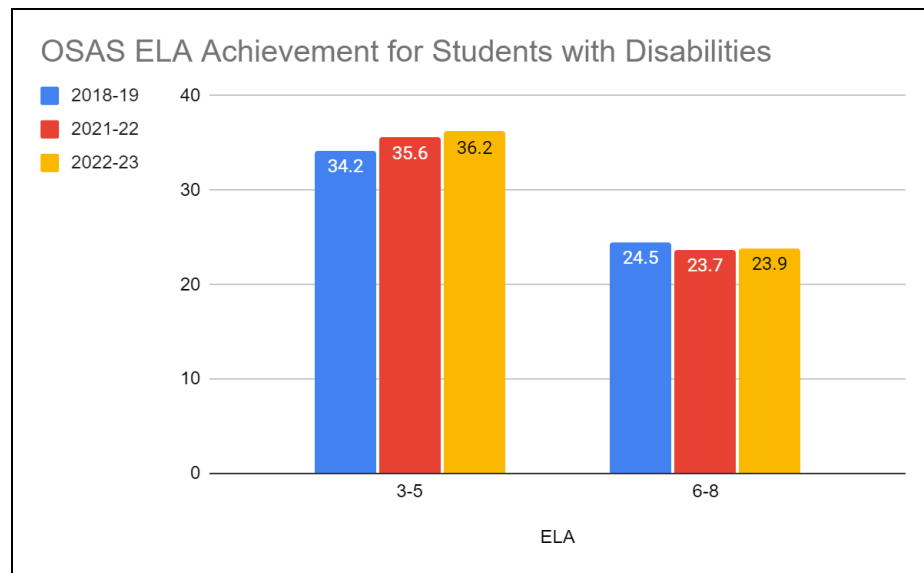
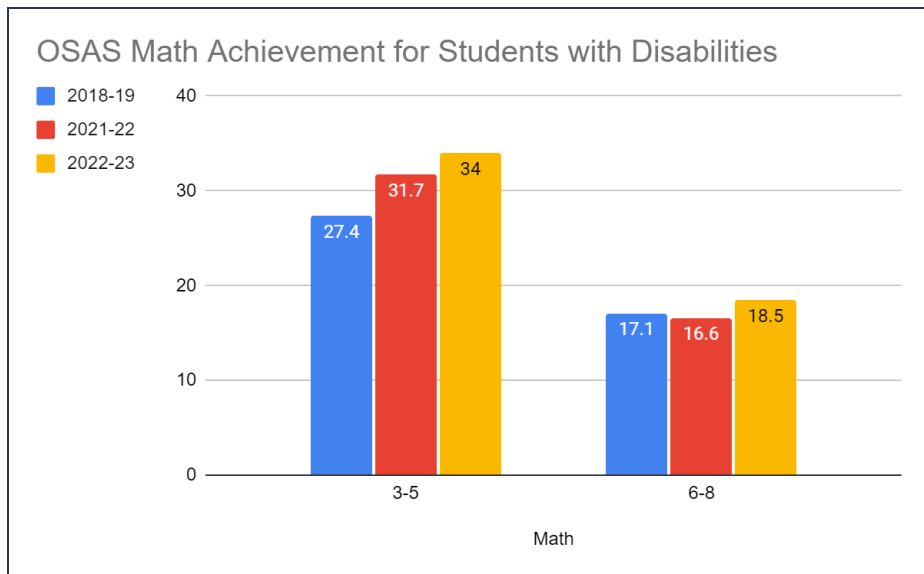
The mission of the Special Education Department is to provide instructional services in inclusive environments that will prepare students who receive special education services for life and careers. This work is in support of the PPS board goals and aligned to the [vision](#) as well as represented in the Portland Public Schools Strategic Plan, [Forward Together](#). The Special Education Department, following a program review and in collaboration with parents, community members, staff, building leaders, community members, the special education staff advisory community and the special education parent advisory community has developed a [comprehensive plan](#) integrated with Forward Together which is focused to improve services to, and outcomes for, our students. I will discuss in detail in this memo.

The table below provides our enrollment over the last four years. For each school year, the first column represents the number of students who are eligible for special education services. The second column shows the representation of students eligible for special education services in Portland Public Schools (PPS).

	2020-21		2021-22		2022-23		2023-24		2023-24 % DISTRICT Total Enrollment
	#	%	#	%	#	%	#	%	
Special Education Enrollment	7268	15.3 %	7164	15.7	7420	16.3 %	7403	16.5%	16.5%
Asian	307	4.3%	284	4.1%	270	3.6%	256	3.4%	5.7%
Black/African American	822	11.5%	771	11 %	805	10.9%	851	11.4%	8.7%
Hispanic	1361	19.1%	1320	18.8%	1472	19.8%	1553	15.5%	17.3%
Two or more	864	12.1%	889	12.7%	933	12.6%	972	13.1%	5.3/6.5%
Native American	64	0.9%	58	0.8%	69	0.9%	79	1%	.5%
Pacific Islander	48	0.7%	36	0.5%	35	0.5%	37	3.5%	.7%
White	3670	51.4%	3648	52.1%	3836	51.7%	3931	47.6%	55.8%

Achievement

Academic achievement scores of our students with disabilities that receive special education services continue to see slight improvements year over year.



Graduation/Leaver Engagement with Higher Education/Training or Employment

Students with disabilities that receive special education services are eligible for those services through the school year in which they turn 21, as determined by their IEP team. The Community Transition Program, PPS’s 18-21 service program, supports 140 to 180 students each year. This year we have 144 students. Since these students stay beyond the 4th and 5th year they are not counted in the cohort rates but are counted in our engagement data. Engagement data is reflective of how students that received special education services are engaged a year after they leave our services. We gather this data by contacting the young adults. The most recent data reported to ODE from 2022 reflect that 85% of our young adults were engaged in higher education, competitive employment or other education or training programs. Portland Public Schools demonstrate significantly higher engagement rates

than students across the state and also similarly sized districts in Oregon. Additionally, we continue to focus programming through our improvement plan to prepare students within inclusive settings to successfully transition into the world beyond the K-12 setting that does not include special education.

2022-23 4-Year Cohort Grad and Completion Rates				
Cohort	Grads	PPS Special Education Grad Rate	PPS Special Education Completers	Completion Rate
498	358	71.90%	372	74.70%

	Higher Education (HE)	HE + Competitive Employment (CE)	Engagement Rate HE+CE+Other School/Work	Not Engaged
2022	38.46%	74.56%	85.80%	14.20%
Like-Size Districts	23.58%	63.55%	75.80%	24.20%
Statewide	19.14%	64.41%	75.24%	24.76%
2021	25.41%	42.62%	62.30%	37.70%

Strategic Plan Goals:

As a school system, our strategic plan, [Forward Together](#), outlines what we want to be true for students with disabilities:

- **Establish Systems and Structures for Inclusion:** All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities. (page 31)
- **Promote an Inclusive Mindset:** We all share the mindset that students with disabilities are everyone’s students. (page 32)
- **Build the Advocacy Power of Students and Families of Students with Disabilities:** We ensure that all families and students, especially those historically underserved, have the knowledge, information, and support they need to fully engage in, and contribute to, the special education process. (page 33)
- **Reimagine Relationships and a Sense of Belonging:** Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments. (page 21)

The comprehensive plan for systems and structures for Inclusive practices in PPS is centered around the four strategic goals listed above and will support the understanding and implementation of inclusionary practices for students with disabilities.

Special Education Continuum of Services:

Special education is specially designed instruction and services for students. It is identified within an Individualized Education Plan (IEP) that addresses a student’s unique needs based on a disability. A term often used to describe this in special education is “free and appropriate public education (FAPE).” PPS provides eligible students with a continuum of services in the least restrictive environment (LRE), consistent with state and federal law. **The special education program for a student with a disability is their Individualized Education Plan. Special Education is a service and not a place.**



The continuum of placement options available includes, but is not limited to:

- General education classes
- General education classes with support services and/or modifications
- Combination of general education and special education service time
- Specialized special education classes
- Placements outside of a school district
- Home instruction
- Day/residential care or treatment facilities

Each individual education plan (IEP) outlines the percentage of time a student is expected to participate in the general education setting. Students in all settings are provided access to meaningful participation in the general education classrooms with effective instruction in grade-level content standards.

Portland Public Schools Special Education Programming:

- Early Childhood Special Education Services: Special education services for students, birth through age 5. This program is run outside of PPS through the Multnomah Early Childhood Program. Portland Public Schools does not currently provide early intervention (birth -3) or early childhood special education services (3-5).
- K-12 Levels of Support:
 - Learning Center: Supplemental special education services provided at every school campus in PPS. The Learning Center is staffed at a ratio of one (1) special education teacher to 28 students in K-8 and (1) special education teacher to 30 students at the high school level.
 - Focused Specialized Classrooms: Specialized classroom locations are located throughout PPS. These classrooms are staffed by a ratio of one (1) special education teacher to 11 students and 3 paraeducators with some variation for Social-Emotional Skills classrooms depending on grade. Students are assigned to focus classrooms by the district following the decision of the IEP team that includes the parents. The IEP team must implement the due process rights of the student and parent of the student eligible for special education services.
 - Locations of Focus Classrooms in PPS
 - Communication Behavior: Special education instruction with a primary focus on social communication needs.
 - Social-Emotional Skills: Special education instruction with a primary focus on social/behavioral needs, collaborative problem solving, and positive behavioral supports.
 - Intensive Skills Classrooms: Instruction to students with a primary focus on adaptive and academic skill development.
 - Therapeutic School Services: Services focused on social/behavioral needs, collaborative problem solving, and positive behavioral supports.
- Ages 18-21 Community Transition Program: Provides services to students ages 18-21 that are identified through the course of study within their IEP as needing continued special education services beyond the fourth year of high school. Services focus on the transition from school to adult services.

At PPS, more than 80% of the students eligible for special education services are in general education settings for

more than 80% of the school day. This is supported by best practices and overwhelming research in special education, and is an achievement of which we should be proud. The table below delineates the percentages of our students who participate in the general education environment and at what level:

PPS Student Placement	2020-21		2021-22		2022-23		2023-24	
	#	%	#	%	#	%	#	%
40% to 79% of the Day in Regular Class	580	8.13%	648	9.25%	706	9.51%	607	8.21%
80% or More of the Day in Regular Class	5677	79.55%	5621	80.23%	5919	79.77%	6048	81.78%
Home-Schooled	21	0.29%	9	0.13%	3	0.04%	4	0.05%
Homebound	24	0.34%	33	0.47%	28	0.38%	18	0.24%
Less Than 40% of the Day in Regular Class	516	7.23%	400	5.71%	449	6.05%	488	6.67%
Private School	74	1.04%	103	1.47%	127	1.71%	57	0.78%
Private Residential Facility	0	0.00%	0	0.00%	15	0.20%	1	.001%
Private Separate School	8	0.11%	7	0.10%	5	0.07%	7	0.16%
Public Residential Facility	8	0.11%	1	0.01%	11	0.15%	14	0.28%
Public Separate School	228	3.20%	184	2.63%	157	2.12%	133	1.84%

We fundamentally believe in providing a continuum of special education services and instruction to address the needs of our students that receive special education services. In October 2021, PPS opted to have a third-party review of special education programming at PPS and how it aligns with the PPS Strategic Plan, [Forward Together](#). The purpose of the review was to address recommendations for persistent gaps in achievement, engagement, belonging, and experiences of students and staff across buildings. We partnered with the Urban Special Education Collaborative, a nationally recognized organization based at the University of Arizona, that works with school districts to increase inclusive special education services in schools and decrease the disproportionate representation of culturally and linguistically diverse students in classification rates, separate educational environments, and disciplinary actions. The [review](#) highlighted key shifts including the need to focus on an inclusive, community focused program model.

Adapted Physical Education is a special education service that has been led out of the Physical Education Department since prior to my arrival in PPS. However, it is funded through special education as it is a special education service. It is returning to the special education department leadership. In May 2023 the Health and Physical Education Department collaborated with the Public Consulting Group to conduct an Adapted Physical Education (APE) [program review](#). APE is a version of specially designed instruction in physical education that has been adapted or modified so that a student with a disability is able to access PE in the same manner as a student without a disability. It is a direct special education service uniquely designed and documented in a student’s Individualized Education Program (IEP) to meet their needs in physical education at the time approximately 470 students across PPS received APE services. Under the Federal statute, APE is a way of providing specially designed instruction in physical education for those students with disabilities who have significant gross motor skill deficits and require specially designed instruction in order to benefit from physical education. Federal regulations also identify that each child with a disability must be afforded the opportunity to participate in the

regular physical education program available to nondisabled children unless the child is enrolled full time in a separate facility; or the child needs specially designed physical education to access physical education. The review identified inconsistent implementation of APE across schools. However, in total that 65% of students that receive APE services received them in a separate special education setting and that when these students did receive services by general PE teachers they were provided them in settings with only other students with disabilities at the K-5/K-8 level. The review highlighted key shifts included the need to focus on a continuum of services for a focus on participation with nondisabled peers within general physical education.

Community Engagement:

Following the program review the Department engaged with staff, community members, parents, students, and administrators. The special education program plan has been developed collaboratively with special education staff, and far more importantly; centers the voices of our students and their families. Here are some of the staff, community & family engagement activities engaged in:

- The Special Education Steering Committee consists of staff in the following roles: Special Education Teachers, Occupational Therapist, Paraeducators, School Psychologist, Speech Therapists, Qualified Mental Health Professional (QMHP), Building Administrators, District Office Administrators, and Special Education Administrators.
- Special Education Parent Advisory consists of parents from around the district representing many schools and classrooms all accessing special education services in Portland Public Schools.
- Hundreds of Students' voices have been gathered at each type of our Focus Classrooms through focused listening (Social Emotional Skills classroom, Communication & Behavior classroom, Intensive Skills classroom) at both the middle and high school levels, including Pioneer and the Community Transition Program.
- In Person Parent feedback and listening sessions of those that experience Focused Classrooms in English, Spanish, Russian, Vietnamese, Chinese, and Somali.
- Parent survey for every parent that experiences special education across PPS in English, Spanish, Russian, Vietnamese, Chinese, and Somali.
- Building administrator input, feedback and listening sessions.

The listening sessions conducted were intended to be foundational, and the lessons learned are to build a practice of ongoing two way communication with key stakeholders in support of our continuous improvement cycle for Special Education services and set the plan moving forward.

Parents of students that have been served in Specialized Focused Classrooms identified the following themes:

- Want to be connected to their neighborhood school and their community and do not want to be sent to other schools
- Feel that all students and staff would benefit from intentional education about neurodiversity and ableism.
- Would welcome additional learning opportunities centered around the school community and student specific needs.

Special education staff provided the following themes:

- Lower caseloads
- Want meaningful access to general education curriculum for students as well as collaborative opportunities with general education teachers.
- Feel that students, families and staff would benefit from school or district sponsored neurodivergent affinity groups or other opportunities for families & students to talk to each other
- Would welcome the opportunity to participate in more inclusive and intentional professional development.

Students voice included the following theme:

- Students want to be seen as co-learners, peers and welcome additions to their school communities and do not understand why they were sent to other schools.

Program Improvement:

Based on program reviews, stakeholder voice and input, a plan for [program improvement](#) has been finalized and is being socialized this year. This plan includes a shift toward a neighborhood school model. PPS has been investing in a model neighborhood school at Sitton Elementary for the past 2 years. We have also begun onboarding Marysville Elementary this year as an additional model site. The intention behind these models was to work collaboratively with our building principals at these schools to learn what implementation would look like in PPS and also demonstrate that we can build a culture of belonging for students with disabilities with PPS staff, PPS resources, in the PPS community simply because it is the right thing to do.

The program improvement plan for special education requires that students who receive special education services in PPS are provided access to grade level standards content. Students should be engaged in grade level and standards aligned universally designed tasks, with scaffolds that support students access without modification of the tasks themselves.

The following key shifts have are identified as a result of program reviews and stakeholder input:

- Implement a special education instructional model that is anchored in the core Instructional Framework with high leverage practices and inclusive educational environments
- Adopt and support the principles of Universal Design for Learning as a key strategy to support all students' access to the core general education curriculum.
- Provide ongoing professional development for principals in leading for students with disabilities.
- Provide ongoing engagement opportunities for parents, caregivers and students to ensure their voices are integrated in the implementation of special education programming.
- Implement a neighborhood school model of service delivery for students with disabilities in support of equity inclusion, sense of belonging.
- Establish clear and detailed guidelines to determine entry, exit, and placement criteria and expectations for services for students with disabilities.
- Clear processes for data collection, progress monitoring and reporting.
- The review recommended a revision to the current APE service model to align with district goals. Focus on Building the capacity of current service providers, PE teachers, and paraeducators with students focus on students accessing general PE in alignment with requirement a full continuum of services

Inclusionary Practices:

Central to the plan for improved Special Education programming, and student belonging, is inclusionary practices. Inclusionary practices actions that educators, schools, and districts take to create opportunities for students with diverse abilities to learn and be a part of the general education curriculum, classroom, and school community. In alignment with the prioritization of student belonging, we believe all students have the right to access academic and social opportunities in their neighborhood schools; this includes access to core content and a continuum of special education services. A neighborhood school is defined as a school assignment within the neighborhood in

which a student lives. Currently, 6111 out of 7410 students that receive special education services attend their neighborhood school.

Providing appropriate support for students in their neighborhood schools increases a sense of belonging and school engagement. As we have heard from students and families in our listening sessions, enabling students to continue their education with their neighborhood peers helps them feel part of the community. Parents have also expressed that transportation to and from school can be challenging when their child is placed at a school outside of their neighborhood.

Effective inclusionary practices facilitate student access to grade level content and core instruction for students with disabilities. These critical factors lead to improved student outcomes including academic achievement, eighth grade readiness and high school graduation rates. Ensuring that students and families feel part of their school community will also empower them to share their voice and advocate for their needs.

As we work towards a more inclusive environment and supporting students with disabilities within their neighborhood schools, the staffing model may shift. Our talented staff with expertise in supporting and teaching students with various disabilities will continue and deepen their collaboration with general education teachers and staff.

Staffing Ratios

School Psychologists (K-12)

Grade-Level	2024-25 Students Who Receive Special Education Services to School Psychologist Ratio
K-12	School Psychologists are allocated to PPS Schools at a ratio not to exceed 1:135 Students that receive special education Services
PPS Participates in the School Based Mental Health Grant Program that provides additional funds to support implementation at selected schools of the Comprehensive School Psychologist Program	Comprehensive School Psychologist Assignments 1:500 - Total enrollment

Speech and Language Pathologists (K-12)

Grade-Level	Students to Speech and Language Pathologist Ratio
K-8	1:50
HS	1:55

Specialized Programs

Staffing allocations for Specialized Education programs is as follows, ration 13:1 (teacher:student):

Program Type	Grade-Level	Teacher FTE	Para-educators	Therapeutic Intervention Coach (TIC) FTE - Student Staffing Ratio	Mental Health Service Provider FTE - Student
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					Staffing Ratio (Round to nearest .1 FTE)
Social Emotional Skills (SES)	K-5	1	3	0.039 Staffing Factor (13 Students is .5 FTE)	0.039 Staffing Factor (13 Students is .5 FTE)
	6-8	1	3	n/a	0.039 Staffing Factor (13 students is .5 FTE)
	HS	1	2	.077 Staffing Factor (13 Students is 1.0 FTE))	.077 Staffing Factor (13 Students is 1.0 FTE)
Communication Behavior (CB)	K-5	1	3		
Intensive Skills Centers	K-12	1	3		
CB Team	6-8	1	3		

Learning Center Teachers (K-12)

All Learning Center teachers are allocated in 0.5 FTE increments. The learning center ratio for K-5, K-8, 6-8 and K-12 are as follows:

K-8 Learning Center Formula Every 14 eligible students = .5 FTE

High School Learning Center and High School CB Team Formula every 15 eligible students = .5 FTE 1 paraeducator for HS CB Team

Designated Adult Support Paraeducators (1:1 Paraeducators)

- Designated paraeducators will be assigned to schools to meet the needs of a specific student as indicated by services on an Individual Education Plan (IEP).

Staffing Levels/Ratios

These Averages were pulled in January 2024. Averages shift as we move through the school year.

	Avg K-8 Teacher Ratios	Avg 9-12 Teacher Ratios
Learning Center	1:26	1:31
Social Emotional Skills Classroom	1:11	1:12
Communication & Behavior Classroom	1:12	N/A
Intensive Skills Classroom	1:10	1:11
Pioneer	1:8	
Community Transition	N/A	1:21

The table below outlines our staffing over the last four years:

Staff Role	2020-21 Total FTE	2021-22 Total FTE	2022-23 Total FTE	2023-24 Total FTE
Speech Pathologist	93.2	96	95	91.2
School Psychologist	57.31	56.8	58	62
Learning Center Teacher	181.5	181.5	176.5	181
Communication Behavior Classroom Teacher	23	23	23	23
Intensive Skills Classroom Teacher	38	37	36	44.5
Social Emotional Skills Classroom Teacher	25	25	24	23
Pioneer Teacher	16	16	16	16
Community Transition Program Teacher	9	9	8.5	8
Qualified Mental Health Professional	16	16	16	16.5
Therapeutic Intervention Coach (TIC)	14	14	23	27
Para Educator FTE Communication Behavior Classroom	69	69	69	69
Para Educator FTE Intensive Skills Classroom	118	118	108	135
Para Educator FTE Social Emotional Skills classroom	64	64	64	64
Para Educator FTE -1:1 Support	172	168.5	159	152

Professional Learning

Instructional Framework - Academic Learning:

A key component of the PPS Strategic Plan, [Forward Together](#) is the [Instructional Framework and Roadmap to Educational Equity](#). The plan outlines a shared vision of what teaching and learning should look like in PPS. In partnership with teachers, school leaders, and staff from across the district, we are calibrating around this shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for all teachers. Every special educator in PPS is committed to meeting the specific learning needs of our special education students.

The Special Education department is collaborating with the MTSS department to develop tiered systems of support and streamline services to students. Through multi-tiered systems of support, students receive individual interventions to meet students' needs regardless of whether the student has a disability or not. Effective tiered interventions will address learning needs and will lower special education referrals as students' needs get met earlier in the process.

Effective implementation of the Instructional Framework with tiered interventions and scaffolded supports for

students with disabilities will improve academic achievement and graduation rates as outlined in the board goals.

Professional Learning and Curricular Materials:

As a department all professional learning is tracked and posted to this [site](#).

Key to changing our practices is to provide professional learning and updated resources. In order to support implementation of newly adopted district curriculum Special Educators have been provided training alongside their general education peers to learn the curriculum and ensure that students receiving special education services have access to the core curriculum. This has occurred during teaching and learning professional learning days and is led by the instructional leadership team at each school. Professional learning is provided to support the implementation of these instructional materials; there are job-like designated pull out days for special education staff where special educators receive supplemental training to ensure that students who require supplemental or alternative curricula to address their needs, are supported.

The Special Education department is collaborating with the Office of Teaching and Learning (OTL) and MTSS, among others, to align resources and ensure that all students have access to high level resources and supports; and all educators have the same curricular resources to center their work around. It is important for special educators to be familiar with the grade level curriculum in order to determine appropriate accommodations and scaffolds required to support students in accessing grade level content.

Special educator specific professional development has addressed training on alternative and supplemental curricula, grade level transition support as well as a mid-year student progress data review. Learning Center teachers have attended training and coaching opportunities focused on a supplemental intensive structured literacy instructional tool, the Wilson Reading System. Additionally, special educators supporting our Intensive Skills Program attended a training on the alternative curriculum, TeachTown, for students with moderate to severe disabilities. In addition to teachers, professional learning opportunities are developed and provided regularly during joblike meeting times for special education staff including school psychologists, qualified mental health professionals (QMHPs), speech language pathologists, paraeducators, occupational therapists and physical therapists. For example, monthly in-depth training has been provided to all speech and occupational therapists to build capacity in the area of feeding services protocols. For school psychologists and QMHPs, learning opportunities have focused on increasing family engagement and social emotional needs of students. Paraeducator training has focused on behavioral strategies for students with social-emotional needs and crises de-escalation.

Climate and Culture Professional Learning:

Special educators have received professional learning throughout this school year during preservice and the and monthly climate and culture professional learning provided by building leadership and each climate team of professional educators based on [integrated themes](#) that included:

- Transformative Social Emotional Learning (TSEL)
- Restorative Justice (RJ)
- PBIS Schoolwide Classroom Routines & Procedures
- Racial Equity and Social Justice (RESJ)

Special Education

Introduction and Portland Public Schools
Program



PORTLAND

Public Schools

March 2024

Special Education Program Shifts and Budget Recommendations

- Special Education Program Improvement
- Administrative Reductions
- Central Team Reductions and Shifts
- Adapted Physical Education

Professional Learning - School Climate, Classroom Management, Crises De-Escalation

- Student Crisis Intervention Training
- Paraeducator Onboarding/Training



Questions?



PPS SPECIAL EDUCATION PROGRAM



Our vision..... PPS Special Education Services will develop inclusive academic and social emotional learners, promote belonging and engagement, and empower students to meet their futures proactively.

Our mission..... The Special Education Department is committed to providing instructional services in inclusive environments that will prepare students who receive special education services for life and careers.

Our Core Values.....

Belonging and Engagement

Inclusive Academic and Social Emotional Learners

College, Career and Post School Readiness

Our Students

Total Students with IEP	7669	%
American Indian / Alaskan Native	74	.9
Asian	272	3.5
Black / African American	851	11
Hispanic	1518	19.7
Native Hawaiian / Other Pacific Islander	32	.4
Two or More	970	12.6
White	3952	51.5



Special Education Programming

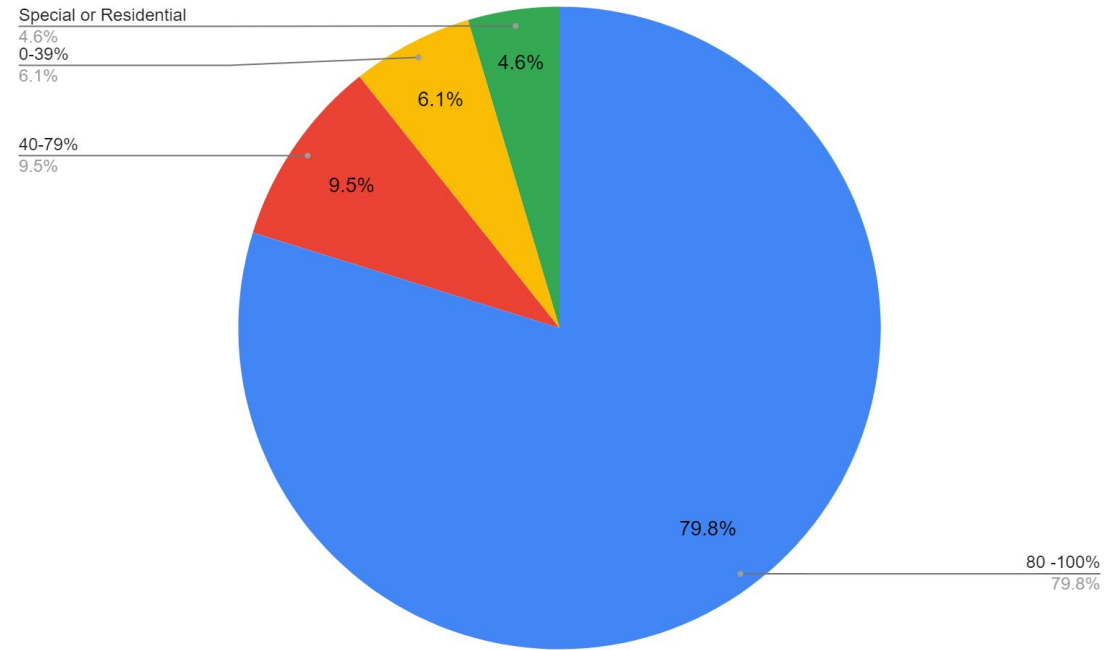


Continuum of Services:

- Early Childhood Special Education-MECP
- Learning Center
- Communication Behavior Classrooms
- Social Emotional Skills Classrooms
- Intensive Skills Program
- Therapeutic School
- Day/Residential Treatment
- Transition Programming
- Columbia Regional Inclusive Services

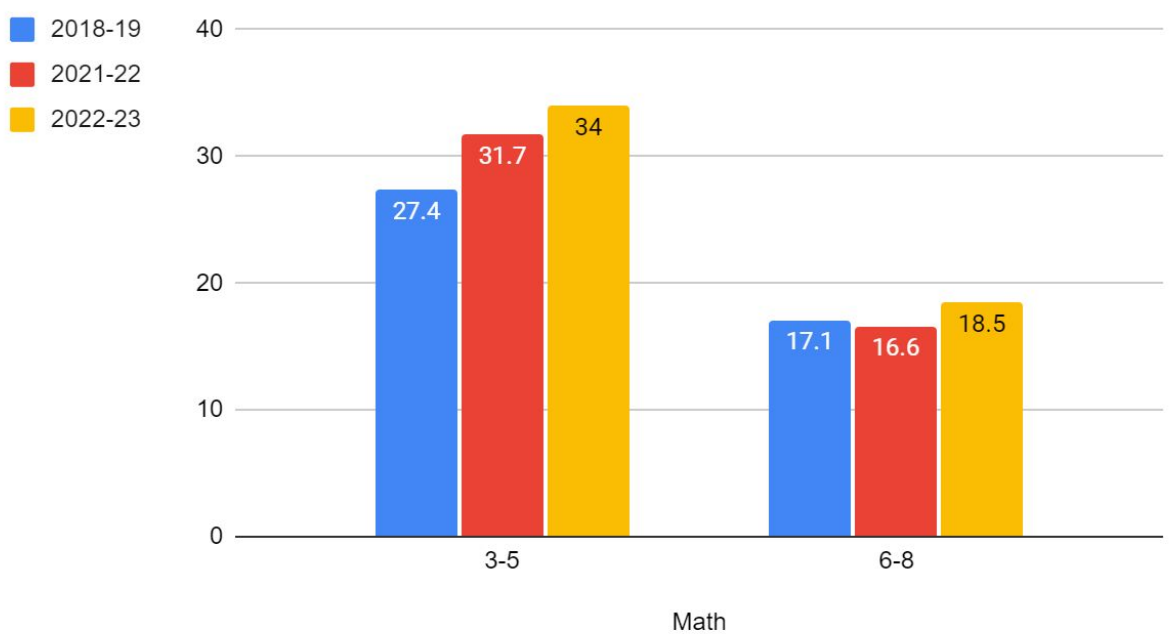
PPS By the Numbers:

	Avg K-8 Teacher Ratios	Avg 9-12 Teacher Ratios
Learning Center	1:26	1:31
Social Emotional Skills Classroom	1:11	1:12
Communication & Behavior Classroom	1:12	N/A
Intensive Skills Classroom	1:10	1:11
Pioneer	1:8	
Community Transition	N/A	1:21

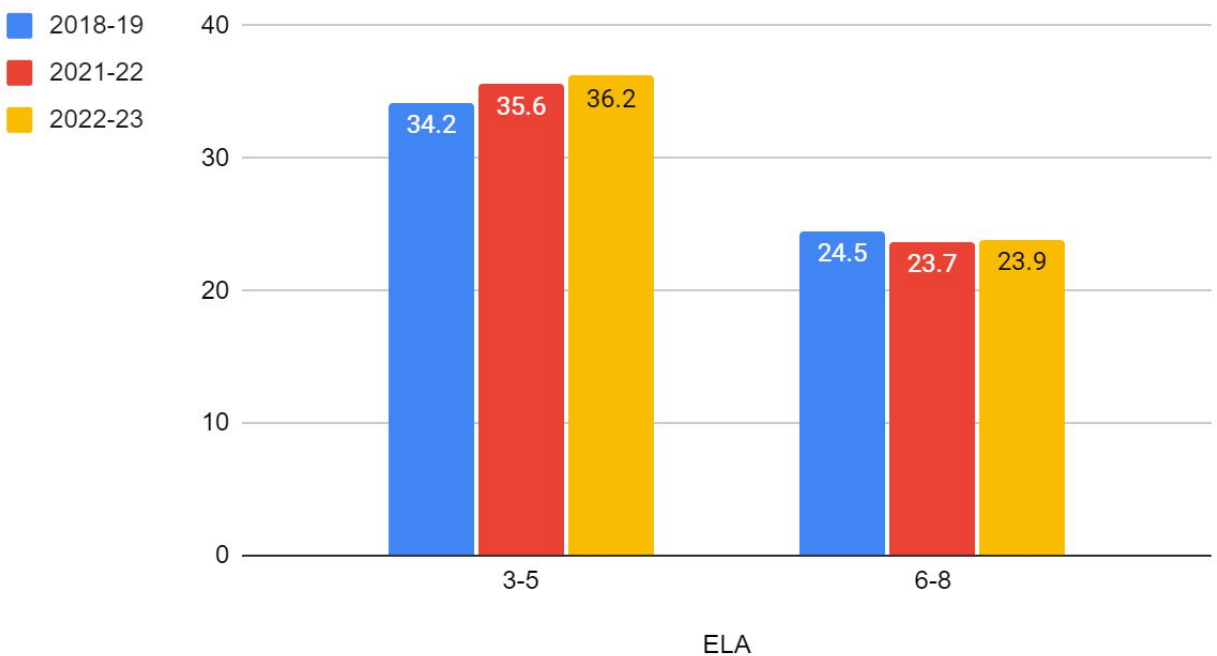


Achievement

OSAS Math Achievement for Students with Disabilities



OSAS ELA Achievement for Students with Disabilities



Special Ed Graduation and Engagement

2022-23 4-Year Cohort Grad and Completion Rates				
Cohort	Grads	Grad Rate	Completers*	Completion Rate
498	358	71.90%	372	74.70%

	Higher Education (HE)	HE + Competitive Employment (CE)	Engagement Rate HE+CE+Other School/Work	Not Engaged
2022	38.46%	74.56%	85.80%	14.20%
Like-Size Districts	23.58%	63.55%	75.80%	24.20%
Statewide	19.14%	64.41%	75.24%	24.76%
2021	25.41%	42.62%	62.30%	37.70%

Where are we headed?

- We continue to see predictable **gaps in achievement for students with** disabilities.
- **Student with disabilities learning experiences vary** within a school and between schools.
- In order to address these challenges, we must ensure all students have equitable access to inclusive high-quality teaching and materials through a **consistent vision for teaching and learning in every classroom for every student.**
- **Moving from Centralized Support to Building Based Services and Expertise**
- **Focus on Engagement and Belonging**



Program Reviews

Recommendations:

- Anchored model in core Instructional Framework with high leverage practices and inclusive educational environments
- Adopt and support the principles of Universal Design for Learning
- Provide ongoing professional development for principals in leading for students with disabilities.
- Provide ongoing engagement opportunities for parents, caregivers and students
- Implement a neighborhood school model of service delivery for students with disabilities in support of equity, inclusion, & sense of belonging.
- Establish clear and detailed guidelines to determine entry, exit, and placement criteria as well as expectations for services for students with disabilities.
- Clear processes for data collection, progress monitoring and reporting.
- Revise the current adaptive PE (APE) service model. Building the capacity of current service providers, GPE teachers, and paraeducators with students spend even more time in GPE with a full continuum of services.

Stakeholder Input - Themes

Families:

- Want to be connected to their neighborhood school and their community and do not want to be sent to other schools
- Feel that all students and staff would benefit from intentional education about neurodiversity and ableism.
- Would welcome additional learning opportunities centered around school community and student specific needs.

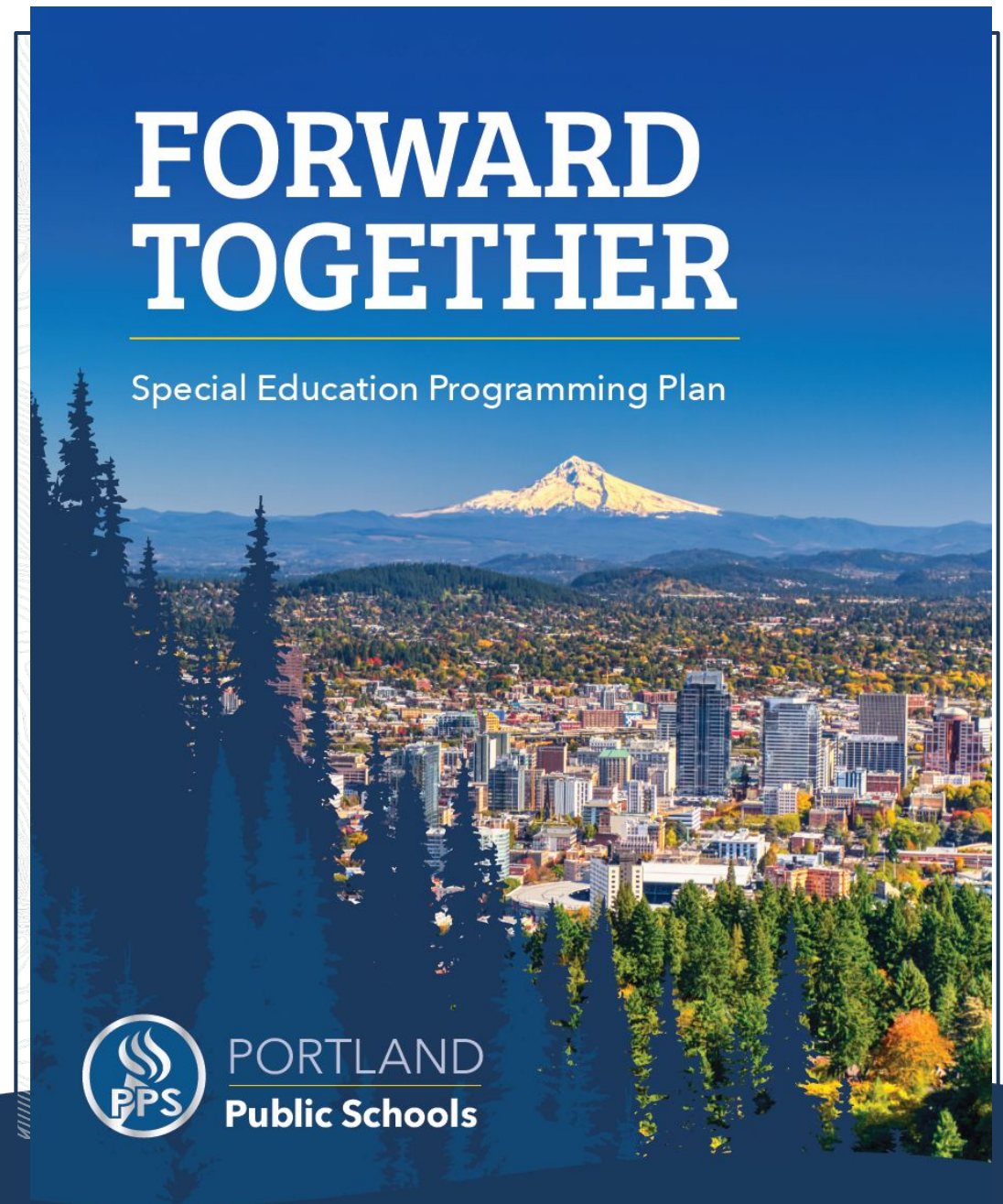
Special Educators:

- Lower caseloads
- Want meaningful access to general education curriculum for students as well as collaborative opportunities with general education teachers.
- Feel that students, families and staff would benefit from school or district sponsored neurodivergent affinity groups or other opportunities for families & students to talk to each other
- Would welcome the opportunity to participate in more inclusive and intentional professional development.

Students want to be seen as co-learners, peers and welcome additions to their school communities and do not understand why they were sent to other schools.

Strategic Goals:

- Establish Systems and Structures for Inclusion.
- Build the Advocacy Power of Students and Families of Students with Disabilities
- Promote an Inclusive Mindset
- Reimagine Relationships and a Sense of Belonging
- Professional Learning

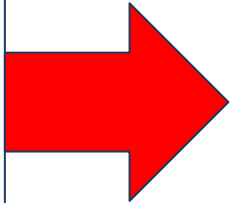


What do we want to be true in PPS

Inclusive higher quality and more consistent instructional practices across all PPS classrooms.

Grade level and standards-aligned materials in all PPS classrooms.

Professional learning and support for teachers and leaders is robust, effective and aligned.



Improved outcomes for students with disabilities





**PORTLAND PUBLIC SCHOOLS
DIVISION OF INSTRUCTION & SCHOOL COMMUNITIES**

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3702

Website: <https://www.pps.net/>

Date: Feb 27, 2024
To: School Board
From: Dr. Jon Franco, Chief of Schools
Subject: Instructional Hours Make Up

Current Context

Given our current context with the disruptions brought forward via the PAT strike followed by a loss of time due to the ice storm in January, we would like to present some potential options to make up for lost hours.

Currently, as it sits, the second column from the right shows where we stand without the addition of 14 hours via the waiver from ODE. This does not include the individual school closures that have happened throughout the year like the late start for westside schools (Lincoln, West Sylvan, Ainsworth, Skyline and Forest Park) on January 10, 2024.

The far right column shows the impact on instructional time if we request the emergency waiver (14 hours).

District Wide Inclement Weather		F 01.12.24	Tu 01.16.24	W 01.17.24	Th 01.18.24	F 01.19.24	Delta to Min	W/ Emerg. 14
Kinder	Recovered	907.75					900	900
	Closure	3	5.25	5.25	5.25	5.25		
	Remaining	904.75	899.5	894.25	889	883.75	-16.25	-2.25
Elem	Recovered	925.5					900	900
	Closure	3	5.25	5.25	5.25	5.25		
	Remaining	922.5	917.25	912	906.75	901.5	1.5	15.5
Middle	Recovered	959.5					900	900
	Closure	3	5.5	5.5	5.5	5.5		
	Remaining	956.5	951	945.5	940	934.5	34.5	48.5
9-11 A/B	Recovered	1031			FLEX	FLEX	990	990
	Closure	2.93	6.13	6.13	5.5	5.5		
	Remaining	1028.07	1021.94	1015.81	1010.31	1004.81	14.81	28.81
Senior A/B	Recovered	974.3			FLEX	FLEX	966	966
	Closure	2.93	6.13	6.13	5.5	5.5		
	Remaining	971.37	965.24	959.11	953.61	948.11	-17.89	-3.89
9-11 Fixed	Recovered	1024.7		FLEX	FLEX	ALL 8	990	990
	Closure	2.93	6.13	5.5	5.5	5.9		
	Remaining	1021.77	1015.64	1010.14	1004.64	998.74	8.74	22.74
Seniors Fixed	Recovered	968.5		FLEX	FLEX	ALL 8	966	966
	Closure	2.93	6.13	5.5	5.5	5.9		
	Remaining	965.57	959.44	953.94	948.44	942.54	-23.46	-9.46

Summary:

Currently, we are over the division 22 instructional time requirement for all levels with the exception of kindergartners and seniors. When we include the 14 hours via the ODE waiver we are within 10 hours of meeting the requirement for both grade levels.

Options

High School Options

- Given the strike AND the ice storm, the board approves the 14 hours waiver from ODE for all levels.
- Add May 31st to be an instructional day for seniors (6.13 hours for rotating A/B schools or 5.86 hours for fixed 8 schools) **We have made this change already.*
- Make the SAT day a full instructional day for seniors (2 hours) **We have made this change already.*

Summary: Applying these three changes would get us over the division 22 requirements for seniors with the exception of Jefferson and McDaniel because they operate on a "fixed 8" schedule. They are not on a rotating A/B block schedule. We would then apply for a division 22 exception which we do every year for some schools who don't meet time based on a myriad of things (weather, power, etc).

Elementary School Options

- For Elementary School (Because it's difficult to differentiate just for kinders) the board could approve converting 15 minutes of recess to instruction (16.25 hrs). We will provide guidance to teachers to allow brain and movement breaks when they feel it is necessary.

Summary: If we start this at the beginning of the 4th quarter we will have made up more than the time needed. With the 14 hour waiver, we only need to make up 2 hours for elementary. We also will only need to do this for one month if we decide that.

If we don't add the 14 hours per ODE:

High Schools (Seniors)

- Add May 31st to be an instructional day for seniors (6.13 hours for rotating A/B schools or 5.86 hours for fixed 8 schools) **We have made this change already.*
- Make the SAT day a full instructional day for seniors (2 hours) **We have made this change already.*

Additional Options:

- Convert Memorial Day to a school day and add three days at the end of the year OR
- Add four days to the calendar at the end of the year (June 17-18, 20-21st) OR
- Add 15 minutes to the high school day so as not to interfere with after school athletics and activities.

Cons:

Seniors last day would be June 6th. We would need to move graduations back a week. We would eat the cost of Providence Park (\$100,000), graduations would need to be at school sites. And families are already planning on the original dates. This is a huge logistical problem.

We would have significant attendance issues on Memorial Day and if we added these days at the end of the year both for students and teachers similar to winter break. Memorial Day conversion would require negotiations with all of our labor partners as it is non-work day.

We would need to work out logistics with transportation knowing that there would be an added cost and logistical challenges if we add 15 minutes on the front end to the high school schedule.



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Adding days to the calendar and/or adding time to the high school day would require negotiations with PAT.

Elementary Schools

If we stick to our recess proposal of converting 15 minutes of recess per day we would need 65 days to make the time without the 14 hours. This means we would need to start this plan next week.

Additional Options:

- Add three days at the end of the year (June 17-18, 20th) OR
- Convert Memorial Day and add two days to the calendar.

Cons:

- *We would have significant attendance issues on Memorial Day and if we added these days at the end of the year both for students and teachers similar to winter break. For Memorial Day we'd also need to work with the other unions to make this day work.*

Adding days to the calendar and/or converting existing time to instructional would require negotiations with PAT.

RESOLUTION No. 6864

Expenditure Contracts that Exceed \$150,000 for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds \$150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Merit Electric of Spokane	3/6/24 through 3/6/27	Flexible Services Contractor Pool FSCP 94605	Flexible Services Contractor Pool – Electrical services on an as-needed basis. Request for Proposals 2023-042	\$1,000,000	D. Jung Funding Source Varies	No
Wirenut Enterprises, LLC dba MD Electrical Services	3/6/24 through 3/6/27	Flexible Services Contractor Pool FSCP 94603	Flexible Services Contractor Pool – Electrical services on an as-needed basis. Request for Proposals 2023-042	\$1,000,000	D. Jung Funding Source Varies	ESB
M2 Integration, Inc.	3/6/24 through 3/6/27	Flexible Services Contractor Pool FSCP 94602	Flexible Services Contractor Pool – Electrical services on an as-needed basis. Request for Proposals 2023-042	\$1,000,000	D. Jung Funding Source Varies	No
Illume Electric	3/6/24 through 3/6/27	Flexible Services Contractor Pool FSCP 94608	Flexible Services Contractor Pool – Electrical services on an as-needed basis. Request for Proposals 2023-042	\$1,000,000	D. Jung Funding Source Varies	ESB, WBE
Allied Systems Northwest, LLC	3/6/24 through 3/6/27	Flexible Services Contractor Pool FSCP 94601	Flexible Services Contractor Pool – Electrical services on an as-needed basis. Request for Proposals 2023-042	\$1,000,000	D. Jung Funding Source Varies	DBE, MBE
Nexus Electrical Group	3/6/24 through 3/6/27	Flexible Services Contractor Pool FSCP 94607	Flexible Services Contractor Pool – Electrical services on an as-needed basis. Request for Proposals 2023-042	\$1,000,000	D. Jung Funding Source Varies	DBE, ESB, MBE
Squires Electric	3/6/24 through 3/6/27	Flexible Services Contractor Pool FSCP 94604	Flexible Services Contractor Pool – Electrical services on an as-needed basis. Request for Proposals 2023-042	\$1,000,000	D. Jung Funding Source Varies	WBE

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source	Certified Business
Blick Art Materials LLC	3/6/24 through 2/28/27	AEPA COA 94596	Art supplies and equipment on an as-needed basis.	\$200,000	M. Leigh Funding Source Varies	No

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Oregon City School District	7/1/23 through 6/30/24	Intergovernmental Agreement IGA 94738	Columbia Regional Inclusive Services will provide regional services to eligible individuals with Autism Spectrum Disorder.	\$179,300	C. Proctor Fund 205 Dept. 5433 Grant G2308

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business

New encumbered contracts: \$179,300

On-call, potential spend contracts: \$7,200,000

Amendments: \$0

RESOLUTION No. 6865

Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Communities In Schools	1/1/24 through 12/31/26	Revenue R 94733	Provides grant funding to match existing school resources to support the Communities In Schools Model in PPS.	\$3,778,396	C. Proctor Funding Source TBD

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No New Intergovernmental Agreements/Revenue Contracts

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6866

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools (“District”) Policy 6.50.010-P (“Off-Campus Activities”) requires the Board of Education (“Board”) consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
3/15-3/16/24	Wells HS Choir, 49	Tour university, museum, performance opportunity	Seattle, WA	\$420	N/A

RESOLUTION No. 6867

Election of Second Year Probationary Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Second Year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Second Year Probationary teachers for the 2024-2025 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Alberti	Andre
Alcerro	Zachary
Altieri	Olivia
Amey	Willow
Anderson	Alexandria
Anderson	Destiny
Anderson	Wade
Arick	Nicole
Autry	Breanna
Baker	Leah
Barnum	Daphne
Bauer	Emily
Baumer	Bethany
Beard-Light	Rachael
Beauchamp	Bianca
Bellas	Victoria
Bloomfield	Claire
Bonfiglio	Brent
Boslough	Jameson
Boston	Rashard
Boubel	Lauren
Boynukisa Pleasant	Yeliz
Brant	Emily
Britton	Beth
Britton	Bobby
Cape	Brian
Capone	Cassandra
Castor	Emily
Cavill	Joanne
Cerna	Livia
Chavez	Cee
Choi	Annie
Chong-Marquez	Erick

Last	First
Clawson	Frances
Coggins	Amanda
Cole	Audrey
Cooper	Jodi
Cunningham	Sean
Davis	Martina
DeBoer	Nicholas
Dernbach	Megan
Dose	Jennifer
Downen	Trevor
Dumas	Jessica
Dunlap	Jolene
Dunlap	Lisa
Dwyer	Molly
Dyer	Brooks
Eberly	Scott
Egli	Joel
Elliott	Janet
Elzie	Jeanine
Evans	Nathan
Faust	Linda
Feller	Amy
Ferber	Jonah
Fesler	Elisabeth
Flax	Carolyn
Flowers Minner	Tiffany
Fondse	Annika
Foote Allen	Rachel
Foster	Amy
Foster	Jake
Fotu-Tauaho	Sosaia
Fuhrmann	Maria
Fulmer	Lilla

Last	First
Funderburg	Leslie
Gannett	Roberta
Garcia	Roland
Garrott	Claire
Gault	Sarah
Gilbert	Jackson
Givertz	Hannah
Goforth	Kelly
Goosen	Matthew
Gostovich	George
Gow	William
Gysland	Cami
Hajdari	Laila
Hamada	Sakura
Hansen	Kathleen
Harbauer	Zacharyah
Harp	Diana
Harris	Cassandra
Hasser	Neil
Hellman	Kaya
Herzfeld-Copple	Shannon
Hester	David
Hill	Sierra
Hindley	Laura
Hopkins	Catherine
Huck	Jaimie
Hunt	Heather
Hyman	Cassandra
Ivester	Dean
Jacinto	Jose
Jellis	David
Jernigan	Kolby
Jouno	Jamison
Kana	Talula
Kantner	Sharon
Kayrouz	Katherine
Kimmich	Todd
Kinter	Joshua
Kushner	Jason
Lahtinen	Johnmichael
Lane	Conor
Larson	Nicole
Lawrence	Carol

Last	First
Lee	Albert
Lingenbrink	Hannah
Linton	Daniel
Livingston	Sara
Long	Aaron
Lowe	Lyric
Lukens	Gregory
Maass	Gary
MacKinder	Lori
Macindoe	Amanda
Madison	Kelsey
McElhoe	Holly
McHill	Madeleine
McLaughlin	Katherine
McVicar	Shawn
Meek	Jonathan
Menagh	Karey
Mencher	Stephanie
Mendez	Maritza
Mesquiti	Daniel
Metz	Katherine
Meza	Jessica
Michelson	David
Mihelic	Benjamin
Mira	Kriya
Morgan	Martha
Morgan-McLeod	Emma
Morin	Sherry
Morris	Loehn
Mortensen	Matthew
Mulligan	McKenzie
Murphy	Sydney
Naanee	Kilsi
Newton	Rabia
Odom	Courtney
Olsen	Kylie
Olson	Karl
Ordaz	Elizabeth
Orzali	Peter
Overvold	Elena
Patterson	Chantelle
Pepper	Kristin
Pettit	Jennifer

Last	First
Pham	Quyem
Pomposo	Giovanni
Ponce	Rebecca
Queen	Chaz
Rainsmyth	William
Ray	Emily
Redshaw	Susan
Richardson	Jenny
Richardson	Maria
Salo	Gabriel
Sandell	Graeme
Scholer	Matthew
Schropp	Danielle
Shaw	Hannah
Sheldrake	Gregg
Simmons	Katey
Simpson	Courtney
Slaughter	Maia
Smith	Claire
Soennichsen	Monika
Soloway	Molly
Sorel	Lucie
Sorensen	Bjorn
Spiller Stepanek	Chelsea
Sprehe	Timothy
Staley	Kendra
Stevens-Franklin	Crystal
Stewart	Jonathan
Stoakley	Catherine
Strain	Samantha
Stutevoss	Franklin
Sundberg	Andrew

Last	First
Swingen	Cynthia
Tanji	Sondra
Targett	Charles
Tate	Megan
Theodorakis	Janice
Titmus	Edward
Troll	Corinna
Ulrich	Shane
Vargas	Francisco
Ventres-Pake	Peter
Vestal	Zachary
Villagomez	Laura
Waite	Michelle
Walker	Anika
Wang	Wenjiao
Webb	Jacqueline
Weed	Jeremy
Welch	Cameron
Werner	Adele
Wick	Amy
Wilde	Darcy
Wile	Scot
Williams	Curtis
Williams	Lauren
Wilson	Megan
Wilson	Meredith
Wisot	Gabrielle
Wissler	Kathrin
Worsham	Kimberly
York	Matthew
Young	Jessica
Zarrinkhat	Audrey

RESOLUTION No. 6868

Election of Third Year Probationary Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below be elected as Third Year Probationary Teachers.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation and by this resolution hereby elects as Third Year Probationary teachers for the 2024-2025 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Aaron	Alana
Aaron	Olufemi
Aceves	Anthony
Afenegus	Biniam
Albright	Rebecca
Allen	Quiana
Alvarez Ruberte	Jose
Anderson	Katharine
Ash	Erika
Atkinson	Sarah
Austrie	Amanda
Ayala	Lauren
Aye	Stacie
Bae	Seungjin
Baik	Jessica
Bamer	Jennifer
Barnett	Henry
Barros	Natalie
Battison	Maximillian
Beck	Michelle
Benice	Laura
Bennett	Michael
Berman Beeck	Sydney
Best	Duane
Bewley	Travis
Bibo	Cassidy
Bickford	Jessica
Blake	Michael
Blocker	Bradley
Blue	Bobbi
Bonetti	Gary
Bookman	Emily
Bowers	Julia
Brant	Mary

Last	First
Brazile	Michelle
Bridges	Keixa
Brown	Gabriel
Brunk	Ryan
Brunson	Mary
Bui	Huy
Bundu-Kamara	Isata
Burger	Erica
Burnham	Blaine
Byers	Colton
Camacho	Rhianna
Cameron Miller	Bradleigh
CampBell	Pamela
Cano	Raul
Canseco-Gomez	Angelina
Capistran	Mayra
Cardwell	Colin
Cassell	Santha
Clark	Earl
Clark	Jordan
Clarke-Ritter	Alexander
Clay	Adam
Connors	Rachel
Cook	Edin
Cooper	Heather
Corenthal	Michael
Cowley	Maurice
Craft	Selma
Croney	Alyson
Cross	Shianne
Cunningham	Jaclyn
Daellenbach	Michael
Daniell	Zachary
David Ochoa	Rita

Last	First
Davis	Elizabeth
Davis	Jessica
Davis	Mary
Deming	Chandler
Denlinger	Seth
Dennis	Kathryn
DeTurk	Bethany
Dishman	Carolyn
Disney Nickels	McKenna
Donaldson	Mikaila
Doni	Lilia
Donovan	Stacey
Dove	Kaitlyn
Downing	Emma
Dupper	Sarah
Dutter	Michael
Earnest	Carolyn
Edwards	DeAngelo
Elliott	Susan
Elovitz	Mitchell
Emenina	Eka
Erksa	Brian
Esbensen	Heidi
Estrada	Brianna
Estrella-Diaz	Arturo
Etcheverry	Natalie
Eversole	Danielle
Fanning	Michael
Fantz-Sands	Kayla
Farrow	Marissa
Ferns	Hope
Fisher	Samantha
Fitzgerald	Lara
Flanagan	Claire
Flechas Chaparro	Juliana
Frager	Maureen
Freeman	Laura
Fuller	Mary
Gellert	Sarah
Gemperle	Alison
Geoghegan	Patrick
Gibson	Kathryn
Gilmore	Melissa
Goh	Fong
Golden-Fields	Emily

Last	First
Gonzales Aleksick	Caitlin
Gonzalez	Ana
Gould	Zoe
Gouveia	Paul
Grinage	Samantha
Gustafson	Ian
Haffenreffer	Moriah
Halsey	Tiffany
Hamrick	Angela
Hargaden	Christina
Harrington	Terri
Harrison	Benjamin
Harrop	Kelsey
Hartfelder	Miles
Hartley	William
Harvey	Kema
Hawkins	Rachel
Heller	Chelsea
Hernandez	Josuee
Hessney	Joseph
Hill	Olivia
Holladay	Sailor
Holland	Casey
Holt	Cale
Holt	John
Hougham	Abigail
Howard	Kaylee
Hui	Stefanie
Hummel	Addison
Hunter	Grace
James	William
Jensen	Mercadiez
Jewell	Remy
Johnson	Franchesca
Johnson	Kenneth
Johnson-Medinger	Tara
Jones	Chelsea
Kaman	Emily
Kane	Ethan
Kane	Teresa
Keener	John
Kilgour	Kevin
Kilmer	Mark
Kimball-Martinez	Brittney
Kirkelie	Maia

Last	First
Kreutz	Paul
Kugler	Shelby
Kutchinsky	Alon
LaPorte	David
LaRosa-Peters	Amy
LaValle	Jeanne
Law	Duncan
Lawrence	Tracy
Le	Van-Anh
Leatham	Cory
Lehman	Samuel
Lendo	Nicole
Lepore	Melinda
Lepp	Adina
Lewis	Sarah
Linah	Sai
Locascio	Kevin
Longanecker	Kayla
Lyle	Jamie
Lyons	Jane
MacMillan	Connor
Mahoney	Audra
Mahrt	Alexandra
Mainwaring	Julie
Manson	Wesley
Margerum	Amanda
Marshall	Ty
Martin	Sara
Massey	David
Matthews	Holly
Medrano	Naomi
Mendoza	Hannah
Mesa Falcon	Lisandra
Mickanen	Nicole
Miracle	Kathrin
Mitchell	Daniela
Mootz	Sophia
Morales-Suares	Caesar
Morgan	Sharon
Muralidharan	Sruthi
Muska	Sarah
Narozniak	Joanie
Neal	Mary
Newman	Aimee
Newport	Elyse

Last	First
Nguyen	Tyler
North	Jordana
Ocon	Erin
Ogletree	Derek
O'Halloran	Deanna
Olivares	Anna
Olson	Hannah
Orellana	Jocelyn
Paden	Anne
Pan	Michelle
Pasion	Abigail
Patterson	Craig
Pederson	Ellen
Pence	Victoria
Perez-Gonzalez	Nelson
Petrocchi	Timothy
Phan	Anne
Phommachack	Crissy
Picton	Sophie
Pierce	Xavier
Pollock	Dustin
Pope	Jodi
Porter	Joshua
Potaszniak	Alyssa
Quick	Elia
Quinlan	Shea
Quinonez	Alexis
Rainbow	Allegra
Ramos	Jason
Ramstead	Holly
Rappaport	Jennifer
Reed	Taylor
Reep	Olivia
Reese	Karin
Reigel	David
Reilly	Allison
Reyes Simon	Greidys
Riccardi	Jerry
Richardson	Emily
Rindfusz	Laura
Risom	Ethan
Robertson	Courtney
Rochford	Melissa
Rooney	Shannon
Rosales	Krista

Last	First
Rueck	William
Ryan	Samantha
Saffer	Daniel
Samples	Laurence
Schoening	Barbette
Schraer	Mona
Sedita	Jeremy
Shearer	Thomas
Shelley	Adam
Shoukas	Anthony
Siddiqui	Aysha
Silkey	Ami
Simonoff	Malcolm
Slane	Kirsten
Soldevila	Lluis
Sommo	Elizabeth
Soriano	Lora
Soto Millan	Luis
Stauffer	Daniel
Stevens	James
Stoker	Keith
Straube	Heather
Straubinger	Tara
Swift	Laurel
Tait	Erin
Thompson	Heather
Thompson-McCollough	Heather
Toderick	Krystal
Tong	Bao Ngoc
Trent	Candice
Trullench	Miranda
Truong	Anh Lam Benson
Twining	Julie
Vane	Paige
Vidmar	Sarah
Vo	Chau
Vonada	Abigail
Vosler	Lizzie
Walker	Emily
Walsh	Stephen
Waltner	Kyoko
Warinner	Jamie
Wasdo	Laura
Wecker	Aneliess
Wenner	Martha

Last	First
Wilkins	Paul
Williams	Lilly
Williams	Tabitha
Williams	Takiyah
Williamson	Carlin
Willie	Janessa
Wilson	Kinsey
Wu	Yuxuan
Young	Chrystal
Zenger	Sharon

RESOLUTION No. 6869

Election of Contract Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below who has been employed by the District as a regularly appointed teachers for three or more successive school years be elected as Contract Teachers.

RESOLUTION

The Board of Education accepts the Superintendent’s recommendation and by this resolution hereby elects as Contract teachers for the 2024-2025 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Abusiewiez	Leah
Aguilar	Fredy
Akin	Kayoko
AlSuhaimi	Miriam
Alex	Lindsay
Amato	Olga
Anishchenko	Natalia
Armstrong	Jami
Asare	Alexis
Avila	Chloe
Awo	Hafsa
Axtman	Lisa
Baez Hernandez	Selene
Baier	Brian
Ball	Grace
Barnhart	Lydia
Barron	Christian
Bartlett	Jacqueline
Batchelor	Laura
Baxter	Jarryd
Belknap	Rebecca
Benner	Gretchen
Berryman	Kendra
Betker	Sean
Bishop	Sylvie
Bjesse-Puffin	Amelia
Blechman	Nicholas
Boardman	Rosemary
Bordwell	Holly
Bourdon	Madilyn
Braunstein	Andrew
Breaux	Laura
Brennan	Caitlin
Brent	Rachel

Last	First
Brey	Taylor
Brisbee	Emily
Brown	Cole
Brown	Kayleigh
Bui	Van Anh
Burton	Mandy
Buted	Micaiah
Byrne	Michela
Cain	ShaShuna
Calderon	Adrian
Callis	Paul
Campbell	Kara
Caravia-DeGroot	Monica
Carlisle	Rebecca
Carpenter	Daniel
Casper	Hillary
Castro	Erica
Chalich	Lacey
Chamberlain	Rhiannon
Clark	Molly
Clark	Sarah
Clay	Adam
Cleary	Megan
Cohen	Dylan
Coleman	Crystal
Coleman	Kendra
Conley	Sarah
Connelly	Meghan
Coombs	Jimmy
Corbett	Claire
Crabtree	Colleen
Davis	Mary Gage
De Lara-Vargas	Melissa
DeLashmutt	Max

Last	First
Derheimer	Michael
Diemand-Yauman	Katelyn
Doiel	Zachary
Dorris	Brittany
Droge	Elyssa
Engstrom	Christopher
Eustice	Ellen
Fellers	Heather
Fields	Jennifer
Figueroa	Denesyn
Finch	Benjamin
Fleegle	Bradley
Flores-Herrera	Ivonn
Frederick	Kathryn
Fronk	Anthony
Furrer-Hatzikos	Patricia
Galen	Marcus
George	Lourdes
Golden	Whitney
Good	Andrea
Gordon-Koven	Samuel
Graham	Holly
Grassmeyer	Chelsea
Greene	Geoffrey
Griffin	Abigail
Gyu	Daniel
Haas	Stephanie
Hall	Johnathan
Hansen	Kyrsten
Hawkins	Lauren
Haycraft	Carolyne
Henderson	Alexis
Hendricks	Gabriela
Henry	Marissa
Herd	Bella
Herrera-Very	Elisabeth
Hidalgo	Elaine
Hoeflein	Andrew
Hoemmen	Caitlin
Holstein	Kirsten
Horton	LaTasha
Hughes	Jennifer
Hunt	Kyle
Hutchinstein	Samuel
Hytowitz	Teresa

Last	First
Jaeger	Haleigh
Jepson	Lucas
Jin	Anne
Joglekar	Surabhi
Johnsen	Holly
Jones	Charles
Jones	Joshua
Jones	Kelly
Kaller	Venus
Kaplan	Molly
Kaplan-Miner	Haven
Kauzer	Case
Kelley	Wade
Kellogg	Kelli
Kilkenny	Sarah
King	Emily
King	Torin
Kiriazis	Nicole
Kosher	Lisa
Koucchek-Hoseini	Anahita
Kumanchik	Jennifer
Kuntz	Erin
Kwintner	Jennifer
Kwong	Chelsea
LaValley	Chelsea
Lake	Bea
Law	Elayne
Leishman	Rosalie
Liesinger	Madison
Liggio	Stephen
Livengood	Elysia
Livingood	Ashley
Loebs	Jennifer
Lopez	Eduardo
Lyons	Pamela
Machado	Michele
Mackenzie	Lyndsey
Maletz	Abraham
Mansour	Michael
Martin	Rachel
Mask	Mark
Massoni	Dara
Mauney	Amelia
Mayock	Steven
Maza	David

Last	First
McAlexander	Stephanie
McClary	Alan
McCrorry	Jennifer
McCurdy	Christopher
McDonald II	Robert
McGarvey	Zachary
McGlynn	Justin
McKay	Andrew
McMillan	Michelle
McVicar	Laura
Meditz	Cori
Mermelstein	Catherine
Merz	Emily
Metscher	Mary Clare
Meyden	Yukiko
Meyer	Catherine
Meyer	Elizabeth
Mikolitch	Jessica
Miller	Elena
Miller	Hilary
Milton	Elizabeth
Moldovan	Doina
Moore	Rachel
Mora	Kayla
Morales	Paola
Morrow	Jasper
Morton	Rebecca
Mote	Ashley
Moye	Damian
Mura	Sarah
Nary	Megan
Navarrete	Rubendario
Nealon	Sarah
Neill	Shelby
Nelson	Courtney
Newton	Katie
Nguyen	Hoang
Noel	Anna
Nordstrom	Lisa
Nowak	Carri
Oskin	Jessica
Oztan Schemel	Heather
Parada	Kelsey
Park	Nathaniel
Patterson	Jacob

Last	First
Patterson	Lindsay
Pazmino	Maria
Peck	Scott
Pena	Izabella
Pigford	Wayne
Pittock	Suzanne
Price	Margaret
Prohaska	Holli
Redrejo	Jean
Reyes Herrera	Jesus
Reynolds	Matthew
Roberts	Heather
Robinson	Sean
Rogers	Renee
Rose	Ashley
Ruebenson	Kate
Rutherford	Jacqueline
Sanchez	Codi
Sanchez	Kathryn
Schoene	Gabriel
Seeley	Nicole
Senge	Amina
Shiels	Vanessa
Shipley	Julia
Shohet	Revital
Sinauskas	Cristine
Smith	Angela
Smith	Lauren
Smith	Trevor
Smyth	Anne
Spindor	Eileen
Sprecher	Heidi
Sprints	Elijah
Stanion	Daniel
Stasi	Jodie
Steele	Kendall
Stein	Tania
Stolz	Amanda
Street	Michael
Sullivan	Catherine
Surber	Norma
Swan	Amber
Swinford	Heather
Symons	Jami
Szucs	Chase

Last	First
Tagomori-Lai	Kali
Thomas	Cynthia
Tiet	Karen
Tobon Olguin	Maria
Toone	Juliann
Torres	Amanda
Tran	Mindy
Tretter	Sara
Trujillo	Adrian
Trujillo	Jose
Tuan	Cynthia
Valenzuela	David
Van Zandt	Shannon
Velazquez	Carmen
Ventura	Ricardo
Verhoeff	Parker
Villanueva Villarreal	Jasmin
Vineyard	Renee
Walters	Sidney
Ward	Dana
Ward	Sarah
Watson	Michael
Weaver	Kevin
Weist	Kurt
Wellington	Heidi
Whitaker	Meghan
Whitman	Ezra
Wiers	Taiya
Wiley	Macy
Williams	Evan
Williams	Wendi
Wilson	Claire
Wonder	Annaleah
Wong	Emily
Wrobel	Francesca
Young	Kimberly
Zinc-Pearl	Clair

RESOLUTION No. 6870

Contract Extension for Teachers

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the employment contracts of the contract teachers listed below be extended.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby extends the employment contracts of the following persons until June 2026, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Aaker	Daniel
Aalto	Johanna
Abbott	Danielle
Abel	Tivon
Abney	Kandice
Accuardi	Nicole
Acevedo	Jody
Aceves	Lisa
Ackerman-Harvie	Adrian
Acuna	Miguel
Acuna-Lujan	Richard
Adam-Howard	Edith
Adams	Lisa
Adams	Ramey
Adams	Sadie
Adams Gaudreau	Susan
Adams-Brown	Christina
Adamski	Debra
Adana	Camille
Adkisson	Daniel
Afryl	Marni
Agre	Ashley
Aguirre	Rodrigo
Ahern	Sean
Ajarapu	Elijah
Aksay	Evin
Al Faiz	Miriam
Alabarca	Erika
Alderman	Amy
Alekel	Carly
Aley	Robert
Alfrey	Alivia

Last	First
Allen	Hanna
Allen	Maleka
Allen	Noelle
Allen	Thomas
Almazan-Lopez	Oscar
Almeida	Richard
Alonso	Amanda
Alonso	Ricardo
Altman	Christopher
Alvarez	Francisca
Alvarez	Leticia
Alvarez	Vanessa
Alvstad	Rebecca
Amaya-Gonzalez	Berenice
Amundson	David
Andanen	Graham
Anderson	Caryn
Anderson	Celina
Anderson	Haley
Anderson	Jeffrey
Anderson	Kathryn
Anderson	Kent
Anderson	Kimberly
Anderson-Rubin	Heidi
Anello	Heather
Anglada Bartley	Susan
Anglada-Cordero	Pedro
Angulo	Caitlyn
Annen	Megan
Ansara-Henderson	Nicole
Ansell	Aram
Appel	Margaret

Last	First
Aquino	Emmanuel
Arce	Denley Michael
Archer	Megan
Ardila Vega	Maira Alejandra
Arellano	Rosario
Arias	Adora
Arias	Bianca
Arias	Erin
Arias	Laura
Armgardt	Emily
Arney	Jessica
Arras	Katrina
Arthur	Laura
Arthurs	Erica
Arze Torres Goitia	Camila
Asay	Kiera
Askari-Tamu	Malaika
Atagabe	Beth
Aubrecht	William
Aubry	Dominique
Aucutt	Christina
Auda-Capel	Laurel
Audel	Steffanie
Augustine	David
Aung	Myat
Avila	Obdulia
Avila-Bander	Yudy
Avison	James
Axon	Laura
Azzaro-Budak	Gina
Baber	Marla Ann
Baca	Carlos
Bach	Robert
Backer	Ella
Backner	William
Bacon	Annette
Bacon-Brenes	Matthew
Baerg	Adrienne
Baier	Kellie
Bailey	Kathryn
Bailey	Torrey
Baker	Courtney
Baker	Katherine
Baker	Kimberly

Last	First
Bakker-Gbordzoe	Zoe
Baldauf-Wilcox	Suzanna
Baley	Tatiana
Ball	Joseph
Ballman	Joseph
Balto	Samuel
Bander	Adam
Bangura	Carrie
Banks	William
Banning-Shaughnessy	Deirdre
Bannon	Kelly
Barajas	Monica
Barber	Ricardo
Bardeschewski	Andrew
Barlow	Rebecca
Barnes	Brian
Barnes	Dereck
Barnes	Julie
Barnes	Sharon
Barnhardt	Alana
Barrar	Christine
Barrentine	Scott
Barrow Strange	Kealy
Barry	Patricia
Barry	Sean
Barten	Sarah
Bartlett	Casey
Bartlo	Christopher
Bartos	Kari
Bass	Kori
Bassaloff	Kristin
Batsch	Jennifer
Batten	Sarah
Battle	Lynda
Bauer	Michael
Bayne	Kerry
Beals	Carmen
Bean	Andrea
Bearre	Benjamin
Beck	Aisha
Beck	John
Beck	Nathan
Beck	Sara
Beckler	David

Last	First
Beeler	Natasha
Belcher	Rachel
Beltz	Lillian
BenAziz	Randa
Bengtson	Erik
Bennett	Emilie
Bennett	Jennifer
Bennett	Katherine
Bennett	Kenneth
Bennett	Neressa
Bennett	Remy
Bennon	Brady
Benny Leo	Cara
Benoit	Hilary
Benson	Mikael
Berg	Marta
Bergren-Dizon	Greta
Berkowitz	Marcy
Bernardo	Anna
Berning	Carolyn
Bernt	Michelle
Bertelsen	Kimberly
Berten	Anne
Bertolone-Logan	Carla
Berton	Ann
Bessas	Soumountha
Best	May
Bestor	Sarah
Bettinger	Cory
Betz	Melanie
Bevan	Ashley
Biagini	Beth
Bibb	Rumi
Bickett	Carla
Bidney	Jacqueline
Biehl	Gina
Biello	Gena
Bielman	Candice
Bigham	Brett
Bingham	Tracy
Bjornstad	Kaoru
Bird	Jenifer
Birt	Laura
Bishop	Bella

Last	First
Bishop	George
Bitzer	Mary
Blackford	Elicia
Blair	Chelsea
Blair	Jai
Blakemore	Amanda
Blanton	Kristina
Blattner	Julia
Blei	Jessica
Blekhman	Irina
Blevins	Scott
Bliss	Robert
Bloch	Andrea
Block	Abby
Bloemink	Bastiaan
Bloom	Lisa
Blount	Melissa
Blum	Carolyn
Blumhardt-Braga	Tammy
Bockelman	Samara
Boehm	Andrew
Bogdanoff	Rachel
Bokenyi	Brenda
Bokoske	Mary
Bolden	Kawanna
Boldman	Emily
Bolgioni	Dawn
Bolich	Amanda
Bonhomme	Kendra
Bonilla	Angela
Bordioug	Olessia
Borean	Jacqueline
Bossard	Maureen
Bostick	Jessica
Bostwick	Lindsey
Bottman	Tereza
Bowe	Elizabeth
Bowen	Eric
Boyd	Christine
Boyd	Heather
Boyea	Kathryn
Boyeas	Megan
Boyer	Matthew
Braaten	Leslie

Last	First
Brachman	Srule
Bradach	Daniel
Bradley	Amber
Braia	Anne
Brandt-Lazar	Matthew
Branham	Tara
Braun	Christina
Breaker	Jason
Brennan	Julia
Brennan	Rhonda
Brenner	Conni
Brewer	Brittanie
Brilman	Larissa
Brinks-Detzer	Harmony
Brinton-Anderson	Kristina
Brislin	Jeffrey
Brockmann	Jennifer
Brockway	Shannon
Broderick	Sarah
Brooks	Ashlee
Brooks	Nora
Brooks	Yulia
Brown	Alec
Brown	Amber
Brown	Christina
Brown	Claudia
Brown	Hillary
Brown	Julie
Brown	Keith
Brown	Kristin
Brown	Leslie
Brown	ReShawn
Brown	Sahjo
Brown	Tara
Brown	Tracey
Brucato	Kurt
Bruce	Tina
Bruer	Ilsa
Brunak	Eugene
Bryan	Martha
Bryant-Capellas	Alexa
Bryson	Ronette
Bubl	Paul
Buchanan	Jennifer

Last	First
Buchanan	Kristin
Bucknam	Jessica
Buckowski	Kristie
Buckwald	Alex
Buehler	Christopher
Buell	Alexis
Buelow	Elizabeth
Buhler	Kristen
Bullard	Laura
Bullock	Treothe
Bulow	Annelies
Bund	Wayne
Bundy	Elizabeth
Burchell	Cain
Burgess	Jill
Burke	Brandon
Burke	Erin
Burke	Rosario
Burkhead	Gregory
Burmester	David
Burns	Bradi
Burny	Alana
Bush	Elsa
Bush	Kevin
Bussey	Dana
Butcher	Bryan
Butenhoff	Trevor
Butler	Grace
Butterfield	Andrew
Button	Ann
Buvinger-Wild	Gabrielle
Byer	Aaron
Byrkit	Margaret
Cady Russell	Michael
Cahill	Kelly
Caldwell	Benjamin
Caldwell	Nicholas
Caleal	Katherine
Calley	Katherine
Calvillo	Patricia
Camelio	Natalie
Camp	Ian
Campanella	Christine
Campbell	Gwen

Last	First
Campeau	Matthew
Canales	Cassandra
Canales Reyes	Andres
Cancro	Chad
Cannon	Elizabeth
Canterberry	Sarah
Capps	Kali
Carabajal	Melina
Caraboa	Brittney
Cardenas	Kali
Carlson	Matthew
Carmichael	Tara
Carolan	John
Caron	Ceyriss
Carpenter	Brenda
Carr	Jonathan
Carranza	Duncan
Carranza	Samara
Carrera-Padilla	Maricruz
Carrigg	Amanda
Cartagena	Max
Carter	Robert
Carter-Widyaratne	Lisabeth
Cary	Susan
Casciato	Heather
Casey	Allyson
Cash	Colleen
Casillas	Omar
Catabay	Monty
Caton	Christine
Causey	Jayne
Centerwall	Sarah
Cervantes-Campbell	Lucila
Cha	Mary
Cha	Richard
Chaikittirattana	Amy
Challender	Matthew
Chambers	Louise
Chaney	Heather
Chaplin	Nicole
Chapman	Gaye
Chapman	Katherine
Charlston	Katie
Chase	Richard

Last	First
Chasse	Loren
Chavez	Alisha
Chedester	Shannon
Chen	Yishan
Chenot	Anne
Childress	Richard
Chimuku	Denetia
Chirimwami	Vincent
Chou	William
Christensen	Tracy
Christy	Ross
Clark	Alfred
Clark	Andrew
Clark	Kristen
Clark	Lisa
Cleary	Jennifer
Clegg	Lionel
Cleveland	Heather
Close	Amy
Clyde	Chelsea
Coffey	Daniel
Coffman	Lisa
Cohen	Rebecca
Cohen	Suzanne
Cohen Glebe	Rose
Coholan	Caroline
Coia	Margaret
Colard-Tyler	Isabelle
Colby	Trask
Coleman	JoAnna
Colon	Elizabeth
Condron	Kimberly
Cone	Christina
Connelly	Elisabeth
Connelly	Kyle
Conner	Emily
Connolly	Kelly
Connolly	Wendy
Connors	Anna
Conroy	Kevin
Cook	Allison
Cook	Nancy
Cooke	Kyle
Cooper	Suzanne

Last	First
Copacino	Allyson
Corey	Brian
Cornet	Lindsay
Cornett	E
Coronado	Nadia
Cortinas	Leticia
Corwin	Caryn
Costa	Susan
Coste	Aurel
Costello	Nicole
Cottrell	Allison
Covington-Brehm	Jessica
Cowley	Leslie
Cox	Raheema
Coyne	Jennifer
Craig-McFarland	Amy
Cranley	Stephanie
Crawford	Debra
Crawford	Jacqueline
Crews	Deborah
Criswell	Erinn
Crock	Vanessa
Cronen	Susanna
Crosby	Valerie
Crosman	Nathaniel
Croteau	Shawn
Crouser	Julie
Crouser	Martin
Crow	Elizabeth
Cuda	Matthew
Cudjoe	Jessica
Cunningham	Jennifer
Cunningham	Kevin
Cunningham	Molly
Cunningham-Parmeter	Kendall
Curl	Tricia
Curley	Stephen
Curtis	Cami
Cvitanich	Michelle
D'Aurora	Shannon
D'Cruz	Stephanie
Da Rosa	Gladis
Da Rosa	Jeremy
Dagostino	Joseph

Last	First
Dahl	Ingrid
Dai	Daniel
Daigle	Paul
Daley	Cadie
Dalla Corte	Nancy
Dallaire	Stephanie
Dalton	Nicole
Dang	Tina
Daniel	Kristin
Daniels	Darlene
Daniels	Julie
Daniels	Matthew
Danielson	Andre
Danon	Eva
Danzer	Kellie
Darling	Jessica
Darling-Budner	Rebecca
Date	Brooke
Davidson	Amy
Davidson	Elizabeth
Davidson	Lisa
Davis	Anna
Davis	Stephanie
Dawson	Alexander
Day	Sean
De La Cruz	Tina
De Lagrave	Nicole
DeMonte	Scott
DeNiro	Meghan
DeRocher	Shelby
Decker	Joshua
Deede	Sara
Dekker	Betsy
Del Buono	Mary Anne
Deland	Anthony
Delgado	Deanna
Dell	Jeremy
Delmatoff	Elizabeth
Delwisch	Meghan
Demma	Theresa
Dempsey	Patrick
Denison	Emily
Deniston	Nicole
Denney	Alicia

Last	First
Dennison	Franki
Dennison	Thaddeus
Denton	Charles
Derrickson	Sara
DesCamp	Margaret
Devicq	Devon
Dewey	Sada
Dewson	Nichole
Deych	Yulia
DiPasquale	Angela
Diamond	Kathleen
Diaz	Jessica
Dicker	Ryan
Dickerson	Aaron
Dickerson	Jeremy
Dickinson	Heather
Dickstein	Galen
Dilg	Kevin
Dillavou	Leslie
Diller	Lynnette
Dillon	Melinda
Dilworth	Kate
Dixon	Jacqueline
Dixon	Maggie
Do	Janet
Docken	Elizabeth
Dodson	Kirk
Doern	Margie
Doersam	Karen
Doht-Barron	Karlyn
Doler	Nicole
Dominguez Lopez	Gabriel
Donahoe	Patrick
Donkers	Paul
Dorresteyn	Ian
Doughty	Marlene
Douglas-Meyers	Craig
Douglass	Martin
Downs	Hannah
Doyle	Jessica
Draper	Rachel
Drescher	Michael
Drew	Amy
Drexler	Judith

Last	First
Drummond	Natalie
Duckwell	James
Dudareva	Elena
Duff	Ryan
Dugan	Christine
Duggan	Andrew
Dugo	David
Dulin	Heather
Duncan	Nicole
Dunn	Marie
Duong	Don
Duran-Martinez	Josefina
Durant	Erika
Durham	Amy
Durocher	Anna
Dwan	Elizabeth
Dwight	Kelly
Dwyer Young	Henry
Dyer	Brian
Dyer	Casey
Dykman	Bryan
Dyste	Sarah
Eames	Carlyn
Early	Elisabeth
Eaton	Gerald
Echenique Arduz	Lily
Edelson	Jennifer
Edgar	Mehera-Rosa
Edington	Linda
Edler	Jennifer
Edwards	Mila
Egan	Theresa
Ehret	Karina
Eichman	Katharine
Eickmeyer	Christina
Eigo	Meghan
Einarsson	Samantha
Eisemann	John
Eisenberg	Rebecca
Ekberg	Calley
Ekelof	Ingela
Eldredge-Burns	Ann
Ellenwood	Benjamin
Eller-Isaacs	Jessica

Last	First
Elliott	Amanda Jane
Elliott-MacFadden	Cameron
Ellsworth	Alison
Elobt	Emilie
Eltagonde	Peaches
Elwell	Donald
Elwer	Aarika
Engler	Amanda
English	Kelly
Engstrom	Kristina
Enyeart	Jason
Epifano	Lauren
Epp	Mackenzie
Ereckson	Ezra
Erickson	Kristian
Erickson	Sarah
Esbensen	Thor-Aage
Escalada	Helena
Escovedo	LaPrincea
Espinoza	Renee
Evans	Linda
Evans	Nancy
Evers	Joseph
Everton	Adrienne
Evola	Samantha
Ewers	Cindy
Extine	Melissa
Fadel	Todd
Fagan	Alexandra
Fain	Brian
Fale	Kelly
Fantz	Travis
Farrell	Miki
Fass	Eric
Fast	Jennifer
Fealk	Rachel
Fedorenko	Anna
Feitelberg	Matthew
Feldman	Felissa
Fell	Erin
Fenger	Nicholas
Fennema	Brian
Ferguson	Allison
Ferguson	Joseph

Last	First
Ferguson	Joseph
Ferguson	Leesa
Fernandez	Rebecca
Ferrer Tamayo	Margarita
Fessant	John
Feutrier	Meggie
Fields	Frank
Fig	Nicole
Files	Lauryn
Finamori	Melody
Finch	Thomas
Finke	Jennifer
Finley	Aaron
Finnigan	Ruth
Firestone	Jessica
Fischer	Jonathon
Fisher	Carolyn
Fisher	Hannah
Fisher	Laura
Fisher	Samuel
Fitzhenry Juarez	AnnMarie
Flagel	Eric
Fleischman	Katia
Fleming	Julie
Flenniken	Gregory
Flores	Andrea
Flores	Melody
Flores	Moises
Flores	Samantha
Flores	Sarah
Flowerday	Chadrick
Floyd	Jessica
Floyd	Sherman
Flye	Travis
Fogg	Julia
Foley-Weintraub	Maia
Foltz	Emily
Ford	Jaclyn
Ford	Joel
Ford	Windy
Foreman	Jessica
Forrest	Sharon
Forsberg	LeAnne
Forstag	Michael

Last	First
Forsythe	Joshua
Fosik	Kristina
Fossen	Garth
Foster	David
Foster	Emily
Fournier	Ann
Fox	Ami
Foxley	Shannon
Frager	Ariel
Francis	Brad
Francis	Katie
Franklin	Krista
Franks	Chase
Fransen	Jacqueline
Fraser	Denholm
Fraser	Eric
Fraser	Eva
Frazee	Ayn
Fredericks	Sarah
Fredgant	Daniel
Freeman	Allanah
Freeman	Cheyenne
Freeman	Sierra
Fretel	Pamela
Friedman	Levia
Friend	Adrienne
Frisby	Barry
Frisby	Susan
Frisch	Molly
Frisina	Salvatore
Fritz	Julia
Fuentes	Lauren
Fujiwara	Adelyn
Fujiwara	Ritsuko
Fuller	James
Fulton	Richard
Furtado	Nicolas
Gadbow	Kenneth
Gaede	Adam
Gaiero	Meghan
Gallagher	Devin
Gallusser	Megan
Ganey	Gretchen
Gao	Ruiyuan

Last	First
Gapp	Jenny
Garcia	Francisco
Garcia	Greg
Garcia	Lesly
Garcia	Merri
Garcia Arriola	Alfonso
Gardiner	Stephen
Gardner	Alyssa
Gardner	Elizabeth
Gardner	Jesse
Gardner	Natalie
Gardner	Sara
Garrett	Pamela
Garvey	Molly
Garza-Cano	Adolfo
Gassner	Sarah
Gavitte	Donald
Gawronski	Peter
Gay	Christina
Gayler	Holly
Gaynor	Sarah
Gebbie	Lindsay
Geiger-Baker	Alicia
Geiszler	Steve
Gekov	Nicole
Geller	Kasey
Gelrod	Lia
Gentile	Jeff
Georgetta	Emma
Georgilas	Nicole
Gerber	Brian
Germaneri-Clarkson	Suzanne
Gerolami	Mark
Gershuny	Jason
Gervais	Breanna
Gervich	Asa
Gevurtz	Tom
Ghan	Ryan
Giackino-Baisch	Tiffany
Giarelli	Kimberley
Gibson	Neil
Gilbertson	Amelia
Giles	Jason
Gilkey	Nancy

Last	First
Gill	Darshanpreet
Gilley	Kerry
Gilson	Kirey
Gilson	Maria de la Luz
Gintz	Makenzie
Glasgow	Samuel
Glinert	Alden
Goad	Spencer
Godoy	Justin
Godoy	Robin
Goertzen	Heide
Goff	Diane
Goldbloom	Stefanie
Golden	John
Golden	Kathryn
Goldstein	Adam
Goldstein	David
Goldstein	Meagan
Goldstone	Jeremy
Gomes	Kelly
Gomez	Virginia
Gonzales	John
Gonzales	Steve
Gonzalez	Mario
Gonzalez	Sarah
Good	Kaitlin
Goode	Matthew
Goodman	Bich
Goodman	Kala
Goodrich	Saima
Goodwin	Ria
Gordon	Brenda
Gordon	Dawn
Gorman	Bronwynn
Gothard	Margarita
Goudiaby	Adama
Graham	Amanda
Graham	Timothy
Graiziger	Mary
Grant	Sally
Gray	Gina
Gray	Rhonda
Green	Alisha
Green	Amber

Last	First
Greenberg	Liliana
Greenfield	Katherine
Gregerson	Elena
Gregoire	Susan
Gretencort	Amy
Gretzinger	Jessica
Griffin	Antoinia
Griffin	Kay
Griffin	Luke
Griffith	Jessica
Griffith	Margaret
Griffon	Cora
Grigg	Christopher
Grigori	Cassandra
Grillo	Carolyn
Grillo	Megan
Grimm	Gillian
Grivel	Julien
Grobey	Tod
Grohn	Michela
Gromko	Emily
Groom	Grace
Groom	Roger
Grosscup	Benjamin
Guin	Margaret
Guitron	Edith
Gunderson	Mark
Gunn	Sean
Gunther	Natalia
Gunvalson	Stephen
Gustafson	Maalaea
Gustin	Mitchell
Guth	Jacob
Guthrie	Andrea
Guthrie	Laura
Guthrie	Melanie
Gutierrez	Brenda
Gutierrez	Kathleen
Gutierrez Valiente	Mario
Gutlerner	Jordan
Guzman	Arlene
Hacklander	Caitlyn
Hackman	Marion
Haddon	Blair

Last	First
Hagen	Alexandra
Haight	Allison
Hakam	David
Halberg	Brian
Halbig	Rebecca
Hale	Erica
Hale	Erin
Hale	Phillip
Hales	Charlotte
Hall	Brandi
Hall	David
Hall	Rachael
Hall	Ronda
Hall Rockne	Portia
Hallinan	Sheila
Hallman	Craig
Halpern	Mark
Halvorson	Betsy
Hambelton	Kaley
Hamler	Adam
Hammel	Marcelle
Hammericksen	Melanie
Hammett	LeeAnn
Hampton	Madelyn
Hanashian	Sophie
Hanawa	Emi
Hanawalt	Joel
Hanawalt	Oona
Hanes	Rachel
Hanlon	Kathryn
Hanna	Skye
Hannah	Amanda
Hansen	Amy
Hansen	Audrey
Hanson	Ann
Hara	Sujata
Harbolt	Mary
Hardaway	Michelle
Harding	Karen
Harding	Tara
Hardy	Ashley
Hardy	Sarah
Hargrave	Amy
Harkness	Devin

Last	First
Harkness	Edward
Harold-Golden	Stacey
Harper Nimmers	Norelle
Harpster	Clinton
Harrah	Lindsey
Harrelson	Evan
Harris	Gaelle
Harris	Jason
Harris-Wastradowski	Donna
Harrold	Elysia
Hartel	Nicholas
Hartle	Jennifer
Hartmann	Eric
Hascall	Norman
Hashimoto	James
Haskell	April
Hatzipavlou	Athanasia
Havermann	Kristin
Havner	Keira
Havran	Joanne
Hawk	Rebecca
Hawking	Christopher
Hawkins	Colin
Hawksford	Anjanette
Hay	Susan
Hayes	Jessica
Hazard	Paige
Hazen	Alicia
Hazzard	Laurel
Headley	Alice
Heard	Martha
Heath	Derek
Heath	James
Heaton	Jennifer
Hedlund	Karin
Heeney	Kevin
Heggem	Deborah
Hehn	Andrea
Heisler	Mike
Held	Laureen
Heller	Martha
Hellis	Jacqueline
Henderson	Kathryn
Hennessy	Blair

Last	First
Hennrich	Shannon
Henry	Amy
Hensley	Emily
Herbage	Jennifer
Herbst	Sarah
Herman	Matthew
Hermansen	Rachel
Hermes	Leah
Hernandez	Cesar
Hernandez-Solis	Janeth
Herron	Alison
Heuberger	LeeAnne
Heyerly	Logan
Heywood	Molly
Hidle	Caley
Hieggelke	Jason
Higbee	Keith
Hilbers	Mikalene
Hilbourne	Amber
Hildebrant	Alison
Hildner	Benjamin
Hill	Robert
Hill	Susan
Hill	Zachary
Hillenberg	Jamie
Hilliard	Christopher
Hills	Rhys
Hilsen	Rachel
Hilton	Kimberly
Hilyard	Kevin
Himmelstein	Julia
Hinatsu	Melia
Hirahara	Michiko
Hirata	Marisa
Hjorth	Mercedes
Hoang	Michael
Hobby	Holly
Hockett	Jacob
Hoda	Stephan
Hoerauf	Jason
Hoffelt	Andrea
Holben	Melinda
Holden-Williams	Demetria
Holdren	Caitlin

Last	First
Holgate	Zachery
Holland	Monnica
Holloway	Danielle
Hollyfield-Melz	Jessica
Holsclaw	Dina
Holstine	Janice
Holt	Meredith
Holt-Seavy	Grady
Homberg	Jamie
Honeyman-Colvin	Katherine
Hood	Angeline
Hook	Ryan
Hooper	Henry
Hooper	Jennifer
Hopkins	Jennifer
Hopson	Anyika
Hopson-Willis	Chanell
Horner	Martha
Horrigan	Michael
Horton	Elizabeth
Horton	Kyle
Hoshi	Keiko
Hotchkiss	Luke
Houghton	Mary
Howard	Adrienne
Howard	Branic
Howard	Kimberly
Howard	Ruth
Howdysshell	Jill
Hoxie	Ryan
Huang	Nuan
Huber	Erica
Huckaba	Dave
Hudson	Christopher
Huerta	Javier
Huerta Murphy	Casandra
Huff	Ronald
Hugel	Liduan
Hughes	Elise
Hughes	Keri
Hughes	Veronica
Hughes-Bond	Kasey
Huizar	Ginger
Hull	Megan

Last	First
Huls	Jessica
Humphrey	Laura
Humphreys	Megan
Hunt	Kathryn
Hunt-Warren	Nicole
Hunter	Jesse
Hunter	Kyle
Huntington	Gregory
Huntley	Ian
Hurner	Rose
Hutchison	Jess
Hutsell	Kennedy
Hyde	Lisa
Ibrahim	Bashar
Immesoete	Melissa
Incorvia	Jamie
Ingamells	Ellen
Ingerson	Ilantha
Ingraham	Jessica
Inman-Balanzar	Paula
Interian	Michele
Interian Ucan	Mario
Irikawa	Michael
Irons	Michelle
Irwin	Kristin
Irwin Acosta	Alicia
Ivester	Elizabeth
Ivosevic	Chrisinna
Iwamoto	Keli
Iwersen	Deidre
Jablon	Joel
Jablonski	Anna
Jacobs	Kelly
Jacobs	Tina
Jahangir	Theresa
Jahn	Candace
Jamesbarry	Anthony
Jamesbarry	Sarah
Jangula-Borders	Jennifer
Jansa	Michael
Jaquiss	Andrew
Jarad	Ruqayya
Jardine	Dawn
Jarvis	Kimberly

Last	First
Jaynes	David
Jeffery	Julie
Jeffrey-West	James
Jendrzejek	Jessica
Jenkins	Brittney
Jenkins	Jennifer
Jenness	Laura
Jensen	Rachell
Jensen	Sonya
Jeppesen	Paula
Jett	Wilma
Judy	Melanie
Jewel	Sharese
Johansson	Eric
Johnson	Alexis
Johnson	Bradley
Johnson	Daniel
Johnson	Erika
Johnson	Justin
Johnson	Katharine
Johnson	Melissa
Johnson	Melissa
Johnson	Nicholas
Johnson	Rebecca
Johnson	Sean
Johnson	Thomas
Johnson-Greenough	Noah
Johnston	Colleen
Johnstone	Ian
Jonas-Closs	Jacob
Jones	Hang
Jones	Jessica
Jones	Keith
Jones	Kelli
Jones	Kira
Jordan	Amanda
Joseph	Teri
Joshi	Gillian
Joy	Kelli
Juarez	Katarina
Jue	Meredith
Jugel	Lynn
Juska	Melissa
Kabza	Matthew

Last	First
Kahn	Meghan
Kaiser	Jeramie
Kaleshnik	Kelly
Kaller	Susan
Kallfelz	Karen
Kamata	Yoshiko
Kangas	Molly
Kanof	Kimberly
Kanz	Holly
Kaplan	Alexandra
Kaplan	David
Kaplin	Gwendolyn
Kapranos	Jaina
Kapranos	Nicholas
Kassouf	Suzanna
Kaufman	Michael
Kavehrad	Christina
Kawasaki	Osamu
Kays	David
Keefer	Debbie
Keeler	Tara
Keene	Carson
Keil	Virginia
Keith	Althea
Keith	Lesley
Kellar	Michele
Keller	Damon
Kellermann	Sonia
Kelley	Robert
Kelley	Stephanie
Kelly	Heather
Kelso	Shelah
Kemp	James
Kemper	Keska
Kempster	Karen
Kendall	Megan
Kendall	Sheila
Kennedy	Ana
Kennedy	Christopher
Kennedy	David
Kenny	Maureen
Kennybrew	Adam
Kennybrew	Melissa
Kenyon	Kimberly

Last	First
Keo	Kelly
Kerr	Shawn
Kertesz	Matthew
Kessler	Addy
Ketah	Dave
Ketel	Faith
Keudell	Allyson
Keymolen	Monica
Khalsa	Nam Kirn
Khrustalyov	Andriy
Kidder	Maria
Kiernan	Elizabeth
Kilpatrick-White	David
Kim	ReCher
Kimlinger	Lauren
Kincaid	Diana
Kincaid	Matt
Kindred	Megan
King	Andrew
Kinigopoulos	Maria
Kinney	Emily
Kino Harris	Mariko
Kirk	Alexa
Kirk	Karey
Kirkpatrick	Julia
Kirsch	Elizabeth
Kirsch-McMaster	Megan
Kittrick	Shannon
Kjome	Kristin
Klein-Wolf	Lisa
Klosterman	Tracy
Kluss	Susan
Knauss	Ian
Kniser	Timothy
Knoblich	Jeffrey
Knochel	Kate
Knoerzer	Catrina
Knowlton	Aubin
Knutsen	Kristin
Kobak	Jared
Kobs	Lisbeth
Koelbel	Jennifer
Koenig	Misty
Kohn	Sarah

Last	First
Kolb	Melissa
Kondylis	Katherine
Kong	Lisa
Kordahl	Elin
Korn Becerra	Karin
Koshy	Elizabeth
Kosmas	Pantelis
Kowalski	Amy
Koyama Lane	Tiffany
Kozil	Andrea
Krakow	David
Kray	Shelby
Kreuz	Cameron
Kreuzer	Sara
Krom	Julie
Kroswek	Paul
Kuhlman	Joseph
Kuhlman	Lih
Kuhn	Jennifer
Kulak	Andrew
Kurzer	Micah
Kuznetsov	Michael
Kyriss	Rachel
Lageson	Tina
Lam	Carol
Lamanna	Tina
Lambert	Stephen
Lammert	Lisa
Lamoreaux	Michelle
Lampus	John
Lancaster	Steven
Lancaster	Valoree
Lanctot	Michele
Lane	Chris
Lane	Jeffrey
Lane	Jo
Laney	Joel
Laney	Renee
Lang	Melody
Langton	Bradley
Lanigan	Alison
Lanners	Eric
Lannigan	Elizabeth
Lannom	Samantha

Last	First
Lanzas	Cassandra
Largo	Abby
Larkin Miller	Jennifer
Larriva	Amanda
Larsen	Anne
Larsen	Penelope
Larson	Carl
Larson	Jamie
Lathrop	Fei
Laurence	Drew
Laurent	Stephen
Lauretti	Leslie
Law	Iris
Lawhon	Kevin
Lawler	Beth
Laws	Walker
Layman	Mildred
Le	Thuy-Linh
Le Chevallier	Grace
LeDoux-Leos	Sheree
LeMay	Adrienne
LeMeune	Kieran
Leahy	Dianne
Lee	Aaron
Lee	Jamie
Lee	Jennifer
Lee	Min
Lee	Sarah
Lee	Sitti
LeeWehage	Elizabeth
Leech	Andrea
Leeman	Dylan
Lefere	Karen
Lefor	Bridget
Leitch	Sarabeth
Leivant	Natalie
Lemen	Elizabeth
Lemma	Laura
Lenon	Alexander
Leon Moreno	Karen
Leong	Verna
Leshner	Deborah
Leslie	Natalie
Lesniak	Melissa

Last	First
Levine	Eric
Levine	Nina
Lewis	Alexandra
Lewis	Jack
Lewis	Kari
Lewis	Matthew
Liao	Karen
Licurse	Anne
Lieberman	Lori
Lightbourne-Maynard	Susannah-Jean
Lile	Amy
Limb	Daniel
Lin	Yuzhen
Lind	Patrick
Lindstrom	Kari
Lingenfelter	Jessica
Lingo	Rosalie
Lipson	Andrew
Lipson	Dana
Lisensky	Laura
Littledyke	Richard
Liu	Ye
Livesay	Kimberly
Lloyd-Knox McDonald	Kendra
Locarno	Jenny
Locke	Britni
Lockett	Christina
Lodore	Christopher
Loewen	Katherine
Lofquist	Eric
Logan	Cheri
Lommen	Hannah
London Tinsel	Jamin
Longfellow	Jay
Longstreet	Cori
Longstreth	Katharine
Looney	Liberty
Lopez	Alodie
Lorenzo Vento	Arien
Loret de Mola	Ursula
Losoya	Jose
Lossner	Christi
Loupe	Kristin
Loveland	Jennifer

Last	First
Loveless	Timothy
Lowe	Chrysann
Lowery	Anthony
Lowes	Thomas
Lozano	Mehira
Luboff	Alexander
Lugg	Mary
Lundgren	Nicole
Lurch	Jacqueline
Luria	Alexandra
Luther	Erika
Lyerla	Jessica
Mabry	Mellissa
Mac	Frank
MacDicken	Derek
MacDonald	Rachel
MacKinnon	Amy
MacNeill	Marla
Macdonald	Stephanie
Maceo	Jorge
Machuca	Eliana
Mack	Catherine
Mackaness	Kate
Macklin	William
Macy-Gustafson	Ericka
Madden	Peter
Maddy	Courtney
Madrid	Fernando
Maestas	Marlena
Mafara	Kathleen
Mafchir	Anna
Magee	Mackenzie
Magee-Jenks	Patrick
Maher	Daniel
Mahony	Erin
Mahurin	Michael
Maier	Christine
Maier	Elizabeth
Mak	Korey
Malbin	Benjamin
Manansala	Audrienne
Mandell	Doug
Manian	Mark
Mankowski	Heather

Last	First
Mann	Kathrine
Mann	Robyn
Marantz-Herzberg	Judith
March	Ayako
Marchello	Rustin
Marchyok	Matthew
Margolis	Jason
Mariano	Krystal
Marienburg	Nicole
Markewitz	Emily
Markey	Maureen
Markovich	Elizabeth
Marquardt	Christopher
Marquardt	Kevin
Marquardt	Serena
Marquis	Carissa
Marrinan	Jennifer
Marron	Deanna
Marsh	David
Marshall	Arlene
Martin	Joseph
Martin	Joshua
Martin	Kara
Martin	Sara
Martinez	Matilde
Martinez Bustos	Juan
Martins	Sara
Marx	Kara
Mashia	Jeanetta
Massey	George
Masters	Nicole
Mathews	Frank
Matsen	Jeremy
Matteri	Dominic
Mauldin	Robin
Maurer	Hannah
Maurer	Ian
Maves	Randall
May	Kellie
Mayer	Elizabeth
Mayer	Keelin
Mayik	James
Maynard	Allyson
Mayo	Alexander

Last	First
Mayo	Jennifer
McAdams	Amy
McAleer	Brittney
McArthur	Martha
McBride	Amy
McBride	Haylee
McCann	Luke
McCants	Ryan
McCarthy	Elizabeth
McCarthy	Ellen
McCartney	Kathryn
McCarty	Christine
McCarty	Scott
McClain	Brandan
McClain	Stephanie
McClanen	Meredith
McCleane	Jedidiah
McCleave	Bruce
McCollister	Wakana
McCormack	Marieta
McCormick	Glenn
McCormick	Mary
McCoy	Caroline
McCoy	Stephanie
McCracken Ferro	Erin
McCulloch	Caroline
McDaid	Heather
McDermott	Ryan
McDowell	Elizabeth
McFadden	Morgan
McFaul-Amadoro	Sunshine
McGee	John
McGhee	Shalonda
McGlothlin	Ellen
McGlotten	James
McGowan	John
McGowan	Maya
McGrath	Hanna
McHaley Foley	Saneun
McInnis	Clair
McIntyre	Brian
McKay	Diana
McKay	Michelle
McKee	Sarah

Last	First
McKelvey	Da'Anyel
McKenzie	Sharitha
McKie	Donald
McKie	Jessica
McKinney-Heiney	Hilary
McKinstry	Samuel
McLaughlin	John
McLaughlin	Shannon
McLawhorn	Susan
McLean	Oksana
McMahon	Jill
McMaster	Matthew
McMillan	Julie
McNairy	Michaela
McNeal	Jeffrey
McNeely	James
McNulty	Erin
McNulty	Teri
McNutt	Nicole
McQueen	Adam
McShane	Joyce
McSherry	Danielle
Mead	Christopher
Meade	Christopher
Mease	Sara
Medley	Ethan
Mehretab	Temerza
Mejia	Paul
Mejias Dominguez	Letisia
Mella	Douglas
Mellgren	Erik
Mello	Brittney
Melson	Alexander
Melton	Julia
Mendels	Sharon
Mendez-Rodriguez	Demetrio
Mendiola	Madeline
Mendola	Adam
Mendro	Jacqueline
Menke-Thielman	Forest
Merrill	Gracia
Merrill	Kelly
Meskimen	John
Meskin	Brielle

Last	First
Metcalf	Megan
Metz	John
Meyer	Brian
Meyer	Jennifer
Meyer	Jessica
Meyer	Kendra
Michel-Midelfort	Siri
Michels	Rose
Mico	Kristen
Middleton	Elizabeth
Milford	Kelly
Millar	Alain
Miller	Brandi
Miller	Jamie
Miller	Jason
Miller	John
Miller	Julie
Miller	Julie
Miller	Nedra
Miller	Seth
Millerman	Brandy
Millis	Stephanie
Millon	Claire
Miner	Amy
Minkus	Jamie
Miranda	Tracy
Mirsepassi	Eric
Misi	Madison
Misumi	Angela
Mitchell	Jill
Mitchell	Kelli
Mitchell	Timothy
Mitchell McVay	Angela
Mogi	Eriko
Mohamed	Mohamed
Mohler	Kevin
Moist	Dennis
Molina	Carlos
Molina	Lisa
Moller	Erika
Monroy Benitez	Laurel
Montalbin	Cheyenne
Montanaro	Scott
Montejo	Julia

Last	First
Montfort	Alex
Moog	Leah
Moore	Christopher
Moore	Darrell
Moore	Kathryn
Moore	Michael
Morales-Galicia	Brenda
Moran	Margaret
Morano	Jenna
Morden	Donna
Morehouse	Brandon
Morell-Hart	Daniel
Moren	Michael
Morgan	Debra
Morgan	Jennifer
Morgan	Robert
Morgan	Ronald
Morioka	Hannah
Morley	David
Morlock	Leigh
Morrell	Lisa
Morris	Jacy
Morris	Melanie
Morrison	Tracy
Morse-Rao	Cynthia
Moser	Victor
Mosqueda	Martha
Motto	Amy
Moule	Matthew
Moyer	Megan
Moyers	Sahnzi
Muhs	Chelsea
Mulkey	Sydney
Mulvihill	Michele
Munana	Anabel
Muncie-Jarvis	Ashley
Munoz	Angelina
Munoz	Deborah
Munteanu	Crina
Muraoka	Kenneth
Murchison	Jessica
Murdock	Melinda
Murer	Margaret
Murphy	Brooke

Last	First
Murphy-Cairns	Daniel
Murray	Jessica
Murray-Balto	Kayci
Musashino	Keisuke
Musgnung	Noel
Mussio	Sarah
Myers	Carolyn
Myers	Thomas
Mykkanen	Sarah
Nagarajan	Surya
Nagle	David
Nahurski	Andrea
Napoli	Michael
Nations	Katherine
Navarro	Neomi
Naze	Christopher
Naze	Craig
Nearing	Patrick
Neff	Suzanne
Nelson	Heather
Nelson	Kasey
Nelson	Susan
Nemesi	Emily
Ness	Diane
Ness	Sharon
Neufeld-Griffin	Teri
Newhouse	Elise
Ngai	Lillian
Nguyen	Alyssa
Nguyen	Catherine
Nguyen	Kevin
Nguyen	Nguyen
Nguyen	Rich
Nguyen	Thuy
Nicholas	Timothy
Nicholl	Alicia
Nichols	Katherine
Nichols	Kelly
Nicola	Jill
Nicola	Michelle
Niebergall-Eltagonde	Christopher
Niebergall-Eltagonde	Keala
Nielsen	Nancy
Nims	Stephen

Last	First
Noble	Heather
Nogueira	Julia
Nohner	Nicholas
Noonan	Kristen
Nordstrom	Elizabeth
Nordwall Keller	Genevieve
Norgaard	Kasandra
Norman	Rebecca
Norquist	Melissa
Nossaman	Cali
Nowland	Sean
Nunn	Amy
Nutter	Jennifer
O'Barrow	Salaad
O'Brien	Jeanne
O'Connor	Jessica
O'Doherty	Megan
O'Hara	Mary
O'Leary	Alicia
O'Leary	Elizabeth
O'Leary	Megan
O'Loughlin	Emily
O'Neill	Juliana
O'Neill	Michael
O'Neill	Steven
O'Shanecy	Emelia
O'Toole	Carrie
Oates	Marie
Oeding	Emory
Oesterle	Carla
Olavarrieta	Jose
Oleson	Matthew
Olsen	Aaron
Olsen	Martin
Olson	William
Olson-Mosby	Holly
Olsson	Janet
Omey	Denise
Onnis	Nicola
Oppedisano	John
Orchard	Janell
Ordaz	Maggie
Ordway	Catherine
Ordway	Kirk

Last	First
Oriard	Colin
Orozco	Ana
Orr	Sofia
Ortega	Fanny
Ortiz	David
Ortiz	Esteban
Ortiz	Gloria
Ortiz	Melissa
Oser	Kayla
Oster	Cameron
Osuna Mondragon	Hector
Otero	Mijail
Otten	Michal
Owens	Jason
Owens	Jennifer
Pack	Daniel
Padua	Irynne
Pagenstecher	Aubrey
Palmer	Courtney
Palmer	Megan
Palmer	Ryan
Pan	Andrew
Parada	Renato
Parish	Graham
Parker	Catherine
Parker	Emily
Parker	Kira
Parker	Matthew
Parker	Sarah
Parker	Shoko
Parker	Trevor
Parks	Kylene
Parks	Laura
Patterson	Daniel
Patterson	Miles
Patterson de Tarr	Gavriel
Paul	Jessica
Paulson	Alex
Paxton-Williams	Katherine
Payne	James
Peacock	Valerie
Peake	Mary
Peake	Michelle
Pearl	Stephanie

Last	First
Pearson	Marie
Pearson	Melissa
Pedersen	Julie
Peerenboom	James
Pellegrin	Amy
Peloquin	Sara
Pennington	Phillip
Penoncello	Nicole
Peoples	Margarett
Pepperwood	Paige
Perez	Nahir
Perez Vargas	Celene
Perry	Ronald
Pesicek	Mindy
Peterka	Sky
Peters	Diana
Peters	Paul
Petersen	Ingrid
Petersen	Irene
Petersen	Maya
Peterson	Gabrielle
Peterson	Russell
Peterson	Stacy
Petraglia	Anthony
Pettit	Cara
Phan	Cristal
Phan Mende	Chau
Phillips	Maurice
Pier	Nathan
Pierce	David
Pierre	Patrice
Pierson	Benjamin
Pila Beltran	Wesme
Pill-Kahan	Lili
Pine	Michael
Pineo	Angie
Pinkston	Scott
Pinney	Suzanne
Piper	Shyla
Pires	Wendy
Pixley	Emily
Plank	Cynthia
Plaza	Linda
Plein	Michael

Last	First
Pluymers	Rochelle
Politte	Paula
Pollock	Sean
Polychronis	Thomas
Polzin	Amy
Ponz	Ana
Porter	Kelsey
Porter	Kristina
Porter	Patrisha
Porter	Peter
Post	Brian
Potestio	Michele
Powell	Charity
Powell	Iris
Prahl	Alexandria
Prahl	Isaac
Prakken	Jennifer
Pratt	Emily
Preble	Lynn
Prelosky	Madeline
Price	Evan
Priddy	Sarah
Pride	Lorelle
Proctor	Michelle
Puhvel	Peter
Putnam-Almaguer	Saaron
Qian	Kun
Qualey	Greg
Quigley	Julieanne
Quintana	Gabrielle
Quiros	Yailine
Rabe	Rheta
Raczek	Margaret
Rader	Jessica
Radler-Okby	Cynthia
Raffaele	Michael
Raisman	Elizabeth
Ramirez	Daniel
Ramos	Brenda
Ramos	Brigitte
Ramsey	Melanie
Rangel	Gregorio
Rangel	Natalie
Ranjani	Krishnan

Last	First
Ransom	Christopher
Rasmussen	Maijah Ellisiv
Raspone	Sara
Rau	Coren
Rau	Elsbeth
Rawls	Brandon
Ray	Dawn
Ray	Rachel
Rebholz	Jill
Rebischke	Tammy
Rechner	Mary
Recht	Isabel
Recker	Laura
Redd	Bonnie
Reddekopp	Julianne
Redhead	Clare
Redmond	Cynthia
Redmond-Davenport	Kathleen
Reed	Brennon
Reed	Matthew
Reed	Nicole
Reese	William
Reeser	Ellen
Reeves	Jennifer
Refvem	Emilee
Rehm	Thomas
Reich	Rachel
Reid	Anne
Reid	Anne-Marie
Reid	Kathleen
Reinholt	Jeremy
Relaford	Rosemary
Remington	Erewyn
Renauer	Molly
Rentz	Gina
Revay	Akiko
Rey	Krista
Reynolds	Alix
Reynolds	Koll
Reynolds	Mark
Reynolds	Ordella
Rhoades	Trisha
Richards	Laurel
Richardson	Kevin

Last	First
Richman	Christian
Richman	Melissa
Riedel	Gavin
Riffel	Lisa
Riggs	Tyler
Riler	Gary
Rintoul	Richard
Rischiotto	Jean
Riscol	Nichole
Rishel	Jay
Rissetto	Kristina
Rittman	Michael
Ritzinger	Karen
Rivera	Toshiko
Rivera Coca	Evelyn
Robayo Trujillo	Gloria
Robb	Bonnie
Robbins	Amy
Roberts	Dawn
Roberts	Kenneth
Roberts	Ryan
Robertson	Elisabeth
Robertson	Heather
Robins	Emily
Robinson	Miles
Rocha	Michael
Rockness	Karen
Rockness	Tor
Rockwell	Melody
Roddis	JoAnna
Rodeback	Mary
Rodecap	Zachary
Rodgers	Victoria
Rodhe	Casey
Rodriguez	Ana
Rodriguez	David
Rodriguez	Kate
Rodriguez	Marisol
Rodriguez Marin	Cecilia
Rodriguez Salinas	Romina
Rodriguez-Adair	Ermila
Roix	Clair
Rolfe	Robin
Rolfe-Redding	Ian

Last	First
Romero-Corral	Juan
Rood	Jeffrey
Rooklyn	Miles
Roosevelt	Adam
Roosevelt	Kristen
Rosales	Laura
Rosario	Eduardo
Rose	Donald
Rosemus	Miranda
Roser	Jennifer
Roska	Jane
Rosoff	Stacy
Ross	Carmel
Ross	Rivkah
Rossington	Donald
Rosteck	Darlene
Roth	Alexandra
Rothery	Rebecca
Rothwell	Kristina
Routtenberg	Yael
Rowan	Christine
Rowe	Joseph
Rowey	Diana
Roy	Rosalyn
Rozell	Scott
Rozewski	Joseph
Rozman	Linda
Ruberte	Karina
Rudnick	Darcy
Rudolph	Benjamin
Rueppell	David
Ruhoff	Kathryn
Ruiz Riehl	June
Rundle	Kelly
Russell	Marie-Louise
Russell	Shannon
Russell	Susan
Ryan	Lori
Ryczek	John
Rydberg	Rebecca
Ryland	Justin
Sabga	Melissa
Safranek	Nicole
Sahler	Brian

Last	First
Sakai	Yuki
Salem	Aml
Salmon	Michael
Salvador	Joseph
Salvatore	Holly
Sammons	Kimberly
Sams	Marci
Sams	Markelle
Sanborn	Emily
Sanchez Marquez	Rosa
Sanders	Gretchen
Sandri	Shannon
Sanford	Quinn
Sansom	Merritt
Sapienza	Anna
Satoorian	Stephanie
Satter	Rachel
Sauer	Charles
Savage	Magdalene
Sawyer	Jessica
Saxe	Katharine
Sayler	Laura
Scantling	Jeanette
Schacker	Sarah
Schaedig	Liesl
Schalk	Bryan
Schar Becker	Angela
Schardt	E
Scheiman	Anne
Scheirer	Andrew
Scheller Fronk	Mackinsey
Scher	Alexis
Scherzinger	Jennifer
Schiavo	Stephanie
Schlegel	Elizabeth
Schlosser	Jessica
Schlottmann	Kelly
Schmidt	Andrea
Schmidt	Gillian
Schmidt	Jeremy
Schmidtke	Elizabeth
Schmuck	Kate
Schneider	Erika
Scholten	David

Last	First
Schopmeyer	Eric
Schreib	Zachary
Schroth	Andrew
Schulte	Tessalie
Schultz	Kristine
Schulze	Timothy
Schwartz	Alisha
Schweizer	Christopher
Schwing	Emilia
Scott	Josephine
Scott	Randy
Scott	Stacee
Scott	Sylvia
Scoville	Steven
Scrutchions	Gerald
Seguroola	Sofia
Seifert	David
Selivanova	Anna
Selter	Sherron
Semeria	Monica
Sexton	Merry
Shalman	Seamus
Shanley	Kaeli
Sharp	Gwendolyn
Shaw	Cameron
Shaw	Clifford
Shaw	Sandra
Shay	Karen
Shea	Susan
Sheean	Molly
Shelton	Sarah
Shelton	Wendy
Shemer	Noah
Sherden	David
Sheridan	Brenna
Sheridan	Katherine
Sherman	Courtney
Sherman	Martha
Sherwood	Patrick
Shetler	Jeremy
Shipe	Ryan
Shippy	Lori
Shiryayev	David
Shoemaker	Kathryn

Last	First
Shore	Alla
Short	Andrea
Short	Richard
Shue	Robin
Shull	Danielle
Sichel	Kumar
Sides	Caprial
Siegel	Douglas
Siegel	Jennifer
Siegfried	Heather
Silenzi	Vicki
Sill-Turner	Brittany
Silvernail	Daniel
Simonetti	Leslie
Simonsen	Shelley
Simpson	Crystal
Sipes	Emily
Siprian	Daniel
Siri	Wendy
Sisk	Brian
Siu	Caroline
Skorohodov	Elizabeth
Sky	Anna
Skybak	Leslie
Skye	Lauren
Slater	Molly
Sletmoe	Gary
Sloan	Shawn
Slusher	Charles
Smetana	Shannon
Smith	Allison
Smith	Amy
Smith	Bridget
Smith	Bryan
Smith	Bryan
Smith	Christopher
Smith	Jason
Smith	Jennifer
Smith	Jhaizmine
Smith	Julie
Smith	Kimberly
Smith	Raya
Smith	Sarah
Smith	Steven

Last	First
Smith	Suzanne
Smith Sisbach	Heather
Smyth	Colleen
Sneed	Joseph
Snowadski	Andrea
Snyderbrown	Christopher
Sogo	Wakako
Solitaria	Michael
Sollman	Jennifer
Sooper	Justin
Sorcinelli	Jennifer
Sorensen	Andrew
Sorensen	Dena
Sorg	Kelly
Sossel	Richard
Soto	Jacob
Soto-Dairy	Angelina
Soulas	Kara
South	Marie
Souther	Lisa
Souza	Adam
Spain	Madelyn
Spann	Bobby
Spector	Lesley
Speer	Matthew
Speer	Natalie
Spieler Compton	Connie
Springfield	Suella
Springgate	Liza
St Amant	Anne
Staab	Matthew
Stafford	Dylan
Stahlecker	Michele
Standish	Cortney
Standley	Melissa
Stanfield	Shirley
Staples	Ashley
Stark	Anita
Starlinger	Arica
Starr	Leah
Startin-Hall	Randee
Stearns	Heather
Steel	Amy
Steeves	Amy

Last	First
Stegner	Alexander
Steinbach	Sonja
Stellpflug	Heather
Stelter	Amanda
Sten	Matthew
Stenger	Patrick
Steranko	James
Stevens	Christopher
Stevens	Heather
Stevens	Julia
Stevens	Julianne
Stevens-Krogh	Mary
Stinson	Christine
Stockstad	Kimberly
Stoffan	Jade
Stohl	Joshua
Stolte	Kayla
Stone	Carolyn
Stone	Jillian
Stone	Stephen
Stone	Zachary
Stonecipher	Geoff
Storm van Leeuwen	Janine
Stovall	Gloria
Straub	Mary
Streano	Anna
Street	Treasa
Stremming	Norman
Strobel	Michelle
Stroman	Kara
Stroup	David
Strube	Matthew
Studt	Ryan
Stuhlmuller	Paige
Sturges	Jeffrey
Sturges	Maren
Stutzman	Thomas
Su	Jianying
Suckow	RaeAnn
Sudermann	Richard
Suehiro	Jamie
Sullivan	Christine
Sullivan	Gwendolyn
Sullivan	Kathleen

Last	First
Sullivan	Lindsey
Sullivan	Nancy
Sumiya	Naomi
Sundberg	Kylea
Surits	Zoya
Sussman	Gabrielle
Sutter	Jeremy
Sutton	Hannah
Sutton	Jacqueline
Sutton	Jonathon
Swagerty	Julia
Swanson	Shawn
Swapp	Claudia
Sweeney	Michelle
Swehla	Eric
Swerdlik	Anthony
Swinehart	Timothy
Switalla	Craig
Sykes	Carolyn
Sylvester	Tara
Szabo	Heather
Szok	Ann Marie
Tabshy	Joshua
Talerico	Frank
Talerico	Tracie
Tamez	Noel
Tanner	Gabrielle
Tapio	Katharine
Taramasso	Amy
Tarnowski	Ivan
Tate	Raymond
Tatone	Jennifer
Taya	Minori
Taylor	Kari
Taylor	Pamela
Tegethoff	Lisa
Tellez-Gomez	Elsa
Tello	Gabriela
Tetrick	Allison
Tew	Stacie
Tews	Nicole
Tharp	Jonathan
Thayer	Marla
Thiel	Elizabeth

Last	First
Thomas	Brenda
Thomas	Christina
Thomas	Erin
Thomas	Jennifer
Thomas	Jeremy
Thomas	Paige
Thompson	Christina
Thompson	Jeffrey
Thompson	Nicholas
Thompson	Raeann
Thompson Ponti	Haley
Thomsen	Dardn
Tilgner	Jered
Tillery	Mary
Tilt	Amy
Timmerman	Christian
Timmons	Kirsten
Tischleder	Bree
Tobler	Kalin
Todd	Rachel
Todd	Trevor
Todd	Trisha
Tofanelli-Dougherty	Moira
Tofel	Anna
Tolentino	Heidi
Toohey	Caitlin
Toole	Joshua
Torain	Heather
Toren Hrin	Melissa
Torres	Samantha
Tosh	Cynthia
Tovar Valdes	Nayibe
Tovey	Griffith
Towne	Randall
Tracy	Elizabeth
Tran	Ailien
Tran	Connie
Tran	LeDung
Tran	Lien
Trapido	Sarah
Trask	Samantha
Travers	Carolyn
Trezise	Maxwell
Trincherro	Nadine

Last	First
Trinh	Hung
Triplett	Tara
Triplett	Tearale
Trotter	David
Trovillion	Noelle
True	Jason
True	Michael
Truman	Kirsten
Truong	Veronique-Thu
Truong	Yen
Tucker	Catherine
Tuggle	Brooke
Turley	Janine
Turner	Theresa
Turner	Valerie
Twiss	Daniel
Tyler	Sid
Uchida	Sumiko
Underwood	Barbara
Urbina	Lonzo
Usselman	Nathan
Ustach	Thomas
Valdes	Adriana
Valenti	Michael
Valentine	Mark
Van Clock	Lisa
Van Dam	Jane
Van Egeren	Sara
Van Kopp	Jennifer
Van Lehman	Gayle
Van de Water	Allen
Vance	Breana
Vancleve	Madonna
Vandeventer	Simeon
Vang	Pao
Vann	Jonquil
Vasey	Vicky
Vaterlaus	Meredith
Vaughn-Edmonds	Holly
Vausberg	Joanna
Vavrusa	Alyssa
Vega-Juarez	Natalie
Velasquez	Erik
Velez	Ana

Last	First
Verbon	Nicholas
Vercher	Jonalee
Verissimo	Britney
Vinger	Dana
Virlouvét	Ellie
Vogel	Jonathan
Vogel	Monica
Vogl	Clifton
Volponi	Catherine
Volsky	Lyubov
Von Ahn	Rochelle
Vorasai	Kim
Vrana	Maria
Vuong	Alisa
Wacker	Eric
Wadnizak	Mark
Wager	Wendy
Wages	David
Wagner	Jessica
Wagner	Kimberly
Wagner	Rebecca
Wagner	Sarah
Wahl-Stephens	Jeremy
Wahl-Stephens	Lauren
Waiwaiole	Poeko
Walden	Sarah
Walker	Coral
Walker	Derrell
Walker	John
Walker	Joseph
Walker	Molly
Walker	Phillip
Walker	Susanna
Walker-Byrne	Margaret
Wall	Helen
Wallace	Candor
Wallace	Kristin
Wallace Sosa	Jacquelyn
Waller	Michael
Walmer	Steven
Walrod	John
Walrod	Julianne
Walsh	Bridget
Walsh	John

Last	First
Walters	Rhonda
Wang	Mo
Warner	Mark
Washington	Andre
Washington	Kenneth
Wasiak	Meghan
Wasinger	Nettjane
Wasserstrom	Pesha
Wasson	Shannon
Waters	Bradley
Waterworth	Tammy
Watkins	Mary
Watson	Christopher
Watson	Nathan
Waymire	Kerrie
Weatherill	Megan
Webb	Abigail
Weber	Chris
Weber-Welch	Amanda
Weed	Shoshana
Weesner	Lurena
Weidner	Paula
Weigandt	Elise
Weinberg	Kenneth
Weiner	Joshua
Weir-Mayorga	Willow
Welle	Alexa
Weller	Stephen
Wellington	Cory
Wellington	Elin
Wendel	Kara
Wenger	Melissa
Werbel	Jessica
Werschkul	Kelly
West	Kimberly
West	S
West	Tara
Whatmore	Ellen
Wheeler	Christen
Wheeler	Rhonda
Wheeler	Shawna
Whisler	Casey
Whisnand	Megan
Whitaker	Jennifer

Last	First
Whitaker	Julie
White	Benjamin
White	Laura
White	Linda
Whitewolff	Steven
Whitt Smith	Wintry
Wich	Katherine
Wiesner	William
Wilde	Rose
Wilebski	Katy
Wilkins	Jayme
Wilkinson	Jack
Wilkinson	Marrla
Williams	Alexander
Williams	Ciara
Williams	Erin
Williams	Halla
Williams	Jamie
Williams	Kianne
Williams	Lori
Williams	Michael
Williams	Nathaniel
Williams	Todd
Willis	Emily
Willis	Kernan
Wilson	Clementine
Wilson	Courtney
Wilson	Daniel
Wilson	Gina
Wilson	Holly
Wilson	John
Wilson	Kimberlee
Wilson	Reuben
Wilson	Samuel
Wilson	William
Windle	Lilly F
Winicki	Frank
Winkler	Amanda
Winkler	James
Winn	Elaine
Winterbower	Ryan
Wirtheim	Taylor
Wisher	Tracy
Wixon	Benjamin

Last	First
Wolfe	Catherine
Wolfe	Joshua
Wolfer	MaLynda
Wolfer	Stephanie
Wolff-Myren	Desiree
Wolfstone	Anne
Wong	Elisa
Wood	James
Woodhouse	Leslie
Woods	Cari
Woods	Tanan
Wozniak	Regan
Wray	Jessica
Wright	Julie
Wright	Katherine
Wutzke	Karen
Yago	Ernest
Yagolnikov	Reyanna
Yang	Xiaonan
Yarne	Lynn
Yeager	Jesse
Yenni	Christine
Yin	Aiyun
Yocum	Katherine
Yoder	Nathan
Yoder	Nicholas
York	Anna-Sophia
Yoshida	Lainie

Last	First
Young	Gerald
Young	Megan
Younie	Gail
Yovu	Christine
Yu	Beyoung
Yu	Chiung-Chen
Zadoff	Dina
Zambrano	Kerry
Zapeta	Kedin
Zelazek	Daniel
Zeller-Williams	Lavonna
Zena	Dr
Zepeda Martinez	Heidi
Zhang	Xiaolan
Zhu	Yuan
Ziady	Joshua
Zibelman	Michael
Ziehl	Loan
Zimmer	Sarah
Zimmerman	Alexander
Zimtbaum	Mark
Zipp	Kathleen
Zivkovic	Marcela
Zizzo	Charles
Zook	Daren
de Boer	Jennifer
de Boer	Katrina
dela Houssaye	Philip

RESOLUTION No. 6871Election of Contract Administrators**RECITAL**

On the advice of the Chief Human Resources Officer, the Superintendent recommends the following probationary administrators who have been employed as regularly appointed administrators for three successive school years are elected as Contract Administrators.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects the following persons as Contract Administrators and extends the employment contracts of the following persons until June 2025, subject, according to the employment terms and conditions set out in the standard District contract.

Last	First
Ahmann	Tiana
Alvarado	Sarah
Ayala	Nicole
Bancroft	Cinnamon
Barron	Emily
Bromberg	Anthony
Brown-Warrens	Traniece
Buno	Jerry
Collins	Diana
Cota	Danielle
Dillingham	Angela
Ditto	Lisa
Earle	Heidi
Edwards	Katrina
Freeman	Maria Roma
Green	TaLisa
Gregory	Garin
Guzman	Marquita
Hunt	Jill
Interian Ucan	Isidro
Jefferson	Camedra
Kidd	Karina
LaCarrubba	Christopher
Langdahl	Alaina
Makara	Jamie
Meline	McKenzie
Meyer	Kristen
Olivas	Ambar
Pierce	Nancy
Rue	Margaret

Last	First
Silvas	Christopher
Strickler	Michelle
Wardrop	Shannon
West	Kerri

RESOLUTION No. 6872

Election of Second Year Probationary Administrators

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends the following persons serving in administrative positions are elected as Second Year Probationary Administrators.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Second Year Probationary Administrators for the 2024-2025 school year the following persons, according to the employment terms and conditions set out in the standard District contract.

Last	First
Adams	Melodie
Armendariz	Febe
Boschma	Alan
Dunn	Melissa
El Youssef	Rosemarie
Essex	Elizabeth
Eto-Tharp	Stacy
Ferguson	Aaron
Flores	Wilfredo
Gervais	Amy
Gunderson	Katie
Harrison	Jonathan
Harrison	Melanie
Hughes	Christianne
Jara	Luis
Johns	Kimberly
Johnston	Derek
Lilla	Darren
McClellan	Claudia
Molina Velasco	Martha
Nguyen	Thai
Presley	Rebecca
Ramos	Jesus
Re-Bloom	Dana
Siel	Donald
Smith	Casey
Stiles	Dana
Twiss	Ian
Voelker	Jamie
Vu	Rose
Wicker	Tarehna

Last	First
Williams	Willie
Yates	Rochelle
Zuniga	Adriana

March 5, 2024

RESOLUTION No. 6873

Election of Third Year Probationary Administrators

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends the following persons serving in administrative positions are elected as Third Year Probationary Administrators.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Third Year Probationary Administrators for the 2024-2025 school year the following persons, according to the employment terms and conditions set out in the standard District contract.

Last	First
Angell	Amy
Castillo	Martin
Collazo-Santiago	Pilar
Crum	Spencer
Dao	Phu
Doan	Thu-Tam
Ellis	Elizabeth
Ezzell	Li
Franco	Jon
Gillis	Dawn
Gorbett	Noelle
Greer	Trevor
Hallabrin	Morgan
Hollingshed	Odie
Hudson	Karla
Kelleher	Tyler
Kelly	Elizabeth
Kitchens	Suezann
McCloskey	Christyn
McKinney	Yolanda
Melcher	Katie
Murr	Gillian
Nolan	Michael
Pape	Steven
Pearson	Mary
Rafferty	Philip
Rodgers	Grace
Russell	Jessica
Sauer	Kellie
Sauers	Michael
Shelton	Drake
Shurtliff	Kelli

Last	First
Soto	Darcy
Thompson	Heather
Tiffany	Ethan
Tobin	Joanna
Willis	Sonya
York	Michelle

RESOLUTION No. 6874

Contract Extension for Administrators

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the employment contracts of the contract administrators listed below be extended.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby extends the employment contracts of the following persons until June 2025, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Adams	Allison
Altman	Jill
Amor	Olgamar
Anderson	Jennifer
Armendariz	Debora
Bacon	Michael
Berg	Eryn
Berry	Rebecca
Bourland	Tara
Brant	Alyson
Brida	Christopher
Bryant	Jill
Carbone	Jeandre
Corona	Gabriel
Flamoe	Sabrina
Froehlich	Deanne
Galloway	Kathryn
Garrido	Celina
Gassert	Crystal
Gerber	Amber
Gianotti	Maria
Glasgow	Emily
Goldstein	Matthew
Granby	Kristina
Gregoricka	Gary
Hawking	Lisa
Holm	David
Hristic	Filip
Huggins	Elise
James	Cheryl
Jeans	Jonathan

Last	First
Johnson	Niki
Johnson	Seth
Johnson	Travis
Karsten	Kristy
Keefer	Benjamin
Keller	Benjamin
Kieffer	Cynthia
Kruger	Diana
Lathan	Chrysanthius
Lefferts	Karly
Lewis	Christopher
Liddle	Jill
Mahlum	Elizabeth
Martin	Elizabeth
Martinez	David
McMillen	Alicia
Munoz Nabielski	Risa
Murer	Michelle
Naegele	Zulema
Nelson	Bethany
Newlyn	Lisa
Nusom	Angela
Pakseresht	Kaveh
Parman	Kristan
Peeler	Jeffrey
Robertson	Blake
Roepel	Jason
Roosevelt	Scott
Sandilands	Mark
Schachner	Melissa
Seidel	Teresa

Last	First
Self	Denise
Shriki	Rina
Skelly	Claire
Skyles	Adam
Sun	Regina
Turner	Tina
Van Der Wolf	Pamela
Vawter	Julie
Vimegnon	Harriette
Wall	Scott
Waters	Jeffrey
Whitehouse	Maxwell
Williams	Karmin
Wilson	Curtis
Wilson	Elizabeth
Woods	Patrice

RESOLUTION No. 6875

Settlement Agreement

The Board authorizes the General Counsel to enter into a settlement agreement of certain tort claims brought against the District in a form approved by the General Counsel.