



BOARD OF
EDUCATION
Portland Public Schools
Regular Meeting
March 30, 2021

VIRTUAL MEETING

*In light of current public health concerns related to COVID-19, this meeting will take place virtually.**

Under the provision of ORS 192.670, the meeting will be streamed live:
<https://www.youtube.com/user/ppscmms/live>

To request to sign-up for public comment please send an email with your first and last name, and topic to PublicComment@pps.net, or call Kara Bradshaw at 503-916-3906. Requests for Public Comment will be processed in the order that they are received, and should be received by 12:00 pm on the day of the meeting. Once your spot is confirmed, instructions for addressing the board will be sent to you via email.

Public comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Public comment on all other matters will be heard during the "Public Comment" time. This meeting may be taped and televised by the media.

AGENDA

- I. 6:00 pm - Opening
- II. 6:05 pm - Consent Agenda: Resolutions 6270 through 6274
Vote- Public Comment Accepted
 - 1. Resolution 6270 - Approval of the Index to the Minutes
 - 2. Resolution 6271 - Expenditure Contracts
 - 3. Resolution 6272 - Authorizing Temporary Employee Child Care Stipend
 - 4. Resolution 6273 - Settlement Agreement
 - 5. Resolution 6274 - Settlement Agreement
- III. 6:20 pm - Student and Public Comment
- IV. 6:35 pm - Student Representative's Report
- V. 6:40 pm - Superintendent's Report
- VI. 6:50 pm - Board Committee and Conference Reports
- VII. 7:00 pm - Ida B. Wells High School Mascot
Vote- Public Comment Accepted
- VIII. 7:20 pm - Americans with Disabilities Act (ADA) Transition Plan
Vote- Public Comment Accepted
- IX. 7:50 pm - Update: COVID, Hybrid and LIPI
- X. 8:35 pm - 2nd Reading of a Policy
Vote- Public Comment Accepted
 - 1. 6.40.013-P Comprehensive Health Education Policy
- XI. 8:45 pm - Board Discussion: Takeaways from the Talented and Gifted (TAG) Learning Topic
- XII. 9:05 pm - Other Business / Committee Referrals
- XIII. 9:10 pm - Adjourn

Portland Public Schools Nondiscrimination Statement

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

RESOLUTION No. 6270

The Following Index to the Minutes are offered for Adoption

- March 09, 2021 – Regular Meeting
- March 18, 2021 – Special Meeting



Index to the Minutes

(Draft for Approval)

Regular Meeting

Tuesday, March 09, 2021

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

<u>Index</u>	<u>Page</u>
Actions Taken.....	2
6252 Adoption of Index to the Minutes.....	3
6253 Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	4
6254 Approval of Head Start Policy Council Recommendation.....	6
6255 Election of Second Year Probationary Teachers	7
6256 Election of Third Year Probationary Teachers	10
6257 Election of Contract Teachers.....	13
6258 Contract Extension for Teachers.....	17
6259 Election of Second Year Probationary Administrators	44
6260 Election of Third Year Probationary Administrators	45
6261 Election of Contract Administrators.....	46
6262 Contract Extension for Administrators	47
6263 Contract Extension for Administrators	48
6264 Approving a Recommendation for Non-extension of a Contract Teacher	49
6265 Resolution Approving Renewal of the Charter Agreement with Portland Arthur Academy	50
6266 Resolution to Approve the Amendments to the Preservation, Maintenance, and Disposition of District Real Property 8.70.040-P.....	52
6267 Resolution Approving Renewal of the Charter Agreement with Opal Charter School.....	53
6268 Resolution to Recognize March 8-12, 2021 as School Social Work Week	55

Actions Taken

Motion to approve Resolution 6268 to Recognize School Social Worker Week. This motion, made by Director Julia Brim-Edwards and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes; Student Representative Nathaniel Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to approve the Consent Agenda, including resolutions 6252 through 6264. This motion, made by Director Andrew Scott and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes; Student Representative Nathaniel Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to approve Resolution 6267 Approving Renewal of the Charter Agreement with Opal Charter School. This motion, made by Director Julia Brim-Edwards and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes; Student Representative Nathaniel Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to approve Resolution 6265 Approving Renewal of the Charter Agreement with Portland Arthur Academy. This motion, made by Director Amy Kohnstamm and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes; Student Representative Nathaniel Shue: Yes (unofficial)

Yes: 7, No: 0

Motion to Approve Resolution 6266 to Approve the Amendments to the Preservation, Maintenance, and Disposition of District Real Property 8.70.040-P. This motion, made by Director Julia Brim-Edwards and seconded by Director Amy Kohnstamm, Passed.

Director Scott Bailey: No, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes; Student Representative Nathaniel Shue: Yes (unofficial)

Yes: 6, No: 1

RESOLUTION No. 6252

The Following Index to Minutes are offered for Adoption:

- 02/23/2021 – Regular Meeting

March 09, 2021
RESOLUTION No. 6253

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 Administrator, Funding Source
Portland Mechanical Construction	3/10/21 through 3/9/24	Flexible Services Contractor Pool FSCP 89206	Flexible Services Contractor Pool – HVAC & control services as needed. Request for Proposals 2020-2847	Not to Exceed \$3,000,000	C. Hertz Funding Source Varies
River City NW Mechanical	3/10/21 through 3/9/24	Flexible Services Contractor Pool FSCP 89807	Flexible Services Contractor Pool – HVAC & control services as needed. Request for Proposals 2020-2847	Not to Exceed \$3,000,000	C. Hertz Funding Source Varies
Allied Systems Northwest, LLC	3/10/21 through 3/9/24	Flexible Services Contractor Pool FSCP 89766	Flexible Services Contractor Pool – Electrical services as needed. Request for Proposals 2020-2850	Not to Exceed \$3,000,000	C. Hertz Funding Source Varies
M2 Integration, LLC	3/10/21 through 3/9/24	Flexible Services Contractor Pool FSCP 89751	Flexible Services Contractor Pool – Electrical services as needed. Request for Proposals 2020-2850	Not to Exceed \$3,000,000	C. Hertz Funding Source Varies
Wirenut Enterprises, LLC dba MD Electrical Services	3/10/21 through 3/9/24	Flexible Services Contractor Pool FSCP 89750	Flexible Services Contractor Pool – Electrical services as needed. Request for Proposals 2020-2850	Not to Exceed \$3,000,000	C. Hertz Funding Source Varies
Consolidated Supply Company	3/10/21 through 2/24/23 Option to renew for up to one additional two-year term through 2/24/25	Material Requirements MR 89771	Purchase of Elkay drinking fountain and bottle filling stations. Invitation to Bid 2020-2905	\$516,566	C. Hertz Fund 456 Dept. 5511 Project DS008
Ednetics, Inc.*	TBD	Materials Requirements MR *****	Purchase of Ethernet switching devices. Invitation to Bid 2021-2944	\$5,121,362	C. Hertz Funding Source TBD
Ednetics, Inc.*	TBD	Materials Requirements MR *****	Purchase of wireless access points. Invitation to Bid 2021-2945	\$2,118,678	C. Hertz Funding Source TBD

* Contracts are in negotiation and not finalized at this time. Staff seeks advanced authorization for these contracts pursuant to the Purchasing & Contracting Delegation of Authority Administrative Directive, 8.50.105-AD, Section X(4): “The District may seek an ‘advanced authorization’ from the PPS Board of Education for any contract upon the approval of the Director of Purchasing & Contracting. The cost of the

March 09, 2021

contract shall be a 'Not to Exceed' amount. Once the Board has approved it, no further authorization for the contract is required, providing the contract value remains at or below the 'Not to Exceed' amount."

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6254

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends submitting the COVID Carryover Request of \$79,551 in grant funds for the grant period November 1, 2020 to September 30, 2021.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

Portland Public Schools is an equal opportunity educator and employer.

March 09, 2021
RESOLUTION No. 6255

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 2021-2022 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
Adair	Donnell
Adams	Lisa
Alberti	Andre
Allen	Hanna
Altiero	Holly
Alvstad	Rebecca
Amor	Jose
Andrews	Athena
Anglada-Cordero	Pedro
Arce	Denley Michael
Ardila Vega	Maira Alejandra
Ashcraft	Chelsea
Aung	Myat
Baerg	Adrienne
Bakker	Zoe
Banks	William
Bartlett	Casey
Basques	Arick
Beanblossom	Alison
Benenati	Tom
Bennett	Katherine
Bennett	Kenneth
Bergman	Natalie
Bestor	Sarah
Biehl	Gina
Blair	Chelsea
Blume	Deborah
Boyd	Christine
Breaker	Jason
Brilman	Larissa
Brockbank	Brennan
Brosius	Melissa
Brown	Alec
Bryant-Capellas	Alexa
Buchanan	Kristin
Bund	Wayne
Burgess	Monnica

Last	First
Camelio	Natalie
Campos	Oscar
Carpenter	Brenda
Carter	Timothy
Chartier	Megan
Colard-Tyler	Isabelle
Combs	Seann
Conner	Emily
Cook	Susan
Cortinas	Leticia
Costello	Nicole
Crozier	Wendy
Cuda	Matthew
Dahl	Ingrid
Dai	Daniel
Daniels	Matthew
De La Cruz	Tina
DeGagne	Alivia
DeRocher	Shelby
Dempsey	Patrick
Desler	Kendra
Dewey	Sada
Dicker	Ryan
Doersam	Karen
Dominguez Lopez	Gabriel
Duff	Ryan
Elliott-MacFadden	Cameron
Fadel	Todd
Fealk	Rachel
Foxley	Shannon
Fritz	Julia
Gallagher	Devin
Garcia	Francisco
Garcia	Lesly
Gekov	Nicole
Georgilas	Nicole
Goad	Spencer

Last	First
Goldstein	Adam
Goldstein	David
Good	Kaitlin
Gorman	Bronwynn
Greenberg	Kelly
Griffin	Katelyn
Hacklander	Caitlyn
Hale	Phillip
Hamler	Adam
Hammond	Sydney
Hara	Sujata
Hardaway	Michelle
Harris	Rachel
Harrison	Daniel
Hawk	Rebecca
Hehn	Andrea
Hellman	Jennifer
Herbst	Sarah
Hillbeck	Alexis
Hills	Rhys
Hoang	Michael
Hoffenberg	Rebecca
Holmes	Kiante
Hood	Angeline
Hooper	Jennifer
Hunt	Melanie
Ibrahim	Bashar
Ingamells	Ellen
Ingram	Angela
Johnson	Rebecca
Johnson Campbell	Brett
Jordan	Erica
Kassouf	Suzanna
Kavehrad	Christina
Kennedy	Ana
Kincl	William
Kovacich Blackmore	Katherine
Kuhn	Jennifer
Kuznetsov	Michael
LaGrone	Ronald
Lamagna	Carlo
Laugenour	Jamie
Laws	Walker
Le Chevallier	Grace
Lefor	Bridget
Lenon	Alexander
Lewis	Jack
Light	Kristin
Lipziger	Lee

Last	First
Littrell	Tara
Liu	Ye
Locke	Britni
Loker	Troy
Loupe	Kristin
Lyon	Amanda
Mackaness	Kate
Madrid	Fernando
Manansala	Audrienne
Marantz-Herzberg	Judith
March	Ayako
Martin-Rosenthal	Leah
Mason	Kelly
Mate	Reka
Mathewson	Heather
Mayo	Alexander
Melson	Alexander
Minson	Jess
Morin	Emily
Mulligan-Brinson	Anne
Munoz	Myrna
Mykkanen	Sarah
Neu	Katherine
Nguyen	Kevin
Nguyen	Quan
Noble	Heather
O'Brien	Katherine
Oates	Marie
Ordway	Catherine
Oswald	Shoshana
Parker	Emily
Pena	Anthony
Pham	Hang
Phan Mende	Chau
Phillips	Jacob
Politte	Paula
Pope	Alexa
Ramos	Brenda
Randazzo	Jack
Redhead	Clare
Reid	Anne
Rey	Krista
Ricketson	Beth
Rissetto	Kristina
Rittman	Michael
Rizk	Gina
Robinson	Unique
Robison	Lisa
Rodriguez Salinas	Romina

Last	First
Romero	Yaneira
Roosevelt	Adam
Ross	Rivkah
Sakai	Yuki
Scher	Alexis
Scott	Stacee
Shemer	Noah
Shiryayev	David
Simmons	Emily
Smith	Hilary
Smith	Jhaizmine
Smith	Kimberly
Snyder	John
Socolofsky	Kristianna
Stanfield	Shirley
Stares	Arica
Starr	Leah
Sterling	Jessica
Sternberg	Ariella-Sophie
Stralek	Lynzi
Sutton	Jonathon

Last	First
Tapio	Katharine
Tiffany	Ethan
Toole	Joshua
Touney	Steven
Towne	Randall
Tran	Lien
Wallace	Candor
Wallau	Taylor
Waller	Michael
West	Kimberly
Whitt Smith	Wintry
Williams	Alexander
Williams	Dowell
Williams	Halla
Williams	Willie
Wilson	Caleb
Wilson	Clementine
Winkler	Amanda

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 2021-2022 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
Aaden	Fowzia
Adams	Ramey
Allison	Robin
Arias	Adora
Arney	Jessica
Arthur	Laura
Avila-Bander	Yudy
Bach	Robert
Banning-Shaughnessy	Deirdre
Barajas	Monica
Barber	Ricardo
Bardeschewski	Andrew
Barnes	McKenzie
Bassi	Yamille
Benson	Mikael
Bibb	Rumi
Bigham	Brett
Blackmon	Julianna
Bloemink	Bastiaan
Bokenyi	Brenda
Booth	Margaret
Borean	Jacqueline
Borns	Brooke
Bowen	Eric
Brennan	Rhonda
Brown	Christina
Brown	Claudia
Bruce	Khadija
Brunk	Ryan
Buckwald	Alex
Burbank	Samuel
Burchell	Cain
Busetto	Adith
Carabajal	Melina
Carmichael	Tara
Chambers	Louise
Chase	Richard

Last	First
Chirimwami	Vincent
Clark	Sarah
Close	Amy
Cohen	Bianca
Coia	Margaret
Commodore	Nathan
Cornett	Anna
Cunningham	Molly
Curl	Tricia
Cushman	Anna
Daviso	Gina
Delaney	Morgan
Denton	Charles
Devicq	Devon
Diaz Rios	Alexander
Dickerson	Aaron
Dickerson	Jeremy
Dilg	Kevin
Doyle	Jessica
Dulin	Heather
Engler	Amanda
Epifano	Lauren
Epp	Mackenzie
Escalada	Helena
Extine	Melissa
Fischer	Esther
Fisher	Hannah
Flores-Sanchez	Nancy
Fox	Ami
Fraser	Denholm
Gaiero	Meghan
Garciaguirre	Carolyn
Gassanova	Leila
Gilman	Cadie
Glasgow	Samuel
Glinert	Alden
Godoy	Robin
Gonzalez	Mario

Last	First
Goosen	Matthew
Goudiaby	Adama
Gretencort	Amy
Gunn	Sean
Guth	Jacob
Guthrie	Melanie
Gutierrez Valiente	Mario
Hallabrin	Morgan
Harris	Jason
Harris	Phyllis
Hawkins	Colin
Hayes	Jessica
Hedlund	Karin
Hellis	Jacqueline
Henning	Amy
Henrich	Shannon
Hogan	Matthew
Holt-Seavy	Grady
Holton	De'Andre
Horton	Kyle
Hughes	Elise
Hughes	Veronica
Irikawa	Michael
Jacobs	Daniel
Jacobson	Melanie
Jahn	Candace
Jardine	Dawn
Johnston	Colleen
Kidder	Maria
Kincl	Caitlin
Kinigopoulos	Maria
Kirkpatrick	Julia
Kunz	Pearson
Kurzer	Micah
LaCarrubba	Christopher
Lampus	John
Laurent	Stephen
LeCrone	Amanda
Leon Moreno	Karen
Lightbourne-	Susannah-
Maynard	Jean
Lillywhite	Emily
Lingenbrink	Hannah
Lodore	Christopher
Longo	Aaron
Lowes	Thomas
Lugg	Mary
MacDonald	Rachel
Manian	Mark

Last	First
Manley	Matthew
Marchello	Rustin
Martin	Sara
Martinez	Vanessa
Martinez Bustos	Juan
Mayo	Asia
McClanen	Meredith
McCleave	Bruce
McGettigan	Alexandra
McGrath	Hanna
McKay	Michelle
McLaren	Andrew
McNeff	Raquel
Medsker	Sarah
Mejia	Paul
Mello	Brittney
Mendiola	Madeline
Mico	Kristen
Minardi	Monica
Minkus	Jamie
Mohamed	Mohamed
Molina	Carlos
Monroy Benitez	Laurel
Moran	Margaret
Morano	Jenna
Morris	Hannah
Morrison	Tracy
Moser	Victor
Moyers	Sahnzi
Mulkey	Sydney
Munoz	Angelina
Natonick	Jessica
Ness	Sharon
Newhouse	Elise
Nguyen	Rich
Nielsen	Nancy
Nogueira	Julia
Noonan	Kristen
Nove	Robert
O'Doherty	Megan
O'Leary	Colleen
Orr	Sofia
Oser	Kayla
Pan	Andrew
Parish	Graham
Patterson	Miles
Patton	Andrea
Paulson	Alex
Payne	Jenny

Last	First
Pennington	Phillip
Pesicek	Mindy
Pill-Kahan	Sharon
Porter	Peter
Pothen	Salomi
Prahl	Isaac
Preble	Lynn
Ramos	Brigette
Rau	Elsbeth
Rawls	Brandon
Rayley	Danielle
Reese	William
Rockness	Karen
Rodriguez	Adrian
Rodriguez	Miriam
Rodriguez-Adair	Ermila
Roth	Alexandra
Ruhoff	Kathryn
Sabga	Melissa
Sanchez	Nancy
Schmidt	Gillian
Schmidt	Jeremy
Schweizer	Christopher
Sebert	Breanne
Sheean	Molly
Sides	Caprial
Simmons	Amy
Smetana	Shannon
Smith	Katherine
Smith	Melissa
Solitaria	Michael
Sooper	Justin
Spinelli	Danielle
Sponsler-Overby	Lurissa
St John	William
Stevens	James

Last	First
Stone	Zachary
Takacs	Brandy
Tello	Gabriela
Thayer	Marla
Thomas	Christopher
Toohey	Caitlin
Tovey	Griffith
Trapido	Sarah
Trask	Samantha
Troeschel	Marissa
Uhlemeyer	Paige
Vanden Berg	Tracy
Vang	Pao
Vavrusa	Alyssa
Verissimo	Britney
Vitellaro	Tracy
Vuong	Alisa
Walker	Emilie
Walsh	Bridget
Wardrop	Shannon
Warren	Allison
Wasserstrom	Pesha
Waters	Harold
Webb	Abigail
Wickstrom	Elin
Wilkinson	Marrla
Williams	Ciara
Williamson	Carlin
Willis	Emily
Wilson	Reuben
Wray	Jessica
Yoder	Nathan
Yost	Virginia
Zimmerman	Alexander
deVincenzi	Allison

RESOLUTION No. 6257

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 2021-2022 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
Aazzerah	Rachel
Abbott	Danielle
Abbott	Stephanie
Ady	Robert
Al-Aridh	Bradi
Alekel	Carly
Allen	Gregory
Allmer	Brian
Almazan-Lopez	Oscar
Altman	Christopher
Alvarez	Leticia
Amundson	David
Anderson	Haley
Anderson	Valerie
Angulo	Caitlyn
Aucutt	Christina
Ayala	Nicole
Balto	Samuel
Barrar	Christine
Barron	Emily
Barrow Strange	Kealy
Bartos	Kari
Bassett	Allison
Bean	Andrea
Beck	John
Beeler	Natasha
Benoit	Hilary
Bingham	Tracy
Bliss	Robert
Block	Abby
Bohart	Karen
Bolden	Kawanna
Bolich	Amanda
Bonhomme	Kendra
Breed	Rebekah
Brochin	Sean

Last	First
Broderick	Sarah
Buckner	Michael
Burke	Brandon
Cahill	Kelly
Calley	Katherine
Cameron	Karry
Cancro	Chad
Canedo-Sanchez	Hector
Canterberry	Sarah
Carpenter	Yvonne
Carter	Robert
Chapman	Katherine
Chavez	Yennifer
Chen	Yishan
Chenot	Anne
Chou	William
Cohen Glebe	Rose
Connelly	Kyle
Connolly	Wendy
Cook	Kellie
Cook	Leanne
Corpuel	Rebecca
Coste	Aurel
Cota	Danielle
Covington-Brehm	Jessica
Crews	Deborah
Criswell	Erinn
Cunningham	Jennifer
Curtis	Cami
Da Rosa	Jeremy
Darshay	Bryan
Davis	Stephanie
DeMonte	Scott
Del Buono	Mary Anne
Demma	Theresa
Derrickson	Sara

Last	First
Donoghue	Liam
Drake	Carolyn
Drescher	Michael
Drummond	Natalie
Duong	Don
Durham	Benjamin
Edenstrom	Alyssa
Edmunds	Nathaniel
Einarsson	Samantha
Eisenberg	Rebecca
Ekberg	Calley
Eller-Isaacs	Jessica
Ellsworth	Alison
Evola	Samantha
Fang	Dongxue
Farrell	Nathaniel
Fawk	Bree
Fenger	Nicholas
Ferrer Tamayo	Margarita
Fitzhenry Juarez	AnnMarie
Flores	Andrea
Floyd	Sherman
Foreman	Leesa
Foster	David
Freeman	Alexander
Freeman	Cheyenne
Fujiwara	Adelyn
Fuller	James
Gardner	Jesse
Gay	Christina
Gervais	Breanna
Godoy	Justin
Goldstone	Jeremy
Gomez	Virginia
Gonzalez	Ana
Goode	Matthew
Gordon	Dawn
Gordon	Heather
Green	Alisha
Griffin	Luke
Griffith	Margaret
Grigori	Cassandra
Halberg	Brian
Hall	Brandi
Hall	David
Hammericksen	Melanie
Hampton	Madelyn
Hanashian	Sophie
Harrelson	Evan

Last	First
Hartle	Jennifer
Haserot	Robert
Hazard	Paige
Heath	Derek
Heeney	Kevin
Heywood	Molly
Hill	Robert
Hill	Sierra
Hill	Zachary
Hilliard	Christopher
Holgate	Zachery
Hoshi	Keiko
Hudson	Miles
Huerta Murphy	Casandra
Huizar	Ginger
Hultgren	Kimberly
Humphreys	Megan
Hunter	Benjamin
Ifversen	Karen
Ingerson	Ilantha
Inman-Balanzar	Paula
Ivosevic	Chrisinna
Iwamoto	Keli
Jacobs	Kelly
Jahangir	Theresa
Jarvis-Pierson	Benjamin
Jeffery	Julie
Jett	Wilma
Johnson	Taryn
Juarez	Katarina
Kaleshnik	Kelly
Kaplin	Gwendolyn
Kelso	Shelah
Ketah	Dave
Knowlton	Aubin
Kobak	Jared
Koelbel	Jennifer
Korn Becerra	Karin
Krakow	David
Krebs	Amanda
Lam	Carol
Larkin Miller	Jennifer
Larsen	Shamai
Lee	Aaron
Lesniak	Melissa
Licitra	Katherine
Loiacono	Patrick
London	Marissa
Lorenzo Vento	Arien

Last	First
Love	Rachel
Luboff	Alexander
Lundgren	Nicole
Magee-Jenks	Patrick
Marrinan	Jennifer
Martin	Kara
McAdams	Amy
McCoy	Stephanie
McGlothlin	Ellen
McHugh	Anne
McInnis	Clair
Mehretab	Temerza
Melton	Julia
Michel-Midelfort	Siri
Miller	Nedra
Miller-Rider	Nathan
Millerman	Brandy
Mitchell	Timothy
Mohammed	Nabilah
Mohler	Kevin
Molony	Kathleen
Moore	Christopher
Muhs	Chelsea
Munoz-Rivas	Magdalena
Murray-Balto	Kayci
Nagisetty	Vytas
Nchekwube	Miranda
Nearing	Patrick
Nguyen	Alyssa
O'Loughlin	Emily
Olson-Mosby	Holly
Ortiz	David
Osuna-Mondragon	Jessie
Oviatt	Rose
Palmer	Ryan
Papacostas	Anne
Parker	Matthew
Payne	James
Payne	John
Pellegrin	Amy
Peters	Paul
Piet	Megan
Pinkston	Scott
Proctor	Michelle
Puderbaugh	Christina
Rabe	Rheta
Ransom	Christopher
Ravengael	Krista
Rebischke	Tammy

Last	First
Reed	Matthew
Reynolds	Laura
Richards	Laurel
Riggs	Tyler
Roberts	Kenneth
Robinson	Miles
Romero-Corral	Juan
Roosevelt	Kristen
Rosemus	Miranda
Rue	Margaret
Russell	Marie-Louise
Ryneal	Joshua
Salle	Nora
Salvador	Joseph
Sauer	Charles
Scherzinger	Jennifer
Schreib	Zachary
Schwartz	Alisha
Seekamp	Sarai
Shepard	Joanne
Sherwood	Patrick
Short	Andrea
Shull	Danielle
Shultz	Emily
Signorelli	Anthony
Smyth	Colleen
Spain	Madelyn
Stellpflug	Heather
Stevens	Julia
Stevens-Krogh	Mary
Stoffan	Jade
Stuhlmuller	Paige
Sullivan	Christine
Surits	Zoya
Swan	Melissa
Sylvester	Tara
Taylor	Alison
Taylor	Pamela
Toback	Rachel
Tobler	Kalin
Usselman	Nathan
Vance	Breana
Vandeventer	Simeon
Vaterlaus	Meredith
Veatch	Lisa
Velasquez	Erik
Villegas-Gutierrez	Martha
Vogel	Jonathan
Volponi	Catherine

Last	First
Vu	Rose
Walker	Kristin
Walsh	John
Ward	Jason
Wasiak	Meghan
Weber-Welch	Amanda
Welle	Alexa
Werschkul	Kelly
Williams	Nathaniel
Wolfstone	Anne
Wooley	Anna
Wright	Falisha
Wutzke	Karen
Yeager	Jesse
York	Taryn
Zeno Truscott	Natalie
Zhu	Yuan

March 09, 2021
RESOLUTION No. 6258

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 2023, 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
Abel	Tivon
Accuardi	Nicole
Acevedo	Jody
Aceves	Lisa
Ackerman-Harvie	Adrian
Ackron	Michelle
Acquino	Amy
Acuna	Miguel
Acuna-Lujan	Richard
Adam-Howard	Edith
Adams	Melodie
Adams	Sadie
Adams Gaudreau	Susan
Adams-Brown	Christina
Adamski	Debra
Adana	Camille
Adkisson	Daniel
Afryl	Marni
Agre	Ashley
Aguirre	Rodrigo
Ahern	Sean
Ahmann	Tiana
Ajjarapu	Elijah
Akhavein	Rana
Aksay	Evin
Al Faiz	Miriam
Alabarca	Erika
Alderman	Amy
Aley	Robert
Allen	Maleka
Allen	Noelle
Allen	Quiana
Allen	Thomas
Almeida	Richard
Alongi-Hernandez	Aleta
Alonso	Amanda
Alonso	Ricardo
Alvarez	Francisca

Last	First
Alvarez	Vanessa
Amaya-Gonzalez	Berenice
Ambrosio	Amy
Andanen	Graham
Anderson	Brett
Anderson	Caitlin
Anderson	Caryn
Anderson	Jeffrey
Anderson	Katherine
Anderson	Kathryn
Anderson	Kent
Anderson	Kimberly
Anderson-Rubin	Heidi
Andres	Jennifer
Andrews	Shannon
Andrews Denney	Kelly
Anello	Heather
Angell	Amy
Anglada Bartley	Susan
Annen	Megan
Ansara-Henderson	Nicole
Ansell	Aram
Appel	Margaret
Appell	Marc
Aquino	Emmanuel
Arafat	Muna
Archer	Keri
Archer	Megan
Archer	Michael
Arellano	Rosario
Arellano Almaguer	Celina
Arias	Bianca
Arias	Erin
Arias	Laura
Armendariz	Febe
Armgardt	Emily
Armitage	Kawaji
Aronson	Scott
Arras	Katrina
Arteaga	Nancy

Last	First
Arthurs	Erica
Arze Torres Goitia	Camila
Asay	Kiera
Askari-Tamu	Malaika
Astvaldsson	Haukur
Atagabe	Beth
Aubrecht	William
Aubry	Dominique
Auda-Capel	Laurel
Audel	Steffanie
Augustine	David
Austin	Meghan
Avila	Obdulia
Avison	James
Axon	Laura
Azzaro-Budak	Gina
Baber	Marla Ann
Baca	Carlos
Backer	Ella
Backner	William
Bacon	Annette
Bacon-Brenes	Matthew
Bagg	Barbara
Baier	Kellie
Bailey	Kathryn
Bailey	Nancy
Bailey	Torrey
Baker	Courtney
Baker	Katherine
Baker	Kimberly
Baker	Rebekka
Baldauf-Wilcox	Suzanna
Baley	Tatiana
Ball	Joseph
Ballman	Joseph
Bancroft	Cinnamon
Bander	Adam
Bangura	Carrie
Bannon	Kelly
Barlow	Rebecca
Barnes	Brian
Barnes	Dereck
Barnes	Julie
Barnes	Sharon
Barnett	Lisa
Barnhardt	Alana
Barr-Hertel	Everett
Barrentine	Scott
Barrett	Neil

Last	First
Barry	Patricia
Barry	Sean
Barten	Sarah
Bartlo	Christopher
Bass	Kori
Bassaloff	Kristin
Batliner	Derrick
Batsch	Jennifer
Batten	Sarah
Battle	Lynda
Batty	Jessica
Bauer	Michael
Bauer	Suzanne
Bayne	Kerry
Beadle	Brian
Beaird	Susan
Becic	Susan
Beck	Aisha
Beck	Laresa
Beck	Nathan
Beck	Sara
Becker	Julie
Beckler	David
Bedi	Sanjay
Beebe	Allen
Belcher	Rachel
Bellavia	Marie
Beltz	Lillian
BenAziz	Randa
Bengtson	Erik
Bennett	Emilie
Bennett	Jennifer
Bennett	Neressa
Bennett	Remy
Bennon	Brady
Berg	Marta
Bergren-Dizon	Greta
Beris	Cristina
Berkowitz	Marcy
Bernardo	Anna
Bernat	Allison
Berning	Carolyn
Bernt	Michelle
Bertelsen	Kimberly
Berten	Anne
Bertolone-Logan	Carla
Berton	Ann
Bessas	Soumountha
Best	May

Last	First
Bettinger	Cory
Betz	Melanie
Beutler	Shawna
Bevan	Ashley
Biagini	Beth
Biamont	Timothy
Bickett	Carla
Bidney	Jacqueline
Biello	Gena
Bielman	Candice
Billedeaux	Chuck
Bilster	Marika
Biornstad	Kaoru
Bird	Jenifer
Birt	Laura
Bish	Maranda
Bishop	Bella
Bishop	George
Bitzer	Mary
Blackford	Elicia
Blackford	Eric
Blackman	Adriane
Blair	Jai
Blakemore	Amanda
Blanton	Kristina
Blattner	Julia
Blekhman	Irina
Blevins	Scott
Bloch	Andrea
Block	Kelsey
Bloom	Lisa
Blount	Melissa
Blum	Carolyn
Blumhardt-Braga	Tammy
Bobenrieth	Rafael
Bockelman	Samara
Boehm	Andrew
Bogdanoff	Rachel
Bokoske	Mary
Boldman	Emily
Bolger	Elizabeth
Bolgioni	Dawn
Bonilla	Angela
Bordioug	Olessia
Borosky	Alison
Borst	Cheri
Bossard	Maureen
Bostick	Jessica
Bostwick	Lindsey

Last	First
Bottman	Tereza
Boubel	Lauren
Boudreaux	Aurelian
Bovee	Jaclyn
Bowe	Elizabeth
Bowers	Kelsey
Boyd	Heather
Boyea	Kathryn
Boyeas	Megan
Boyer	Matthew
Braaten	Leslie
Brachman	Srule
Bradach	Daniel
Bradley	Amber
Bradley	Elise
Braia	Anne
Brandt-Lazar	Matthew
Branham	Tara
Braun	Christina
Bredehoeft	Van
Breen	Samantha
Brenan	Jill
Brennan	Julia
Brennan	Maureen
Brenner	Conni
Brewer	Brittanie
Brighthouse	Susan
Brinks-Detzer	Harmony
Brinton-Anderson	Kristina
Briones	Adrienne
Brislin	Alicia
Brislin	Jeffrey
Brockmann	Jennifer
Brod	Beth
Brooks	Ashlee
Brooks	Ashley
Brooks	Nora
Brooks	Yulia
Brown	Amber
Brown	Barbara
Brown	Carrie
Brown	Hillary
Brown	Julie
Brown	Keith
Brown	Kristin
Brown	Leslie
Brown	ReShawn
Brown	Sahjo
Brown	Susan

Last	First
Brown	Tara
Brown	Tracey
Brucato	Kurt
Bruce	Tina
Bruer	Ilsa
Brunak	Eugene
Bryan	Martha
Bryson	Ronette
Bubl	Paul
Buchanan	Jennifer
Bucknam	Jessica
Buckowski	Kristie
Buehler	Christopher
Buell	Alexis
Buelow	Elizabeth
Buhler	Kristen
Buker	Francine
Bullard	Laura
Bullock	Laura
Bullock	Treoth
Bulow	Annelies
Bundy	Elizabeth
Burgess	Jill
Burke	Erin
Burke	Rosario
Burkhead	Gregory
Burks	Nathan
Burmester	David
Burny	Alana
Bush	Elsa
Bush	Kevin
Bussey	Dana
Butcher	Bryan
Butenhoff	Trevor
Butler	Grace
Butterfield	Andrew
Button	Ann
Buvinger-Wild	Gabrielle
Byer	Aaron
Byerly	Catherine
Byrkit	Margaret
Cady Russell	Michael
Caldwell	Benjamin
Caldwell	Meredith
Caldwell	Nicholas
Calkins	Amy
Calvillo	Patricia
Cameron	Scott
Camp	Ian

Last	First
Campanella	Christine
Campbell	Gwen
Campeau	Matthew
Canales	Cassandra
Canales Reyes	Andres
Cannon	Elizabeth
Cantwell	Sarah
Cappella	Kate
Capps	Kali
Caraboa	Brittney
Carchedi	Adam
Cardenas	Kali
Carline	Denetia
Carlson	Matthew
Carlson	Sarah
Carolan	John
Caron	Ceyriss
Carr	Jaimie
Carr	Jonathan
Carranza	Duncan
Carranza	Samara
Carrera-Padilla	Maricruz
Carrigg	Amanda
Cartagena	Max
Carter-Widyaratne	Lisabeth
Cary	Susan
Casciato	Heather
Casey	Allyson
Cash	Colleen
Casillas	Omar
Castillo	Martin
Castillo-Harden	Jenica
Catabay	Monty
Cates	Kathryn
Caton	Christine
Causey	Jayme
Centerwall	Sarah
Cervantes-Campbell	Lucila
Cha	Mary
Cha	Richard
Chaikittirattana	Amy
Challender	Matthew
Chaney	Heather
Chaplin	Nicole
Chapman	Gaye
Charlston	Katie
Chasse	Loren
Chavez	Alisha
Chavez	Xavier

Last	First
Chedester	Shannon
Chee	Amanda
Cheek	Thomas
Childress	Richard
Choate	Jennifer
Chorlton	Jessica
Christensen	Tracy
Christy	Ross
Chu	Bryan
Clark	Alfred
Clark	Andrew
Clark	Kristen
Clark	Lisa
Clawson	Frances
Cleary	Jennifer
Clegg	Lionel
Clem	Megan
Cleveland	Heather
Clyde	Chelsea
Coffey	Daniel
Coffman	Lisa
Cohen	Rebecca
Cohen	Suzanne
Coholan	Caroline
Colby	Trask
Coleman	JoAnna
Collazo-Santiago	Pilar
Collins	Diana
Collins	Julia
Colon	Elizabeth
Colon	Yesenia
Conable	Victoria
Condron	Kimberly
Cone	Christina
Connelly	Elisabeth
Connolly	Kelly
Connors	Anna
Conroy	Kevin
Constantinescu	Andrew
Cook	Allison
Cook	Nancy
Cooke	Kyle
Coomes	Jennifer
Cooper	Robin
Cooper	Suzanne
Copacino	Allyson
Cornet	Lindsay
Cornett	E
Coronado	Nadia

Last	First
Corwin	Caryn
Costa	Susan
Cowley	Leslie
Cox	Stephanie
Coyne	Jennifer
Craig	Sheila
Craig-McFarland	Amy
Cranley	Stephanie
Crawford	Debra
Crawford	Jacqueline
Crock	Vanessa
Cronen	Susanna
Crosby	Valerie
Crosman	Nathaniel
Croteau	Shawn
Crouser	Julie
Crouser	Martin
Crow	Elizabeth
Crum	Spencer
Cuatt	Susanne
Cudjoe	Jessica
Cunningham	Kevin
Cunningham-Parmeter	Kendall
Curley	Stephen
Curtis	Marissa
Cusack	Carly
Cvitanich	Michelle
D'Agostino	Julia
D'Aurora	Shannon
D'Cruz	Stephanie
Da Rosa	Gladis
Dagostino	Joseph
Dahinden	Susan
Daigle	Paul
Daley	Alexis
Daley	Cadie
Daley	Sara
Dalla Corte	Nancy
Dalton	Nicole
Damon	Alan
Dang	Tina
Daniels	Darlene
Daniels	Jacquelyn
Daniels	Julie
Danielson	Andre
Danielson	Teri
Danon	Eva
Danzer	Kellie
Darling	Jessica

Last	First
Darling-Budner	Rebecca
Date	Brooke
Davidson	Amy
Davidson	Elizabeth
Davidson	Lisa
Davidson	Roxanne
Davila-Marquez	Anna
Davis	Anna
Davis	Megan
Dawson	Alexander
Dawson	Elizabeth
Day	Lorelle
Day	Myriah
Day	Sean
De Lagrave	Nicole
DeGroot	Cheryl
DeNiro	Meghan
DeVille	Anna
Deacon	Lindsay
Decker	Joshua
Decklar	Kelly
Deede	Sara
Dekker	Betsy
Deland	Anthony
Delgado	Deanna
Dell	Jeremy
Delmatoff	Elizabeth
Delwisch	Meghan
Denison	Emily
Deniston	Nicole
Denney	Alicia
Denney	Kevin
Dennis	Paula
Dennison	Franki
Dennison	Thaddeus
DesCamp	Margaret
Devore	Jenna
Dewson	Nichole
Deych	Yulia
DiPasquale	Angela
Diamond	Kathleen
Diaz	Jessica
Dickinson	Heather
Dickstein	Galen
Dillavou	Leslie
Diller	Lynnette
Dillingham	Angela
Dillon	Melinda
Diltz	Michael

Last	First
Dilworth	Kate
Dinsmore	Christine
Dipascuale	Pablo
Dischner	Karen
Dixon	Jacqueline
Dixon	Maggie
Do	Janet
Docken	Elizabeth
Dodson	Kirk
Doern	Margie
Doherty	Christopher
Doht-Barron	Karlyn
Doler	Nicole
Dolson	Marie
Dombrowski	Deborah
Donahoe	Patrick
Doni	Lilia
Donin	Stacy
Donkers	Paul
Donohoe	Susan
Dorn-Medeiros	Rebecca
Dorobek	Leslie
Dorresteyn	Ian
Doughty	Marlene
Douglass	Martin
Douglass	Susan
Dowden	Jessica
Downs	Hannah
Draper	Rachel
Drew	Amy
Drexler	Judith
DuBois	Elizabeth
Duckwell	James
Dudareva	Elena
Duffy Govea	Kaitlyn
Dugan	Christine
Duggan	Andrew
Duggan	Lori Ann
Dugo	David
Dulcich	Sarah
Duncan	Hannelore
Duncan	Nicole
Dunn	Marie
Dunn	Melissa
Duran-Martinez	Josefina
Durant	Erika
Durham	Amy
Durocher	Anna
Dwan	Elizabeth

Last	First
Dwight	Kelly
Dwyer Young	Henry
Dyer	Brian
Dyer	Casey
Dykman	Bryan
Dyste	Sarah
Eames	Carlyn
Earle	Heidi
Early	Elisabeth
Eastman	Catherine
Eaton	Gerald
Echenique Arduz	Lily
Edelson	Jennifer
Edgar	Mehera-Rosa
Edington	Linda
Edler	Jennifer
Edwards	Mila
Edwards	Tamara
Egan	Theresa
Eichman	Katharine
Eigo	Meghan
Eisemann	John
Ekelof	Ingela
Eldredge-Burns	Ann
Ellenwood	Benjamin
Elliott	Amanda Jane
Ellis	Elizabeth
Ellis	Micaela
Eltagonde	Peaches
Elwell	Donald
Elwer	Aarika
Elwood	Stacey
Engeldorf	Blake
English	Kelly
Engstrom	Kristina
Enyeart	Jason
Epstein	Sarah
Ereckson	Ezra
Erickson	David
Erickson	Kristian
Erwin	Jesse
Esbensen	Thor-Aage
Escovedo	LaPrincea
Espinosa	Bianca
Espinoza	Renee
Essex	Elizabeth
Estassi	Samia
Esteve	Ann
Estrada-Meza	Monica

Last	First
Evans	Linda
Evans	Morgan
Evans	Nancy
Evers	Joseph
Everton	Adrienne
Ewers	Cindy
Ewing	Shauna
Fagan	Alexandra
Fain	Brian
Fale	Kelly
Fantz	Travis
Farnand	Rochella
Farrell	Miki
Fass	Eric
Fast	Jennifer
Fedorenko	Anna
Feitelberg	Matthew
Feldman	Felissa
Fell	Erin
Fennema	Brian
Ferguson	Joseph
Ferguson	Joseph
Ferguson	Leesa
Fernandez	Lourdes
Fernandez	Rebecca
Fessant	John
Feutrier	Meggie
Feuz	Lisa
Fields	Frank
Fig	Nicole
Files	Lauryn
Finamori	Melody
Finch	Thomas
Fink	Kathleen
Finke	Jennifer
Finley	Aaron
Finnigan	Ruth
Firestone	Jessica
Fischer	Jonathon
Fisher	Carolyn
Fisher	Laura
Fisher	Samuel
Fitzwater	Bryan
Flagel	Eric
Fleischman	Katia
Fleming	Julie
Flenniken	Gregory
Fletcher	Donna
Flores	Melody

Last	First
Flores	Moises
Flores	Sarah
Flowerday	Chadrick
Floyd	Jessica
Flye	Travis
Fogg	Julia
Foley-Weintraub	Maia
Foltz	Emily
Forbes	Colleen
Ford	Connie
Ford	Jaclyn
Ford	Joel
Ford	Windy
Forrest	Sharon
Forsberg	LeAnne
Forst	Mellissa
Forstag	Michael
Forsythe	Joshua
Fosik	Kristina
Fossen	Garth
Foster	Emily
Fournier	Ann
Fox	Maura
Frager	Ariel
Francis	Brad
Francis	Katie
Franklin	Krista
Franks	Chase
Frankunas	David
Fransen	Jacqueline
Fraser	Eva
Frazee	Ayn
Fredericks	Sarah
Fredgant	Daniel
Freeman	Allanah
Freeman	Maria Roma
Freeman	Sierra
Freeman	Stacey
Fretel	Pamela
Friedman	Levia
Friend	Adrienne
Frisby	Barry
Frisby	Susan
Frisch	Molly
Frisina	Salvatore
Fuentes	Lauren
Fujiwara	Ritsuko
Fuller	Sara
Fulton	Richard

Last	First
Furtado	Nicolas
Gabriel	Leanne
Gadbow	Kenneth
Gaede	Adam
Gallusser	Megan
Ganey	Gretchen
Gao	Ruiyuan
Gapp	Jenny
Garcia	Gabriela
Garcia	Greg
Garcia	Merri
Garcia Arriola	Alfonso
Garcia-Velasco	Elena
Garcie	Fabiola
Garcie	Michael
Gardiner	Stephen
Gardner	Alyssa
Gardner	Elizabeth
Gardner	Kendra
Gardner	Natalie
Gardner	Sara
Garrett	Pamela
Garvey	Molly
Gary	Jocelyn
Garza-Cano	Adolfo
Gascoyne	Maya
Gassner	Sarah
Gavitte	Donald
Gawronski	Peter
Gayler	Holly
Gaynor	Sarah
Gebbie	Lindsay
Geiger-Baker	Alicia
Geiszler	Steve
Geller	Kasey
Gelrod	Lia
Gentile	Jeff
Georgetta	Emma
Gerber	Brian
Gerlach	Jennifer
Germaneri-Clarkson	Suzanne
Germundson	Susan
Gernhart	Brett
Gerolami	Mark
Gershuny	Jason
Gervais	Amy
Gervich	Asa
Gevurtz	Tom
Ghan	Ryan

Last	First
Giackino-Baisch	Tiffany
Giarelli	Kimberley
Gibson	Neil
Gibson-Cairns	Robert
Giffert	Kathryn
Gifford	Christopher
Gilbertson	Amelia
Gilbertz	Nancy
Giles	Jason
Gilkey	Nancy
Gill	Darshanpreet
Gilley	Kerry
Gilley	Matthew
Gilson	Kirey
Gilson	Maria
Ginger	Jennifer
Gintz	Makenzie
Glover	John
Godfrey	Joanne
Goertzen	Heide
Goetz	Susan
Goff	Diane
Goldbloom	Stefanie
Golden	John
Golden	Kathryn
Goldhammer	Timothy
Goldman	Lilia
Goldstein	Howard
Goldstein	Meagan
Gollhofer	Dianne
Gomes	Kelly
Gonzales	John
Gonzales	Steve
Gonzalez	Marisel
Gonzalez	Sarah
Good	Melinda
Goodman	Bich
Goodman	Kala
Goodrich	Saima
Goodwin	Ria
Gooselaw	Ann
Gordon	Brenda
Gordon	John
Gothard	Margarita
Gove	Rachel
Graham	Amanda
Graham	Timothy
Graham	Todd
Graiziger	Mary

Last	First
Grant	Sally
Grass	Alyssa
Gray	Gina
Gray	Rhonda
Green	Amber
Green	Margaret
Greenberg	Liliana
Greenfield	Katherine
Gregerson	Elena
Gregoire	Susan
Gregory	Garin
Gretzinger	Jessica
Griffin	Antoinia
Griffith	Jessica
Griffon	Cora
Grigg	Christopher
Grillo	Carolyn
Grillo	Megan
Grimm	Gillian
Grivel	Julien
Grobey	Tod
Grohn	Michela
Gromko	Emily
Groom	Grace
Groom	Roger
Groseclose Lobb	Alicia
Gross	Martha
Grosscup	Benjamin
Gruber	Robert
Grunseth	Katharine
Guin	Margaret
Guitron	Edith
Gunderson	Mark
Gunther	Natalia
Gunvalson	Stephen
Gustafson	Maalaea
Gustin	Mitchell
Guthrie	Andrea
Guthrie	Laura
Guthrie	Scott
Gutierrez	Brenda
Gutierrez	Kathleen
Gutlerner	Jordan
Guzman	Arlene
Guzman	Malaina
Guzman	Marquita
Gwaltney	Karen
Haber	Rachel
Hackman	Marion

Last	First
Haddon	Blair
Haddox	Maria
Hagen	Alexandra
Hagen	Destini
Haight	Allison
Hakam	David
Halbig	Rebecca
Hale	Erica
Hale	Erin
Hales	Charlotte
Hall	Ellen
Hall	Rachael
Hall	Ronda
Hall Rockne	Portia
Hallinan	Sheila
Hallman	Craig
Halpern	Mark
Halvorson	Betsy
Hambelton	Kaley
Hammel	Marcelle
Hammett	LeeAnn
Hanawa	Emi
Hanawalt	Joel
Hanawalt	Oona
Hanes	Rachel
Hanlon	Kathryn
Hanna	Skye
Hansen	Amy
Hansen	Audrey
Hansen	Mark
Hansen	Tammy
Hanson	Ann
Hanson	James
Harbolt	Mary
Harding	Karen
Harding	Tara
Hardy	Ashley
Hardy	Sarah
Hargrave	Amy
Harkness	Devin
Harkness	Edward
Harmon	Michael
Harold-Golden	Stacey
Harper	Anne
Harper	Norelle
Harpster	Clinton
Harrah	Lindsey
Harris	Gaelle
Harris-Wastradowski	Donna

Last	First
Harrold	Elysia
Hartel	Nicholas
Hartmann	Eric
Harvey	Elizabeth
Hascall	Norman
Hashimoto	James
Haskell	April
Hatzipavlou	Athanasia
Havens	Aimee
Havermann	Kristin
Havner	Keira
Havran	Joanne
Hawking	Christopher
Hawkins	Andre
Hawksford	Anjanette
Hay	Susan
Haywood	Todd
Hazen	Alicia
Hazzard	Laurel
Headley	Alice
Heard	Martha
Heath	James
Heaton	Jennifer
Hedine	Samuel
Heggem	Deborah
Heinrich	Tracy
Heins	Marion
Heisler	Mike
Held	Laureen
Heller	Martha
Helmsworth	Nancy
Henderson	Kathryn
Henderson	Kristen
Henderson	Kristina
Hendrickson	James
Hennessy	Blair
Henry	Amy
Hensley	Emily
Herbage	Jennifer
Herkert	Jocelyn
Herman	Matthew
Hermansen	Rachel
Hermes	Leah
Hernandez	Cesar
Hernandez	Maria
Hernandez-Solis	Janeth
Herrera	Molly
Herrmann	Lauren
Herron	Alison

Last	First
Heuberger	Leeanne
Hewett	Jered
Heyerly	Logan
Hibbert	Lisa
Hickey	Jessica
Hieggelke	Jason
Higbee	Keith
Hilbers	Mikalene
Hilbourne	Amber
Hildebrant	Alison
Hildner	Benjamin
Hill	Mary
Hill	Susan
Hillenberg	Jamie
Hilsen	Rachel
Hilton	Kimberly
Hilyard	Kevin
Himmelstein	Julia
Hinatsu	Melia
Hirahara	Michiko
Hirata	Marisa
Hiser	Melody
Hjorth	Mercedes
Hoang	Cuong
Hoback	Dixie
Hobby	Holly
Hockett	Jacob
Hoerauf	Jason
Hoffelt	Andrea
Holben	Melinda
Holden	Nicole
Holden-Williams	Demetria
Holdren	Caitlin
Hollands	Walter
Hollingshed	Odie
Holloway	Danielle
Hollyfield-Melz	Jessica
Holsclaw	Dina
Holstine	Janice
Holte	Rickey
Holton	Lashell
Hom	Ming
Homberg	Jamie
Honeyman-Colvin	Katherine
Hook	Ryan
Hooper	Henry
Hopkins	Jennifer
Hopson	Anyika
Hopson-Willis	Chanell

Last	First
Horner	Jamie
Horner	Martha
Horrigan	Michael
Horton	Elizabeth
Horvat	Jason
Hotchkiss	Luke
Houghton	Mary
House	Suzanne
Howard	Adrienne
Howard	Branic
Howard	Kimberly
Howard	Ruth
Howdysshell	Jill
Huang	Nuan
Huber	Erica
Huckaba	Dave
Hudson	Christopher
Hudson	Karla
Huerta	Javier
Huff	Ronald
Hugel	Liduan
Hughes	Keri
Hughes	Vanessa
Hughes-Bond	Kasey
Hull	Megan
Huls	Jessica
Humphrey	Laura
Hunt	Kathryn
Hunt-Warren	Nicole
Hunter	Jesse
Hunter	Kyle
Huntington	Gregory
Huntley	Ian
Hurner	Rose
Hutchinson	Carrie
Hutchinson	Janelle
Hutchison	Jess
Hutsell	Kennedy
Hyde	Lisa
Immesoete	Melissa
Incorvia	Jamie
Ingraham	Jessica
Interian	Michele
Interian Ucan	Mario
Ionescu	Marinela
Irons	Michelle
Irwin	Kristin
Irwin Acosta	Alicia
Iser	Jessica

Last	First
Israel-Davis	Elizabeth
Iverson	Jill
Iverson	Lindsay
Ivester	Elizabeth
Iwersen	Deidre
Jablecki	Abbie
Jablon	Joel
Jablonski	Anna
Jackson	Megan
Jacobs	Tina
Jamesbarry	Anthony
Jamesbarry	Sarah
Jamieson	Robert
Janega	Katelyn
Jangula-McNabb	Jennifer
Jansa	Michael
Jaquiss	Andrew
Jarad	Ruqayya
Jardine	Tara
Jarvis	Kimberly
Jaynes	David
Jeffrey-West	James
Jendrzajek	Jessica
Jenkins	Brittney
Jenness	Laura
Jensen	Eleanor
Jensen	Rachell
Jensen	Sonya
Jeppesen	Paula
Judy	Melanie
Jewel	Sharese
Johansson	Eric
Johnson	Alexis
Johnson	Bradley
Johnson	Daniel
Johnson	Emily
Johnson	Erika
Johnson	Gina
Johnson	Jeffrey
Johnson	Jeffrey
Johnson	Jeremy
Johnson	Justin
Johnson	Kara
Johnson	Katharine
Johnson	Leah
Johnson	Melissa
Johnson	Melissa
Johnson	Nicholas
Johnson	Sean

Last	First
Johnson	Thomas
Johnson-Greenough	Noah
Johnson-Smith	Carole
Johnston	Scott
Johnstone	Ian
Jonas-Closs	Jacob
Jones	Jessica
Jones	Keith
Jones	Kelli
Jones	Kira
Jones	Mitchell
Jones Bohara	Carrie
Jordan	Amanda
Joseph	Chelyn
Joseph	Teri
Joshi	Gillian
Joy	Kelli
Joyalle	Jennifer
Jue	Meredith
Jugel	Lynn
Kabza	Matthew
Kahn	Meghan
Kaiser	Jeramie
Kaller	Susan
Kamata	Yoshiko
Kangas	Molly
Kanof	Kimberly
Kanz	Holly
Kaplan	Alexandra
Kaplan	David
Kapranos	Jaina
Kapranos	Nicholas
Karki	Dana
Karpouzes	Stephanie
Kaufman	Michael
Kauth	Cecelia
Kavanaugh	John
Kawasaki	Osamu
Kays	David
Keefer	Debbie
Keeler	Tara
Keene	Carson
Keil	Virginia
Keith	Althea
Keith	Lesley
Kellar	Michele
Kelleher	Tyler
Keller	Damon
Kellermann	Sonia

Last	First
Kelley	Robert
Kelley	Stephanie
Kelly	David
Kelly	Terese
Kemp	James
Kemper	Keska
Kempster	Karen
Kendall	Megan
Kendall	Sheila
Kennedy	Christopher
Kennedy	David
Kennedy	Kristin
Kennedy	Pamela
Kennison	Lyn
Kenny	Maureen
Kennybrew	Melissa
Kenyon	Kimberly
Keo	Kelly
Kerr	Shawn
Kerrissey	Carissa
Kertay	Kyle
Kertesz	Matthew
Kessler	Addy
Ketel	Faith
Khalsa	Nam Kirn
Khrustalyov	Andriy
Kidd	Karina
Kiernan	Elizabeth
Kilpatrick-White	David
Kim	ReCher
Kimlinger	Lauren
Kincaid	Diana
Kincaid	Matt
Kindred	Megan
King	Andrew
Kinney	Emily
Kino Harris	Mariko
Kirk	Alexa
Kirk	Karey
Kirkelie	Maia
Kirkpatrick	Melissa
Kirsch	Elizabeth
Kirsch-McMaster	Megan
Kittrick	Shannon
Kjome	Kristin
Klee	Tim
Klein	Shara
Klein-Wolf	Lisa
Kleiner	Maria

Last	First
Klosterman	Tracy
Kluss	Susan
Knauss	Ian
Kniser	Timothy
Knoblich	Jeffrey
Knochel	Kate
Knoerzer	Catrina
Knutsen	Kristin
Kobs	Lisbeth
Koenig	Misty
Kohn	Erika
Kohn	Sarah
Kolb	Melissa
Kolesar	Jaclyn
Kondylis	Katherine
Kong	Lisa
Koning	Jill
Koping	Danielle
Kordahl	Elin
Koshy	Elizabeth
Kosmas	Pantelis
Kowalski	Amy
Kozil	Andrea
Kramer	Meghan
Kray	Shelby
Kreuz	Cameron
Kreuzer	Sara
Krill	Robin
Krom	Julie
Kroswek	Paul
Kuhlman	Joseph
Kuhlman	Lih
Kulak	Andrew
Kunda	Natalya
Kuzmickas	Daina
Kyler-Yano	Amy
Kyriss	Rachel
Lageson	Tina
Laguardia	Carlos
Lahey	Sheryl
Lamanna	Tina
Lambert	Stephen
Lamkins	Judy
Lammert	Lisa
Lamoreaux	Michelle
Lancaster	Steven
Lancaster	Valoree
Lanctot	Michele
Lane	Chris

Last	First
Lane	Jeffrey
Lane	Jo
Lane	Tiffany
Laney	Joel
Laney	Renee
Lang	Melody
Langton	Bradley
Lanigan	Alison
Lanners	Eric
Lannigan	Elizabeth
Lannom	Samantha
Lanzas	Cassandre
Largo	Abby
Larriva	Amanda
Larsen	Anne
Larsen	Penelope
Larson	Carl
Larson	Jamie
Lasley	John
Lathrop	Fei
Laufe	Anne
Laurence	Drew
Lauretti	Leslie
Law	Iris
Lawhon	Kevin
Lawler	Beth
Lawler	Margaret
Layman	Mildred
Le	Thuy-Linh
Le Fave	Dominic
LeDoux-Leos	Sheree
LeMay	Adrienne
LeMeune	Kieran
LeMier	Sarah
LeVan	Angela
Leahy	Dianne
Lee	Jamie
Lee	Jennifer
Lee	Min
Lee	Sarah
Lee	Sitti
LeeWehage	Elizabeth
Leech	Andrea
Leeman	Dylan
Lefere	Karen
Lefevre	Michelle
Leitch	Sarabeth
Leivant	Natalie
Lemen	Elizabeth

Last	First
Lemma	Laura
Lenc-Westfall	Annie
Lennox	Gayle
Leong	Verna
Lepley	Jodene
Lesher	Deborah
Leslie	Natalie
Levine	Eric
Levine	Joshua
Levine	Nina
Levison	Rebecca
Lewis	Kari
Lewis	Matthew
Liao	Karen
Lichtinger	Robert
Lickey	David
Licurse	Anne
Lieberman	Lori
Lile	Amy
Limb	Daniel
Lin	Yuzhen
Lincoln	Christina
Lind	Patrick
Lindsay	Pamela
Lindstrom	Kari
Lingenfelter	Jessica
Lingo	Rosalie
Lipson	Andrew
Lipson	Dana
Lisensky	Laura
Littledyke	Richard
Livesay	Kimberly
Llewellyn	David
Lloyd-Knox McDonald	Kendra
Locarno	Jenny
Lockamy-Emmons	Heather
Lockett	Christina
Lockett	Mary
Loewen	Katherine
Lofquist	Eric
Logan	Cheri
Lommen	Hannah
London Tinsel	Jamin
Longfellow	Jay
Longstreet	Cori
Longstreth	Katharine
Looney	Liberty
Loosemore	Monica
Lopez	Alodie

Last	First
Loret de Mola	Ursula
Losoya	Jose
Lossner	Christi
Loveland	Jennifer
Loveless	Timothy
Lowe	Chrysann
Lowery	Anthony
Lowery	Jennifer
Lowery	Marianne
Lozano	Mehira
Lumbreras	Amy
Lunde	Heidi
Lurch	Jacqueline
Luria	Alexandra
Luther	Erika
Lyerla	Jessica
Mac	Frank
MacDicken	Derek
MacKinnon	Amy
MacNeill	Marla
Macdonald	Stephanie
Maceo	Jorge
Machuca	Eliana
Mack	Catherine
Macklin	William
Macon	Barbara
Macy-Gustafson	Ericka
Madden	Peter
Maddocks	Joseph
Maddy	Courtney
Maestas	Marlena
Mafara	Kathleen
Mafchir	Anna
Mahaney	Kelsey
Maher	Daniel
Mahony	Erin
Mahurin	Michael
Maier	Christine
Maier	Elizabeth
Mak	Korey
Makara	Jamie
Malbin	Benjamin
Mallare-Best	Jessica
Mandell	Doug
Mankowski	Heather
Mann	Kathrine
Mann	Robyn
Marchyok	Matthew
Margolis	Jason

Last	First
Mariano	Krystal
Marienburg	Nicole
Markewitz	Emily
Markovich	Elizabeth
Marquardt	Christopher
Marquardt	Kevin
Marquardt	Serena
Marquez	Jerardo
Marquez	Kenya
Marquis	Carissa
Marron	Deanna
Marsh	David
Marshall	Arlene
Martin	Andrea
Martin	Joseph
Martin	Joshua
Martin	Rebekah
Martine	Emily
Martinez	Matilde
Martins	Sara
Marx	Kara
Mashia	Jeanetta
Massey	George
Masters	Nicole
Matano	Sara
Mathews	Frank
Matsen	Jeremy
Matteri	Dominic
Matthews-Fisher	Naomi
Matyiko	Geri
Mauldin	Robin
Maurer	Hannah
Maurer	Ian
Maves	Randall
May	Kellie
Mayer	Elizabeth
Mayer	Keelin
Mayik	James
Maynard	Allyson
Maynard	Jamie
Mayo	Jennifer
McArthur	Martha
McBride	Amy
McBride	Haylee
McCann	Luke
McCants	Ryan
McCarter	Andrea
McCarthy	Elizabeth
McCarthy	Ellen

Last	First
McCarthy	Nicholas
McCartney	Kathryn
McCartney	Layne
McCarty	Christine
McCarty	Scott
McClain	Brandan
McClain	Stephanie
McClay	Mauria
McClellan	Jedidiah
McCollister	Wakana
McConney	Taylor
McCormack	Marieta
McCormick	Glenn
McCormick	Mary
McCormick	Michelle
McCoy	Caroline
McCracken Ferro	Erin
McCulloch	Caroline
McCutchenne	Emmett
McDaid	Heather
McDermott	Ryan
McDowell	Elizabeth
McEwan	Karen
McFadden	Brian
McFadden	Morgan
McFaul-Amadoro	Sunshine
McGee	John
McGhee	Shalonda
McGlotten	James
McGowan	John
McGowan	Maya
McHaley Foley	Saneun
McIntyre	Brian
McIvor-Baker	Ellery
McKay	Diana
McKee	Sarah
McKelvey	Da'Anyel
McKenzie	Sharitha
McKibben	Darci
McKie	Donald
McKie	Jessica
McKinney	Yolanda
McKinney-Heiney	Hilary
McKinstry	Samuel
McLaughlin	John
McLaughlin	Shannon
McLawhorn	Susan
McLean	Oksana
McMahon	Jill

Last	First
McMaster	Ian
McMaster	Matthew
McMillan	Julie
McNairy	Michaela
McNeal	Jeffrey
McNeely	James
McNulty	Erin
McNulty	Teri
McNutt	Nicole
McQueen	Adam
McShane	Joyce
Mead	Christopher
Meade	Christopher
Meadows	Anneliese
Mease	Sara
Medley	Ethan
Meeker	Christopher
Mejias Dominguez	Letisia
Melcher	Katie
Mella	Douglas
Mellgren	Erik
Melling	Richard
Mendels	Sharon
Mendez-Rodriguez	Demetrio
Mendola	Adam
Mendro	Jacqueline
Menke-Thielman	Forest
Merrill	Gracia
Merrill	Kelly
Meskimen	John
Meskin	Brielle
Metcalf	Megan
Metz	John
Mew	Natalie
Meyer	Brian
Meyer	Jennifer
Meyer	Marie
Meyers	Craig
Micheletti	Kesia
Michels	Rose
Mick	Elizabeth
Middleton	Elizabeth
Mihelic	Benjamin
Miles	Anne
Miles-Gonzales	Jenny
Milford	Kelly
Millar	Alain
Miller	Brandi
Miller	Christia

Last	First
Miller	Dana
Miller	Deborah
Miller	Jamie
Miller	Jason
Miller	John
Miller	Julie
Miller	Julie
Miller	Seth
Millis	Stephanie
Millon	Claire
Minato	Joseph
Miner	Amy
Miranda	Tracy
Mirsepassi	Eric
Misumi	Angela
Mitchell	Jill
Mitchell	Kelli
Mitchell McVay	Angela
Mogi	Eriko
Mohamed	Nasteha
Moist	Dennis
Molina	Lisa
Moller	Erika
Molloy	David
Montalbano	Marie
Montalbin	Cheyenne
Montanaro	Scott
Montfort	Alex
Moog	Leah
Moore	Darrell
Moore	Kathryn
Moore	Kathryn
Moore	Michael
Morales	Victor
Morales-Galicia	Brenda
Morales-Vazquez	Karina
Morden	Donna
Morehouse	Brandon
Morell-Hart	Daniel
Moren	Michael
Morgan	Debra
Morgan	Jennifer
Morgan	Melissa
Morgan	Robert
Morgan	Ronald
Morioka	Hannah
Morley	David
Morlock	Leigh
Morrell	Lisa

Last	First
Morris	Amanda
Morris	Jacy
Morris	Melanie
Morris	Shae
Morse	Cynthia
Mosqueda	Martha
Moule	Matthew
Mowe	Jackson
Moxley	Robert
Moyer	Megan
Muir	Kevin
Mulvihill	Michele
Mumford	Andrea
Munana	Anabel
Muncie-Jarvis	Ashley
Munoz	Deborah
Munoz	Mercedes
Munteanu	Crina
Muraoka	Kenneth
Murchison	Jessica
Murdock	Melinda
Murer	Margaret
Murphy	Brooke
Murphy-Cairns	Daniel
Murr	Gillian
Murray	Jessica
Musashino	Keisuke
Musgnung	Noel
Mussio	Sarah
Myers	Carolyn
Myers	Thomas
Nagarajan	Surya
Nagle	David
Nahurski	Andrea
Nally	David
Nam	Hyung
Napoli	Michael
Nations	Katherine
Nava-Replogle	Alejandra
Navarro	Neomi
Naze	Christopher
Naze	Craig
Neff	Suzanne
Nelsen	Laura
Nelson	Craig
Nelson	Heather
Nelson	Janelle
Nelson	Kasey
Nelson	Susan

Last	First
Nemesi	Emily
Nemeth	Zsuzsa
Ness	Diane
Neufeld-Griffin	Teri
Newton	Allison
Ngai	Lillian
Nguyen	Catherine
Nguyen	Nguyen
Nguyen	Thuy
Nichenko	Linda
Nicholas	Timothy
Nicholl	Alicia
Nichols	Derek
Nichols	Katherine
Nichols	Kelly
Nicholson	Deborah
Nicola	Jill
Nicola	Michelle
Nicolas	Shannon
Niebergall-Eltagonde	Christopher
Niebergall-Eltagonde	Keala
Nims	Stephen
Noakes	Kianne
Nohner	Nicholas
Nolan	Michael
Nordstrom	Elizabeth
Nordwall Keller	Genevieve
Norgaard	Kasandra
Norman	Rebecca
Norquist	Melissa
Nossaman	Cali
Notebaart	Jessica
Nowland	Sean
Nunn	Amy
Nutter	Jennifer
O'Barrow	Salaad
O'Brien	Jeanne
O'Connor	Jessica
O'Connor	Matthew
O'Hagan	Brigid
O'Hara	Mary
O'Leary	Alicia
O'Leary	Elizabeth
O'Leary	Megan
O'Malley	Tamara
O'Neill	Michael
O'Neill	Steven
O'Shanecy	Emelia
O'Toole	Carrie

Last	First
ONeill	Juliana
Oeding	Emory
Oesterle	Carla
Okazaki	Jessica
Olavarrieta	Jose
Oleson	Matthew
Olivas	Ambar
Olivera	Christine
Olsen	Aaron
Olsen	Martin
Olson	William
Olsson	Janet
Omey	Denise
Onnis	Nicola
Opiela	Elizabeth
Oppedisano	John
Orchard	Janell
Orcutt Kane	Lisa
Ordaz	Maggie
Ordway	Kirk
Oriard	Colin
Ortega	Fanny
Ortiz	Esteban
Ortiz	Gloria
Ortiz	Melissa
Oster	Cameron
Otero	Mijail
Otten	Michal
Outcalt	Sara
Overvold	Elena
Owens	Jason
Owens	Jennifer
Pack	Daniel
Padua	Irynne
Page	Kazuko
Pagenstecher	Aubrey
Palici	Sirena
Palmer	Brooke
Palmer	Courtney
Palmer	Julie
Palmer	Megan
Palmer	Rosamma
Panagopoulos	Raymond
Parada	Renato
Parker	Catherine
Parker	Kira
Parker	Sarah
Parker	Shoko
Parker	Trevor

Last	First
Parks	Kylene
Parks	Laura
Parrott	Kirsten
Parsons-Akinjiola	Oluyinka
Patterson	Audrey
Patterson	Daniel
Patterson de Tarr	Gavriel
Pattiani	Colleen
Pawol	Shannon
Paxton-Williams	Katherine
Peacock	Valerie
Peake	Mary
Peake	Michelle
Pearl	Stephanie
Pearson	Marie
Pearson	Melissa
Pease	Ariel
Pedersen	Julie
Pederson	Ryan
Peerenboom	James
Peloquin	Sara
Penix	Alexandra
Penoncello	Nicole
Peoples	Margarett
Pepperwood	Paige
Perdue	Michaelyn
Perez	Nahir
Perez Vargas	Celene
Perez-Rodriguez	Francisco
Perry	Ronald
Peterka	Sky
Peters	Diana
Petersen	Ingrid
Petersen	Irene
Petersen	Maya
Peterson	Anna-Kate
Peterson	Gabrielle
Peterson	Lucinda
Peterson	Russell
Peterson	Stacy
Petraglia	Anthony
Petrin	Kelly
Pettit	Cara
Pfenning	Jaclyn
Phan	Cristal
Phillips	Christopher
Phillips	Maurice
Pier	Nathan
Pierce	David

Last	First
Pierce	Nancy
Pierre	Patrice
Piff	Alexandra
Pila Beltran	Wesme
Pinder	Gabriela
Pine	Michael
Pineo	Angie
Pinney	Suzanne
Piper	Shyla
Pires	Wendy
Pixley	Emily
Plank	Cynthia
Plaza	Linda
Plein	Michael
Pluymers	Rochelle
Podichetty	Jennifer
Polis	Karen
Pollock	Sean
Polychronis	Thomas
Polzin	Amy
Polzin	Daniel
Ponz	Ana
Porras	Angela
Porter	Kelsey
Porter	Kristina
Porter	Patrishia
Post	Brian
Postema	Anastacia
Potestio	Michele
Potter	Michael
Powell	Charity
Powell	Iris
Prahl	Alexandria
Prakken	Jennifer
Pratt	Emily
Prelosky	Madeline
Price	Evan
Price	Kayla
Price	Robert
Priddy	Sarah
Pryor	Melanie
Puhvel	Peter
Putnam-Almaguer	Saaron
Qian	Kun
Qualey	Greg
Quigley	Julieanne
Quinn	Caitlin
Quintana	Gabrielle
Quiros	Yailine

Last	First
Raczek	Margaret
Rader	Jessica
Radler-Okby	Cynthia
Raffaele	Michael
Rafferty	Philip
Raisman	Elizabeth
Ramirez	Daniel
Ramirez	Guiza
Ramirez	Luis
Ramirez Velazquez	Stefania
Ramsey	Melanie
Rangel	Gregorio
Rangel	Natalie
Ranjani	Krishnan
Raspone	Sara
Rau	Coren
Ray	Dawn
Ray	Rachel
Reardon	Michael
Rebholz	Jill
Rechner	Mary
Recht	Isabel
Recker	Laura
Redd	Bonnie
Reddekopp	Julianne
Redding	Tawnya
Redmond	Cynthia
Redmond-Davenport	Kathleen
Reed	Nicole
Reeser	Ellen
Reeves	Gage
Reeves	Jennifer
Refvem	Emilee
Rege	Stephanie
Rehm	Thomas
Reich	Rachel
Reid	Anne-Marie
Reinholt	Jeremy
Relaford	Rosemary
Remington	Erewyn
Renauer	Molly
Rendon Navas	Silvia
Rentz	Gina
Retherford	Chris
Retherford	Chrishana
Revay	Akiko
Reynolds	Alix
Reynolds	Koll
Reynolds	Mark

Last	First
Reynolds	Ordella
Rhoades	Trisha
Richards	Michelle
Richardson	Kevin
Richman	Christian
Richman	Melissa
Riedel	Gavin
Riffel	Lisa
Riler	Gary
Rinehart	Paul
Rintoul	Richard
Rischiotto	Jean
Riscol	Nichole
Riser	Christopher
Rishel	Jay
Ritzinger	Karen
Rivera	Toshiko
Rivera Coca	Evelyn
Robayo Trujillo	Gloria
Robb	Bonnie
Robbins	Amy
Robblee	Lindsay
Robert	Rodney
Roberts	Dawn
Roberts	Ryan
Robertson	Elisabeth
Robertson	Heather
Robertson	Susan
Robins	Emily
Rocha	Michael
Rockness	Tor
Rockwell	Melody
Roddis	Aaron
Roddis	JoAnna
Rodeback	Mary
Rodecap	Zachary
Rodgers	Grace
Rodgers	Victoria
Rodhe	Casey
Rodriguez	Ana
Rodriguez	David
Rodriguez	James
Rodriguez	Kate
Rodriguez	Marisol
Rodriguez Marin	Cecilia
Roix	Clair
Rolfe	Robin
Rolfe-Redding	Ian
Roll	Liza

Last	First
Rollins	Ashley
Romanaggi	Joanne
Ronyak	Jennifer
Rood	Jeffrey
Rook	Cody
Rooklyn	Miles
Root	Joy
Rosales	Laura
Rosario	Eduardo
Rose	Donald
Roser	Jennifer
Roska	Jane
Rosman	Sarah
Rosoff	Stacy
Ross	Carmel
Ross	Laura
Rossington	Donald
Rossitto	Kathleen
Rossman	Cathy
Rosteck	Darlene
Rothery	Rebecca
Rothwell	Kristina
Rouse	Karen
Routtenberg	Yael
Rowan	Christine
Rowe	Joseph
Rowey	Diana
Roy	Rosalyn
Rozell	Scott
Rozewski	Joseph
Rozman	Linda
Ruberte	Karina
Rubrecht	Michele
Rudnick	Darcy
Rudolph	Benjamin
Ruhlman	Margaret
Ruiz Riehl	June
Rulon	Kelly
Rumann	Meredith
Rundle	Kelly
Running	Erik
Russell	Jessica
Russell	Shannon
Russell	Susan
Rutherford	Cara
Ryan	Lori
Rybak	Anne
Ryczek	John
Rydberg	Rebecca

Last	First
Ryland	Justin
Rymer	Brandon
Safranek	Nicole
Sahler	Brian
Salmon	Michael
Salvatore	Holly
Sammons	Douglas
Sammons	Kimberly
Sams	Marci
Sams	Markelle
Sanborn	Emily
Sancomb	Matthew
Sanders	Gretchen
Sandri	Shannon
Sanford	Quinn
Sankovitz	Debra
Sansom	Merritt
Santangelo	Scott
Sapienza	Anna
Satoorian	Stephanie
Satter	Rachel
Saunders	Melanie
Savage	Magdalene
Sawyer	Jessica
Saxe	Katharine
Sayler	Laura
Scantling	Jeanette
Schacker	Sarah
Schaedig	Liesl
Schaffer	Jane
Schalk	Bryan
Schaper	Catherine
Schar Becker	Angela
Schardt	E
Scheiman	Anne
Scheller Fronk	Mackinsey
Schiada	Stephanie
Schiavo	Stephanie
Schlosser	Jessica
Schlottmann	Kelly
Schmidt	Andrea
Schmidtke	Elizabeth
Schmuck	Kate
Schnebeck	Thomas
Schneider	Erika
Schoettle	Peggy
Scholten	David
Schopmeyer	Eric
Schrepping	Jane

Last	First
Schroth	Andrew
Schulte	Tessalie
Schultz	Kristine
Schulze	Timothy
Schwing	Emilia
Scott	Josephine
Scott	Linda
Scott	Randy
Scott	Sylvia
Scoville	Steven
Scrutchions	Gerald
Seavey	Erik
Se Graves	Jessica
Segurola	Sofia
Seifert	David
Sele	Karen
Selivanova	Anna
Sellers	Andrew
Selter	Sherron
Semeria	Monica
Sesar	Pamela
Setterholm	Suzanne
Sexton	Merry
Shalman	Seamus
Shanley	Kaeli
Sharp	Gwendolyn
Shaw	Cameron
Shaw	Clifford
Shaw	Sandra
Shay	Karen
Shea	Cheri
Shea	Susan
Sheckels	Polly
Shelton	Sarah
Shelton	Wendy
Sherden	David
Sheridan	Brenna
Sheridan	Katherine
Sherk	Hannah
Sherman	Courtney
Sherman	Mark
Sherman	Martha
Shetler	Jeremy
Shinagawa	Donna
Shipe	Ryan
Shippy	Lori
Shoemaker	Amy
Shoemaker	Kathryn
Shore	Alla

Last	First
Short	Richard
Shue	Robin
Shutt	Allison
Sichel	Kumar
Siebold	Kent
Siegel	Douglas
Siegel	Jennifer
Siegfried	Heather
Sievers	Allyson
Silenzi	Vicki
Sill-Turner	Brittany
Silvernail	Daniel
Simonetti	Leslie
Simonsen	Shelley
Simpson	Crystal
Singer	Sylvia
Sipes	Emily
Siprian	Daniel
Siri	Wendy
Sisk	Brian
Siu	Caroline
Skorohodov	Elizabeth
Skrapits	Christopher
Sky	Anna
Skybak	Leslie
Skye	Lauren
Slater	Rachel
Sletmoe	Gary
Sloan	Shawn
Slusher	Charles
Smith	Allison
Smith	Amy
Smith	Bridget
Smith	Bryan
Smith	Bryan
Smith	Christopher
Smith	Heather
Smith	Jason
Smith	Jennifer
Smith	Julie
Smith	Katherine
Smith	Steven
Smith	Suzanne
Smith	Vanessa
Smythe	Shelby
Sneed	Joseph
Snowadski	Andrea
Snyderbrown	Christopher
Soderquist	Dawn

Last	First
Soell	Leo
Sogo	Wakako
Sollman	Jennifer
Sorcinelli	Jennifer
Sorensen	Andrew
Sorensen	Dena
Sorg	Kelly
Sossel	Richard
Soto	Jacob
Soto-Dairy	Angelina
Soulas	Kara
South	Marie
Souther	Lisa
Souza	Adam
Souza	Jordan
Spann	Bobby
Spector	Lesley
Speer	Matthew
Speer	Natalie
Spella	Sarah
Spieler Compton	Connie
Spiers	Elizabeth
Spohn	Michelle
Spring	Tanya
Springfield	Suella
Springgate	Liza
St Amant	Anne
Staab	Matthew
Stafford	Dylan
Stahlecker	Michele
Standish	Cortney
Standley	Melissa
Stanfield	Heathrina
Staples	Ashley
Stark	Anita
Startin-Hall	Randee
Stearns	Heather
Stearns-Gannett	Janet
Steel	Amy
Steeves	Amy
Stegner	Alexander
Steinbach	Sonja
Steinke	Aron
Stelter	Amanda
Sten	Matthew
Stenger	Patrick
Stephens	Ellen
Steranko	James
Sterry	Claudia

Last	First
Stevens	Christopher
Stevens	Heather
Stevens	Julianne
Stewart	Matt
Stinson	Christine
Stockstad	Kimberly
Stohl	Joshua
Stolte	Kayla
Stone	Carolyn
Stone	Jillian
Stone	Lindell
Stone	Stephen
Stone	Susan
Stonecipher	Geoff
Storm van Leeuwen	Janine
Stovall	Gloria
Strange	Julie
Straub	Mary
Streano	Anna
Street	Treasa
Stremming	Norman
Strickler	Michelle
Strobel	Michelle
Strode	Blanca
Stroman	Kara
Stroup	David
Strube	Matthew
Studt	Ryan
Stultz	James
Sturges	Jeffrey
Sturges	Maren
Stutzman	Thomas
Su	Jianying
Suckow	RaeAnn
Sudermann	Richard
Suehiro	Jamie
Sullivan	Gwendolyn
Sullivan	Kathleen
Sullivan	Lindsey
Sullivan	Nancy
Sumiya	Naomi
Sundberg	Kylea
Sussman	Gabrielle
Sutter	Jeremy
Sutton	Hannah
Sutton	Jacqueline
Swagerty	Julia
Swake	Joseph
Swan	Brian

Last	First
Swanson	Shawn
Swanson-Wright	Gail
Swapp	Claudia
Sweeney	Lisa
Sweeney	Michelle
Swehla	Eric
Swerdlik	Anthony
Swinehart	Timothy
Switalla	Craig
Sykes	Carolyn
Szabo	Heather
Szok	Ann Marie
Tabshy	Joshua
Talerico	Frank
Talerico	Tracie
Tamez	Noel
Tanaka	Yuki
Tanner	Gabrielle
Tapfer	Caley
Taramasso	Amy
Tarnowski	Ivan
Tate	Raymond
Tatone	Jennifer
Taya	Minori
Taylor	Adam
Taylor	Ginger
Taylor	Kari
Taylor	Marie
Taylor	Mary
Tegethoff	Lisa
Tellez-Gomez	Elsa
Tessema	Ruth
Tetrick	Allison
Tew	Stacie
Tews	Nicole
Tharp	Jonathan
Thayer	Natalie
Thiel	Elizabeth
Thomas	Brenda
Thomas	Christina
Thomas	Erin
Thomas	Jennifer
Thomas	Jeremy
Thomas	Paige
Thomason	Marcia
Thomer	Megan
Thompson	Christina
Thompson	Haley
Thompson	Jeffrey

Last	First
Thompson	Nicholas
Thompson	Raeann
Thompson	William
Thomsen	Dardn
Tighe	Betsy
Tillery	Mary
Tilt	Amy
Timmerman	Christian
Timmons	Peter
Tims	Margaret
Tischleder	Bree
Todd	Rachel
Todd	Trevor
Todd	Trisha
Tofanelli-Dougherty	Moira
Tofel	Anna
Tolentino	Heidi
Torain	Heather
Toren Hrin	Melissa
Torres	Samantha
Tosh	Cynthia
Tovar Valdes	Nayibe
Tracy	Elizabeth
Tran	Ailien
Tran	Connie
Tran	LeDung
Travers	Carolyn
Trezise	Maxwell
Trincherro	Nadine
Trinh	Hung
Triplett	Tara
Triplett	Tearale
Troehler	Keri
Trovillion	Noelle
True	Jason
True	Michael
Truhlar	April
Truman	Kirsten
Trump	Patricia
Truong	Veronique-Thu
Truong	Yen
Tucker	Catherine
Tuggle	Brooke
Turley	Danielle
Turley	Janine
Turner	Theresa
Turner	Valerie
Twiss	Daniel
Twiss	Ian

Last	First
Tyler	Sid
Uchida	Sumiko
Underwood	Barbara
Urban	Anne
Urbano-Neilson	Diane
Urbina	Lonzo
Ustach	Thomas
Valdes	Adriana
Valent	Laura
Valenti	Michael
Valenzuela	Zulema
Van Clock	Lisa
Van Dam	Jane
Van Egeren	Sara
Van Kopp	Jennifer
Van Lehman	Gayle
Van Patten	Kelda
Van Witzenburg	Melanie
Van de Water	Allen
VanMarter-Sanders	Richard
Vancleve	Madonna
Vann	Jonquil
Vasey	Vicky
Vasquez	Luis
Vaughan	Amy
Vaughn-Edmonds	Holly
Vausberg	Joanna
Vega	Jaeger
Velez	Ana
Ventura	Mary
Verbon	Nicholas
Vercher	Jonalee
Viajar	Rosheil
Vieira	Esther
Vigna	Debra
Vinger	Dana
Virlouvet	Ellie
Vogel	Monica
Vogl	Clifton
Volnycheva	Olga
Volsky	Lyubov
Von Ahn	Rochelle
Vorasai	Kim
Wacker	Eric
Wade	David
Wadnizak	Mark
Wager	Wendy
Wages	David
Wagner	Rebecca

Last	First
Wagner	Sarah
Wahl-Stephens	Jeremy
Wahl-Stephens	Lauren
Waiwaiole	Poeko
Walden	Sarah
Walker	Coral
Walker	Derrell
Walker	Jennifer
Walker	Jerrine
Walker	John
Walker	Joseph
Walker	Lisa
Walker	Molly
Walker	Phillip
Walker	Susanna
Walker-Byrne	Margaret
Wall	Helen
Wall	Sarah
Wallace	Kristin
Wallace Sosa	Jacquelyn
Walmer	Steven
Walrod	John
Walrod	Julianne
Walter-Young	Rayne
Walterbach	Sandra
Walters	Rhonda
Wang	Mo
Ward	James
Warfield	Virginia
Warner	Mark
Warren	Erica
Washington	Andre
Washington	Kenneth
Wasinger	Nettajane
Wasson	Shannon
Waters	Bradley
Waterworth	Tammy
Watkins	Mary
Watson	Christopher
Watson	Kayla
Watson	Nathan
Waugh	Ronald
Waymire	Kerrie
Weatherill	Megan
Weaver	Erin
Weaver	Miranda
Weber	Chris
Webster	Randall
Weesner	Lurena

Last	First
Weidner	Paula
Weigandt	Elise
Weih	Charise
Weimer	Laurie
Weinberg	Kenneth
Weiner	Joshua
Weir-Mayorga	Willow
Weitman	Tina
Weller	Stephen
Wellington	Cory
Wendel	Kara
Wenger	Melissa
Werts	Kristin
Wessinger	Anna
West	Kerri
West	S
West	Tara
Whatmore	Ellen
Wheeler	Christen
Wheeler	Rhonda
Wheeler	Shawna
Whisler	Casey
Whisnand	Megan
Whitaker	Jennifer
Whitaker	Julie
Whitaker	Liza
White	Amy
White	Benjamin
White	Laura
White	Linda
White	Stephen
Whitewolff	Steven
Whitmore	Carole
Whitney	Morgan
Wich	Katherine
Wiencke	Susan
Wierth	Dorothy
Wiesner	William
Wilde	Rose
Wilebski	Katy
Wilken	Huck
Wilkins	Jayne
Wilkins	Laurel
Wilkinson	Jack
Williams	Diane
Williams	Erin
Williams	Jamie
Williams	Jane
Williams	Lori

Last	First
Williams	Michael
Williams	Takiyah
Williams	Todd
Williamson	Anne
Willis	Kernan
Wilson	Brittany
Wilson	Courtney
Wilson	Daniel
Wilson	Gina
Wilson	Holly
Wilson	John
Wilson	Kimberlee
Wilson	Samuel
Wilson	William
Windle	Lilly F
Winicki	Frank
Winkler	James
Winn	Elaine
Winokur	Emily
Winterbower	Ryan
Winterspring	Zachariah
Wirtheim	Taylor
Wisely	Kendra
Wisher	Tracy
Wixon	Benjamin
Wolfe	Catherine
Wolfe	Joshua
Wolfe-Perez	Anna
Wolfer	MaLynda
Wolfer	Stephanie
Wolff-Myren	Desiree
Wong	Elisa
Woodhouse	Leslie
Woods	Cari
Woods	Tanan
Wortham	Cecile
Wright	Emily
Wright	Julie
Wulferdingen	Christine
Yago	Ernest
Yagolnikov	Reyanna
Yang	Xiaonan
Yao	Kendra
Yarlott	Katherine
Yarne	Lynn
Yenni	Christine
Yin	Aiyun
Yocum	Katherine
Yoder	Nicholas

Last	First
Yonamine	Moe
York	Anna-Sophia
York	Michelle
Yoshida	Lainie
Yoshida	Reiko
Yoshiwara	Mariko
Young	Gerald
Young	Megan
Younie	Gail
Yovu	Christine
Yu	Beyoung
Yu	Chiung-Chen
Zadoff	Dina
Zambrano	Kerry
Zapeta	Kedin
Zartler	James
Zelazek	Daniel
Zeller	Christopher
Zeller-Williams	Lavonna
Zena	Mx
Zepeda Martinez	Heidi
Zerba	Jeffrey
Zhang	Xiaolan
Ziady	Joshua
Zibelman	Michael
Ziehl	Loan
Zimmer	Sarah
Zimtbaum	Mark
Zipp	Kathleen
Zivkovic	Marcela
Zizzo	Charles
Zook	Daren
Zuniga	Adriana
de Boer	Jennifer
de Boer	Katrina
dela Houssaye	Philip

RESOLUTION No. 6259

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 2021-2022 school year the following persons, according to the employment terms and conditions set out in the standard District contract.

Last	First
Gale	Melinda
Callies	Sara
Marquardt	Amy
Allen	Madeleine
Garcia-Yurchenco	Amparo
Townsend	Jerome
Malone	Sheryl
Higgins	Mariam
Mair	Louis
Coleman	Sherree
Letofsky	Kirsten
Griffiths	Robyn
Murray	Sean
Staley	Kendra
Velasquez	Cynthia
Martini	Aaron
Krauel	Evening
Lierheimer	Kristin
Alberg	Ari

RESOLUTION No. 6260

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 2021-2022 school year the following persons, according to the employment terms and conditions set out in the standard District contract.

Last	First
Fontana	Jennifer
Freese	Caitlan
Granby	Kristina
Woods	Patrice
Johnson	Niki
Gassert	Crystal
Naegele	Zulema
Altman	Jill
Covey	Brian
Wilebski	Jeffrey
Anderson	Jennifer
Martinez	David
Kieffer	Cynthia
Petersen	Christie
Amor	Olgamar
Kitchens	Suezann
Valenzuela	David
Huggins	Elise
Hernandez	Jennifer
Murer	Michelle
Brant	Alyson
Love	Khandice
Alexander-Shea	Aimee
Nusom	Angela
Liddle	Jill
Roosevelt	Scott
Klenz	Caitlin
Bourland	Tara
Galloway	Kathryn
Brida	Christopher
Shriki	Rina
Martin	Elizabeth
Lathan	Chrysanthius
Berrios-Brown	Margaret
Murdock	Stephanie
Whitehouse	Maxwell
Breeden	Brandon
Corona	Gabriel

Last	First
Johns	Kimberly
Nelson	Bethany
Waters	Jeffrey
Turner	Tina
Horn	John
Wilson	Curtis
Lefferts	Karly

RESOLUTION No. 6261

Election 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 2023, subject, according to the employment terms and conditions set out in the standard District contract.

Last	First
Marchyok	Terry
Brayson	Kristen
Curley	Patricia
Burns	Scott
Wadkins	JoAnn
Murray	Catherine
Conn	Michael
Patterson	Mary
Velazquez	Alma
Santiago De Vasquez	Keyla
Allen	Lauraine
Yoder-Corvi	Stephanie
Kappes-Levine	Nicole
Arnold	Tonya
Cogan	Daniel
Fish	Sarah
Mize	Kristeen
Bustamante-Jenkins	Angela
Moore-Coon	Emily
Kramer	Ethan
Stavis	Erica
Mitacek	Joseph
Pickett	Alix
McGee	James
McCarter	Megan
Waltrip	Sarah
Melvin	John
Howard	Kristina
Montelongo	Naomi
Withycombe	Jenny
Mateja	Alayna
Cruz	Angelica
Erdman	Jeffrey
Smith	Linda
Smith	Richard
Green-Mitchell	Aaron
Schlag	Gretchen

Last	First
Holveck	Susan
Lo	Jeremy
Bryant	Anjene

RESOLUTION No. 6262

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 2023, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Quintero	Alfredo
Plotzke	Meisha
Cohen	William
Nerenberg	Dana
Gandarilla	Maria
Johnson	William
Berthoin-Hernandez	Diane
Lamont	Maude
Dauch	Andrew
Cantwell	Robert
Coning	Ayesha
Nguyen-Johnson	Anh
Kuether	Britt
Frazier	Christopher
Van Hoomissen	Mark
Allen	Ricky
Hendershott	Bradley
Whitney	Amy
Poole	Lydia
Blount	Lisa
Hendershott	Bradley
Williams	Jonathan
Bertram	Serene
Gaitan	Kathleen

Last	First
Taylor	Ginger
Rierson	Julie
Sage	Jill
Phillips	Barry
Clark	Lori
Galindo	Carlos
Polizos	Katherine
Ferraro	John
Chapman	Peyton
Magallanes	Veronica
Brown	Jeffrey
Rowell	Michael
Porter-Lopez	Andrea
Lurie	Radislav
Dickey	Leah
Wilson	Curtis
Haupt	Kehaulani
Sasaki	Katherine

RESOLUTION No. 6263

Contract Extension for Administrators

RECITAL

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

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby extends the employment contract of the following person until June 30, 2023, pursuant to ORS 342.845(5)(c)(C), subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Employee ID

002436

RESOLUTION No. 6264

Approving a Recommendation for Non-extension of a Contract Teacher

RECITALS

- A. In accordance with ORS 342.895 the Board may non-extend the employment contract of a contract teacher for the grounds specified in ORS 342.865.
- B. The Board has reviewed the Superintendent's recommendation for non-extension. This document is confidential and will be kept in the employee's personnel file.
- C. The Board will notify the employee in writing of the outcome of the Board's decision.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to non-extend the employee's contract of employment.

Employee ID
008491

Resolution Approving Renewal of the Charter Agreement with Portland Arthur Academy

RECITALS

- A. On January 26, 2004, Portland Public Schools (District) Board of Education (Board) passed Resolution 2891 in approval of Portland Arthur Academy's original charter application to the District and instructed staff to negotiate a three-year charter contract.
- B. On February 25, 2008, the Portland Public School Board ("Board") approved Resolution 3852 to renew the contract with The Portland Arthur Academy Public Charter School ("Portland Arthur Academy") for three years.
- C. On March 28, 2011, the Portland Public School Board ("Board") approved Resolution 4437 to renew the contract with The Portland Arthur Academy Public Charter School ("Portland Arthur Academy") under a "flexible five-to-ten-year" agreement.
- D. On January 2, 2021, Portland Arthur Academy delivered its application for renewal of its charter agreement consistent with ORS 338.065.
- E. The process and criteria for considering the renewal of a charter are described in ORS 338.065, including a requirement that the first renewal of a charter must be for the same term as the initial charter, and all future renewals must be for a term of no less than five and no more than 10 years.
- F. The District Charter School Program Director reviewed Portland Arthur Academy's renewal request in good faith using criteria consistent with ORS 338.065(6), which require an evaluation of whether the public charter school is:
 - a. in compliance with ORS Chapter 338 and all other applicable state and federal laws;
 - b. in compliance with the charter of the public charter school;
 - c. meeting or working toward meeting the student performance goals and agreements specified in the charter or in any other written agreements between the District and Portland Arthur Academy;
 - d. fiscally stable and has used the sound financial management system described in the proposal and incorporated into the written charter; and
 - e. in compliance with any other renewal criteria specified in the charter.
- G. On February 11, 2021, the Board Charter Schools and Alternative Programs Committee held a public hearing to hear Portland Arthur Academy's charter renewal request.
- H. On March 9, 2021, after reviewing the information presented by Portland Arthur Academy in support of its renewal request, including information from the public hearing and the staff report, Superintendent Guerrero recommended that the District renew the charter agreement with Portland Arthur Academy. A copy of the Superintendent's recommendation is on file at the District Board office.

RESOLUTIONS

1. The Board of Education for Portland Public Schools has determined that Portland Arthur Academy's request to renew its charter meets the criteria of ORS Chapter 338.
2. The Board of Education for Portland Public Schools directs staff to negotiate a ten-year charter agreement between the District and Portland Arthur Academy that is consistent with ORS Chapter 338 and with District policies, is in a form approved by the District's General Counsel, and that includes the following provisions:
 - a. The contract with Portland Arthur Academy shall be for a maximum enrollment of 180 students in grades K-5.

- b. Portland Arthur Academy will receive pass-through of State School Funds (SSF) equivalent to at least the statutory minimum rate for K-8 of 80% of the Charter School Rate. PPS charter schools serving student populations of 50% or greater historically underserved by race/ethnicity currently receive pass-through of 95% of the Charter School Rate for K-8 students.
 - c. Portland Arthur Academy will provide evidence satisfactory to the District that:
 - i. Sources of donations and grants are reasonably assured and that there is a plan in place for supplementing funds received from the State School Fund as necessary;
 - ii. Portland Arthur Academy has a contingency plan in place if revenues are significantly less than or expenses are significantly more than projected, or if there is a significant cut in the SSF charter school rate; and
 - iii. Each school year's budget will be amended and resubmitted to the District when there are any significant changes to the SSF charter school rate.
 - d. Portland Arthur Academy will consult with District Charter Schools Office and/or other District staff as necessary when determining any change in school location during the term of the contract, prior to any lease or purchase agreement being finalized.
 - e. Portland Arthur Academy will work with District staff to formulate a plan to increase dissemination of best educational practices to include more PPS teachers and administrators.
3. The Board of Education for Portland Public Schools directs the Superintendent to report to the Board each year on Portland Arthur Academy's compliance with the terms of the charter agreement. This report may be part of an overall report for all District-sponsored charter schools.

Resolution to Approve the Amendments to the Preservation, Maintenance, and Disposition of District
Real Property 8.70.040-P

RECITALS

- A. In 1971 the Board of Education adopted a policy for the Disposition of Surplus Real Property that outlines the procedure for the preservation and rare disposal of any real property. The policy has been amended seven times since 1971, most recently in November of 2018.
- B. On August 24, 2020; September 14, 2020; October 26, 2020; December 7, 2020; and January 4, 2021, the Board Policy Committee discussed changes to the policy to define criteria for deviating from market-value terms in real estate transactions among other changes.
- C. On January 25, 2021, the Policy Committee reviewed the revisions to the policy and the engagement efforts and recommended that the policy be forwarded to the full Board for adoption.
- D. On February 9, 2021, the Board held a first reading of the proposed policy, and it was posted on the Board website for public comment. There has been no public comment on the proposed policy.
- E. On March 8, 2021, the Policy Committee approved additional amendments to the proposed policy for consideration by the full Board.

RESOLUTION

The Board of Education hereby approves the proposed amendments to the Preservation, Maintenance, and Disposition of District Real Property 8.70.040-P as approved by the Policy Committee on March 8, 2021, and further determines that no additional First Reading is necessary. The Board approves the amended policy as reflected in the attached Exhibit A.

Resolution Approving Renewal of the Charter Agreement with Opal Charter School

RECITALS

- A. In January 2001, Portland Public Schools (District) Board of Education (Board) passed Resolution 1713 approving Opal Charter School's original charter application to the District and instructed staff to negotiate a five-year charter contract.
- B. On March 13, 2006, the Portland Public School Board ("Board") approved Resolution 3469 to renew the contract with Opal Charter School ("Opal") for five years.
- C. On March 28, 2011, the Portland Public School Board ("Board") approved Resolution 4436 to renew the contract with Opal Charter School ("Opal") under a "flexible five-to-ten-year" agreement.
- D. On January 2, 2021, Opal Charter School delivered its application for renewal of its charter agreement consistent with ORS 338.065.
- E. The process and criteria for considering the renewal of a charter are described in ORS 338.065, including a requirement that the first renewal of a charter must be for the same term as the initial charter, and all future renewals must be for a term of no less than five and no more than 10 years.
- F. The District Charter School Program Director reviewed Opal's renewal request in good faith using criteria consistent with ORS 338.065(6), which require an evaluation of whether the public charter school is:
 - a. in compliance with ORS Chapter 338 and all other applicable state and federal laws;
 - b. in compliance with the charter of the public charter school;
 - c. meeting or working toward meeting the student performance goals and agreements specified in the charter or in any other written agreements between the District and Opal Charter School;
 - d. fiscally stable and has used the sound financial management system described in the proposal and incorporated into the written charter; and
 - e. in compliance with any other renewal criteria specified in the charter.
- G. On February 11, 2021, the Board Charter Schools and Alternative Programs Committee held a public hearing to hear Opal Charter School's charter renewal request.
- H. On March 9, 2021, after reviewing the information presented by Opal Charter School in support of its renewal request, including information from the public hearing and the staff report, Superintendent Guerrero recommended that the District renew the charter agreement with Opal Charter School. A copy of the Superintendent's recommendation is on file at the District Board office.

RESOLUTIONS

- 1. The Board of Education for Portland Public Schools has determined that Opal Charter School's request to renew its charter meets the criteria of ORS Chapter 338.
- 2. The Board of Education for Portland Public Schools directs staff to negotiate a ten-year charter agreement between the District and Opal Charter School that is consistent with ORS Chapter 338 and with District policies, is in a form approved by the District's General Counsel, and that includes the following provisions:
 - a. The contract with Opal Charter School shall be for a maximum enrollment of 250 students in grades K-5.
 - b. Opal Charter School will receive pass-through of State School Funds (SSF) equivalent to at least the statutory minimum rate for K-8 of 80% of the Charter School Rate. PPS charter schools serving student populations of 50% or greater historically underserved by

race/ethnicity currently receive pass-through of 95% of the Charter School Rate for K-8 students.

- c. Opal Charter School will provide evidence satisfactory to the District that:
 - i. Sources of donations and grants are reasonably assured and that there is a plan in place for supplementing funds received from the State School Fund as necessary;
 - ii. Opal Charter School has a contingency plan in place if revenues are significantly less than or expenses are significantly more than projected, or if there is a significant cut in the SSF charter school rate; and
 - iii. Each school year's budget will be amended and resubmitted to the District when there are any significant changes to the SSF charter school rate.
 - d. Opal Charter School will consult with District Charter Schools Office and/or other District staff as necessary when determining any change in school location during the term of the contract, prior to any lease or purchase agreement being finalized.
 - e. Opal Charter School will work with District staff to formulate a plan to increase dissemination of best educational practices to include more PPS teachers and administrators.
3. The Board of Education for Portland Public Schools directs the Superintendent to report to the Board each year on Opal Charter School's compliance with the terms of the charter agreement. This report may be part of an overall report for all District-sponsored charter schools.

March 09, 2021
RESOLUTION No. 6268

Resolution to Recognize March 8-12, 2021 as School Social Work Week

RECITALS

- A. School social workers in Portland Public Schools serve as vital members of the educational team, playing a central role in creating a positive environment at schools;
- B. School social workers have a lens focusing on racial equity and social justice which includes uplifting student and family voice and identity and decreasing barriers to learning created as a result of systemic racism, poverty, inadequate health care, and violence perpetrated against historically marginalized communities.
- C. School districts and local educational agencies should continue to work with school social workers to address students' social, emotional, physical, mental health, and environmental needs so that-as the PPS vision identifies- students may be compassionate critical thinkers, collaborative problem solvers, and be prepared to lead a more socially just world.

RESOLUTION

The Board of Education of Portland Public Schools extends greetings and best wishes to all observing March 8-12,2021 as School Social Work Week



Index to the Minutes

(Draft for Approval)

Special Meeting

Tuesday, March 18, 2021

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

Index

Page

6269	Actions Taken.....	02
	Agreement for the Return to In-Person Instruction between Portland Association of Teachers and School District No. 1J, Multnomah County, Oregon	03

Actions Taken

Motion to approve Resolution 6269, Tentative Agreement between Portland Public Schools (PPS) and the Portland Association of Teachers (PAT). This motion, made by Director Julia Brim-Edwards and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Amy Kohnstamm: No, Director Eilidh Lowery: Yes, Director Rita Moore: Yes, Director Andrew Scott: Yes

Yes: 6, No: 1

RESOLUTION No. 6269

Agreement for the Return to In-Person Instruction between Portland Association of Teachers and School District No. 1J, Multnomah County, Oregon

RESOLUTION

The Chairperson of the Board of Education and the Chief Human Resources Officer are authorized and directed to execute the Agreement with the Portland Association of Teachers for a return to in-person instruction for the 2020-21 school year on the terms presented to the Board and filed in the record of this meeting.

RESOLUTION No. 6271**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 Administrator, Funding Source
Carlson Roofing Company	3/31/21 through 3/31/24	Flexible Services Contractor Pool FSCP 89817	Flexible Services Contractor Pool for on-call roofing repairs. Request for Proposals 2020-2899	\$3,000,000	C. Hertz Funding Source Varies
Rapid Response Bio Clean	3/31/21 through 3/31/24	Flexible Services Contractor Pool FSCP 89669	Flexible Services Contractor Pool for on-call enhanced cleaning services. Request for Proposals 2020-2790	\$3,000,000	C. Hertz Funding Source Varies
Asa Construction Corporation	3/31/21 through 1/7/22	Construction C 89793	Removal of copper panels at Lent School. Invitation to Bid – Construction 2020-2904	\$269,325	C. Hertz Fund 445 Dept. 5597 Project K0199
Always Be Learning, Inc.	3/31/21 through 2/9/22	Digital Resource DR 89890	Master scheduling software for use by middle and high schools. Special Class Procurement: Copyrighted Materials and Creative Works PPS-47-0288(4)	\$285,333	K. Cuellar Fund 205 Dept. Varies Grant Varies
Smucker Foodservice, Inc.	7/1/21 through 6/30/22 Option to renew for four additional one-year terms through 6/30/26	Materials Requirement MR 89868	Provide District with USDA commodity processed peanuts into ready to serve products on a requirements basis. Request for Proposals 2021-2946	Original Term: \$45,000 Total through all renewals: \$225,000	C. Hertz Fund 202 Dept. 5570
Classic Delight, Inc.	7/1/21 through 6/30/22 Option to renew for four additional one-year terms through 6/30/26	Materials Requirement MR 89875	Provide District with USDA commodity processed peanut butter products on a requirements basis. Request for Proposals 2021-2946	Original Term: \$320,000 Total through all renewals: \$1,600,000	C. Hertz Fund 202 Dept. 5570
Cargill Meat Solutions	7/1/21 through 6/30/22 Option to renew for four additional one-year terms through 6/30/26	Materials Requirement MR	Provide District with USDA commodity processed turkey products on a requirements basis. Request for Proposals 2021-2946	Original Term: \$58,000 Total through all renewals: \$290,000	C. Hertz Fund 202 Dept. 5570

Wilson Language Training	3/31/21	Purchase Order PO 154629 PO 154625	Purchase of Foundations learning materials, including teacher kits, student kits, durables, and consumables. Special Class Procurement: Copyrighted Materials and Works PPS-47-0288(4)	Total Amount: \$293,443	K. Cuellar Funding Source Varies
PowerSchool Group LLC	3/31/21 through 6/30/23	Digital Resource DR 89913	Purchase of license and subscription of Hoonuit Student Essentials and Hoonuit Risk Analysis. Special Class Procurement: Software Upgrades and Maintenance PPS-47-0288 (11)	\$400,000	K. Cuellar Fund 101 Dept. 5439

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Administrator, Funding Source
Camfil USA	3/31/21 through 1/31/22 Options to renew for up to four additional one-year terms through 1/31/26	Services S 89672 Amendment 1	This amendment provides for upgrading District air filters from MERV-8 filters to MERV-13 filters wherever possible. Request for Proposals 2020-2908	\$500,000 Contract total for first year: \$850,000 Total through all renewals: \$3,050,000	C. Hertz Fund 101 Dept. 5592

RESOLUTION No. 6272

Resolution Authorizing Temporary Employee Child Care Stipend

RECITALS

Beginning April 1, over one year after closing down in-person instruction due to the COVID-19 pandemic, Portland Public Schools is returning to in-person instruction for students in a hybrid (part-time) model. As a result, our staff's need for child care services will be increasing. Conversely, child care availability has decreased during the pandemic. PPS intends to support its staff in the transition to hybrid by working to increase access and reduce barriers to child care services for staff as schools reopen in the hybrid model.

RESOLUTION

The Portland Public Schools Board of Education authorizes the Superintendent to implement a temporary child care reimbursement stipend for all employees who are required to work on site from April 1 through June 30, 2021, subject to bargaining with represented employee groups. The reimbursement stipend will be up to \$300 per month, per child age 14 and younger (or older children who have additional care needs), for child care expenses in accordance with eligibility requirements as set forth by the District.

RESOLUTION No. 6273

Settlement Agreement

The authority to pay \$105,000 is granted to the Superintendent to resolve claims brought by an employee in a form approved by the General Counsel's Office.

RESOLUTION No. 6274

Settlement Agreement

The authority to pay \$87,000 is granted to the Superintendent to resolve claims brought through civil litigation by a former employee in a form approved by the General Counsel's Office.

RESOLUTION No. 6275

Resolution to Change the Mascot of Ida B. Wells-Barnett High School

RECITALS

- A. Portland Public Schools acknowledges that the names of school buildings have a significant impact on the overall educational environment and can foster positive student development and sense of belonging.
- B. On January 26, 2021, the Portland Public Schools Board of Education unanimously approved Resolution No. 6235 to change the name of Woodrow Wilson High School to Ida B. Wells-Barnett High School.
- C. Shortly after, the Ida B. Wells-Barnett community commenced an engagement process led by a committee of students, staff, parents, and community members to determine the school's new brand identity.
- D. The community engagement process was defined by both quantitative and qualitative approaches to solicit feedback from the community on the new mascot and a final recommendation from the committee to the Superintendent for his review and final recommendation to the Board of Education.
- E. The committee recommended the "Evergreens" as their first choice of the new mascot to the Superintendent.
- F. Evergreens are characterized by the life-giving force of its foliage, the strength of its massive trunk, and the depth of its roots--in an individual tree and as a forest of trees. They provide shelter and sustenance. They have histories that precede us and will continue in perpetuity after we are no more. This symbolic choice is grounded in the spirit of Portland and is representative of Ida B. Wells-Barnett's legacy.
- G. The recommendation to rename the Ida B. Wells-Barnett mascot the Evergreens will further cement the lasting message of determination, valor, and tolerance among all students and staff during this new era for the local school community.
- H. The Superintendent, having reviewed the process and work of the committee, recommends to change Ida B. Wells-Barnett High School mascot from the Trojans to the Evergreens.

RESOLVED

The Board thanks the committee for its thoughtful work in developing and proposing a new mascot for Ida B. Wells-Barnett high school. The Ida B. Wells-Barnett High School mascot will now be known as the Evergreens.



PORTLAND PUBLIC SCHOOLS

OFFICE OF STRATEGIC PARTNERSHIPS AND ENGAGEMENT

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-3270

Date: March 22, 2021

To: School Board

From: Filip Hristic, Principal Ida B. Wells High School
Camille Idedevbo, Office of Strategic Partnerships and Engagement

cc: Jonathan Garcia, Chief Engagement Officer
Dani Ledezma, Senior Advisor of Racial Equity and Social Justice

Subject: Approval Request Ida B. Wells High School Mascot

BACKGROUND

On January 26, 2021, the Portland Public Schools Board of Directors unanimously approved Resolution No. 6235 to change the name of Woodrow Wilson High School to Ida B. Wells-Barnett High School. For several years, students, families, and staff at Wilson High School advocated for changing the name of the school because of the misalignment with our district values and commitment to Racial Equity and Social Justice.

Today, we are excited to submit for approval the name of the new Ida B. Wells HS' mascot. Through a series of community engagement efforts, the greater Ida B. Wells community has selected **Evergreens** to represent the school's new brand identity. Evergreens was the top choice among the students, staff, and community members. One respondent said, "Evergreens are strong and steadfast, give shelter, have deep roots, and also reach for the sky."

In this new era for both Portland Public Schools and more specifically, Ida B. Wells High School, we recognize the accelerated timeline associated with developing a new brand identity. However, the historic events of the past year created momentum that has driven the next phase of this important work. The Ida B. Wells community brought together a committee to lead the engagement process including the school principal, current students, staff, parents, and alumni. With this level of commitment to charting a new course for the school, we feel confident that we've amassed sufficient community feedback in support of this new mascot name.

As Portland Public Schools continues to lean into our district vision and disrupt systems that are no longer in alignment with our organization's direction, we are presented with opportunities to redefine our ways of working. This show of support for the Ida B. Wells community is a prime example. While the school board has made unprecedented accommodations for Ida B. Wells High School, in the fall, the Office of Strategic Partnerships and Engagement will present a formalized process for which other school communities can apply to a renaming and subsequently rebranding process.

RELATED POLICIES/BEST PRACTICES

2.20.010-P Naming School District Property

2.20.011-AD Procedures for Naming School District Property

FISCAL IMPACT

The Office of the Superintendent will work collaboratively with the school community to identify how to cover the related expenses for all rebranding elements.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The community engagement process was defined by both quantitative and qualitative approaches to solicit feedback from the community on the new mascot, including three surveys and a final recommendation from the Renaming Committee.

- The first survey was sent out on February 22 and closed on March 3, giving 10 days to the community to provide input on mascot ideas.
- On March 3, the school's renaming committee narrowed all of the 419 community responses to 5 finalists.
- From March 4 - March 12: MKT Box Creative Agency produced concept drafts of what each mascot idea could look like for community feedback on their preference.
- From March 12 - March 18, the Ida B. Wells community sent out two surveys including the 5 graphic mockups as a reference. One survey was sent to students and teachers which required them to use their PPS ID and collected 895 responses. A similar survey was sent to the community collecting 620 responses.
- On March 18, Ida B. Wells Renaming Committee made the final mascot recommendation for Evergreens.

Ida B. Wells-Barnett HS Naming Committee

- Ayesha Freeman - Vice Principal
- Ellen Whatmore - Teacher
- HuiHui Hutchinson - Student
- Jonel Mondero - Student
- Katisyn Sweeney - Student
- Liliana McClain - Student
- Mia Sedory - Student
- Aslan Newson, - Student
- Norma Hamilton - PPS Paraprofessional
- Noreena McCleave - Alumni
- Nura Salah - Student
- Principal Filip Hristic

TIMELINE FOR IMPLEMENTATION / EVALUATION

- From March 19 - April 1: MKT Box Creative Agency will collaboratively work with Ida B. Wells to refine the final design of the selected mascot.
- On April 1: MKT Box Creative Agency will produce the final branding package for Ida B. Wells-Barnett
- On April 2, Ida B. Wells Renaming Committee will introduce the new mascot and the branding portfolio to the school community.

STAFF RECOMMENDATION

Staff recommend that the Board approved the Ida B. Wells mascot name change from the Trojans to the Evergreens. With the shift from Woodrow Wilson High School to Ida B. Wells High School, it is also appropriate to redefine the symbol of the school community. The school has identified the Evergreens as their preferred mascot. Proponents of this name have described Evergreens in the following way:

“Evergreens are identifiable as a majestic symbol of the Pacific Northwest. The power and life-giving force of its evergreen foliage, the strength of its massive trunk, and the depth of its roots--in an individual tree and as a forest of trees--align with and are representative of how Ida B. Wells-Barnett lived her life and the legacy she has left. The existing school’s green and white colors align perfectly with having a mascot that is both universal and unique.”

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS

- A. XXXX
- B. XXXX

from Wilson Trojans to
Ida B. Wells Evergreens

A Mascot Change Proposal for the
Portland Public Schools Board of Education

March 30, 2021



Presented By:

Members of the Ida B. Wells HS Renaming Committee

Introducing

The IBW

Renaming Committee



Student Members of the Renaming Committee



Hui Hui, Class of 2022



Liliana, Class of 2022



Aslan, Class of 2022



Jonel, Class of 2022



Nura, Class of 2022



Senya, Class of 2022



Mia, Class of 2021



Katisyn, Class of 2022

Members of the Renaming Committee



Ayesha Coning,
Vice Principal



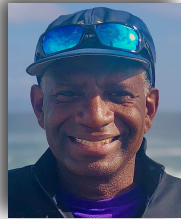
Norma A. Hamilton,
Paraprofessional



Filip Hristic,
Principal



Noreena McCleave,
Alumni

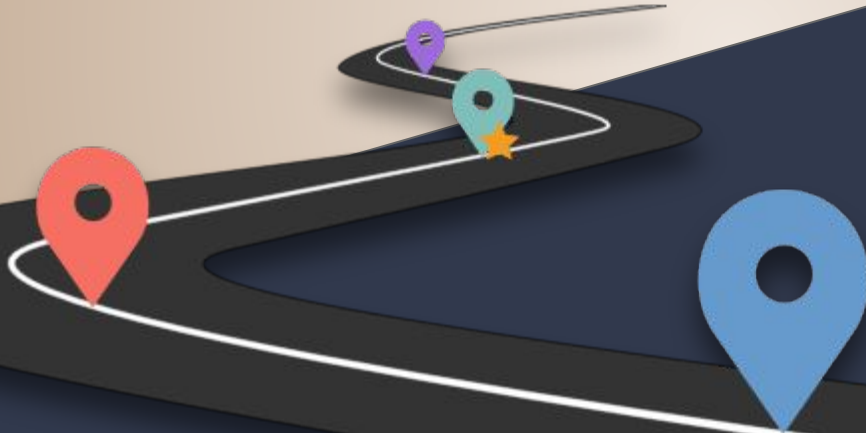


Martin Osborne,
Community Member



Ellen Whatmore,
Language Arts Teacher

Our Committee's Roadmap



Administrative Directive 2.20.011-AD

Procedures for Naming School District Property

PPS *Administrative Directive 2.20.011-AD*

Procedures for Naming School District Property

(highlights)

- ✓ “[N]otify the staff, students, parents, and community groups of affected schools about the naming process.”
 - ✓ “[E]nsure a process for all interested parties to provide input.”
- ✓ “Document [] the level of school community support . . .”
 - ✓ “Document [] the consideration given to the historical background of the name and its relevance to the community served by the school.”

Our Journey

January 2021: Name proposal submitted to PPS Superintendent and approved by the PPS School Board

February:

- Initial Community Mascot Survey

March:

- Identified Five Finalists
- Second Community Ranking Survey
- Identified Frontrunner

April

- Finalizing Branding Portfolio



Our Community Outreach

420

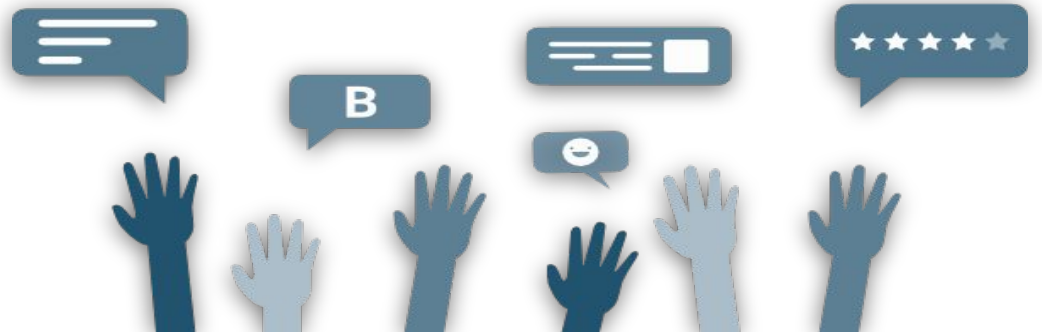
Initial
Nominations

897

Student and
Staff Votes

624

Community Votes



Our final selection:

Evergreens

Evergreens are characterized by the life-giving force of their foliage, the strength of their massive trunk, and the depth of their roots--in an individual tree and as a forest of trees. They provide shelter and sustenance. They have histories that precede us and will continue in perpetuity after we are no more. This symbolic choice is grounded in the spirit of Portland and is representative of Ida B. Wells-Barnett's legacy.

What the Community Told Us

“I think that the Evergreens is a good Mascot name because it already in a way represents the state we live in and we need to appreciate the land we live on as well as the people who live here.” - Current Student

“Evergreens are commonly associated with Oregon, they are important to our regional culture and history, they grow tall and strong, they grow in stands/groves--in community--and are non-gendered.” - Parent/Guardian

“They are iconic. A staple of our regional landscape and industry. And they are mighty and resilient” - Parent/Guardian

“Evergreens allows the current colors to work well. It’s neutral and regionally appropriate. Visually, it’s easy and fun to adapt on all graphics / print platforms. Evergreens are strong and steadfast, give shelter, have deep roots and also reach for the sky. With a somewhat verbally complex new name, the simplicity of trees and symbolism they carry feels right. And the symbol aligns with the strength of the woman we honor.” - Parent/Guardian, Community Member, Alumni



We look forward to your support.

Thank you!



RESOLUTION No. 6276

Authorizing the Adoption of the Americans with Disabilities Act Transition Plan

RECITALS

- A. In 1994, in recognition of the importance of ensuring full accessibility to all facilities, District staff developed an ADA Transition Plan. The Plan provided a methodology to meet the new 1990 ADA requirements as it applied to the District's existing facilities.
- B. The 1994 Plan was never fully implemented and is outdated.
- C. In 2020, staff developed a new Americans with Disabilities Act Transition Plan with the primary purpose of providing an actionable and coordinated work plan for removing architectural barriers across the buildings and grounds.
- D. The 10 month planning process included review and input from members of the disability community and included virtual town halls that provided an open forum for community members to voice their concerns, ask questions, and advocate for transition approaches.
- E. The process resulted in a very thorough and thoughtful new Americans with Disabilities Act Transition Plan that outlines the structural and programmatic modifications necessary for equitable access to all District programming and is needed in order to provide an actionable and coordinated work plan for removing architectural barriers across the District's buildings and grounds.
- F. The total cost of the phased improvements to remove barriers District-wide is over one hundred million dollars (\$100,000,000). Funding for Phases I and II has already been approved as part of the 2020 GO Bond scope of work, and it is anticipated future bond authorizations will fund Phases III and IV.

RESOLUTION

- 1. The Board hereby authorizes the adoption of the 2020 ADA Transition Plan.



PORTLAND PUBLIC SCHOOLS
OFFICE OF PLANNING AND REAL ESTATE

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2222

Date: March 30, 2021
To: School Board
From: Dan Jung, Chief Operating Officer
Dana White, Director of Planning & Real Estate Management
Subject: Americans with Disabilities Act Transition Plan

BACKGROUND

The Americans with Disabilities Act, known as the ADA, had its beginning under Section 504 of the Rehabilitation Act of 1973. This act endeavored to establish equal opportunities for those with disabilities

In 1994, in recognition of the importance of ensuring full accessibility to all facilities, District staff developed an ADA Transition Plan (Plan). The Plan provided a methodology to meet the new 1990 ADA requirements as it applied to the District's existing facilities. The 1994 Plan was never fully implemented and is outdated.

In 2020, staff began the process of developing a new ADA Transition Plan (New Plan) with the primary purpose of providing an actionable and coordinated work plan for removing architectural barriers across the buildings and grounds.

The 10 month planning process included review and input from members of the disability community, via partnership with FACT Oregon and Community Vision, and included virtual town halls that provided an open forum for community members to voice their concerns, ask questions, and advocate for transition approaches. The process resulted in a very thorough and thoughtful New Plan that outlines the structural and programmatic modifications necessary for equitable access to all District programming.

The New Plan can be found in Attachment A.

RELATED POLICIES/BEST PRACTICES

It is best practice to periodically update and correct planning documents in order to ensure the accuracy and relevance of information and adapt to changing design, building, and programmatic practices.

ANALYSIS OF SITUATION

Denying District adoption of the New Plan would denigrate the District's ability to ensure full and equal accessibility to District facilities.

FISCAL IMPACT

The total cost of the phased improvements to remove barriers District-wide is over one hundred million dollars (\$100,000,000). Funding for these improvements is expected to come predominantly from the District's general obligation bonds. Funding for Phases I and II has already been approved as part of the 2020 GO Bond scope of work, and it is anticipated future bond authorizations will fund Phases III and IV.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The District hosted three virtual town halls between July and August 2020. These town halls were supported by FACT Oregon and Community Vision, two organizations with a long history of disability advocacy and deep ties to the disability community in Portland. Both organizations were able to connect with families directly impacted by the physical barriers at the District’s facilities.

The District also consulted with individuals who experience different types of disability to review and provide input on the New Plan. This review process provided critical perspectives on the mobility, sensory, and cognitive impact of the different physical barriers that the New Plan seeks to eliminate.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The New Plan will immediately inform the ADA improvements that are currently underway throughout the District and those being planned in future years.

CONNECTION TO BOARD GOALS

The Board is dedicated to creating equitable opportunities and outcomes for all students, including the elimination of the physical barriers that are addressed in the New Plan.

STAFF RECOMMENDATION

Staff recommends approving the New Plan.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ (Initials)

ATTACHMENTS

- A. New Americans with Disabilities Act Transition Plan
- B. ADA Transition Plan - Timeline Memo
- C. ADA Transition Plan – Engagement Memo

Americans with Disabilities Act Transition Plan

Board of Education Review Draft
Updated: 2021/01/04
pps.net/accessibility

Contents

- PLAN INTRODUCTION** **3**
- ADA Title II Overview 3
- Purpose 4
- Collective Access 5
- Resolving Grievances 5

- PLAN DEVELOPMENT PROCESS** **6**
- Self-Assessment 6
- Prioritization 7
- Engagement: Introduction 8
- Transition Plan Development Timeline 8
- Engagement: District Stakeholders 9
- Engagement: District Stakeholder Summary 10
- Stakeholder Framework One 10
- Stakeholder Framework Two 11
- Stakeholder Framework Three 11
- Stakeholder Framework Four 12
- Stakeholder Framework Five 12
- 2020 Bond Development 12
- Engagement: Community 13
- Engagement: Virtual Town Halls 13
- Beyond Federal Requirements 14

- IMPLEMENTATION OVERVIEW** **16**
- Plan Timeline and Phases 16
- Barrier Removal Schedule 16
- Implementation 17

AVAILABLE UNDER SEPARATE COVER:¹

[Appendix A: Cost Estimates by Configuration & Building System](#)

[Appendix B: Cost Estimates by Building Code Category](#)

[Appendix C: Site Selection Tool](#)

[Appendix D: Transition Plan Workbook](#)

¹ Underlined text throughout this document is hyperlinked.

PLAN INTRODUCTION

Portland Public Schools is committed to equitable access to all programs, for all students, regardless of ability. To quote the District's Racial Equity and Social Justice Lens, "... We must ensure that all students are guaranteed a comprehensive, rigorous, equitable, and inclusive education. Universal access to quality education not only benefits students from all backgrounds but strengthens our communities and promotes societal prosperity." Yet, most of the District's buildings and grounds subvert this goal for individuals experiencing disability. Prior to 1973² - when 89 of the District's 98 buildings were constructed, protections for individuals experiencing disability did not exist. Students, staff, and community members continue to face obstacles from the pernicious architecture of this time.

In developing this transition plan, we recognize the subtle and often insidious ways the physical environment can shape one's experience. Buildings have historically matched the needs of their dominant culture. Today the challenge we face is a radical reshaping of the inherited structures of our world. This plan will guide the District's future improvements and establish clear sightlines to achieve full-accessibility, District-wide.

The magnitude of this effort cannot be overstated. Few schools within the PPS portfolio are fully accessible, and the current estimate to bring all sites in alignment with Oregon building code exceeds \$100,000,000. A schedule of improvements broken out into four phases can be found in the last section. These phases were developed in collaboration with community members and partner organizations during Summer 2020. Central to this collaboration is a commitment to continued dialogue with our community - especially those experiencing disability.

ADA Title II Overview

The Americans with Disabilities Act, known as the ADA, had its beginning under Section 504 of the Rehabilitation Act of 1973, which prohibited discrimination based on disability by recipients of federal funds. It recognized persons with disabilities as a class, or legitimate minority, subject to discrimination as valid as inequity based on race, religion, age, and sex, and just as deserving of basic civil rights protections. This act endeavored to establish equal opportunities for those with disabilities.

The Rehabilitation Act paved the way for the Americans with Disabilities Act (ADA) - legislation signed in 1990 - as a civil rights law that established standards for eliminating discrimination against people with diverse abilities. The District recognizes the importance of ensuring full

² The Rehabilitation Act of 1973 became law.

accessibility to all facilities. To provide these, the District shall develop and implement an appropriate plan for District compliance with the Americans with Disabilities Act.

The ADA is divided into five topic areas:

- Title I: EMPLOYMENT
- Title II: PUBLIC SERVICES
- Title III: PUBLIC ACCOMMODATIONS
- Title IV: TELECOMMUNICATIONS
- Title V: MISCELLANEOUS PROVISIONS

Title II of the ADA requires that public entities with 50 or more employees evaluate their services, programs, policies, and practices to determine whether they comply with the ADA's nondiscrimination regulations. The regulations detailing compliance requirements were issued in July 1991. These regulations mandate that each public entity is required to examine activities and services, identify problems or physical barriers that may limit accessibility by individuals experiencing disability, and describe potential compliance solutions.

Further, Title II mandates that public entities may not require eligibility criteria for participation in programs and activities that would screen persons with disabilities unless proven that such requirements are necessary for the service or program's mandatory provision. A public entity must reasonably modify its policies and procedures to avoid discrimination toward individuals with disabilities. If the public body can demonstrate that a modification would fundamentally alter its programming, it would not be required to make that modification. Title II also discusses the use of auxiliary aids necessary to enable persons who have visual, hearing, mobility, or similar impairments to access programs and activities provided by making appropriate and reasonable accommodation.

The sole limitation of these requirements would be modifications causing undue hardship. "Undue hardship" is defined in the ADA as an "action requiring significant difficulty or expense" when considering the nature and cost of the accommodation with respect to the size, resources, and structure of the specific operation. Undue hardship will be determined in the context of District resources and on an individual basis. The District completed a self-evaluation, described below, to assess existing programs and services to assure that barriers are identified and removed. Where it is necessary to remove architectural barriers to program accessibility, the District must also prepare a transition plan.

Purpose

The transition plan's primary purpose is to provide an actionable and coordinated work plan for removing architectural barriers across the buildings and grounds. Stated another way: this plan guides the *transition* to compliance with standards, thereby improving Portland Public Schools'

facilities for people with disabilities. The transition plan outlines the structural and programmatic modifications necessary for equitable access to all District programming.

Collective Access

Collective access is an essential principle of the ADA and this transition plan. District programming must be considered at the systems level to ensure incremental, meaningful access is provided over time. The frameworks discussed here are necessarily scaleable and systems-driven.

On this score, the ADA grants that: “A public entity shall operate each service, program, or activity so that the service, program or activity, *when viewed in its entirety*, [emphasis added] is readily accessible to and usable by individuals with disabilities” (28 CFR 35.150). And so through balancing financial and logistical realities with community vision, the plan will outline strategies that are both structural and non-structural to provide equitable program access across Portland Public Schools.

The distinction between structural and non-structural modifications warrants further discussion. Where appropriate, this transition plan addresses accessibility through non-structural means. Examples of non-structural modifications include program modification, moving programs, or student transportation to more accessible facilities. Per the ADA, “A public entity is not required to make structural changes in existing facilities where other methods are effective in achieving compliance with this section” (28 CFR 35.150). Non-structural modifications require careful coordination with building administrators and should be reviewed annually by the District’s ADA Coordinators.

Resolving Grievances

In addition to this transition plan, Portland Public Schools is required by the ADA to adopt procedures providing for equitable resolution of Title II violations. District processes make allowance for reasonable accommodation regarding physical barriers when it is financially and logistically feasible. The transition plan and self-evaluation certainly inform the process to resolve the claim but may not pre-determine the resolution. The District will evaluate each request on a case-by-case basis.

In addition, students, staff, and community members are encouraged to notify the District’s ADA Coordinators of any barriers not documented in [Appendix D](#). Please see the contact information below.

Rebecca Winn

Code Compliance Manager

accessibility@pps.net

John Lyons

Sr. Program Manager

ADA Transition Plan Liaison

accessibility@pps.net

Mail to: ADA Coordinators

501 N. Dixon St

Portland, OR 97227

PLAN DEVELOPMENT PROCESS

Self-Assessment

First, in 2009, and later with a comprehensive update in 2019/ 2020, the District completed a physical audit of facilities to identify facility barriers and identify recommendations and alterations to meet State and Federal accessibility standards. A complete list of the facilities evaluated and the assessment findings with associated costs are detailed in the appendices of this document. See [Appendix D](#) for detailed information on each of the 1625 barriers identified.

The facility evaluations were conducted according to the ADA 2010 Standards, 2014 Oregon Structural Specialty Code Chapter 11 Accessibility, and the Architectural Barriers Act (ABA). Evaluators used accessibility checklists to evaluate barriers in District facilities. The list covers all manner of barrier conditions commonly found in District facilities and programs, including parking, signage, paths of travel, buildings, and playgrounds.

The facility evaluation findings were entered into a database, and facility reports outlining identified barriers and after which the assessment team proposed barrier removal actions. The resulting facility documentation is available under the appendices. In addition to a list of each potential barrier District-wide, the assessment data provides information about the relevant State and Federal codes, including a planning-level cost estimate to remove the barrier.

Programs can be made accessible in three ways:

1. Minor programmatic changes, such as providing test material in alternate formats,
2. Moving the program to an accessible site, or
3. Making facility upgrades, “structural modifications,” to the program site

When choosing a method of providing program access, the District will prioritize the one that results in the most integrated setting appropriate to encourage interaction, including individuals with disabilities.

The determination that a facility, or portion thereof, is accessible is based on the standards of the Americans with Disabilities Act Accessibility Guidelines (ADAAG) and the criteria established by this document. It is not required that all facilities or facility areas be accessible to meet the ADA's program compliance requirement. In some cases, this transition plan provides the scoping requirements in place of those provided by the ADA and ADAAG for new construction and remodeling.

The ADAAG sets standards for accessibility of specific elements and establishes "scoping" requirements for new construction and remodeling. "Scoping" determines which site areas need to be accessible for a given type of work. This transition plan establishes the scoping or school facility accessibility criteria. These criteria delineate the standards used in determining the accessibility of an entire facility or a portion of a facility by referencing specific facility elements. The requirements will be applied for existing facilities where new construction or modernization is not otherwise under consideration. Where the District undertakes new development or modernization not restricted to accessibility work, modifications to upgrade accessibility features may be required that are not proposed in this transition plan. Such work may also be triggered by the authority having jurisdiction. This work is separate from the program access requirement addressed by the self-evaluation and transition plan.

Prioritization

Recognizing that the District has limited funds and cannot immediately make all schools fully accessible, District stakeholders and community members were asked to consider prioritization criteria. Once established and adopted by the Board of Education, these criteria will guide barrier-removal across the District's buildings and grounds following a phased, systems-level approach.

Broadly, two types of prioritizations must take place:

1. Prioritization of facilities

Portland Public Schools buildings evade generalization; each facility must be analyzed individually. District programs and services offered at individual sites will shape the transition plan and the engagement process. This question – *where do we invest first?* – must consider geography, demographics, and programming, to name just three examples. This transition plan explores several lenses through which to view this question in the engagement sections below. This document's appendices contain details on each of the District's facilities, including cost estimates in 2020 dollars.

2. Prioritization of barriers within each facility

All barriers in this document's appendices are assigned a category aligned with Oregon building codes. These categories follow a sequence of movement from the outside of the building, to the building entrance, to the intended building program area, including plumbing fixtures and communication devices. The categories are listed below. See [Appendix B](#) for additional details.

- A. Site Accessibility
- B. Accessible Route & Reach Range
- C. Plumbing Elements
- D. Communication Elements

E. Special Spaces, Built-in Elements & Recreational Facilities

The inherent logic of this sequence needs little explanation; however, should a circumstance arise where departing from this order would benefit a student or community member, Title II of the ADA offers latitude when prioritizing individual barrier removal. The ADA Title II, Technical Assistance Manual, states, “when choosing a method of providing program access, a public entity must give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.” That is to say, when meeting our obligation to Title II, the District has some leeway in prioritizing specific barriers at individual sites. This question, like the question, *where do we invest first?* discussed above, is viewed through stakeholder and community lenses below.

Engagement: Introduction

Prioritization criteria were further developed under the guidance of District stakeholders and community members. But, like most components of society in 2020, the COVID-19 pandemic complicated engagement for this effort. After the extended closures under the *Stay Home, Save Lives* order, feedback on transition priorities were broken into four steps:

1. Transition frameworks developed under a funding task force composed of Portland Public Schools staff
2. A twelve-week public review and comment period of a draft transition plan posted to the District website
3. Three virtual town halls developed in collaboration with [FACT Oregon](#) and [Community Vision](#)
4. Spanish-language interviews with parents of students with disabilities

Further complicating the development of this transition plan was the parallel development of the 2020 School Bond. The Bond referral timing preceded much of the community engagement and so limiting the variables for comment. To further illustrate the interplay between the pandemic, the Bond referral, and the development of this plan, see the timeline in the section below.

Transition Plan Development Timeline

Date	Event
2020-01	<i>Barrier Assessment Complete</i>
2020-02	<i>Transition Plan Project Start-Up</i>
2020-03-08	<i>Stay Home, Save Lives Order</i>
2020-04	<i>Transition Plan Engagement Revised</i>
2020-05	<i>District Stakeholder Engagement</i>
2020-06	<i>Transition Plan Drafted</i>

2020-07-13	<i>Draft Transition Plan Posted to District Website</i>
2020-07-21	<i>Special Board Meeting Finalizing ADA Scope for the Bond</i>
2020-07-30	<i>Virtual Town Hall - 1</i>
2020-08-11	<i>Virtual Town Hall - 2</i>
2020-08-13	<i>Virtual Town Hall - 3</i>
2020-09-18	<i>Comment Period on Draft Document Closed</i>
2020-11-03	<i>School Bond Passed by Portland Voters</i>

Engagement: District Stakeholders

Members of the funding task force internal to the District were identified based on three criteria:

1. Project experience with work related to barrier-removal within the District, and/or
2. Anticipated stewardship of barrier-removal projects once the transition plan is complete, and/or
3. Leadership in education for students experiencing disability.

In addition to their roles as accessibility stewards, this group offered expertise on the legislative, operational, and financial feasibility of barrier-removal.

Members included:

Brian Baker, *Senior Legal Counsel* – Special Education
Heidi Bertman, *Project Manager* – Office of School Modernization
Chris Burns, *Assistant Principal* – Pioneer Special School Program
Tricia Curley, *Assistant Director* – Special Education
Maria Gianotti, *Assistant Director* – Special Education
Dani Ledezma, *Senior Advisor* – Superintendent's Leadership Team
Steve Simonson, *Project Manager* – Office of School Modernization
Noelle Sisk, *Family Engagement Specialist* – Special Education
Claire Skelly, *Assistant Director* – Special Education
Jen Sohm, *Project Manager* – Office of School Modernization
Rebecca Winn, *Code Compliance Manager* – Projects & Construction

The task force met individually with the project liaison in May 2020. Each stakeholder was tasked with developing four transition frameworks. Initial drafts of this transition plan, including the draft posted for public comment, were developed around these frameworks.

Engagement: District Stakeholder Summary

Multiple stakeholders indicated main-level accessibility as their highest priority, specifically main-level accessibility in multi-level schools without elevators. Several respondents further detailed the minimum requirements of this approach: access to the cafeteria, gymnasium, library, classrooms, and restrooms are critical for this approach to be functionally meaningful.

Many stakeholders reinforced a systems-approach to program accessibility. Examples include equitable program access for students across the District, including core curriculum as well as specialized student groups or clubs and educational areas such as STEAM, Maker Spaces, and Career Technical Education. Geographical considerations come into play with this approach, as well.

Stakeholders ranked multi-level access, accessible parking, playgrounds, and SPED classroom improvements as priorities but secondary to universal design considerations around the building entrance and essential functions. Notably, elevators did not appear until the third priority.

Five salient frameworks to accessibility emerged across stakeholders. Each is detailed below.

Stakeholder Framework One

Main-level accessibility. This framework would provide accessibility improvements to the ground level, including portions of the site necessary to reach the main entrance from the bus or drop-off area, the main entrance, and access to essential programming. Here, “essential programming” includes an individual’s classroom(s), the cafeteria, library, and gym, in addition to one or more accessible restrooms.

This framework may require administrators to schedule programming for individuals with disabilities in multi-level buildings without elevators. In addition to instructional programming, sensitivity to school-club placement and other extracurricular activities must be observed.

The advantage of this framework is its economy and relative speed to implement District-wide. By omitting elevators – far and away, the most costly accessibility improvement – the District’s accessibility budget could reach many more schools.

To be sure, the operational challenges this approach may present to building administrators should not be underestimated. Consider a middle school student in a multi-level K-8 building without an elevator. While classrooms at the elementary level are, for the most part, interchangeable, differences become exaggerated in later grade levels. An eighth-grade science classroom has little in common with an eighth-grade English classroom, for instance.

Stakeholder Framework Two

One Accessible School at Each Configuration, per Cluster. Portland Public Schools consists of, among other programs, eight “clusters” or pathways from kindergarten to graduation based on a student’s home address or election to a focus option program. Aging through a cluster follows a specific sequence of schools. The framework discussed here would ensure that a student with a disability could remain, if not within their neighborhood school, at least within their cluster.

This framework addresses full accessibility but does not optimize geographic distribution. As currently imagined, schools designated for improvements are the most affordable options, typically because they do not require elevators.

Stakeholder Framework Three

Title I First. Schools with large concentrations of low-income students receive supplemental federal funds to meet students’ educational goals. This program is known as Title I. During the 20/21 school year, 24 schools qualified for Title I support. The location of these schools corresponds to a high degree to Portland’s historically under-served and historically Black neighborhoods.

While not directly associated with disability, Title I indicators correlate with disproportionately higher percentages of disability in the United States. According to the Centers for Disease Control and Prevention, one in four Black Americans has a disability, while three in ten Indigenous Americans have a disability, compared with one in five for White Americans.³ Indeed, Black and Indigenous Americans are more likely than Non-Hispanic Whites to have a disability in every age group.

Race, poverty, and disability overlap in complex, cumulative ways in the United States, compounding existing racial disparities in our society. Children living in poverty are more likely to have asthma, chronic illness, and environmental trauma such as lead poisoning, learning problems, and low birth weight leading to disabilities.⁴ Moreover, those experiencing poverty are less able to treat disabling conditions and mitigate their impact. While the reasons for this are complex, limited access to high-quality medical care and early intervention certainly exacerbate many conditions.⁵

Our schools are critical institutions in Portland neighborhoods. Creating environments that elevate the health, dignity, and independence for all students – but with particular consideration for those from communities in the long shadow of systemic racism – reinforces Portland Public Schools’ role as vital neighborhood centers.

³ Centers for Disease Control and Prevention.

<https://www.cdc.gov/ncbddd/disabilityandhealth/materials/infographic-disabilities-ethnicity-race.html>

⁴ Woolf, SH, Aron, L., Laudan, Dubay, L. Simon, S.S., Zimmerman, E. Luk, K.X. (2015) How Are Income and Wealth Linked to Health and Longevity? <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000178-How-are-Income-and-Wealth-Linked-to-Health-and-Longevity.pdf>

⁵ Pokempner, Jennifer and Roberts, Dorothy E. (2001), “Poverty, Welfare Reform, and the Meaning of Disability”

Stakeholder Framework Four

Focus Option Programs. In addition to neighborhood schools, the District supports several focus option programs ranging in emphasis from environmental science to the arts. The curriculum for each of these programs is unique, and so unlike neighborhood program curriculum – replicated throughout the District – admission to a focus option program is an unparalleled opportunity.

For this reason, focus options programs present a challenge to many of the accessibility frameworks described above. No transportation solution exists for a student experiencing a disability and hoping to attend a focus option program in an inaccessible building. Therefore, prioritizing accessibility for sites with focus option programs should be distinctly considered in this transition plan.

Stakeholder Framework Five

Elevators at Buildings with Multi-level Programming. This approach would be tantamount to full accessibility at buildings with multi-level programming. Where second and third floors are accessible, accessible restrooms must be provided, in addition to an accessible route from and including the main entrance to the elevator access.

The logistical and financial challenges of this approach cannot be overstated. Recent (2020) elevator installations have ranged from \$800,000 to \$1.5 million. At a minimum, construction is invasive and can only occur during the summer recess. Indeed, elevators are significant building modifications: adding an elevator to an existing building's interior is essentially inserting a structural core into an existing structure.

The additional structural benefit of adding an elevator is worth further discussion. When concrete, as opposed to metal studs, is used to construct elevator shaft walls, they can reinforce buildings against lateral movement, improving seismic performance. While not alone a seismic solution, it can be a significant step toward seismic safety, especially when combined with other building updates such as roof-replacements. The District will make every effort to coordinate elevator installations with other significant building modifications.

2020 Bond Development

As mentioned above, Portland Public Schools Board of Education developed and referred the 2020 School Bond, Measure 26-215, to the November 2020 ballot in parallel with the development of this transition plan. As main-level accessibility District-wide emerged as the salient framework of this transition plan, the Board of Education included support for this transition framework in the final Bond referral.

Community engagement subsequent to the Bond referral used main-level accessibility as a starting place. To be sure, questions remained around the sequencing of schools within this framework as well as later phases of the transition plan. A summary of community input on these questions is detailed below.

Engagement: Community

Continued public review and input are critical to the success of this transition plan; the proposed frameworks described here were discussed and further detailed in collaboration with the disability community. During the transition plan development, outreach was supported by [FACT Oregon](#) and [Community Vision](#) – two organizations with close ties to the disability community. Outreach included a series of virtual town halls structured around District accessibility priorities as well as a public review draft of the transition plan, posted to the District's website with a comment form.

The comment period for the draft transition plan closed on September 18, 2020, after being open for ten weeks and collecting 21 comments. Many respondents identified academic supports in a virtual learning environment as their highest priority. The orientation of this transition plan is toward architectural barrier removal and, as such, can offer little support on this score. The virtual learning environment was challenging for the District and our community on many levels. The unpredictable, ever-evolving nature of the pandemic challenged generalizations from month to month and week to week, eluding wide-reaching and straightforward solutions. For details on the District's approach to virtual learning and supports offered during the coronavirus pandemic, please see pps.net/Page/15080.

Engagement: Virtual Town Halls

In addition to the public comment on the transition plan, the District hosted three virtual town halls between July and August 2020. The town halls included a brief overview of work on the transition plan completed to date, followed by an open forum for community members to voice their concerns, ask questions, and advocate for transition approaches. Each town hall was recorded and posted, together with meeting notes, to pps.net/accessibility.

Community feedback largely validated the approach foregrounded by the transition plan task force and carried in the 2020 Bond. Main-level accessibility is a logical and necessary first step in full accessibility; community voice largely echoed District staff and Board of Education support for this transition framework.

One important caveat regarding future planning, repeated in all town halls, was the need to reach out to the community again before committing to future phases. Accessibility investments beyond Phase II presented in this plan are therefore subject to further input, and possible revisions, from the District's disability community. Nonetheless, for the sake of completing a

comprehensive plan, community members identified elevators in middle schools as priority investments, then elevators in elementary schools.

Beyond outlining phasing options, community members elevated aspects of accessibility where federal guidelines are anemic or silent altogether. Examples include the minimum size of restrooms, playgrounds and play equipment, acoustics and speech intelligibility, and, most broadly, building access.

While the orientation of this transition plan is necessarily toward the District's federal obligation, the disability community clearly articulated the need to exceed or supplement federal guidelines in the areas discussed above. To this end, the District is pursuing supplemental standards, informed by and developed in collaboration with the disability community, to be incorporated into the District's guiding documents. By foregrounding accessibility across these documents, we seek a culture that privileges inclusion over the architectural status quo.

Beyond Federal Requirements

In the ADA, the term "disability" means, with respect to an individual:

- a physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- a record of such an impairment; or
- being regarded as having such an impairment.

Notably, disability cast in this light includes many invisible disabilities. While meeting our legislative requirement, the mitigation of architectural barriers offers little support for individuals experiencing post-traumatic stress disorder, peripheral neuropathy, or autism, to name just three examples.

Universal Design and Trauma-Informed Design are practical guidelines to protect the physical and emotional health of our community. These guidelines are broader than those of accessible design and barrier-free design. While the orientation of this transition plan is toward barrier-removal, the District's forthcoming Ed Specification⁶ will outline specific requirements for the built environment rooted in Universal and Trauma-Informed Design principles.

At their best, our schools gather students and educators together both materially and symbolically in relation to each other and themselves. People with diverse abilities must see a place for themselves in our schools. To be sure, space is not a mute setting for life but rather an active agent in staging meaningful interaction critical for the wellbeing of our students and community.

⁶ [Facilities & Asset Management / Education Specifications](#)

IMPLEMENTATION OVERVIEW

Plan Timeline and Phases

Based on a 20-year implementation schedule, this transition plan is broken into four phases. Each phase identifies specific sites to focus investments, creating a holistic, accessible educational opportunity within a reasonable period and with available District resources.

FY 2021 - 2023 **Phase I**

FY 2024 - 2026 **Phase II**

FY 2027 - 2033 **Phase III**

FY 2034 - 2041 **Phase IV**

Phase I

Main-level Accessibility: Title I, CSI/TSI⁷, and Focus Option

Phase II

Main-level Accessibility: District-wide

Phase III

Multi-level access: MS/K-8s, Title I, CSI/TSI, and Focus Option

Phase IV

Multi-level access: District-wide

Barrier Removal Schedule

[Appendix D](#) is the framework for the continuous improvement of District facilities and the ongoing record of barrier removal for the District's facilities. It details the physical barriers documented through the Self-Assessment described above. The *Modifier* associated with each barrier identified corresponds with the phased implementation schedule outlined above.

⁷ Comprehensive Supports and Interventions/Targeted Supports and Interventions. CSI schools are high schools with an overall 4-year graduation rate less than 67 percent, among other indicators. TSI schools are identified by achievement indicators by student group.

The District's ADA Coordinator will update [Appendix D](#) as the District either removes barriers or finds programmatic solutions to eliminate or mitigate barriers. Contact the ADA Coordinator for the most current status of barrier remediation (accessibility@pps.net).

Implementation

Successful implementation of this transition plan requires many people across several departments within Portland Public Schools. The District's ADA Coordinators will develop a work plan coordinated with the funding amount allocated in the 2020 Bond. The amount designated in this Bond is committed to phase I and II frameworks, i.e., main-level accessibility District-wide.

Further alignment with the District's future capital plan will follow Phase II implementation. The District's ADA Coordinators will maintain the phased structure above but seek meaningful overlap with other capital improvements. Modernization is one example of such an overlap. When a school is fully modernized, all barriers are mitigated, and universal design is practiced where ever possible.



MEMO

Date: March 5, 2021

To: Board of Education, Portland Public Schools

From: Dan Jung, Chief Operating Officer

Subject: ADA Transition Plan - Timeline

BACKGROUND

The purpose of an ADA Transition Plan is to provide an actionable and coordinated work plan for removing architectural barriers across the buildings and grounds. Stated another way: the plan guides the *transition* to compliance with accessibility guidelines, thereby improving access for individuals with disabilities.

To achieve full accessibility across our schools, District programming must be considered at the systems level to ensure incremental, meaningful access is provided over time. Within the phased improvements outlined below, the target of main-level accessibility District-wide by 2026 is one example of a systems approach. Achieving this milestone will provide greater opportunity for individuals experiencing disability to attend their neighborhood school by allowing administrators to shift programming to the main building level for accommodation. Phases III and IV target multilevel access District-wide with the goal of full-accessibility District-wide by 2041.

Funding for these improvements is expected to predominantly come from general obligation bonds. The funding for Phases I and II have already been approved as part of the 2020 GO Bond scope of work. It is anticipated future bond authorizations will fund Phases III and IV. The proposed phasing allows the District to align funding (bond authorizations) with the proposed phasing.

The proposed timing of the phases is an estimate. Staff reviewed various scheduling considerations and provided a schedule that staff believe to be achievable, and that balances the need to act quickly with project constraints that are both within and outside PPS's control.

This memo provides further detail around the proposed timeline to transition Portland Public Schools to full alignment with Title II of the Americans with Disabilities Act. Specifically, many of the project constraints around elevator installation are described here.

For reference, the phasing, timeframe, and a brief scope description is provided below.

Phase	Years	Scope	Elevator Count
Phase I	2021 - 2023	Main-level Accessibility: Title I, CSI/TSI	0

Phase II	2024 - 2026	Main-level Accessibility: District-wide	0
Phase III	2027 - 2033	Multi-level access: MS/K-8s	13
Phase IV	2034 - 2041	Multi-level access: District-wide	11

The duration and scope of Phases I and II were established with the 2020 School Bond. The respective scopes for Phases III and IV were developed in collaboration with community members, while the duration of these phases is governed by the project constraints around elevator installation, discussed below.

2020 BOND: ACCESSIBILITY

In summer 2020, concurrent with the development of the ADA Transition Plan, the Board of Education weighed three funding scenarios for the then-forthcoming Bond. These options are outlined below:

One accessible school, per configuration, per cluster. Staff estimated at the time \$11,000,000 would allow the District to remove barriers at one site for each configuration, per cluster. This scenario would allow students experiencing disability to remain, if not in their neighborhood school, in their nearest school cluster. This scenario would address full-building accessibility

Two accessible K-5s, one accessible MS, one accessible HS, per configuration, per cluster. Staff estimated at the time \$17,100,000 would allow the District to remove barriers at two K-5s, one MS, and one HS, per cluster. This option would provide greater support for students experiencing disability by reducing transportation needs, potentially allowing these students to remain at their neighborhood school.

Main-Level accessibility, district-wide. Staff estimated at the time \$33,800,000 would allow the District to remove barriers at the main level district-wide. This option would allow building administrators to shift programs within schools to accommodate students experiencing disability, potentially allowing students to attend their neighborhood school regardless of ability.

As mentioned above, engagement for the ADA Transition Plan was ongoing during Bond-development. Community dialogues completed prior to the Bond development were unequivocal around accessibility priorities: main-level accessibility district-wide was a logical and necessary first step to a fully accessible district and should be addressed first. Subsequent Board of Education conversations validated and built upon this direction.

PROJECT CONSTRAINTS: ELEVATORS

Elevators are uniquely complex building modifications. Similar to other targeted scopes of work such as roof replacements or seismic retrofits, various factors limit the number of projects that can be completed simultaneously. The constraints around this work are detailed below; to be sure, no single constraint would stymie the District’s efforts on any given project, rather the cumulative, overlapping nature of these constraints compound against predictable project outcomes.

Market Capacity. Elevators have a limited number of vendors in the Portland region. The limited market availability can connect distinct projects through product or trade bottlenecks. Delays in one project can

cause downstream impacts for other, later, projects. These market conditions, combined with the narrow construction opportunities permitted by school schedules, invite delays of a year or more for elevator installation.

To draw a comparison to roof replacements, PPS completes approximately 4-5 roofs each year. This is a targeted number due to the fact of the limited number of vendors in the region that can design and construct this work. Attempting to complete more work than the market can support results in higher cost of the work (higher bid amounts due to less competition) or the work exceeds market capacity and no contractors are available to complete the work. We saw an example of this a couple years ago when multiple roof replacement bids received only 1 bid and one project received no bids, causing the project to be delayed an entire year.

Unpredictable & invasive nature of impacts. Documentation on District buildings from the 1920s and 50s is anemic at best. Installing an elevator in an existing structure, therefore, requires extensive demolition, destructive testing, or both before the precise nature of the project can be fully understood. To name just three examples of unforeseen building conditions: the presence of hazardous materials, unknown structural deficiencies, or unstable soil conditions may all cause costly delays in project delivery.

What's more, elevator installation is a lengthy process, typically between 6-10 months, and impossible to complete over the summer recess. And while project teams can align the most disruptive construction activities when the building is vacant, some impact on the learning environment is inevitable as construction continues through the academic year.

Necessary coordination of building improvements. It is common for new elevator installations to trigger other, non-ADA-related, building improvements that are unknown until the building permit is submitted. The additional complexity and added time to the project schedule for these unknown additional improvements are non-trivial and can significantly impact a project's scope, schedule, and budget. Examples of additional improvements range from relatively small changes such as modified plumbing systems, to much more complex and invasive requirements including new building-level fire sprinkler systems. To be certain, all of these are worthwhile building improvements, however, they are also difficult to predict as conditions of building permit add uncertainty to phasing timelines that are projecting many years into the future.

Optimal coordination of building improvements. In addition to necessary concurrent building improvements, other improvements should be planned in coordination with elevator installation. These include roof replacement and seismic upgrades. When combined, these improvements are not only more efficient (economy of scale), less disruptive (reduced overall construction time), but can also work together to improve the overall seismic safety of the building.

In insolation, no single project delay would disrupt the District's transition plan, however, the aggregation of such delays within a discrete building product and niche construction specialty suggests the likelihood of compounded delays is very high.

OPTIONS & RECOMMENDATION

One question posed to staff: what would be tradeoffs if the overall timeline was moved up?

Staff share 3 primary considerations regarding moving up the proposed timeline:

Focusing on Prioritizing High Impact Accessibility Improvements.

ADA compliance is a critical goal, and one PPS will achieve. However, PPS's accessibility community has emphasized ADA is only one component of larger accessibility outcomes. As highlighted at the January 12, 2021 work session there are many other critical accessibility improvements that go beyond mere ADA compliance. Accessible playgrounds for all children to play and socialize, restrooms adequately sized for student and staff needs, and classroom acoustics to support auditory and sensory processing disorders are just 3 examples of critical accessibility improvements that are inadequately addressed in ADA. Staff believe a narrow focus on compliance jeopardizes timely improvements of high priority accessibility needs not specifically outlined in federal guidelines. The proposed ADA Transition Plan timing affords the District the opportunity to have thoughtful discussion with the accessibility community, over the course of many years, about how best to weave together strict ADA compliance with non-ADA high priorities.

A Systems Approach Toward a Modernized Building Portfolio.

PPS has well documented capital improvement needs. Capital planning efforts (including general obligation bond development) review, in total, the District's capital needs and prioritize which scopes of work to fund. The longer approach allows for overlapping and coordinated funding to support related building improvements (EG: pairing a new elevator with a roof replacement). This strategy suggests a higher initial cost (larger project scope), but ultimately a more efficient construction-path. Grouping and harmonizing related projects is the best path to move the District systematically toward a modernized building portfolio. Ad Hoc or piecemeal approaches to modernization are inefficient and should be avoided whenever possible.

Additionally, through the modernization-process, accessibility can be studied comprehensively and fully integrated into the social patterns of the building. For example, elevator placement can be coordinated with programming to support social cohesion for students experiencing disability.

Outside the context of modernization, elevators are typically located on the exterior of the building; this approach is less invasive and more predictable from a project-delivery perspective. What's lost with an exterior placement, however, is a cohesive student circulation system: individuals with disabilities may have to arrive at school from another area of the building or travel to another part of the building to join collective school activities or change classes. The social value of an integrated accessibility solution cannot be overstated and is far more difficult to achieve outside the context of modernization.

Leading with Steadfast Determination and Pragmatism

This memo outlines the operational and construction considerations that produced the proposed schedule. If the final decision is to compress the timeline of phases III and IV, staff will make every effort to achieve this goal. Due to project constraints highlighted above, staff believes there is an appreciable risk the reduced timeline would not be met.

Staff recommend maintaining the 20-year transition plan phasing as both the most realistic path toward a fully accessible District.



MEMO

Date: March 5, 2021
To: Board of Education
From: Dan Jung, Chief Operating Officer
Subject: ADA Transition Plan - *Engagement* Summary

Overview

Review and input from members of the disability community were critical to the development of the transition plan. The District hosted three virtual town halls between July and August 2020. These included a brief overview of work on the transition plan completed to date, followed by an open forum for community members to voice their concerns, ask questions, and advocate for transition approaches. Each town hall was recorded and posted to pps.net/accessibility.

The dates of the Virtual Town Halls together with listening notes are provided below. All notes were reviewed, commended on, and edited by participants of the respective town halls.

DATE	TOWN HALL	NOTES
2020-07-30	Virtual Town Hall - 1	LINK
2020-08-11	Virtual Town Hall - 2	LINK
2020-08-13	Virtual Town Hall - 3	LINK

To reach the disability community, the District partnered with [FACT Oregon](#) and [Community Vision](#) – two organizations with a long history of disability advocacy and deep ties to the disability community in Portland. Both FACT and Community Vision were able to connect with families directly impacted by the physical barriers at our schools. Between 12-20 parents of students with disabilities and students affected by disability attended each town hall. The conversations ranged across many aspects of accessibility and disability culture. Key outcomes of these conversations are detailed below.

To reach our Spanish-speaking community, multi-lingual staff reach out to parents directly to conduct phone interviews.

In addition, three individuals experiencing disability were paid by the District to review and provide input on the document. These individuals each experienced a different type of disability so as to garner perspectives on the mobility, sensory, and cognitive impact of District-barriers. This feedback has been incorporated into the current draft of the ADA Transition Plan.

Outcomes

Our conversations with the disability community provided meaningful and actionable direction in shaping accessibility outcomes District-wide. These conversations provided insight to a deeper dimension of accessibility as well as unequivocal support for accessibility priorities: main-level accessibility District-wide was a logical and necessary first step to a fully accessible District and should be addressed first.

Elevators in Middle Schools were identified as the next logical priority. Middle school classrooms support a wide range and variety of programming, suggesting a greater urgency for barrier-free circulation. In elementary schools, where students typically remain in a homeroom most of the school day and therefore circulate less than in Middle schools, there is more opportunity for administrators to shift programming to accommodate students with disabilities. Elevators should be installed at K-5s last.

Beyond outlining phasing options, community members elevated aspects of accessibility where federal guidelines are anemic or silent altogether. Examples include the minimum size of restrooms, playgrounds and play equipment, and most broadly, building access.

Restrooms. During community meetings, staff learned that ADA restroom dimensions and grab bar layouts are intended to support individuals with normative upper body strength - a consequence of the selected research models informing the guidelines: veterans with spinal cord injuries. Disability in our students differs in important ways from this research model. Our students with disabilities often have attenuated musculoskeletal systems and struggle with the fine motor operations required for independent toilet transfers.

This input has important implications for the size and layout of our school restrooms - information that was not previously been documented in the District's guiding design documents. Staff are currently working to revise restroom standards in collaboration with community members and District occupational therapists.

Building access. Town hall participants stressed the importance of accessible primary student entries throughout the dialogues. Students with disabilities face obstacles and social barriers daily and should not be excluded from the social ritual of morning arrival or afternoon dismissal.

Accessibility improvements in phases I and II of the transition plan will therefore prioritize accessibility solutions integrated into the social patterns of the building.

Playgrounds. The ADA does not include provisions for accessible playgrounds. Accessible paths to play equipment must be provided, but the play equipment and structures themselves are not required to be accessible per federal requirements. The disability community was unanimous in its support for providing accessible and inclusive playgrounds. The community noted playgrounds are where young students learn indelible social lessons, and too often students with disabilities are segregated from their peers by physical barriers. What's more, District playgrounds tacitly communicate values of inclusion and accessibility to the public and community.

Staff are currently developing guidelines and standards to reflect these values with continued collaboration from the disability community. To be sure, the continued involvement of community members speaks to the durable connections formed during the transition plan development. These standards will guide all future playground improvements District-wide.

Update on School Reopening Plans: Latest Metrics, 6-8/9-12 Family Preference, and Phased Opening

March 30th, 2021



**TOGETHER
WE WILL**

PORTLAND PUBLIC SCHOOLS



Tonight's Highlights

Tonight, we will share with you:

→ **Latest Numbers**

- ◆ current Multnomah County COVID-19 rates
- ◆ 6-8 Student and Family Preference
- ◆ 9-12 Student and Family Preference

→ **Health and Safety Measures**

- ◆ Layered risk reduction strategy
- ◆ Updates and final adjustments

→ **Phased Opening Status**

- ◆ K-5
- ◆ 6-8
- ◆ 9-12



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

Guiding Principles

Center Racial Equity and Social Justice

Center and lift up the lived experiences of Black, Native American and Students of Color, whose families have been disproportionately impacted by COVID-19 and the pervasive inequities in our systems.

Ensure the Health and Wellness of our Students and Staff

In addition to adhering to COVID-19 public health guidelines, we understand that racialized trauma is exacerbated by the pandemic and other crises, and therefore will prioritize a RESJ and trauma-informed approach to achieve health and well being for our students, staff and communities.

Cultivate Connection and Relationship

We also know that in order to move through this pandemic, PPS will need to work with and engage with our broader community, centering the voices and experiences of our BIPOC communities in an authentic and meaningful dialogue so that needs and concerns are surfaced and strategies to mitigate barriers are developed to meet those needs and concerns.

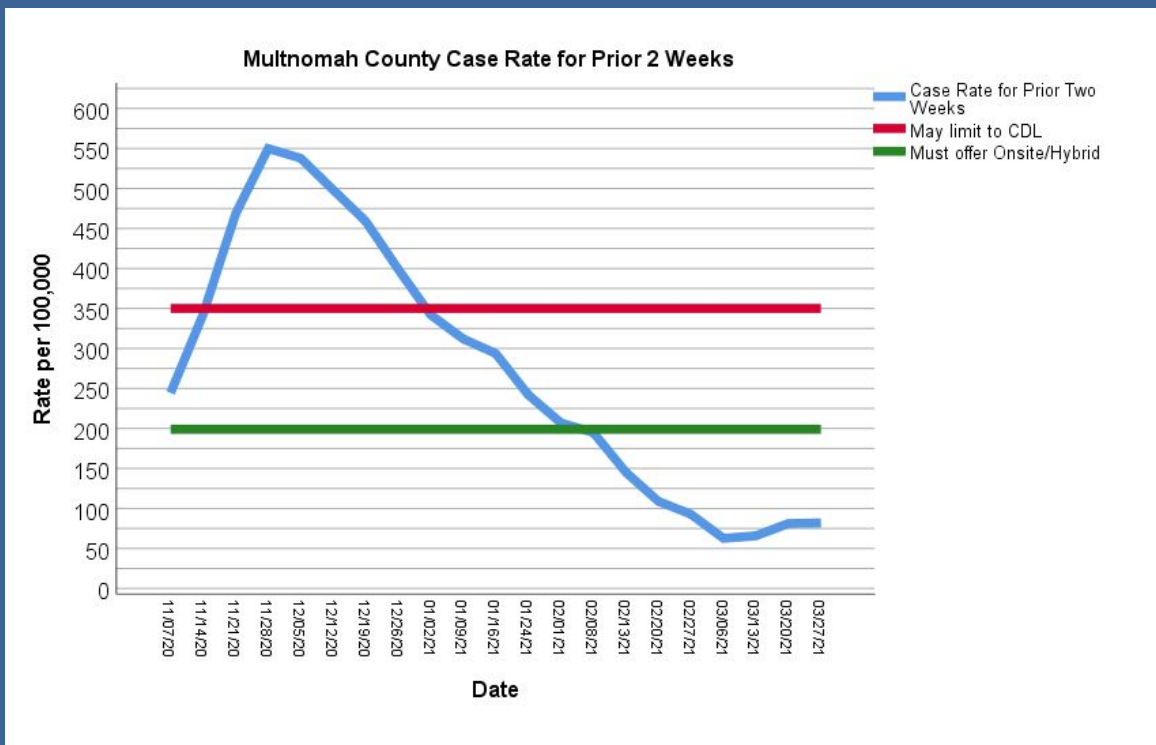
Strengthen and Innovate the Instructional Core

Through this pandemic, we've remained steadfast in our commitment to strengthen and innovate teaching and learning so that every one of our students achieves our Graduate Portrait, especially our Black and Native American students.



TOGETHER
WE WILL

Advisory Metrics for Returning to In-Person Instruction



Public School Instructional Model Requirements and Options	County Case Rate
<i>Public schools must provide a CDL option for students and families that choose to remain off-site.</i>	<i>Per 100,000 people over 14 days in large counties</i>
Public K-12 schools <i>must</i> offer an On-Site or Hybrid option	<200.0
Public Elementary schools <i>must</i> offer an On-Site or Hybrid option	200.0 to ≤350.0
<i>*Public middle and high schools are not required to initially open to in-person instruction and may limit to CDL only as needed to address any current transmission within a school.</i>	
Public schools <i>may</i> limit to Comprehensive Distance Learning (CDL)	>350.0
<i>*K-12 public schools are not required to initially open to in-person instruction and may limit to CDL exclusively if needed to address any current transmission within a school.</i>	

81.8

**Cases per 100,000
March 13-27th, 2021
in Multnomah County
(ODE/OHA Weekly Update)**



**TOGETHER
WE WILL**

6-8 Parent Interest



TOGETHER
WE WILL

6-8 Student and Family Preference Form

73.3%

want Hybrid*

71.7%

65.2% / 65.8% / 69.6%

Proportion of Black / Latino / Native respondents who want Hybrid*

61% of Schools

50% or higher response rate.*

* As of March 30, 2021 at 8:00AM



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

Participation Rate by Race

Race	March 30th
Asian	65.5%
Black	47.3%
Latino	57.7%
Multiple	74.8%
Native Am	57.5%
Pac Isl	36.7%
White	80.9%
Overall	71.7%

* As of March 26, 2021 at 8:00AM



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

Preference for Hybrid (Racialized)

Race	March 26
Asian	59.4%
Black	65.2%
Latino	65.8%
Multiple	70.2%
Native Am	69.6%
Pac Isl	58.6%
White	77.7%
Overall	73.3%

* As of March 30, 2021 at 8:00AM



TOGETHER
WE WILL

School List

- Proportion of schools with at least a 80% response rate: **27.3%**
- Proportion of schools with at least a 70% response rate: **48.5%**
- Proportion of schools at or above 50% **75.8%**



TOGETHER
WE WILL

9-12 Parent Interest



TOGETHER
WE WILL

9-12 Student and Family Preference Form

64.4%

want Hybrid*

63.5%

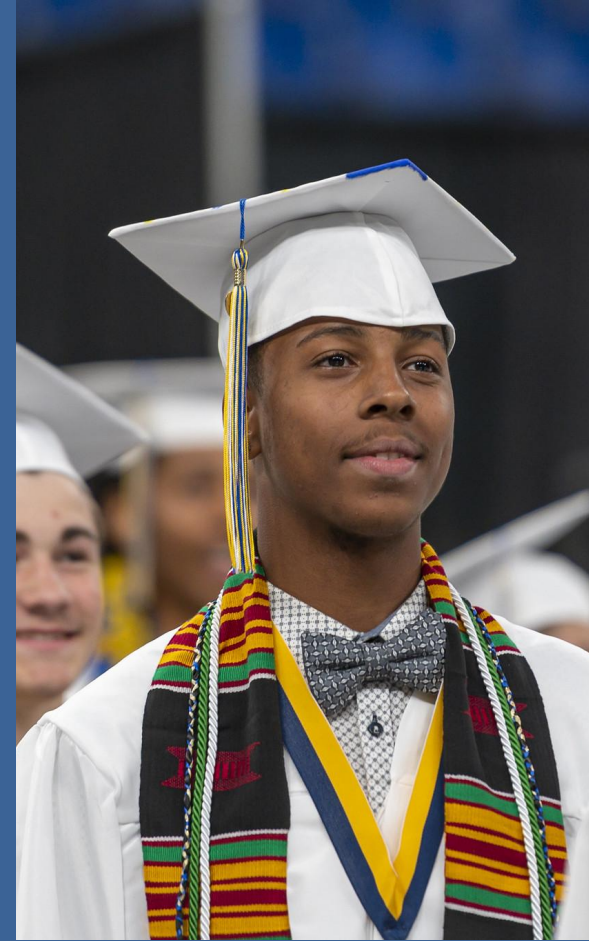
53% / 61.5% / 63%

Proportion of Black / Latino / Native respondents who want Hybrid*

Grant/Lincoln/Ida B Wells

80% or higher response rate.*

* As of March 30, 2021 at 8:00AM



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

Participation Rate by Race

Race	March 30th
Asian	49.4%
Black	30.1%
Latino	41.0%
Multiple	68.5%
Native Am	45.0%
Pac Isl	24.1%
White	79.5%
Overall	63.5%

* As of March 30, 2021 at 8:00AM



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

Preference for Hybrid (Racialized)

Race	March 30th
Asian	46.1%
Black	53.0%
Latino	61.5%
Multiple	64.3%
Native Am	63.0%
Pac Isl	51.9%
White	67.0%
Overall	64.4%

* As of March 30, 2021 at 8:00AM



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

Health and Safety



TOGETHER
WE WILL

Health and Safety Measures

The Health and Safety of our students and staff continues to be top priority for PPS and the State of Oregon.

Layered Risk Reduction Strategy

Public health experts recommend a layered strategy to reduce exposures to COVID-19. Layered strategies implemented concurrently provide the greatest level of protection.

- Social distancing
- Hand hygiene
- Cough etiquette
- Contact tracing
- Building ventilation
- Vaccinations
- Cleaning & disinfecting
- Symptom screening
- Testing



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

Phased Re-opening



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

K-5 Hybrid Update

- PK-1 students will return to in person learning on April 1 for AM cohorts and April 2 for PM cohorts.
- Students in grades 2-5 will begin on Monday, April 5
- Students will be in school for 2 hours and 15 minutes 4 days per week with an academic focus on foundational reading and math skills.



TOGETHER
WE WILL

6-12 Hybrid Update

- Staff members will have professional development on April 14-16
- Students will have asynchronous learning activities on these days
- All secondary students who have elected to do so will return to in person learning beginning Monday, April 19th (depending on their cohort assignment)



TOGETHER
WE WILL

6-12 Hybrid Update

- Students will participate in academic enrichment, extension, or intervention activities with the support.
- In most cases students will remain with their current teacher for in-person activities, but there are exceptions.



Questions?



TOGETHER
WE WILL

PORTLAND PUBLIC SCHOOLS

RESOLUTION No. 6277

Resolution to Approve the Amendments to the Comprehensive Health Education Policy 6.40.013-P

RECITALS

- A. In 2018 the Board of Education adopted a policy for the Comprehensive Sexuality Education that outlines the development of health literacy. The policy stated that it would be reviewed every 2 years. Based on current best practices it was recommended that the sexuality education policy be embedded in a larger policy around Comprehensive Health Education. The policy is being amended for the first time.
- B. On January 25, 2021 and February 17, 2021, the Board Policy Committee discussed changes to the policy to amend the stand-alone sexuality education policy and embed it into a comprehensive health education policy.
- C. On February 17, 2021, the Policy Committee reviewed the revisions to the policy and the engagement efforts and recommended that the policy be forwarded to the full Board for adoption.
- D. On March 9, 2021, the Board held a first reading of the proposed policy, and it was posted on the Board website for public comment. There has been no public comment on the proposed policy.

RESOLUTION

The Board of Education hereby approves the Comprehensive Health Education Policy 6.40.013-P.



PORTLAND PUBLIC SCHOOLS OFFICE OF STEAM-H-A/PE

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3615

Date: March 09, 2021
To: School Board
From: Dr. Sarah Davis, Senior Director of STEAM/HPE
Dr. Jenny Withycombe, Program Administrator for Health, PE and APE
Subject: Comprehensive Health Education Policy

BACKGROUND

Originally presented and approved in 2018 as the Comprehensive Sexuality Education Policy (CSEP) with a statute stating that it would be reviewed every 2 years. Based on current best practices it was recommended that the CSEP be embedded in a larger policy around Comprehensive Health Education.

Portland Public School District (PPS) is committed to creating safe and healthy learning environments to support the growth and development of every student. The development of health literacy, the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others, is necessary for students to be healthy throughout their lives.

Health education is an integral component of quality school programming. Schools have direct contact with a significant number of Portland's youth for about 6 hours a day and for the critical years of students' social, psychological, physical and intellectual development. As a result, schools play an important role in improving students' health and social outcomes as well as promoting academic success (CDC Healthy Schools). Healthy students are more ready and able to learn and are less likely to experience negative academic impact (e.g. academic failure, lower test scores, truancy, absenteeism) than students who engage in risky health behaviors. According to the CDC, schools cannot achieve their primary mission of education if students are not healthy, and schools can address the health needs of students in part through effective health education. Research supports that school health programs and policies may be one of the most efficient ways to reduce risky behaviors in students, prevent health problems and address the achievement gap. Portland Public Schools believe that in accordance with the National Health Education Standards, "health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks". We also recognize that skills are the foundation of effective health education instruction and that comprehensive school health education assists students in living healthier lives. The policy presented here explains how we, in Portland Public Schools, will create effective health education programming.

RELATED POLICIES/BEST PRACTICES

- 1.80.020-P: Non-discrimination/Anti-Harassment
- 2.10.010-P: Racial Educational Equity Policy
- 3.30.062-AD: Student Wellness through Nutrition and Physical Activity
- 4.30.050-P: Student Suicide Prevention
- 4.30.060-P: Anti-Harassment
- 3.30.021-PS: Tobacco Possession & Use
- 4.30.061-AD: Transgender, Nonbinary and Gender Diverse Students
- 4.30.071-AD: Harassment, Sexual Violence, and Teen Dating Violence
- 4.30.072-AD: Title IX Student to Student Sex-Based Discrimination and Harrassment

LEGAL REFERENCES

Comprehensive Health Education (General)

- OAR 581-022-2000: Diploma Requirements
- OAR 581-022-2030: District Curriculum
- OAR 581-022-2310: Equal Educational Opportunities
- OAR 581-022-2312: All Students Belong
- OAR 581-029-0001: School Safety and Prevention System

Wellness

- ORS 336.472 (SB 79): Cardiopulmonary Resuscitation

Mental and Emotional Health

- OAR 581-022-2060: Comprehensive Guidance and Counseling
- OAR 581-022-2510 (Adi's Act, SB 52): Suicide Prevention
- ORS 339.351-364: Harassment, Bullying, Cyber-bullying, and Intimidation

Alcohol, Tobacco and Other Drugs

- OAR 581-022-2045: Prevention Education in Drugs and Alcohol
- ORS 336.222: Alcohol Tobacco and Other Drugs
- ORS 336.241: Cannabis Abuse Prevention

Growth and Development/Violence Prevention

- Title IX: Title IX of the Education Amendments Act
- OAR 581-022-2050: Human Sexuality Education
- ORS 174.1: Oregon Equality Act
- ORS 336.035: Required Courses of Study
- ORS 336.059 (Erin's Law, SB 856): Child Sexual Abuse Prevention Instruction
- ORS 336.455: Human Sexuality Education, K-12
- ORS 336.465: Examination of Instructional Materials
- ORS 339.366 (Healthy Teens Relationship Act, HB 4077, SB 790): Teen Dating Violence and Domestic Violence

ANALYSIS OF SITUATION

Our goal is to revise the current Comprehensive Sexuality Education Policy to be inclusive of the many laws, mandates, and policies that support Comprehensive Health Education. We propose transitioning from a stand alone CSEP to a Comprehensive Health Education policy which includes a section specific to comprehensive sexuality education. According to Oregon statute, comprehensive sexuality education policies must be reviewed every 2 years which is written into the current policy revision. This shift was presented to the board policy sub-committee who agreed with this approach.

FISCAL IMPACT

All related fiscal impacts are embedded in the current budget. Part of the original policy included a corresponding professional development implication, which is now embedded in the Health and Physical Education budget.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

Through grant dollars from Advocates for Youth, the District involved community organizations and students through several processes. State, county, and community-based organizations focused on youth sexual health and healthy relationships provided guidance and feedback on the draft Comprehensive Sexuality Education Policy in two facilitated meetings. In the first meeting (February 2018), partners were provided with contextual information on the statutory requirements of the policy, and provided comment and direct feedback to the draft policy. In the second meeting (March 2018) partners confirmed the edits, discussed the implications for the administrative directive, and need for professional development systems. PPS students were engaged through the development of the student “Bill of Rights” document. Two listening sessions were held with middle and high school students at the PPS GSA Summit in April. Additionally, an online survey was available for two weeks in April and was distributed through student health center youth action councils, school counselors across the District and marketed during the GSA summit. A total of 90 students participated in the online survey. After online and in-person data collection commenced at the end of April, Planned Parenthood of the Columbia Willamette’s Teen Council was engaged to identify common themes and develop the final statements that make up the “Youth Bill of Rights”.

TIMELINE FOR IMPLEMENTATION / EVALUATION

Completed.

BOARD OPTIONS WITH ANALYSIS

Accept the comprehensive approach articulated in this proposed policy.

Reject and return to a stand alone policy of comprehensive sexuality education.

CONNECTION TO BOARD GOALS

In Board Goals 3 and 4 we see our vision for how students can thrive and experience success related to this Policy. Goal three focuses on the skills and knowledge students should have by the end of middle school. Specifically called out in the Goal is **“a particular focus on students’ socio-emotional development and health”** In Board Goal 4, which focuses on the skills and knowledge we want students to have by graduation it **“identifies those skills and dispositions that we collectively believe every PPS student graduate should possess. We also believe that every student needs to have the core academic knowledge and opportunity of experience that will prepare them for post-secondary success.”** Health Education is a core graduation requirement, but more importantly, it helps students realize aspects of the PPS Graduate Portrait.

In PPS, our vision for our graduates is that they be **Positive, Confident, and Connected** with positive feelings about their personal and cultural identities and a healthy sense of confidence and self-worth. Sense of Self-Cultural sensitivity and inclusivity are a major component of the Health Standards and are core to this policy. Youth of color and LGBTQ+ youth were integral to

the creation of the Student Bill of Rights. Additionally, racial, ethnic, and LGBTQ+ diverse community groups were pivotal to the creation of the original Policy.

STAFF RECOMMENDATION

Staff recommends that you approve this policy.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ *(Initials)*

ATTACHMENTS

- A. Comprehensive Sexuality Education Policy [6.40.013-P](#)
- B. Comprehensive Health Education Policy [6.40.XXX-P](#)



Comprehensive Health Education Policy

Portland Public School District (PPS) is committed to creating safe and healthy learning environments to support the growth and development of every student. The development of health literacy, *the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others*, is necessary for students to be healthy throughout their lives.

Health education is an integral component of quality school programming. Schools have direct contact with a significant number of Portland's youth for about 6 hours a day and for the critical years of students' social, psychological, physical and intellectual development. As a result, schools play an important role in improving students' health and social outcomes as well as promoting academic success (CDC Healthy Schools). Healthy students are more ready and able to learn and are less likely to experience negative academic impact (e.g. academic failure, lower test scores, truancy, absenteeism) than students who engage in risky health behaviors. According to the CDC, schools cannot achieve their primary mission of education if students are not healthy, and schools can address the health needs of students in part through effective health education. Research supports that school health programs and policies may be one of the most efficient ways to reduce risky behaviors in students, prevent health problems and address the achievement gap. Portland Public Schools believe that in accordance with the National Health Education Standards, "health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks". We also recognize that skills are the foundation of effective health education instruction and that comprehensive school health education assists students in living healthier lives. The policy presented here explains how we, in Portland Public Schools, will create effective health education programming.

PPS requires students in grades K through 12 be taught Comprehensive Health Education that is medically-accurate, age and developmentally appropriate, culturally and linguistically sustaining, and implemented in safe and supportive learning environments where all students feel valued. All Portland Public Schools shall take a skills-based approach¹ to teach comprehensive health education that addresses a variety of topics, such as tobacco, alcohol, and other drug use/abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical

¹ Skills-based health education is "an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory methods" (World Health Organization, 2003, p. 3).



Board Policy

6.40.013-P

Comprehensive Health Education Policy

activity, safety and injury prevention, violence prevention, and comprehensive sexual health education that is LGBTQ inclusive.

Comprehensive health education curriculum shall be modified as needed for students with disabilities and students who are English Language Learners. It shall promote healthy lifestyle habits, healthy relationships and health literacy for all students. Health education curricula will align with the PPS scope and sequence, which integrates Oregon Laws and Health Education Standards. Qualified and trained teachers will implement curricula.

Review of Policy and Comprehensive Sexuality Education Plan (CSEP)

District will utilize relevant district staff, local, state and national data, emerging best practices, new scientific information, and effective education strategies to review and update the comprehensive sexuality education plan of instruction and this policy every two years as prescribed by OAR 581-022-2050.

Legal references: **Comprehensive Health Education (General)** OAR 581-022-2000: Diploma Requirements; OAR 581-022-2030: District Curriculum; OAR 581-022-2310: Equal Educational Opportunities; OAR 581-022-2312: All Students Belong; OAR 581-029-0001: School Safety and Prevention System; **Wellness** ORS 336.472 (SB 79): Cardiopulmonary Resuscitation; **Mental and Emotional Health** OAR 581-022-2060: Comprehensive Guidance and Counseling; OAR 581-022-2510 (Adi's Act, SB 52): Suicide Prevention; ORS 339.351-364: Harassment, Bullying, Cyberbullying, and Intimidation; **Alcohol, Tobacco and Other Drugs** OAR 581-022-2045: Prevention Education in Drugs and Alcohol; ORS 336.222: Alcohol Tobacco and Other Drugs; ORS 336.241: Cannabis Abuse Prevention; **Growth and Development/Violence Prevention** Title IX: Title IX of the Education Amendments Act; OAR 581-022-2050: Human Sexuality Education; ORS 174.1: Oregon Equality Act; ORS 336.035: Required Courses of Study; ORS 336.059 (Erin's Law, SB 856): Child Sexual Abuse Prevention Instruction; ORS 336.455: Human Sexuality Education, K-12; ORS 336.465: Examination of Instructional Materials; ORS 339.366 (Healthy Teens Relationship Act, HB 4077, SB 790): Teen Dating Violence and Domestic Violence

Related Policies:

- 1.80.020-P: Non-discrimination/Anti-Harassment
- 2.10.010-P: Racial Educational Equity Policy



Board Policy

6.40.013-P

Comprehensive Health Education Policy

- 3.30.062-AD: Student Wellness through Nutrition and Physical Activity
- 4.30.050-P: Student Suicide Prevention
- 4.30.060-P: Anti-Harassment
- 3.30.021-PS: Tobacco Possession & Use
- 4.30.061-AD: Transgender, Nonbinary and Gender Diverse Students
- 4.30.071-AD: Harassment, Sexual Violence, and Teen Dating Violence
- 4.30.072-AD: Title IX Student to Student Sex-Based Discrimination and Harassment

History: Adopted 6/4/18; Amended 3/2021

~~6.40.013-P~~ Comprehensive Sexuality Education Policy

Portland Public School District (PPS) is committed to creating safe and healthy learning environments to support the growth and development of every student. [The development of health](#) ~~Health~~ literacy, *the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others*, is ~~a critical component of education in PPS; one that is necessary to build skills and provide functional knowledge~~ for students to be healthy throughout their lives. ~~PPS also recognizes the role of inclusive and comprehensive sexuality education in promoting health equity, supporting healthy development, and preventing violence.~~

~~Oregon's Human Sexuality Law (ORS 336.455, 2009), the Healthy Teen Relationship Act (ORS 339.366, 2013), and Child Sexual Abuse Prevention Law (ORS 336.059, 2015) collectively contribute to the Oregon Department of Education's (ODE) Human Sexuality Administrative Rule (OAR 581-022-2050) and health education content standards and performance indicators. Under these laws, school districts are required to provide "a comprehensive plan of instruction focusing on human sexuality education" which is "complete, balanced, and medically accurate". Aligned to national standards, Oregon's performance indicators are additionally aimed at preventing sexual violence and promoting student safety. For example, the law requires that instruction recognize a diversity of sexual orientations, gender identities, and gender expressions, as well as focus on affirmative consent. The Oregon health education content standards ensure that comprehensive sexuality education teaches students positive attitudes and behaviors related to healthy relationships and sexuality, by using age-appropriate, and culturally inclusive materials, language, and methods.~~

~~The Portland Public Schools Comprehensive Sexuality Education Policy and the Portland Public Schools Comprehensive Sexuality Education Plan were developed by teachers, school administrators, local and state health departments, staff and other professionals from the medical community knowledgeable of the latest scientific information and effective education strategies and in accordance with federal, state, and district laws, policies, health education standards, local and district data sources, and current best practices.~~

- ~~• [ORS 336.059/SB 856](#) (Child Sexual Abuse Prevention Instruction)~~
- ~~• [SB 790](#) (Domestic Violence Education)~~
- ~~• [ORS 339.366/HB 4077](#) (Healthy Teens Relationship Act)~~
- ~~• [ORS 336.455](#) (Human Sexuality Education, K-12)~~
- ~~• [ORS 339.351-364](#) (Harassment, Bullying, Cyber-bullying and~~

- Intimidation)
- ~~ORS 339.366 Teen Dating Violence and Domestic Violence~~
- ~~OAR 581-022-2030 (District Curriculum)~~
- ~~OAR 581-022-2045 (Prevention Education in Drugs and Alcohol)~~
- ~~OAR 581-022-2050 (Human Sexuality Education)~~
- ~~OAR 581-022-2060 (Comprehensive Guidance and Counseling)~~
- ~~OAR 581-022-2310 (Equal Educational Opportunities)~~
- ~~Title IX of the Educational Amendments Act~~
- ~~ORS 174-100 (Oregon Equality Act)~~
- ~~PPS Board Policy 1.80.020-P (Non-Discrimination/Anti-Harassment)~~
- ~~PPS Board Policy 2.10.010-P (Racial Educational Equity Policy)~~
- ~~PPS Board Policy 4.30.060-P Anti-Harassment~~
- ~~PPS Administrative Directive 4.30.061-AD (Transgender and GenderNon-Conforming Students)~~
- ~~PPS Board Policy 4.30.070-P (Teen Dating Violence/Domestic Violence)~~

Health education is an integral component of quality school programming. Schools have direct contact with a ~~can contribute to significant improvements in students' lives. Specifically, research shows that effective comprehensive sexuality education leads to a delay in the initiation and frequency of sex, reduce the number of~~ Portland's new partners, and increases the correct use of barrier and contraception methods. Highly effective sex education and STI prevention education programs:

- ~~Recognize the harm caused to sexual health by racism, homophobia, transphobia and other forms of oppression;~~
- ~~Offer developmentally and culturally appropriate sexual health information in a safe and inclusive environment;~~
- ~~Are developed in cooperation with members of the community, especially a diverse representation of young people;~~
- ~~Use language and activities that are inclusive of LGBTQ+ students;~~
- ~~Respect community values and assist youth for to clarify their individual, family, and community values;~~
- ~~Assist youth in developing skills in identifying healthy boundaries and communicating boundaries, refusal, and negotiation;~~
- ~~Provide medically accurate information about 6 hours a day and for the critical years of students' abstinence and available contraception options including barrier methods (i.e. dental dams, external and internal condoms);~~
- ~~Include clear goals for preventing STIs and/or unplanned pregnancy;~~
- ~~Focus on specific health behaviors related to the goals, with clear messages about these behaviors;~~
- ~~Develop social, psychological, physical and intellectual development. As a result, schools play an important role in improving students' health and - emotional learning skills: self awareness, social outcomes as well as promoting academic success (CDC Healthy Schools). awareness, self-management, healthy relationships and decisionmaking;~~

Healthy students are more ready and able to learn and are less likely to experience negative academic impact (e.g. academic failure, lower test scores, truancy, absenteeism) than students who engage in risky health behaviors. According to the CDC, schools cannot achieve their primary mission of education if students are not healthy, and schools can address the health needs of students in part through effective health education. Research supports that school health programs and policies may be one of the most efficient ways to reduce risky behaviors in students, prevent health problems and address the achievement gap. Portland Public Schools believe that in accordance with the National Health Education Standards, “health education should contribute directly to a student’s ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks”. We also recognize that skills are the foundation of effective health education instruction and that comprehensive school health education assists students in living healthier lives. The policy presented here explains how we, in Portland Public Schools, will create effective health education programming.

- ~~PPS requires students in grades~~ Engage families and promote family communication around sexual health;
- ~~Rely on participatory teaching methods, are implemented by trained educators and teaches the State and District approved scope and sequence for health education to fidelity.~~

~~Beginning the 2018-19 academic year, each school shall provide comprehensive K through -12~~ be taught Comprehensive Health Education that is medically-accurate, age and developmentally appropriate, culturally and linguistically sustaining, and inclusive, medically accurate and evidence-informed comprehensive sexuality education. This curriculum shall be implemented in safe and supportive learning environments where all **ALL** students feel valued. All Portland Public Schools shall take a skills-based approach to teach comprehensive health ~~sexuality~~ education that addresses a variety of topics, such as tobacco, alcohol, and other drug use/abuse, healthy eating/nutrition, mental ~~and unhealthy relationships, consent, abstinence and emotional health, personal health and wellness, physical~~

¹ Skills-based health education is “an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory ~~protection~~ methods” (World Health Organization, 2003, p. 3).

activity, safety and injury prevention, violence, and HIV/STI prevention, and comprehensive sexualhealth education that is LGBTQ inclusive.

Comprehensive health education curriculum shall be modified as needed for students with disabilities and students who are English Language Learners. It shall promote healthy lifestyle habits, healthy relationships and health literacy for all students. Health education curriculum will align with the PPS scope and sequence, ~~Comprehensive Sexuality Education Plan (CSEP)~~ which integrates the Oregon Laws and Health Education Content Standards. ~~Qualified and all Federal, State, and District laws and policies. It will be implemented by qualified and trained teachers will implement curricula as outlined in the CSEP.~~

~~All schools will follow relevant promotion and graduation requirements that include: comprehensive sexuality education (CSE) annually in grades K-5, inclusive of HIV education starting in grade 4; a minimum of three quarters of health education (inclusive of CSE) in total in grades 6 to 8 taught by a qualified health educator; two semesters of health education (inclusive of CSE) in total in grades 9 to 12 taught by a certified health teacher. Additionally, all students in grades K-12 **must** receive at least 4 lessons in child sexual abuse prevention (ORS 336.059/SB 856) **each** year. These are the minimum requirements for health education programming, which **must** include comprehensive sexuality education. In addition, health education (inclusive of CSE) will be integrated into the Common Core curricula where possible.~~

~~The District recognizes the critical role families play in education and will encourage family communication and involvement. Parents shall be notified in advance of any human sexuality or AIDS/HIV instruction. When practicable, any curriculum and/or materials will be made available for parent preview. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035 (2).~~

Review of Policy and Comprehensive Sexuality Education Plan (CSEP) ~~CSEP~~

District will utilize relevant district staff, local, state and national data, emerging best practices, new scientific information, and effective education strategies to review and update the comprehensive sexuality education plan (~~CSEP~~) of instruction and this policy every two years as prescribed by OAR 581-022-2050.

Legal references: Comprehensive Health Education (General) OAR 581-022-2000: Diploma Requirements; OAR 581-022-2030: District Curriculum; OAR 581-022-2310: Equal Educational Opportunities; OAR 581-022-2312: All Students Belong; OAR 581- 029-0001: School Safety and Prevention System; Wellness ORS 336.472 (SB 79): Cardiopulmonary Resuscitation; Mental and Emotional Health OAR 581-022-2060: Comprehensive Guidance and Counseling; OAR 581-022-2510 (Adi's Act, SB 52): Suicide Prevention; ORS 339.351-364: Harassment, Bullying, Cyber-bullying, and Intimidation; Alcohol, Tobacco and Other Drugs OAR 581-022-2045: Prevention Education in

Drugs and Alcohol; ORS 336.222: Alcohol Tobacco and Other Drugs; ORS 336.241: Cannabis Abuse Prevention; **Growth and Development/Violence Prevention** Title IX: Title IX of the Education Amendments Act; OAR 581-022-2050: Human Sexuality Education; ORS 174.1: Oregon Equality Act; ORS 336.035: Required Courses of Study; ORS 336.059 (Erin's Law, SB 856): Child Sexual Abuse Prevention Instruction; ORS 336.455: Human Sexuality Education, K-12; ORS 336.465: Examination of Instructional Materials; ORS 339.366 (Healthy Teens Relationship Act, HB 4077, SB 790): Teen Dating Violence and Domestic Violence

Related Policies:

- 1.80.020-P: Non-discrimination/Anti-Harassment
- 2.10.010-P: Racial Educational Equity Policy

- 3.30.062-AD: Student Wellness through Nutrition and Physical Activity
- 4.30.050-P: Student Suicide Prevention
- 4.30.060-P: Anti-Harassment
- 3.30.021-PS: Tobacco Possession & Use
- 4.30.061-AD: Transgender, Nonbinary and Gender Diverse Students
- 4.30.071-AD: Harassment, Sexual Violence, and Teen Dating Violence
- 4.30.072-AD: Title IX Student to Student Sex-Based Discrimination and Harassment

History: Adopted 6/4/18; Amended 3/2021

6.40.013-P Comprehensive Sexuality Education Policy

Portland Public School District (PPS) is committed to creating safe and healthy learning environments to support the growth and development of every student. Health literacy, *the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others*, is a critical component of education in PPS; one that is necessary to build skills and provide functional knowledge for students to be healthy throughout their lives. PPS also recognizes the role of inclusive and comprehensive sexuality education in promoting health equity, supporting healthy development, and preventing violence.

Oregon's Human Sexuality Law (ORS 336.455, 2009), the Healthy Teen Relationship Act (ORS 339.366, 2013), and Child Sexual Abuse Prevention Law (ORS 336.059, 2015) collectively contribute to the Oregon Department of Education's (ODE) Human Sexuality Administrative Rule (OAR-581-022-2050) and health education content standards and performance indicators. Under these laws, school districts are required to provide "a comprehensive plan of instruction focusing on human sexuality education" which is "complete, balanced, and medically accurate". Aligned to national standards, Oregon's performance indicators are additionally aimed at preventing sexual violence and promoting student safety. For example, the law requires that instruction recognize a diversity of sexual orientations, gender identities, and gender expressions, as well as focus on affirmative consent. The Oregon health education content standards ensure that comprehensive sexuality education teaches students positive attitudes and behaviors related to healthy relationships and sexuality, by using age-appropriate, and culturally inclusive materials, language, and methods.

The Portland Public Schools Comprehensive Sexuality Education Policy and the Portland Public Schools Comprehensive Sexuality Education Plan were developed by teachers, school administrators, local and state health departments, staff and other professionals from the medical community knowledgeable of the latest scientific information and effective education strategies and in accordance with federal, state, and district laws, policies, health education standards, local and district data sources, and current best practices.

- [ORS 336.059/SB 856](#) (Child Sexual Abuse Prevention Instruction)
- [SB 790](#) (Domestic Violence Education)
- [ORS 339.366/HB 4077](#) (Healthy Teens Relationship Act)
- [ORS 336.455](#) (Human Sexuality Education, K-12)
- [ORS 339.351-364](#) (Harassment, Bullying, Cyber-bullying and

- Intimidation)
- [ORS 339.366](#) Teen Dating Violence and Domestic Violence
- [OAR 581-022-2030](#) (District Curriculum)
- [OAR 581-022-2045](#) (Prevention Education in Drugs and Alcohol)
- [OAR 581-022-2050](#) (Human Sexuality Education)
- [OAR 581-022-2060](#) (Comprehensive Guidance and Counseling)
- [OAR 581-022-2310](#) (Equal Educational Opportunities)
- Title IX of the Educational Amendments Act
- [ORS 174-100](#) (Oregon Equality Act)
- [PPS Board Policy 1.80.020-P](#) (Non-Discrimination/Anti-Harassment)
- [PPS Board Policy 2.10.010-P](#) (Racial Educational Equity Policy)
- [PPS Board Policy 4.30.060-P](#) Anti-Harassment
- [PPS Administrative Directive 4.30.061-AD](#) (Transgender and Gender Non-Conforming Students)
- [PPS Board Policy 4.30.070-P](#) (Teen Dating Violence/Domestic Violence)

Health education can contribute to significant improvements in students’ lives. Specifically, research shows that effective comprehensive sexuality education leads to a delay in the initiation and frequency of sex, reduces the number of new partners, and increases the correct use of barrier and contraception methods. Highly effective sex education and STI prevention education programs:

- Recognize the harm caused to sexual health by racism, homophobia, transphobia and other forms of oppression;
- Offer developmentally- and culturally appropriate sexual health information in a safe and inclusive environment;
- Are developed in cooperation with members of the community, especially a diverse representation of young people;
- Use language and activities that are inclusive of LGBTQ+ students;
- Respect community values and assist youth to clarify their individual, family, and community values;
- Assist youth in developing skills in identifying healthy boundaries and communicating boundaries, refusal, and negotiation;
- Provide medically accurate information about abstinence and available contraception options including barrier methods (i.e. dental dams, external and internal condoms);
- Include clear goals for preventing STIs and/or unplanned pregnancy;
- Focus on specific health behaviors related to the goals, with clear messages about these behaviors;
- Develop social-emotional learning skills: self awareness, social awareness, self-management, healthy relationships and decision making;
- Engage families and promote family communication around sexual health;

- Rely on participatory teaching methods, are implemented by trained educators and teaches the State and District approved scope and sequence for health education to fidelity.

Beginning the 2018-19 academic year, each school shall provide comprehensive K-12, age and developmentally appropriate, culturally inclusive, medically accurate and evidence-informed comprehensive sexuality education. This curriculum shall be implemented in safe and supportive learning environments where **ALL** students feel valued. All Portland Public Schools shall take a skills-based approach to teach comprehensive sexuality education that addresses a variety of topics, such as healthy and unhealthy relationships, consent, abstinence **and** protection methods, and HIV/STI prevention. Health education curricula will align with the PPS Comprehensive Sexuality Education Plan (CSEP) which integrates the Oregon Health Education Content Standards and all Federal, State, and District laws and policies. It will be implemented by qualified and trained teachers as outlined in the CSEP.

All schools will follow relevant promotion and graduation requirements that include: comprehensive sexuality education (CSE) annually in grades K-5, inclusive of HIV education starting in grade 4; a minimum of three quarters of health education (inclusive of CSE) in total in grades 6 to 8 taught by a qualified health educator; two semesters of health education (inclusive of CSE) in total in grades 9 to 12 taught by a certified health teacher. Additionally, all students in grades K-12 **must** receive at least **4** lessons in child sexual abuse prevention (ORS 336.059/SB 856) **each** year. These are the minimum requirements for health education programming, which **must** include comprehensive sexuality education. In addition, health education (inclusive of CSE) will be integrated into the Common Core curricula where possible.

The District recognizes the critical role families play in education and will encourage family communication and involvement. Parents shall be notified in advance of any human sexuality or AIDS/HIV instruction. When practicable, any curriculum and/or materials will be made available for parent preview. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in ORS 336.035 (2).

Review of Policy and CSEP

District will utilize relevant district staff, local, state and national data, emerging best practices, new scientific information, and effective education strategies to review and update the comprehensive sexuality education plan (CSEP) of instruction and this policy every two years as prescribed by OAR 581-022-2050.