

BOARD OF EDUCATION

Portland Public Schools
STUDY SESSION
March 3, 2015

Board Auditorium

Blanchard Education Service Center
501 N. Dixon Street
Portland, Oregon 97227

***Note:** Those wishing to speak before the School Board should sign the public comment sheet prior to the start of the meeting. No additional speakers will be accepted after the sign-in sheet is removed, but testifiers are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All those testifying must abide by the Board's Rules of Conduct for Board meetings.*

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

1. **PUBLIC COMMENT** 6:00 pm
2. **UPDATE: ARTS** 6:20 pm
3. **2015 STANDARD INTERDISTRICT TRANSFER PROCEDURES** 7:05 pm
4. **2015-16 BUDGET AND UPDATE:
INFORMATION TECHNOLOGY STRATEGIC PLAN** 7:30 pm
5. **DISCUSSION: AUTHORIZATION FOR BOND ISSUANCE** 8:15 pm
6. **DISCUSSION: SMARTER BALANCED ASSESSMENT RESOLUTION** 8:45 pm
7. **BUSINESS AGENDA** 9:15 pm
8. **ADJOURN** 9:30 pm

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.



Board of Education Informational Report

MEMORANDUM

Date: February 25, 2015

To: Members of the Board of Education

From: Melissa Goff, Assistant Superintendent of the Office of Teaching and Learning
Ewan Brawley, Senior Director of Instruction, Curriculum and Assessment
Kristen Brayson, Arts Teacher on Special Assignment (TOSA)

Subject: PPS Arts Education State of Affairs 2014-2015

This Memorandum provides an update on PPS' arts education for the 2014-15 school year. At the March 3rd Board meeting, information will also be presented regarding the role of the Arts TOSA in supporting arts specialists, arts integration and arts community partnerships in PPS. This will include a deep look into our partnership with The Right Brain Initiative (RB). In tandem, PPS and RB are fostering a shared delivery model of teaching. With this, arts specialist, teaching artists and generalist teachers (math, science, LA/SS) collaborate to create lessons of study that capitalize on the strategies of arts specialists to bolster 21st century skills such as critical thinking, creative thinking, perseverance and grit.

The update will provide information on data gathered from multiple sources to help shape decisions regarding future investments for students and teachers in the area of arts education. This included a survey administered to arts teachers to determine areas of needed support in order for teachers to better serve their students. Based on arts FTE and offerings data analyzed with an equity lens, we've been able to identify vital areas where the district can bridge the gap of arts access for key schools and build articulated arts offerings for all grades in each cluster. Specifically, there are twelve K-8 schools that do not have any arts offerings for their 6th-8th grade students. The attached documentation gives a full view of which schools live in the gap and need additional arts FTE support.

With the voter-approved Arts Education & Access Fund (Arts Tax), we have thankfully seen an increase in FTE for K-5 students. Future budget decisions capitalizing on the Arts Tax should be centered on providing an infrastructure of support that didn't come with the tax fund. For example, visual art supply budgets vary across the district depending upon the socio-economic strength of a school. Additionally, an effective music education program must include a district-adopted curriculum to ensure quality of instruction and support of a K-12 feeder pattern.

ATTACHMENTS:

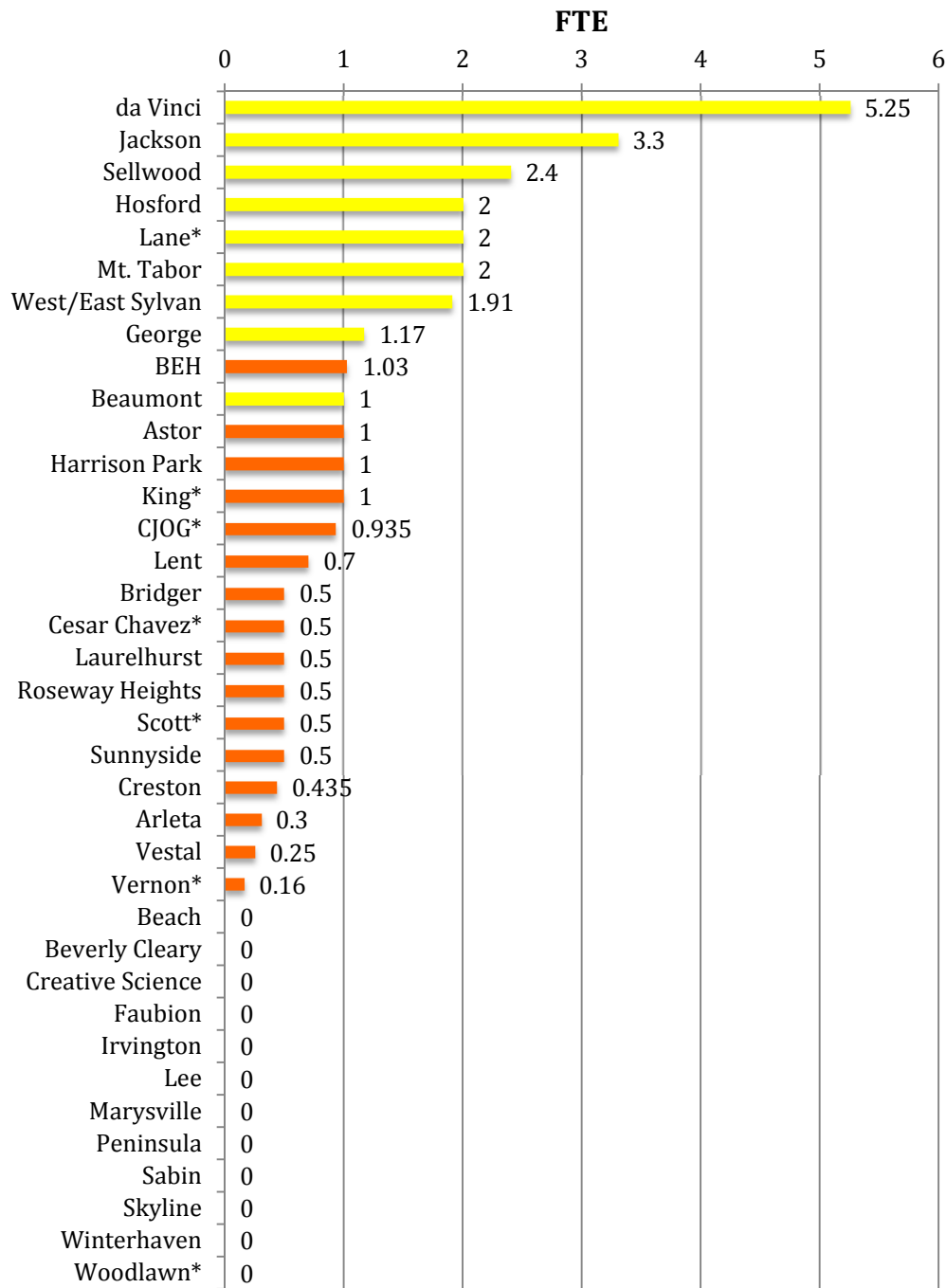
Arts FTE in Grades 6-8
Percentage of Schools with Music Programming
PPS Arts Teacher Survey 2013-14
The Right Brain Initiative 2014 Progress Report

September 07, 2014, Huffington Post, "Arts Integration Works Says Portland's "Right Brain Initiative"

May 11, 2012, Forbes Magazine, "Ten Jobs that Didn't Exist Ten Years Ago"

Arts FTE in Grades 6-8

2014-15

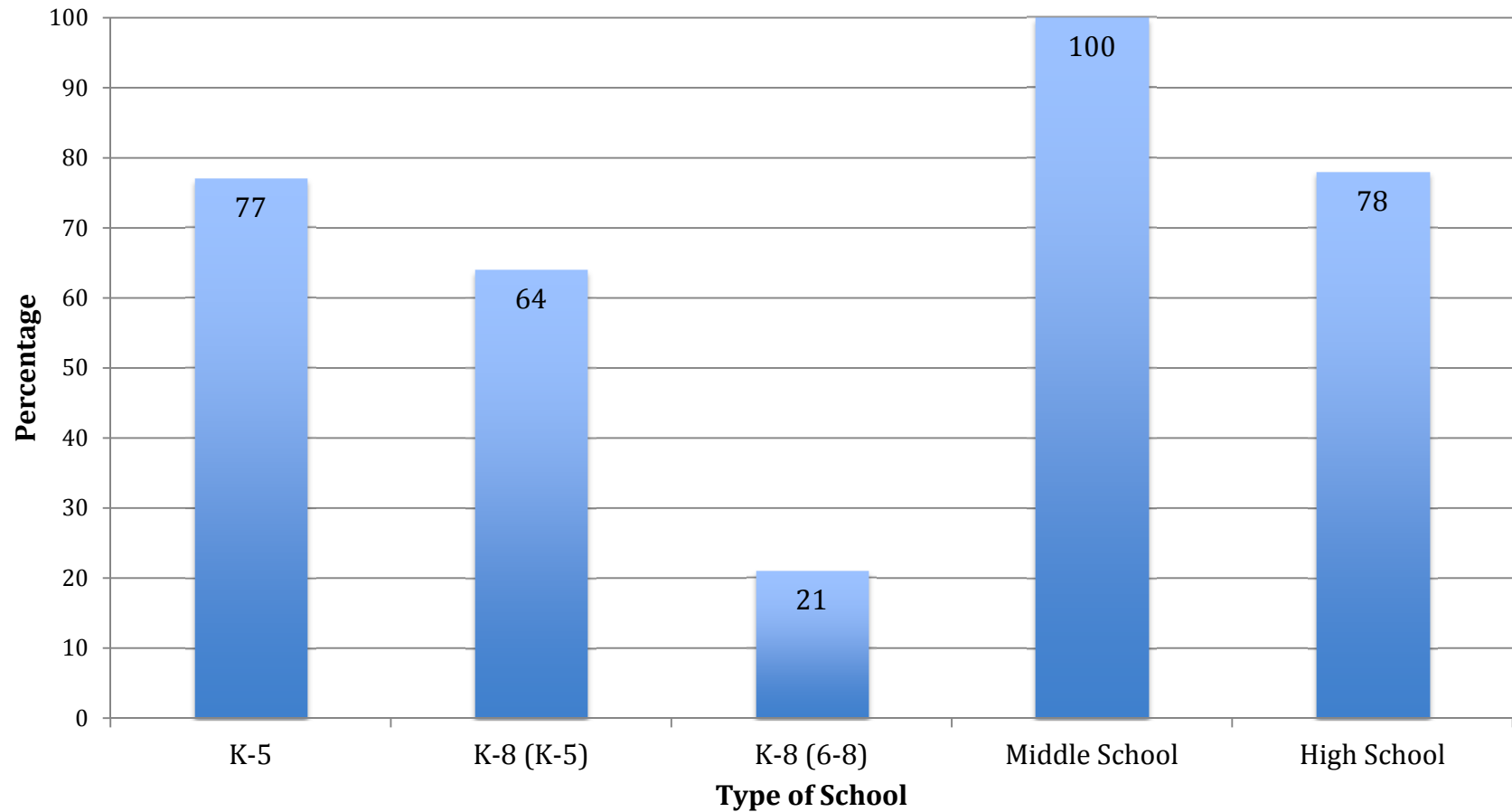


Middle Schools

K-8 Schools

*Focus/Priority School

Percentage of Schools with Music Programming 2014-15



PPS Arts Teacher Survey

School Year: 2013-2014

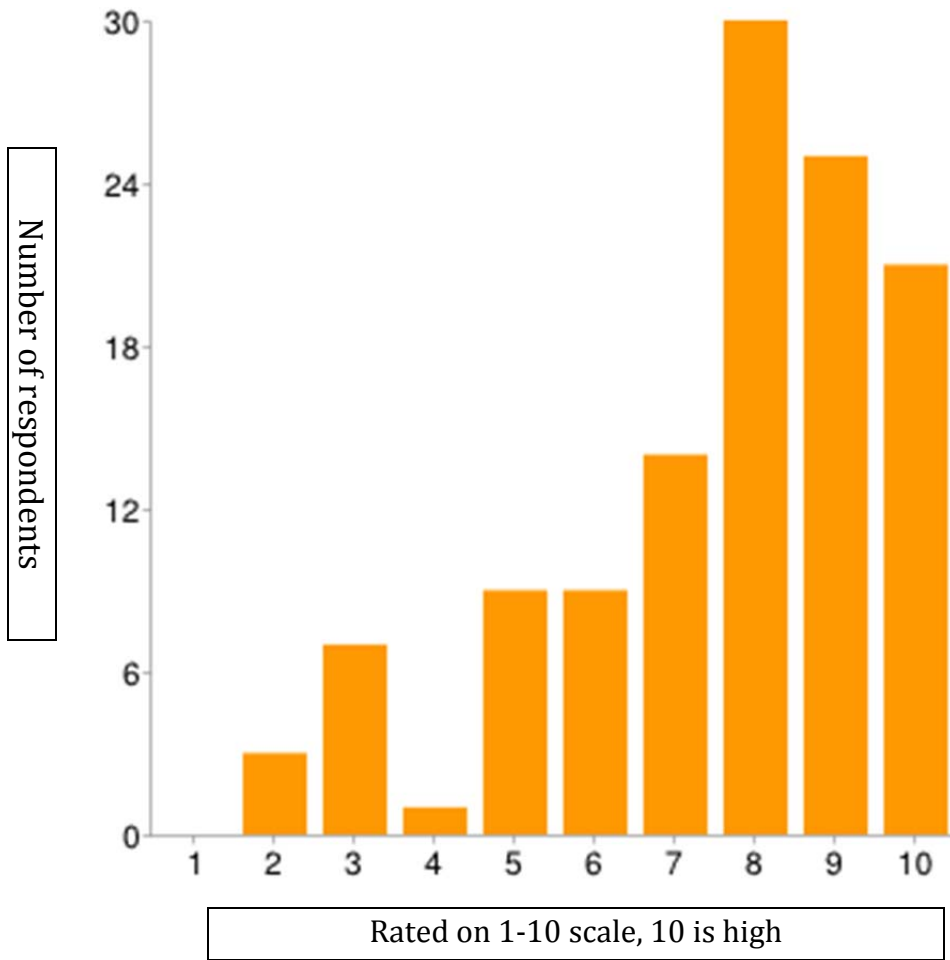
When: June 2014

Who: PPS Music, Dance, Drama, Visual and Media Arts teachers

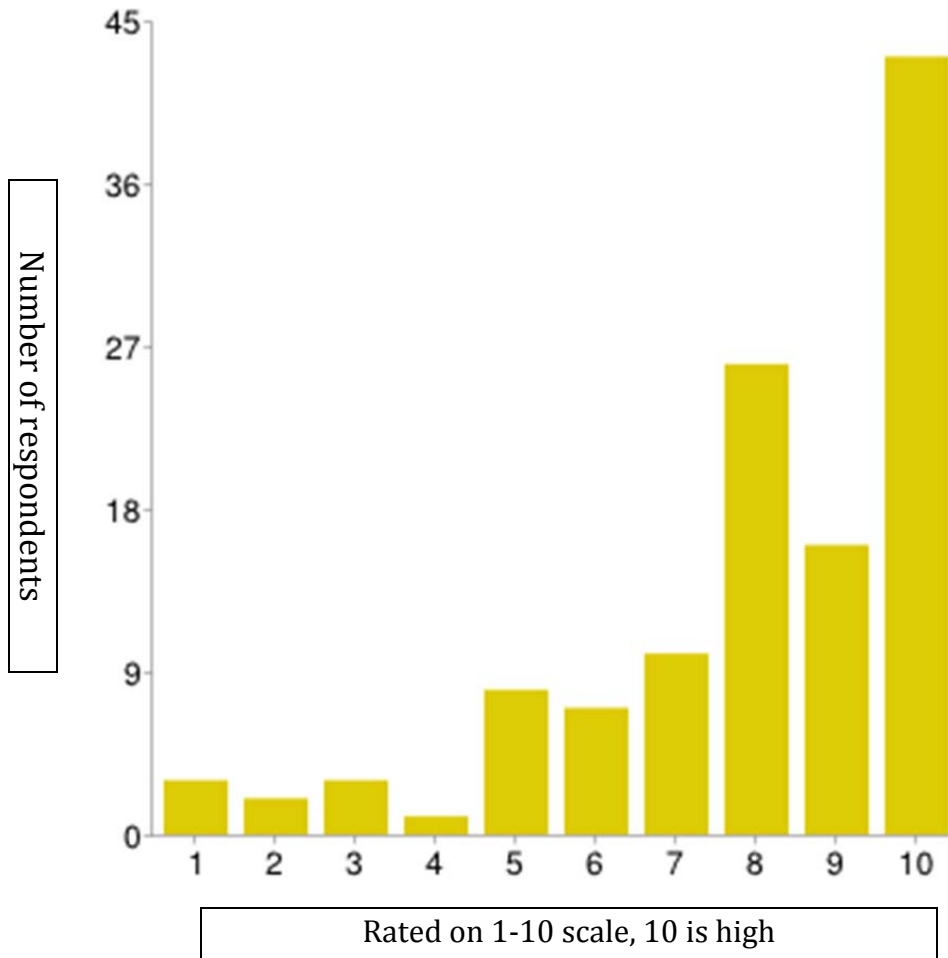
Why: Assess the state of affairs for PPS arts educators and their schools

1. How would you describe the culture of your school as it relates to arts education?
2. What are some successes of your arts program?
3. What's one of the biggest challenges for your arts program?
4. Do you have any suggestions for solving the challenges of your program?
5. What funding do you receive each year for costs associated with teaching your classes?
6. Besides what you teach, what other arts programs exist in your building?
7. Do you do any arts integration planning with generalist teachers?
8. How do you see arts integration as a key strategy in addressing goals of racial equality in student learning?
9. What kinds of technology do you use to teach your art form?
10. For next year's planning, what kinds of professional development would be helpful to you?
11. Is there anything else you'd like to add?

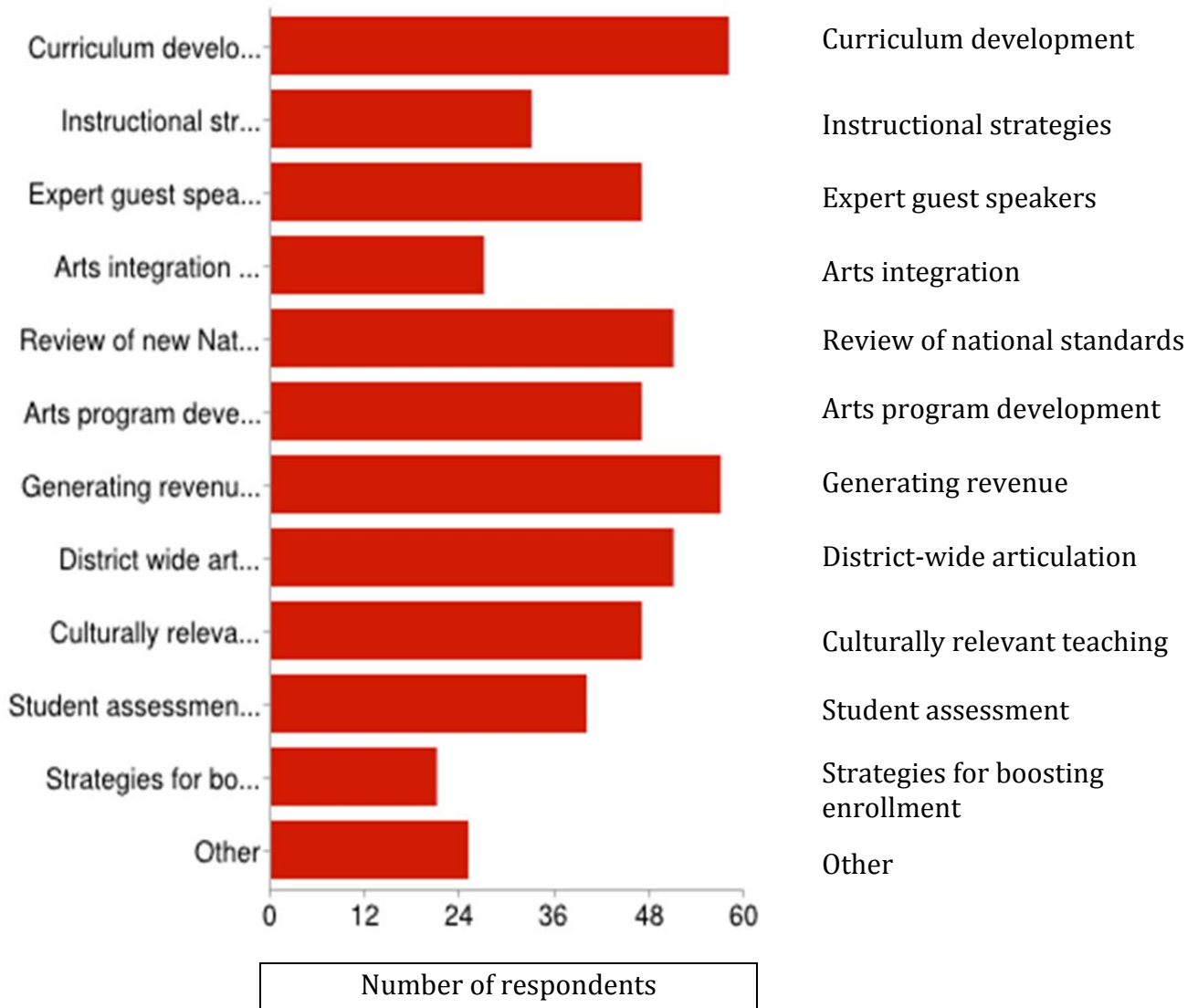
How would you describe the culture of your school as it relates to arts education?



How do you see arts integration as a key strategy in addressing goals of racial equality in student learning?



For next year's planning, what kinds of professional development would be helpful to you? Check multiple if necessary.



TOP SIX PROFESSIONAL DEVELOPMENT PRIORITIES BY DISCIPLINE

Rank	Music	Visual/Media Arts	Dance	Drama
1	Expert guest speakers/teachers	Curriculum development	Curriculum development	Program development (w/in building)
2	Curriculum development	Review National Core Arts Standards	Generate revenue for program	Generate revenue for program
3	District-wide articulation plan	Culturally relevant teaching practices	Instructional strategies	Review National Core Arts Standards
4	Instructional strategies	Generating revenue for program	Review of National Core Arts Standards	District-wide articulation plan
5	Generating revenue for program	Program development (w/in building)	Arts integration	Curriculum development
6	Review National Core Arts Standards	Expert guest speakers/teachers	Expert guest speakers/teachers	Culturally relevant teaching practices
	64 teachers	81 teachers	15 teachers	11 teachers



Big support from NEA.
- P.8 ->

Student test scores are up!
- P.3 ->

the **Right Brain** initiative

We effect systemic change.
- P.6 ->



Brain Food is served!
- P.7 ->



2014 PROGRESS REPORT

the Right Brain initiative

transforms learning for all children
through the arts, creativity, innovation
and whole-brain thinking.

2013-14

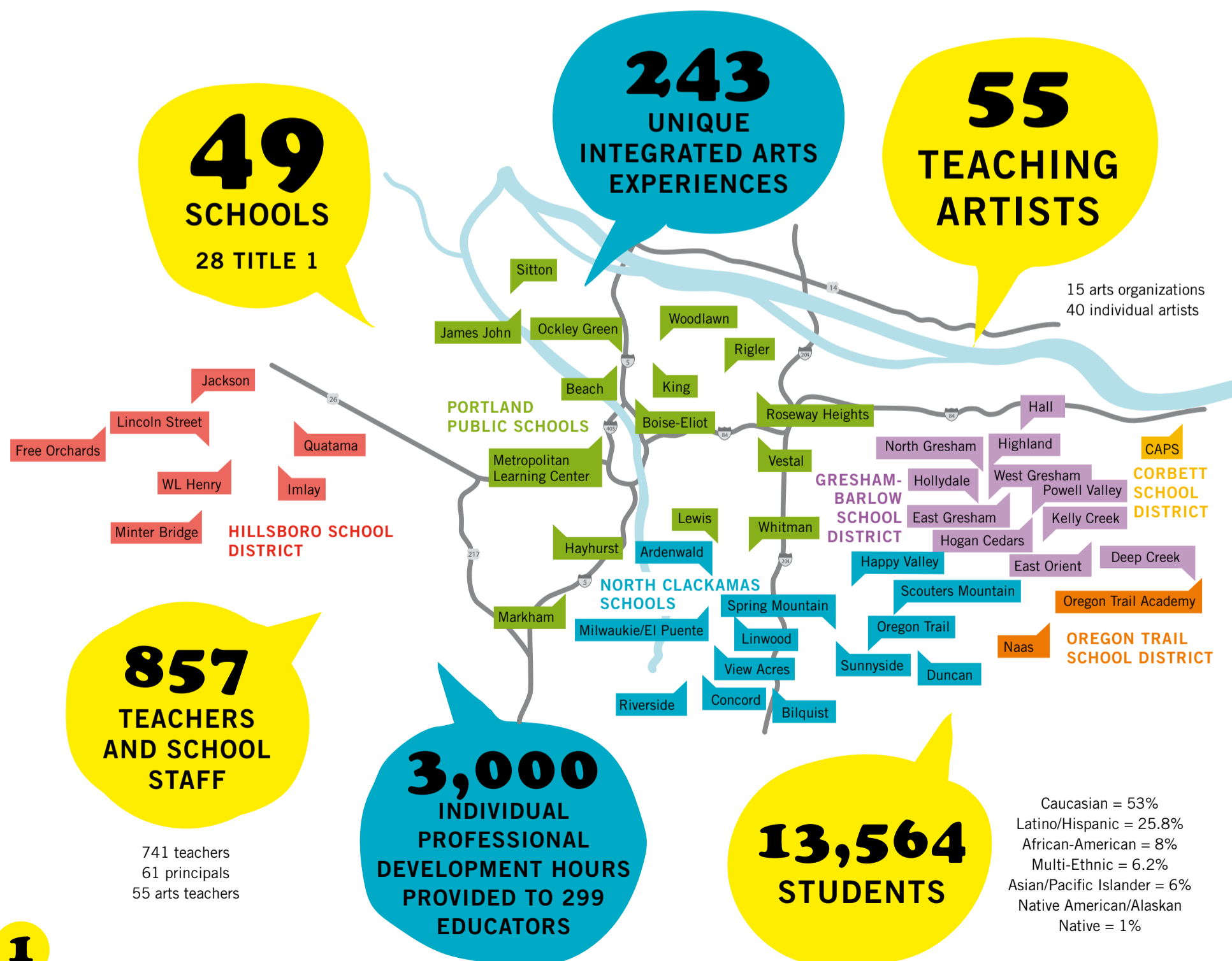
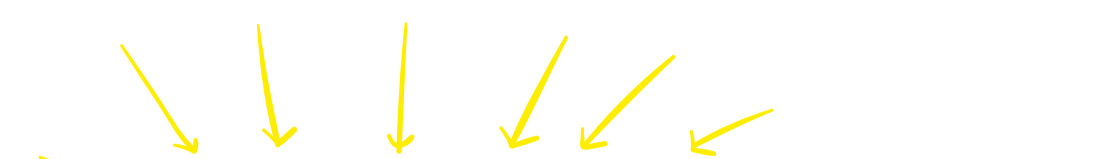


PHOTO BY FRANK HUNT



THE RIGHT BRAIN INITIATIVE is on the way to making the arts a part of every child's classroom throughout the Portland metro area. We believe that all K-8 students deserve high quality arts education, regardless of neighborhood, language or readiness to learn.

We bring teachers and artists together to spark students' imaginations. We integrate dance, music, visual art and other creative media with subjects like science, language arts and math. We provide school staff with strategies to infuse the arts into their daily teaching. In short, we transform learning, and provide kids with the complex thinking skills they need for success in the 21st century.

It's our biggest news yet!

WE LEAPED INTO CLASSROOMS IN 2009, armed with paint and puppets. We had a calling to make a meaningful and quantifiable impact on students. And we were boosted with support from local foundations and government, all of whom banked on our ability to show that the arts truly help kids learn.

By our sixth school year, we brought creativity to nearly 14,000 students. And we are so pleased that we have found the emphatic results we've been looking for—thanks to our evaluator Dennie Palmer Wolf, of the firm WolfBrown, with support from the Portland State University Center for Student Success. We've trained teachers. We've worked in close partnership with principals and district administrators. We've built climates for the arts within our partner schools. Now, we can correlate this work to an incredible increase in student test scores. We can't wait to share the results!

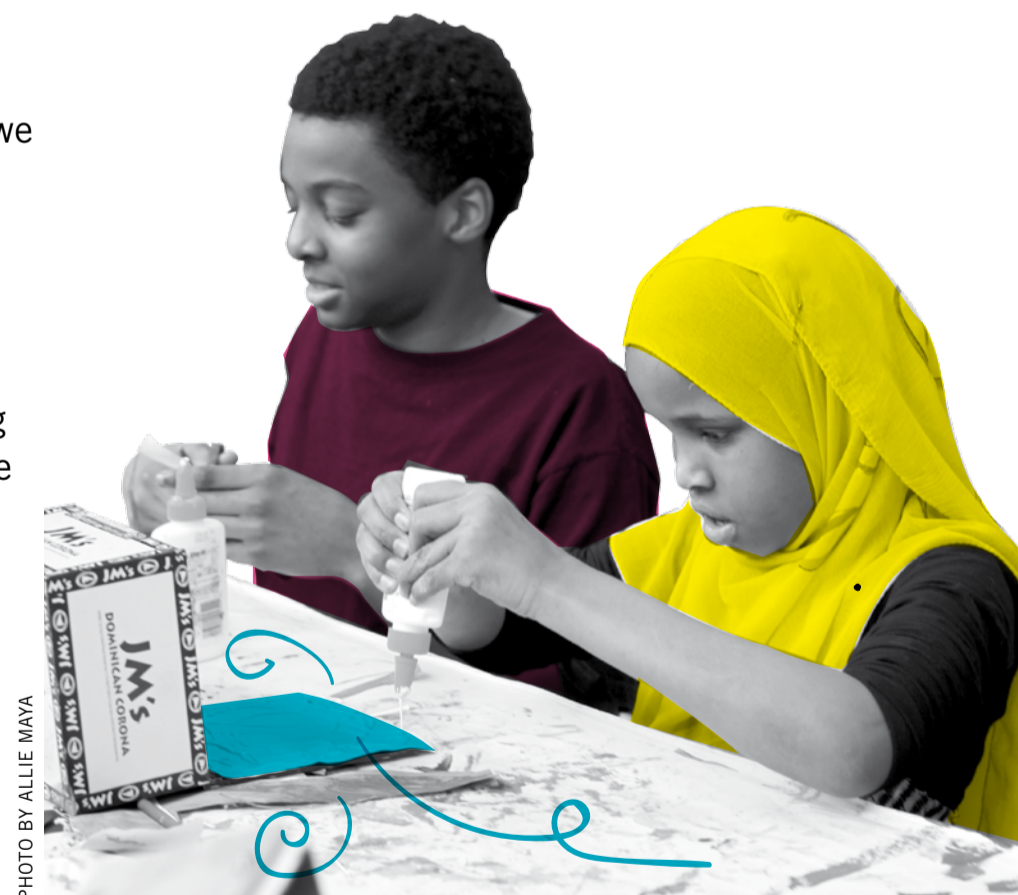


PHOTO BY ALLIE MAYA

See how we change students, teachers and schools.

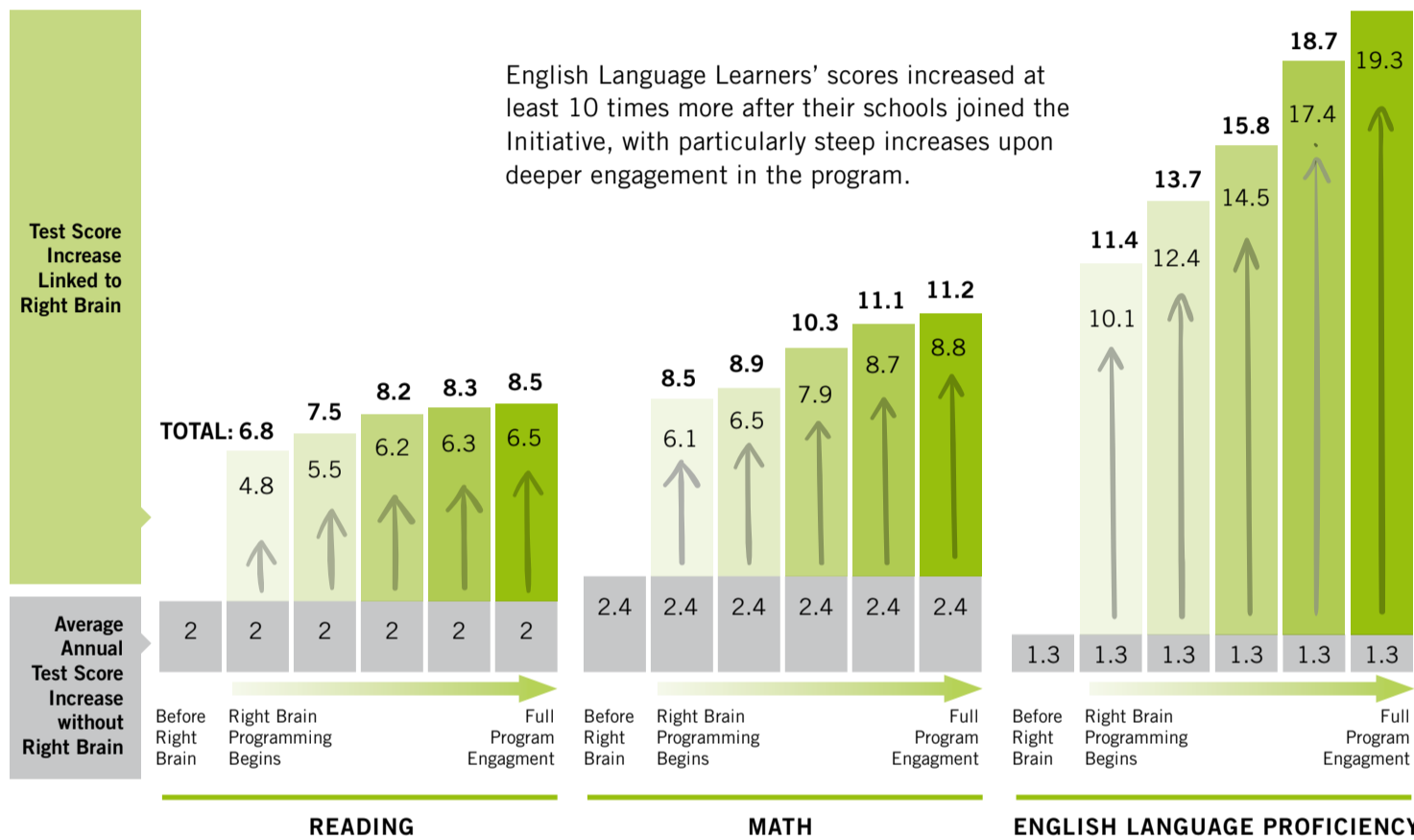
We help students succeed.



POINT INCREASE IN STUDENT TEST SCORES, 2007-2013

The Right Brain Initiative is committed to transforming learning for all children through the arts. New data indicates that partnering with Right Brain fuels student learning. Results are particularly striking for English Language Learners.

Student test scores in reading and math increased more than twice as much once schools partnered with the Initiative. Scores continued to rise as schools engaged more deeply with the program.



ABOUT THIS CHART: Before schools partnered with The Right Brain Initiative, the average annual increase in student test scores for reading was 2 points. The first year after schools joined the Initiative, students experienced a jump in test scores of 6.8 points. We can infer that the 4.8 points on top of the standard 2 point

increase is linked to the students' work with Right Brain. As schools progressed along the phases of engagement with Right Brain, reading test scores increased by 7.5 points, then 8.2, and continued to rise as schools moved closer to full program engagement.

THESE RESULTS ARE BASED on analysis of students' scores from the Oregon Assessment of Knowledge and Skills (OAKS) test in reading, math and English language proficiency, as reported by the Oregon Department of Education. The sample includes all 18,711 unique students who attended Right Brain partner schools

during the 2007-08 through 2012-13 school years.

Particularly because the sample size is so large, this initial research expresses a significant and promising correlation between Right Brain programming and increased test scores. However, this correlation does not imply a causal relationship.

CASE STUDY

1ST GRADERS AT QUATAMA Elementary in Hillsboro worked with Right Brain and partner organization My Voice Music to study music and literacy. One class was comprised of 50% English Language Learners, and a pre-residency test showed that one-half of the class recognized three or fewer letters. Students were then introduced to musical sounds as they studied the alphabet. After four 40-minute sessions with Right Brain, their teacher remarked: "I could see quite a difference in what they were using to recall the name and sound of each letter. Several gave me the name of

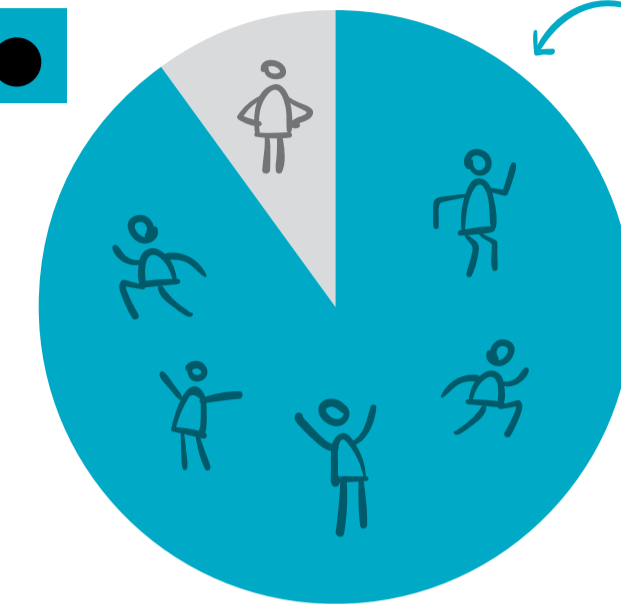
the letter in a beat. Instead of just 'b,' they would rap 'b, ba, ba, ba, beeee...' letters we have not yet taught in class, but learned with instruments during Right Brain to play with the name and sound of the letter." A post-test revealed that 80% of students doubled their letter recognition. After working with Right Brain, one child jumped from identifying two letters to recognizing 20!

Learn more!

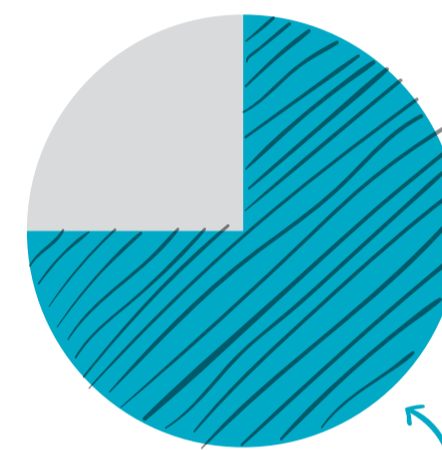
See (and hear) more about My Voice Music's work at Quatama at bit.ly/MyVoiceMusic

We build better brains.

At Right Brain, we're excited about the power of arts integration to help kids learn to use their minds well—to think creatively and critically.



Over 90% of K-8 students interviewed described themselves as active thinkers during their Right Brain residencies. Students used terms like, "I thought," "I wondered," or "I tried," as compared to "My teacher/the artist told me to," "I did what she said," or "I followed."



During interviews about Right Brain, 75% of students described themselves as able to take on problems, work out solutions, and learn from the experience, exhibiting what researchers term *growth mindset*, or the understanding that their abilities are open to change, given effort and persistence.

36 students, from a range of achievement levels, were interviewed at 12 Right Brain partner schools by outside evaluators and Right Brain staff, using a structured interview protocol.

CASE STUDY

MORGAN, A 3RD GRADE STUDENT at Milwaukie Elementary made a robot bird during a Right Brain residency with teaching artist Caitlin Shelman, in which she learned about geometric shapes and three-dimensional design. From recycled materials, she created a sculpture that incorporated cones, a pyramid, rectangles and cylinders. Engaging her own sense of agency, she also added moving parts, a password screen, an on/off switch, an Enter and Delete key, and a power source. Here is an excerpt from her interview with Emily, a Right Brain staff member:

MORGAN: My robot bird. You're probably wondering where I got this [pyramid].... It was all covered up in tape, and I was like, 'I could use this for the beak!' And I colored in little nose breathers. And I actually really like it, 'cause it came from my heart.
EMILY: Were there any parts that were really hard about this project?
MORGAN: Yes! This part, because it kept falling off.
EMILY: How did you fix that? Because it doesn't seem like it falls off right now.
MORGAN: I used white glue and a hot glue gun. But the white glue doesn't work that good.
EMILY: Uh huh. You had to use a bunch

of different things to get it to fit.
MORGAN: And I didn't use any brads. I was starting to use brads, but then I didn't....I still need something to hold it and hook it, and then you can unhook it.
EMILY: Do you think you'll keep working on [your robot] at home?
MORGAN: Yeah, because I have lots of geometric shapes. And then I told my mom about it, and she's starting to make one.

Learn more!

Listen to the full interview with Morgan at bit.ly/MorgansBrain



PHOTO BY JUANITA MARTUS

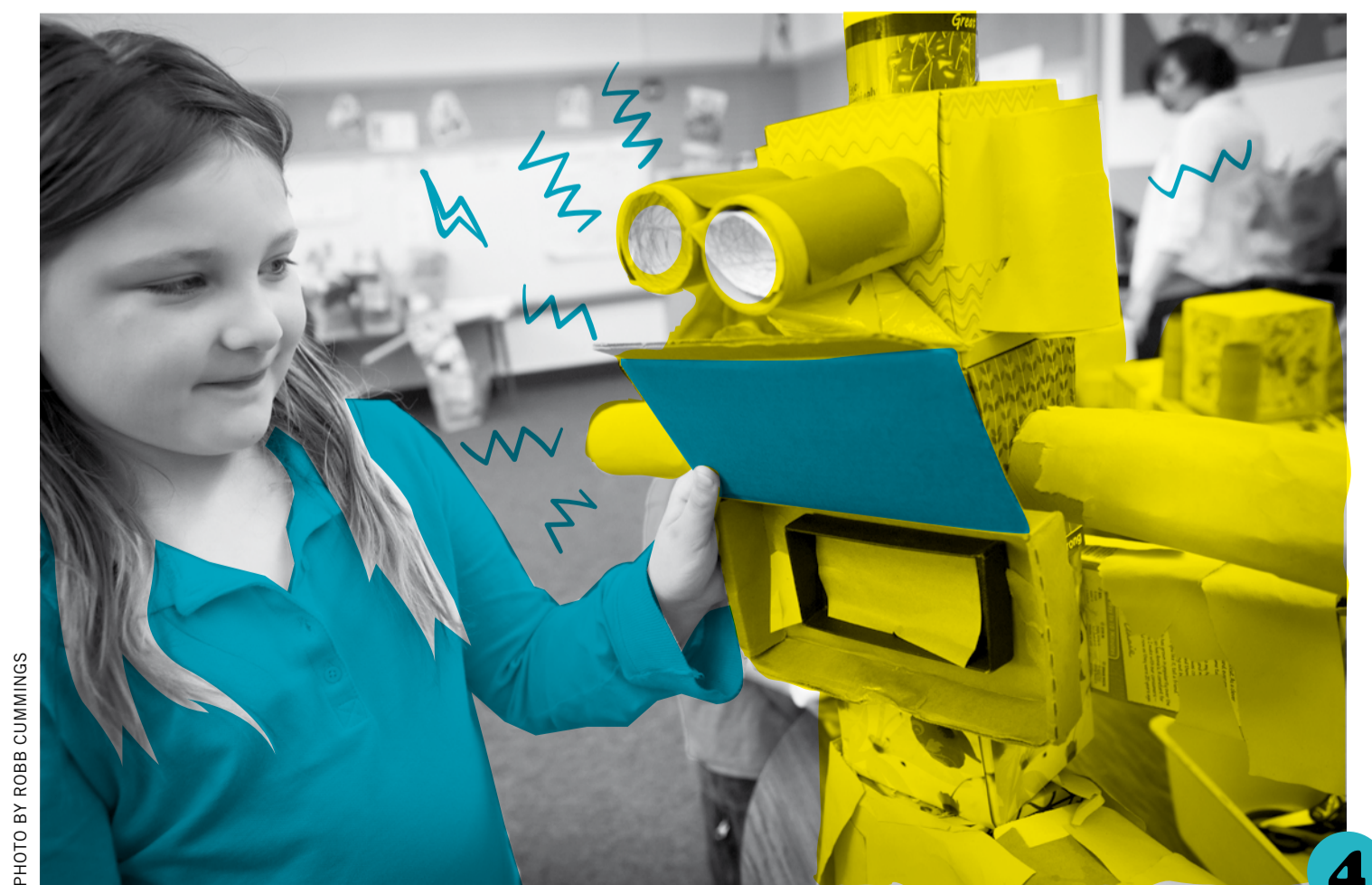


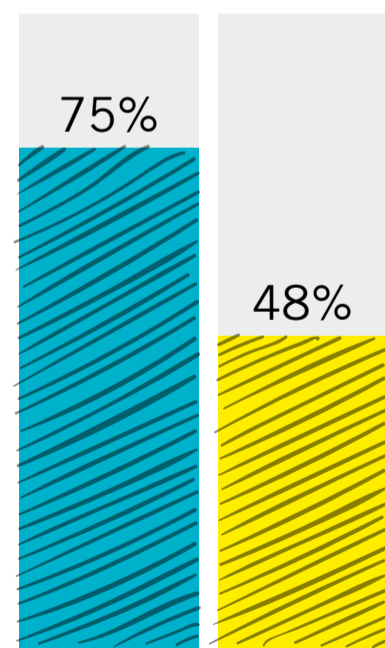
PHOTO BY ROBB CUMMINGS

We change the way teachers teach.

Professional development for teachers and principals is a key part of the Right Brain experience. We provide school staff with strategies to integrate the arts with other subjects. This has the potential to change a teacher's ongoing practice, bringing more creativity and deeper learning to students every day.



▲ 7TH GRADE TEACHER Laresa Beck and Right Brain teaching artist Michelle Swinehart co-teach a writing, visual and media arts unit to students at Beach School in North Portland.



Data from Right Brain teacher surveys. For this analysis, "ongoing" is defined as "3-6 times in the past 3 months" and "as a regular part of my teaching strategy."

75% of teachers who participated in professional development report using Right Brain strategies as part of their ongoing classroom instruction.

By comparison, only 48% of teachers who participated in Right Brain classroom residencies, but did not have professional development, adopted the strategies.

CASE STUDY

IN THEIR VERY FIRST YEAR as a Right Brain partner school, teachers at Hogan Cedars Elementary in Gresham took on exciting new teaching strategies before, during and after their Right Brain experience with Portland Taiko.

By design, not all classrooms participate in a residency during their first year, but the school's principal found funds to treat the entire school community to a Portland Taiko assembly before the classroom sessions began. Teachers who attended Right Brain professional development shared the Right Brain Observation Tool (RBOT) with the entire faculty, and the teachers used RBOT to help students look carefully and reflect meaningfully on a taiko video that they watched before the school assembly. In between sessions with the Portland Taiko teaching artists, participating teachers led students to practice taiko movements and document the experience in their journals through writing, watercolors, prints, paper cut-outs and documentation of class compositions. They also connected the residency experience to vocabulary and social studies content in their own classroom

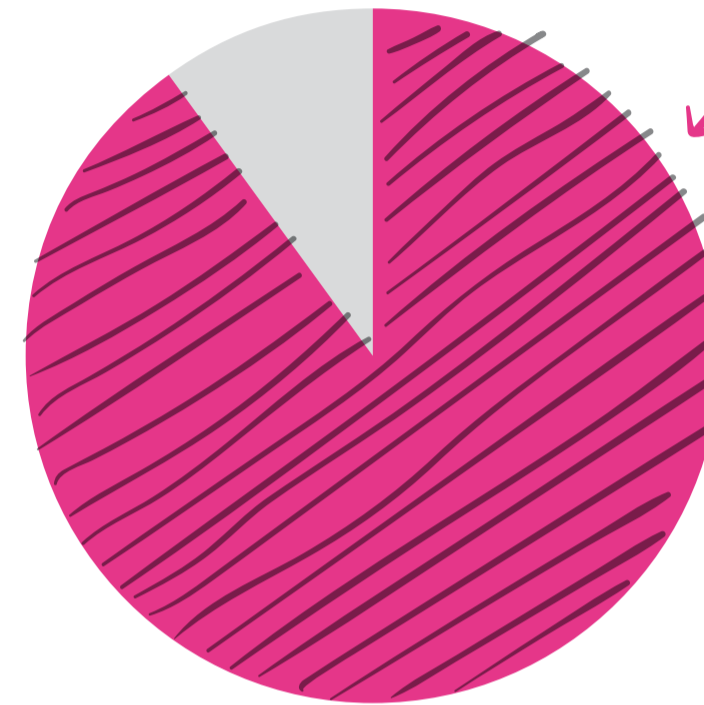
instruction. Teachers even made large drums from plastic garbage cans found in the cafeteria to allow students to compose their own songs. Thanks to support from the school's principal, Hogan Cedars created an experience that encompassed the entire staff and delivered full and dynamic learning for students.

In one year, our staff has grown immensely in their ability to implement learning in a variety of art forms. We are learning more and more art strategies to use with students, and we are trying them out in the classroom!

—PRINCIPAL, Hogan Cedars

We effect systemic change.

Right Brain strives to galvanize a culture at each partner school to embrace the arts. This creative ethos not only strengthens the quality of the Right Brain experience, but it inspires additional arts programming, every week and every day that school is in session.



Data based on mapping tools completed by Right Brain partner schools, tracking their full arts offerings each year.

By the time schools reach the later phases of the Initiative, nearly 90% provide additional arts education at every grade. In those highly engaged schools, the level of creative and critical thinking exhibited during regular classroom instruction was as high as it was during Right Brain residency sessions when a teaching artist was present.

I used to think there wasn't enough time to include the arts in content instruction. Now I think that by integrating the arts into instruction, they become a powerful vehicle for making the content relevant and meaningful.

—PRINCIPAL

CASE STUDY

WHEN RIGHT BRAIN BEGAN its partnership with James John Elementary in 2009, there was little to no ongoing arts instruction in the building. After working with Right Brain for just two years, this Title I school in the St. Johns

neighborhood of North Portland began to initiate new arts programming in every corner of the building. They began slowly, by inviting professional artists to perform at assemblies. By 2012, the school started working with another community initiative, Visual Thinking Strategies (VTS), and expanded classroom teacher-led arts instruction. The following school year, the principal added both a music and a visual art teacher to the staff, and dedicated funds to take students on field trips to see live performances. They also made VTS a school-wide initiative. James John is now a school community that provides a diversity of arts experiences for all students every year.

Learn more!

See what one James John teacher did to make the neighborhood part of the school's arts community at bit.ly/JamesJohn



PHOTO BY CECILY CACEU

◀ STUDENTS FROM James John worked with Right Brain and BodyVox to understand science through movement.

News!

COMMUNITY PROJECT

Right Brain releases Brain Food, a creative activity deck for kids

INTRODUCING BRAIN FOOD, a new exploratory activity deck designed for use at home and school by children ages four and up. The 50 activities reflect the integrated and creative learning that Right Brain brings to classrooms in the Portland metro area. Brain Food is the result of a unique, three-year collaboration between Right Brain and the Design for Good Committee of AIGA Portland, the professional association for design. The design community was tapped for activity ideas and ten local designers provided custom illustrations for the deck. A Kickstarter campaign paid for the cost of printing.

Over 1,000 decks have been donated to teachers at Portland area public schools. The rest are available for purchase online and in person at 11 New Seasons locations, Powell's Books, and more. 100% of profits directly fund Right Brain's school programming.

Learn more!
Purchase Brain Food online at bit.ly/BuyBrainFood or see the full list of locations at bit.ly/BrainFoodLocations



PHOTO BY MELISSA DELIZIO



NEA PRESS

Attention from National Endowment for the Arts

THE RIGHT BRAIN INITIATIVE received its third Art Works grant from the National Endowment for the Arts (NEA) in 2014, following grants received in 2011 and 2013. The \$25,000 award was provided to improve classroom arts instruction throughout K-8 schools in the Portland metro area through professional development for hundreds of teachers, principals, and teaching artists. Right Brain professional development provides artists and schools with the tools to embed theater, music, dance, visual, literary, and media arts into the curriculum. It also now helps them use the arts to meet the expectations of Common Core State Standards and National Core Arts Standards.

Furthermore, Right Brain was featured in NEA's newsletter about arts education and collective impact models. Program Manager Marna Stalcup joined the ranks of Ellsworth Kelly and Allen Toussaint when she was featured in the NEA's podcast series.

Learn more!
Read NEA's feature on Right Brain and listen to the podcast at bit.ly/RightBrain_NEA

PROGRAM GROWTH

Right Brain and the Gresham-Barlow School District bring the arts to all elementary students

DURING THE 2013-14 SCHOOL YEAR, The Right Brain Initiative celebrated a milestone in its quest for equitable arts education: the Gresham-Barlow School District (GBSD) became the first district to bring Right Brain to all elementary students. The occasion was celebrated with a community event at the Gresham public library, featuring student work and performances, and testimonials from educators in the district. GBSD Superintendent Jim Schlachter said of the district's partnership with Right Brain: "The skills of reading, writing, and speaking are brought to life for students when explored and experienced through the arts. When students are engaged, it leads to higher levels of learning."

Learn more!
Read a feature about Right Brain in GBSD in the Gresham Outlook at bit.ly/GreshamOutlook



Thank you to Bank of America, a leading private sponsor for our expansion in the Gresham-Barlow School District.



STUDENTS AT North Gresham Elementary worked with Right Brain and Oregon Ballet Theatre to integrate language arts with movement.

FUNDING NEWS

Private funding on the rise

ALL OF RIGHT BRAIN'S multi-year funders renewed their support in the 2014 fiscal year. The Collins Foundation awarded a \$150,000 grant to be spent over the next three years and the Schnitzer CARE Foundation awarded a three-year \$30,000 grant. The Meyer Memorial Trust, and James F. and Marion L. Miller Foundation each provided two-year grants of \$150,000 and \$100,000 respectively.

In 2014, Right Brain staff also completed the second year of the Imagination Fund campaign, developed in response to a challenge grant from The Maybelle Clark Macdonald Fund. The Initiative raised \$25,000 from new donors, all of whom hosted house parties or gave individual gifts of \$250 or more.

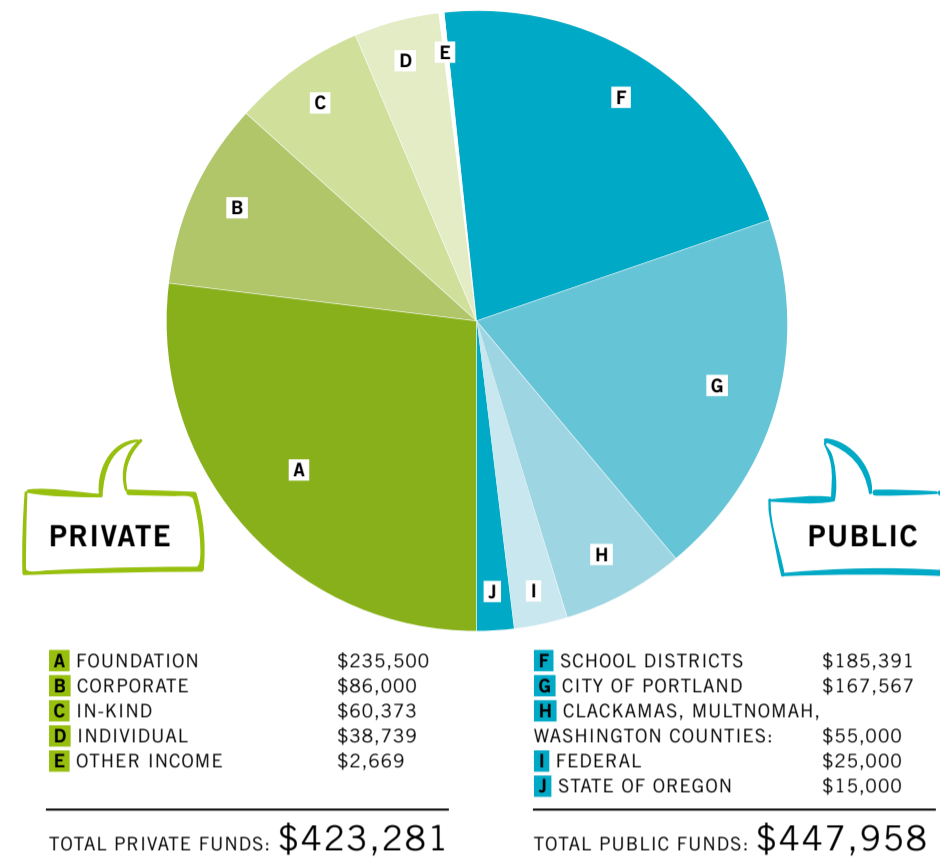
Learn more!
Read more about being part of the final year of the Imagination Fund campaign, including how you can host a Dine in for Right Brain event at bit.ly/ImaginationFund

PATRICK JOHNSTON of Umpqua Bank presents \$5,000 to Right Brain Program Manager Marna Stalcup.



Funding

JULY 1, 2013 – JUNE 30, 2014



TOTAL FUNDING FOR 2013-14: \$871,239

FOUNDATION SUPPORT



Maybelle Clark Macdonald Fund

Concordia Foundation



AHS Foundation

Rose E. Tucker Charitable Trust



CORPORATE SUPPORT



Wieden+Kennedy+



City of Roses Newspaper Company

Portland Saturday Market

Jacobsen's Book & More, LLC

IN-KIND & ADDITIONAL SUPPORT

Beulahland
FallsApart Productions
New Seasons
NORTH
Paramount Salon
Pittock Mansion
Point Blank Distributing
Radio Room
Rose Quarter
Sacheen Parker/Velaclean
SCRAP
The KOR Physical Therapy & Wellness

INDIVIDUALS, \$50+

Sam Adams
Angela Agosta & Scott West
Alan Alexander III
Mandy Allen
Molly Anderson
Karen Angeline
Anonymous
Bryan Aptekar
Nancy Archer
Sylvia Ashmore
Peggy R. Baldwin
Marina Barcelo
Jesse Beason
Dan Bosshardt & Kelsey Cleveland
John H. Bourke
Melody Bridges
Verlea G. Briggs
Teralyn Bruketta
Claudia Burnett
Allen D. Burrell
Jenna Burrell
Rebecca Burrell
Sandy Cahill
Michelle L. Carroll
Tex Clark & Anna Campbell
Ingrid Carlson & Francis Rochon
Greg Chapman
Carson & Sela Cies
Jennifer Cies and Maria Gonzalez
Marilyn Couch
Barbara Covey
Elizabeth A. Craven
Darlene & Bob Cusick
Sharon Daleo
Eloise Damosch
Michael Davidson & Patricia Johnson
Eileen & Michael Day
Jodi Delahunt Hubbell
& Todd Hubbell
Audrey P. Delgado
James A. Dorenkamp
Cameron Drilling
Carol Edelman
Rich Eichen
Sam Ellingson
Maren Elliott
Allen Eraut
Michelle Eraut
Lisa & Darin Fenn
Barbara Fishleder
Sarah Friedel
Brian Ray Fuller
Ali Himes-Ferris
Gwyneth Gamble Booth
Maggie Gardner
Natalie Eleni Garyet
Kathleen Gierer
Savannah Gilmore
Elinor Gollay & Larry Rex Brasell
Casey Grun
Karen Harris
Gary Hartnett
Wayne S. Harvey
William Hathaway
Jeff Hawthorne
Elizabeth Joy Held
Judy Hill
Eric & Keena Hormel
Jason & Janell Hosch

Marvin James
Peanut Jello
David Judd & Kathryn Fitch
Joe & Flizita Kaiser
Marvin Kaiser
Charis Kennedy
Alissa & Neal Keny-Guyer
Anne Kimberly
Cindy Knapp
Roxanne Russell & Chet Hiatt Jr.
Kenzo Kubo
Kiyo Kubo
Penelope A. Larsen
Bruce Livingston
Jodi Maas
Lori Livingston
Michael Maas
Joe Mabe of IBLP
Mary Maletis
Richard Marantz
Ray Martus
Barbara Mason

Davis Priestley
Wallace Preble
Melissa Ranucci Soll
Jennifer Rose
Ken & Shelly Rosenberg
Joel Rotert
Emily Ritter
Bill Roulette & Laura De Simone
Elizabeth Rusch
Roxanne Russell & Chet Hiatt Jr.
Lesly Sanocki
Jim & Jan Schlachter
Lynn Scheller
Ryan Schenk
Duane Robert Schulz
& Kathryn Hart Humes
Lina Garcia Seibold
Steve Seibold
Jay Seger
Carole Shellhart & Robert McGranahan

Right Brain reminds teachers of the reason they became teachers: to inspire children and to engage them in the wonder and discovery of learning.

—ASSISTANT SUPERINTENDENT, Hillsboro School District

Gavin McCardle
Ashley & Christopher McClellan
Katie & Daniel Meeker
Laura Mehren
Josie Mendoza
& Hugh Mackworth
Kimberly Menig
Cate Millar & Robert Sweeney Jr.
Lori & Max M. Miller
Rebecca Miller
Ron Miller
Carole Morse
Victoria Mosse & John DeWitt
Bob & Gail Mueller
Judith Norton
Caprice J. Neely
Robert Nicholas
Ellen Nusblatt
Jennifer Pagliaro
& Joshua Nusbaum
Frank Palacios
Cynthia Pease
Dr. Deborah Peterson
& Edwin Perry
Geoffrey Phillips
Dorothy Piacentini
Carla Piluso
Christina Piluso
Lisa & David Platt
Amanda S. Plyley & Hansford Hair
Sarah Prevost

Randy Short
Helene Silberstein
Lee Silverman
Carol R. Smith
Shauna Smith
Tyler M. Smith & Melissa M. Smith
Rhea Stalck & Alan Blood
Marna Stalcup
Richard Stare
Colin Staub
Emily Stevens
Kim & Tim Strelchun
David G. Traisman
Beverly McKee Trover
Martin Vandepas
Ricardo Vazquez
Scott & Jennifer Wallace
Nick Walrod
Donna Allen Wardenaar
Thomas & Jodie Watson
Emily Weltman & Jake Gamage
Barbara & Karl Wetzel
Dan Wieden of Wieden+Kennedy
Steven Wilker & Lainie Block Wilker
Jennifer & Aaron Wines
Ryan Wines of Marmoset
Kendra & Michael Yao
Sadie Yudkin
Anthony Zito

The Team

REGIONAL ARTS & CULTURE COUNCIL, MANAGING PARTNER

Eloise Damosch,
Executive Director

RACC BOARD
Lina Garcia Seibold, *Chair*
Bonita Oswald, *Vice-chair*
Jennifer C. Cies, *Treasurer*
Alan Alexander III, *Secretary*
Jesse Beason
Nik Blosser
Verlea G. Briggs
Jay Clemens
Eileen L. Day
Jodi Delahunt Hubbell
Daryl Dixon
Rep. Lew Frederick
Debbie Glaze
Mike Golub
Kira Higgs
Phillip T. Hillaire
Eric Hormel
Karen Karbo
Joe Krumm
Linda McGeady
Max M. Miller, Jr.
Joanna Priestley
Brain Rice
Jan Robertson

RIGHT BRAIN STAFF
Marna Stalcup,
Program Manager
Marina Barcelo, *Corporate & Foundation Relations Manager*
Rebecca Burrell,
Outreach Specialist
Allie Maki Maya,
Program Assistant
Becky Miller,
Administrative Assistant
Kendra Yao,
Program Specialist

Apprentices
Maya McFaddin
Elizabeth Midgorden
Becky Thomas
Leah Walpuck
Meredith Wong

GOVERNING COMMITTEE
Jan Robertson, *Co-chair*
Carol R. Smith, *Co-chair*
Verlea Briggs
Melissa Goff
Tom Hughes
Marvin Kaiser
Steve Larson
Bruce Livingston
Max Miller
Sarah Prevost
Kathi Robinson
Reuben Roqueni
Traci Rossi
Jim Schlachter
Judy Shiprack

OPERATING COMMITTEE
Carol R. Smith, *Chair*
Tony Fuemmeler
Subashini Ganesan
Michelle Fujii
Melissa Goff
Janis Hill
Debbie Johnson
Teresa Ketelsen
Jan Robertson
Joel Stuart

DEVELOPMENT COMMITTEE
Verlea Briggs, *Chair*
Kimberly Brecko
Matthew Chase
Katherine Drew
Marvin Kaiser
Max Miller
Rod Pitman

ADVOCACY COMMITTEE
Communications Task Force
Chris Celauro, *Chair*
Natalie Garyet
Joel Holland
Barry Johnson
Davis Priestley
Karen Stein
Kristina Weischadle
Malindi Zimmer

Grassroots Fundraising Task Force
Kate Clark
Sam Ellingson
Westie Freeman
Abbie Hebein
Katie Herro
Taylor Hom Johnson
Ashley Klump
Emily Morris
Contessa Trujillo
Ahmed Yusuf

Parent Advocate Task Force
Rachel Greben
Alicia Hamilton
Kim Strelchun

VOLUNTEERS
Erika M. Anderson
Josh Balleza
Alyssa Beers
Allison Berg
Michael Buchino
Cecily Caceu
Dahlia Callan
Halle Cisco
Darren Cools
Anna Crandall
Christi Crowley
Robb Cummings
Melissa Delzio
Nikki DePriest
Heather Dougherty
Greg and Jane Drew
Melissa Egan
Audrey Forbes
Adam Friedman
LeeAnn Gauthier
Julie Hammond
Brittany Hanson
Kyle Hinze
Frank Hunt
Shannon Hutchinson
Nick Johnson
Greg Kelly
Jennifer Kover
Josephine Kuever
Jamie Letourneau
Forrest Martin
Juanita Martus
Mercy McNab
David Meesenberg
Sarah Moody
Kevin Noonan
Tom O'Toole
Jennifer Reynolds
Caitlin Sheaffer
Sara Sjol
Jessica Stern
Emily Stevens
Jenny Tiffany



PHOTO BY FRANK HUNT

30 minutes of arts integration allowed students to take things in more deeply than we thought possible. The time spent on arts gave us more than hours of instruction would have.

—TEACHER, Naas Elementary

Sarah Trover
Jake Turner
Leah Verwey
Alyssa Walker
Brooke Weeber
Claire Willett

YOUNG AUDIENCES, IMPLEMENTATION PARTNER
Cary Clarke, *Executive Director*
Carin Rosenberg,
Implementation Manager
Briana Linden, *Teaching Artist Program Manager*
James Evans, *Implementation Assistant*

Arts Integration Coaches
Amy Botula
Maia McCarthy
Emily Stone
Kristin Walrod

TEACHING ARTISTS

Individual Artists
Jan Abramovitz
Bobby Abrahamson
Marjorie Anderson
Katie Basile
Wendy Dunder
Nikki Flinn and Pierson Rintz
(Acts of Wonder)
Daniel Granias
Alice Hill
Diane Jacobs
Julie Keefe
Ashley Klump
Kathryn Kramer Waters
Nicole Penoncello
Beth Rogers Bundy
Amy Steel
Caitlin Shelman
Michelle Swinehart

Arts Organizations
BodyVox
My Voice Music
NW Children's Theater
Obo Addy Legacy Project

Oregon Ballet Theatre
Oregon Children's Theatre
Oregon Symphony
Portland Art Museum
Portland Children's Museum
Portland Taiko
Tears of Joy Theatre

Wordstock
Kelsey Greco
Amy Minato
Cindy Williams-Gutierrez
Donna Prinzmetal
Greta Pedersen
Nancy Coffelt

Young Audiences
Albert Alter
Tracie Broughton
Mark Caporael
Dance Like the Stars
Bernie Duffy
Andy Ferguson
(Red Yarn Productions)
Sarah Ferguson
Subashini Ganesan (Natya Leela)

Caren Graham
Rick Meyers
Sarah Nagy
Pamela Norris
Karie Oakes
Greta Pedersen
Mo Phillips
Ben Popp
Peggy Ross
Aaron Nigel Smith
Lisa Wilcke
Carla Wilson

DEBORAH BRZOSKA, PROFESSIONAL DEVELOPMENT PARTNER

DR. DENNIE PALMER WOLF, EVALUATION PARTNER

THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS, NATIONAL PARTNER



is a sustainable arts education partnership of public schools, government, foundations, business and the cultural community. Help us bring creativity to all 110,000 K-8 students in the Portland metro region.

Get Involved!

Volunteer

Join our email list

Donate to our Imagination Fund

Host a house party

Buy our Brain Food activity deck



PHOTO BY LEAH VERWEY

Read more about Right Brain at
TheRightBrainInitiative.org

411 NW Park Avenue, Suite 101, Portland, OR 97209 / 503.823.5111



 Regional Arts & Culture Council

The Right Brain Initiative is a program of the Regional Arts & Culture Council, a 501(c)(3) arts services agency serving Clackamas, Multnomah and Washington Counties, Oregon. racc.org

Young Audiences of Oregon & SW Washington serves as Implementation Partner. ya-or.org

THE BLOG

Featuring fresh takes and real-time analysis from HuffPost's signature lineup of contributors

HOT ON THE BLOG
Tavis Smiley
Ted Danson



John M. Eger [Become a fan](#)
Director of the Creative Economy Initiative at San Diego State University (SDSU) is also the Van Deerlin Endowed Chair of Communications and Public Policy



Arts Integration Works Says Portland's "Right Brain Initiative"

Posted: 09/07/2014 4:14 pm EDT | Updated: 09/10/2014 6:59 am EDT

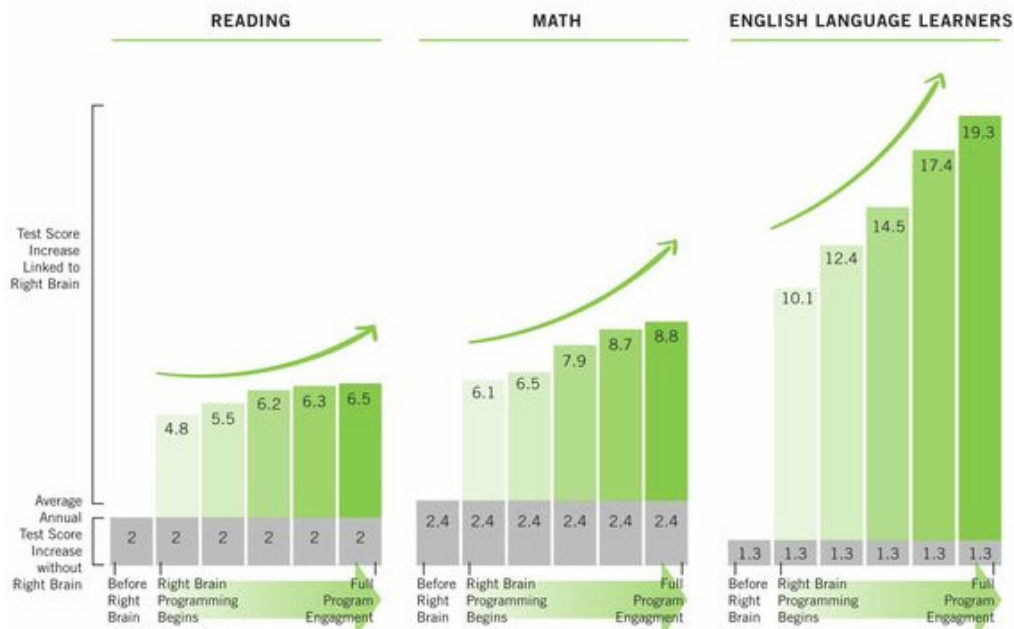
518 Likes 139 Shares 51 Tweets 8 LinkedIn 39 Email 0 Comments



Yesterday, the **Right Brain Initiative (RBI)** serving the greater Portland region released a report that confirms "There is a meaningful and quantifiable link between integrated arts education and student learning," specifically:

- Students' reading and math scores increase at least 2.5 times more than the average annual rate of increase.
- This growth is even greater for English Language Learners. Student's scores increased 10 times more after schools partnered with Right Brain.
- For all children, scores continued to rise as schools engaged more deeply with the Initiative, with a particularly large rate of increase for English Language Learners.

POINT INCREASE IN STUDENT TEST SCORES, 2007-2013



The study released today tracking student progress over a 5 year period, was conducted by **WolfBrown**, a leading research and advisory firm serving a wide range of foundations, public agencies and charitable organizations.

RBI was launched in 2008 by a unique collaboration of artists, art and cultural organizations, school districts, governments, businesses and donors who believed in the concept of "arts integration", using the arts as a catalyst for teaching across the curriculum, and in the process creating a truly interdisciplinary curriculum.

RBI agreed to embrace arts integration as few other regions have done. Other than teacher retraining, their approach is not more classes, more arts or music, more anything. That would be nice but, frankly, there is not money for doing anything more, only doing things differently.

As the RBI Study shows, the initiative is working. According to Rebecca Burrell, Outreach Specialist at RBI, we are convinced that it is "art integration that makes the difference" in the progress being made in the schools.

This school year, RBI is bringing arts learning to over 20,000 students at 59 K-8 schools in seven districts. The arts integration education initiative serves every K-8 classroom serving Clackamas, Multnomah and Washington Counties, including the metro area of Portland, Oregon, and its changing teachers as well as students. It is also making it easier for them to embrace the principles of the Common Core being adopted by schools districts around the nation.

This is auspicious news to be sure, but while this represents a tremendous show of progress toward creating real world interdisciplinary curricula, the work is not over. As most advocates of the arts and arts integration know, the struggle to recognize the important role of the arts, and art integration has been extremely difficult.

As far back as 2002, a unique consortium of arts organizations expressed it in a report called "Authentic Connections." They said then that such interdisciplinary work in the arts enabled students to "identify and apply authentic connections, promote learning by providing students with opportunities between disciplines and/or to understand, solve problems and make meaningful connections within the arts across disciplines on essential concepts that transcend individual disciplines."

That was mostly anecdotal though well founded. There remained many, simply put too many, people that saw art as nice but not necessary...children's art, even less valuable. Sadly, that is true even today perhaps because many people don't take the term "arts" seriously. It's soft, not muscular unlike the sciences where there is more certainty, more equations, formulas etc. Art by contrast is uncertain.

Unfortunately, we live in a "left brain world" says noted neuroscientist, Ian McGilchrist, in a [commentary](#) for The Wall Street Journal:

"There is an inevitable rise in bureaucracy, with paper replacing people, and experience increasingly virtualized. In going all out for what we believe will be our own happiness, we exploit the world and see ourselves as alien to it, rather than seeing that our happiness depends on being part of it, and therefore on helping it to thrive. This is the world of the left hemisphere, ever keen on control".

The right, as well as the left hemisphere of the brain cry out for nurturing, and the future of America depends on reinventing the way we think, and in the process, how education is redefined.

Fortunately, more neuroscientists, psychologists, educators and others are finding that the arts help nurture the right hemisphere of the brain. This is exactly what the more left brained curriculum needs to create the new thinking skills leading to creativity.



We now know a lot more about learning and know "arts integration" works. The President's Committee on the Arts and Humanities, in a report called "Reinvesting in Arts Education: Winning America's Future Through Creative Schools." has said as much after spending years of research and study.

According to the Committee report, "Cutting-edge studies in neuroscience have been further developing our understanding of how arts strategies support crucial brain development in learning."

The **Turnaround Arts program** of the Obama Administration provides yet more evidence that art and arts integration works. As the First Lady Michelle Obama, Honorary Chair of the President's Committee, said:

"The Turnaround Arts program has exceeded not just our expectations, but our wildest hopes and dreams. With the help of this program and some School Improvement Grants, math and reading scores have gone up in these schools... attendance is up, enrollment is up...parent engagement is up... suspensions have plummeted...and two of the schools in our pilot improved so dramatically that they are no longer in turnaround status. And today, the students in these schools are engaged in their education like never before."



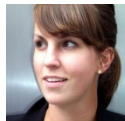
Author and educator Mihaly Csikszentmihályi calls such total emersion in a task, FLOW...a " mental state of operation in which a person in an activity is fully immersed in a feeling of energized focus, full involvement, and success in the process of the activity." Dr Richard Restak in his book, The New Brain seems to agree. He uses the words "plastic" and "malleable" to describe the brain. He believes that we can be creative by acquiring the right series of "repertoires;" that we can "preselect the kind of brain (we) will have by choosing richly valued experiences."

As demand for a new workforce to meet the challenges of a global knowledge economy is rapidly increasing, few things could be as important in this period of our nation's history than reinventing education.

While not everyone sees the Arts as the answer to America's economic prosperity, and in Washington, D.C. the differences in viewpoints become a matter of contention at the outset of any issue regardless of the merits. But the evidence is mounting, in Portland and in other communities, in favor of blurring the lines between art and science, and developing more real world interdisciplinary courses.

Follow John M. Eger on Twitter: www.twitter.com/jeger62

MORE: [Distilled Perspective](#), [Steam](#), [STEM](#), [Innovation](#), [Education Reform](#), [Right Brain](#), [Arts Integration](#)



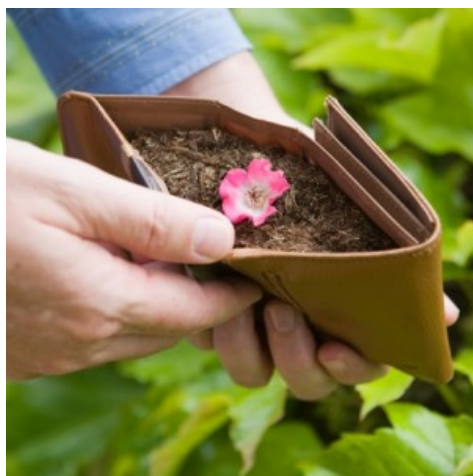
Meghan Casserly Forbes Staff

Entrepreneurship. By women, of women, for women.

ENTREPRENEURS 5/11/2012 @ 1:48PM | 342,195 views

10 Jobs That Didn't Exist 10 Years Ago

[Comment Now](#)



Sustainability consultants have an average annual salary of \$83,000 (indeed.com)

[Employment](#) trend watchers have been pinpointing the sectors where jobs are anticipated to increase forever—every five years the [BLS projects its own outlook](#) and sites like our [list what's become old news](#): that careers in a handful of sectors (most linked to technology, a growing concern about the environment and an aging population) are on the rise while others continue to falter. But are they new occupations or simply new ways of meeting existing needs?

“I don’t believe that new needs have been created,” says Charles Purdy, senior editor for [Monster.com](#). “We’ve just created new ways and adopted new technologies to get them done.”

The Forbes E-book: Find And Keep Your Dream Job

The Definitive Careers Guide From Forbes encompasses every aspect of the job hunt from interview to promotion. Written by some of Forbes’ best careers and leadership writers, it is available now for download.

Still, each year as twenty-somethings leave college campuses in droves, industries on the rise offer something uniquely appealing: the opportunity to seize brand new positions where competition hasn't reached critical mass. With that in mind, we scoured jobs data and career sites for the most promising positions in on-the-rise sectors that were only created in the past decade. They're so new that they didn't even exist a decade ago, which more than puts your parents out of the running.



App developers can expect an average salary of \$93,000 (indeed)

App Developer

The [iPhone](#) was introduced in 2007, the Android shortly after. Since then, more than a million apps have been put up for sale in Apples [App Store](#) and Android's [Google Play](#). Consider this: in 2011, Apple pulled in more than \$15 billion in revenues from mobile applications, which shrink programs that used to run only on desktop computers to make them work on mobile devices.

As demand surges for apps to run on [iOS](#), Android and whatever operating system is waiting in the wings, companies are faced with a dearth of talent with the skills to develop for mobile. This means fresh opportunity for programmers and developers to break into a booming market. Currently more than 16,000 listings for mobile app developers are listed on [job site indeed.com](#).

Market Research Data Miner

As customer information becomes more and more vital to the retail experience, businesses are compiling data in droves—and hiring experts to make sense of it. From different datasets including structured (transaction), semi-structured (user behavior) and unstructured (text) information, data

analysts and scientists look for behavioral patterns to help retailers and businesses predict future trends or to build recommendation engines or personalized advertising.

“[Library science](#) is a really hot degree right now,” says Purdy, “And data-mining could be one of the reasons. It’s a helpful knowledge set for someone hoping to manage large amounts of data” Hopeful data-minded candidates can include library science majors, researchers, engineers or applied scientists.

Educational or [Admissions Consultants](#)

When a certain set of affluent parents watch their toddler stack his or her first set of blocks, they’re not lost in a moment of cute, they’re strategizing their child’s likeliness of getting into the right pre-school. These moms and dads will stop at nothing to secure the best education for their kids—which for many includes hiring an educational or admissions consultant to help ease the process of interviewing and testing into schools from preschool to college. Admissions consultants can be paid thousands of dollars for their skills—which often include personal connections with school administrators.

Millennial Generational Expert

Generational consultants help companies better understand the changing workforce—and who better to explain the [Millennials](#) than a living, breathing member of Generation Y? Companies in every sector and of every size face the challenge of recruiting and developing young professionals to prepare them to be future executives. Companies can build loyalty in their workforce by engaging in practices that connect directly with their younger employees. All-hands happy hour, anyone?

But this isn’t a role that’s strictly for the young ones. Many generational experts are older employees, who’ve turned their experience with young people into an ability to advise companies on how best to engage, motivate and, yes, placate this often fickle workforce.



*Social media manager average salary: \$65,000
(indeed)*

Social Media Manager

Making the most of online communities— what we generally call “social” networks—has become an integral part of businesses from small-town coffee shops to behemoths like Amazon and Microsoft, which both employ social media managers in their marketing and advertising departments. “There has been a great big shift in how companies communicate with their customers ,” Purdy says. On job site indeed, for example, there are currently over 11,000 listings for the title. But the term “social media managers” really covers all manner of tasks—from the social-savvy recent grad who mans the [Twitter](#) feed to the new wave of marketing strategists who help companies to leverage their social audiences through targeted marketing.

But don't be fooled that your 10,000 Twitter friends are going to land you a job. “Young people may be more technologically savvy than their older colleagues,” says Purdy, “But technology in the workplace is evolving so quickly that a person can't think that just because they're great at Twitter will make them a desirable commodity long-term.”

Chief Listening Officer

One step up from a “social media manager,” (more on that later) the Chief Listening Officer keeps her ears (and eyes) on social channels and real life conversations to keep the company up to speed on what their customers are saying. “Before social media, business was a one way channel of communication. The company talked, we listened,” Purdy says. “Now we've become accustomed to two-way conversations. We expect them to listen, and so we see these kinds of roles.”

Beth LaPierre became the [first ever Chief Listening Officer](#) in 2010, and while she's since moved on to other gigs, she spent her time monitoring the more than 300,000 mentions of Kodak on Facebook, Twitter, message forums, [YouTube](#), blogs, and elsewhere on the Web each day, using software from Radian6 and [PeopleBrowsr](#). Then she moved that information to the relevant department. As more and more companies rely on social streams and online exchanges for customer service reasons, the role of the listener will only increase.

Cloud Computing Services

In August 2006 Google's Eric Schmidt described the company's approach to software as a service as "cloud computing" at a search engine conference, possibly the first high profile usage of the term. Because it was used in the context of describing Google properties (Gmail, etc. etc.), it became synonymous with online storage and sharing of data. These days, the term has adopted by everyone from Microsoft to start-ups that help moms access coupons in the check-out line. Companies are looking for database managers, engineers and strategists for storing and indexing massive amounts of data—we're talking petabytes (one quadrillion bytes) of information.



Elder care salaries average \$51,000 (indeed)

Elder Care

As the population ages and baby boomers become grandparents, an increasing amount of attention is being turned to the care of the elderly. Between legal concerns, staffing at residential facilities or consultants hired to facilitate end-of-life issues, jobs in this area are expected to increase. People who have an understanding of the increasingly complex healthcare system in addition to an interest in comfort care are well suited for these roles. Communication skills are also paramount—as elder care service providers are often tasked with communicating end-of-life issues to their client and his or her family members.

Sustainability Expert

“There are obviously some very concrete reasons that companies—even those who aren't in the green or alternative energy space—would be interested in sustainable practices,” says Purdy. Oftentimes hiring someone into an environmentally-conscious role could be a cost-savings issue, he says, both in terms of lowering power bills or to take advantage of increasing tax rebates for companies committing to sustainability.

A degree in environmental science or business management major would prove useful in these new “green” roles as they often require developing new workflows to increase productivity while lowering the carbon footprint of a business, but specific environmental leadership majors are on the rise.

Projects can include: recycling and waste reduction, supplier sustainability evaluation. Purdy thinks Millennials are a shoe-in: “Look at the next gen of managers and leaders,” he says. “These young people grew up in a culture that valued recycling, valued being green. They’re far more driven by those concerns because they’ve been hearing about it since they were babies. I think we’ll continue to see growth in this area for young employees.”

User Experience Design

What is user experience design? Quite simply, experiences created and shaped through technology and how to make them happen. Case in point: the experience of waking up to an alarm clock is very different from the experience created by the rising sun and chirping birds. A user experience designer’s concern is how to mimic the birds-sun experience through technology (see the variety of alarm clocks on the market that grow louder and brighter to wake you gently). Would-be designers should be fluent in Photoshop, understand programming languages like CSS and HTML and feel comfortable taking an idea from sketch to prototype. As far as demand goes, things are looking bright: a recent indeed.com search returned 168,219 job listings.

This article is available online at: <http://onforb.es/K2wf5W>

2015 Forbes.com LLC™ All Rights Reserved



Board of Education

Staff Report to the Board

Board Meeting Date: March 3, 2015

Executive Committee Lead: Harriet Adair

Department: Enrollment & Transfer

Presenter/Staff Lead: Judy Brennan

SUBJECT: 2015 Procedures for Standard Interdistrict Transfers

BACKGROUND

Compliant with state rules adopted in 2014, the PPS Board of Directors must determine each year whether and how many resident students will be released to enroll in other districts, and whether and how many non-resident students will be accepted for enrollment in PPS schools. These decisions are separate from the annual required action regarding Open Enrollment.

Please see the attached memo regarding options for the 2015-16 school year, which are informed by the results of the 2014-15 standard interdistrict transfer process.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Policy 4.10.040-P, Admission of Nonresident Students

Policy 4.10.090-AD, Interdistrict Agreements and Transfer of State School Funds

PROCESS / COMMUNITY ENGAGEMENT

Families will receive information via regular mail, e-mail and fliers home from school. Those who speak a language other than English at home will receive phone calls and other correspondence in native language supported by the district. PPS will make an explicit effort to communicate in the simplest and most effective means possible.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Interdistrict transfers are not specifically identified within the equity policy implementation plan. The racial equity lens tool was utilized by staff in developing recommendations and outreach plans.

BUDGET / RESOURCE IMPLICATIONS

Non-resident students are distributed broadly across the district, so their collective impact is not easily visible. On average, between PPS enrolls and collect state school funds for 800-900 non-resident students per year, and releases state school funds for between 100-130 PPS resident students approved to transfer to other districts.

Reviewed and Approved by
Executive Committee Lead

A handwritten signature in black ink, appearing to read 'Harriet Adair', written over a horizontal line.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The board will consider a resolution endorsing the enclosed recommendations on March 9. If approved, the interdistrict transfer application process will open for resident students seeking transfer to other districts from March 30-April 10, and for non-resident students seeking to enter or remain at PPS from April 20-May 1. Results will be communicated to families, schools and non-resident district by May 15.

QUESTIONS FOR BOARD DISCUSSION

Should PPS move toward more parity in the number of students who are released and accepted through standard interdistrict transfers, or should the quantity of each type of transfer remain separate and unrelated?

ATTACHMENTS

Memo, February 25, 2015



MEMORANDUM

Date: February 25, 2015
To: Carole Smith, Superintendent
From: Judy Brennan, Enrollment Director
Subject: Options for 2015 Standard Interdistrict Transfer Procedures

Introduction

PPS implemented new rules for standard interdistrict transfers last year, in compliance with state legislation approved in 2013 and 2014. The changes meant that PPS staff could no longer make decisions on releasing students to other districts or accepting non-residents into our schools on a case-by-case basis. Instead, we must collect applications and run annual lotteries based on slots and procedures approved by the School Board.

We conducted lotteries in summer 2014, releasing 40 students to other districts and accepting 800 students into PPS. The disparity in quantities is due, in part, to the technicality that releases were only required for new requests, while approvals were needed for all current non-resident students attending PPS schools. While many families navigated the new process successfully, the lack of a shared, consistent timeline and sequence was a hardship for some. Despite best efforts, there were families who did not understand that they needed to gain permission from both districts, or the deadlines for those actions, and so did not complete requirements in time to gain approval. There were also many families who moved or changed their mind after gaining approval. In total, more than 250 non-residents approved to PPS last summer did not enroll in September, generally because they did not gain permission from their resident districts, they changed their mind or they moved to a different address and no longer needed the agreement .

One benefit of the new rules is that families who move during the school year are not required to seek permission to remain and finish the year. Decisions for those families, who may wish to return to PPS next year, and new families who are hoping to enroll in our schools for the first time, must be made this spring.

Options for 2015-16

Strategies to mitigate some of the challenges we encountered last year include:

- Beginning the process earlier, so that there is more time to reach families while school is in session

- Reaching out to metro area districts to understand their timelines and procedures, in order to align our work and share better information with families, and
- Working with school staff to make sure that all address changes are entered promptly, so that we do not miss students who need to go through the process.

The chart below summarizes proposed dates and slots for 2015 interdistrict transfers.

Summary of Proposed 2015 Interdistrict Transfer Procedures

Interdistrict transfer type	Proposed date to accept applications	Proposed lottery date	Proposed slots
Releases OUT of PPS	March 30-April 10	April 15	50
Approvals IN to PPS	April 20-May 8	May 15	300

The suggested sequence will begin at the end of March with a campaign to inform all currently attending non-resident students of the procedures they need to go through to gain permission from their resident districts. At the same time we will accept applications from PPS resident students who wish to attend schools in other districts, and, if needed, run a lottery. Following this step we will open an application process for non-resident students wishing to remain or newly enroll in PPS. Finally, we will complete a lottery for requests in to PPS, and send results by mid-May.

A key decision that the School Board must make is whether to limit inter-district transfers in or out of the district. We recommend limiting slots out, due to the fact that we have a broad range of programs that can meet most student needs and interests. We also recommend limiting the number of slots in, as many of our schools do not have space for transfer students.

Data shows that there are approximately 300 students who began this school year as resident students but have since moved out of district. This number excludes students in the highest grade of their school, or who qualify for Title X. Based on this amount, we propose 300 slots for new/returning students transferring into PPS.

It is harder to estimate the number of resident students interested in transfer to other districts. Last year we received more than 80 requests, and approved 40. We propose 50 slots to release students to other districts this year. Note that a working group of superintendents and state level staff have proposed a next-generation change that would require school districts to have the same number of slots out of district as in. While we do not know whether this new change would be implemented in future years, we do have the option of beginning to move slots closer to parity by increasing outgoing slots to 100 or more. We would appreciate input on this topic from you and the Board prior to making a final recommendation.

If there are more applicants than slots in either the incoming or outgoing lotteries, we will continue to prioritize those students who are currently attending their requested school, as well as siblings of students with prior agreements.

Unfortunately, I must report that there are unfinished tasks from the last transfer cycle. We committed to making policy changes that are aligned with recent state laws. We did not accomplish this task, in part because of the time and resources required to support other enrollment and transfer procedures. As well, the activity of the state-level working group has led us to believe that there may be other substantive changes coming in the next year.

Secondly, we have not completed the new attendance and behavior standards that would be used to determine whether to revoke an interdistrict agreement. We intend to complete both these tasks before the start of the 2015 school year.

Please let me know if you have questions, suggestions or concerns.



Board of Education Informational Report

MEMORANDUM

Date: February 27, 2015

To: Members of the Board of Education

From: Josh Klein, Director of Information Technology

Subject: Information Technology Strategic Plan

At the March 3rd Board study session, we will be presenting our Information Technology Strategic Plan for Portland Public Schools. We are including with this information, a very detailed PowerPoint presentation for background information. This will provide some historical information on how the district has funded and built our IT infrastructure as well as the outcome of our most recent district wide technology asset inventory which has just been completed. We will be presenting an abbreviated PowerPoint on Tuesday.



Board of Education Informational Report

MEMORANDUM

Date: February 25, 2015

To: Members of the Board of Education

From: Josh Klein, Chief Information Officer and Ryan Whitman-Morales, Director of Technical Operations

Subject: Information Technology Strategic Plan

Student, staff, and classroom technology has emerged as a cornerstone of the Superintendent's three priorities directly impacting the success of Portland's students as they prepare to enter society and the work force.

Students are improving their ability to read at grade level using interactive software and devices that present engaging content for a variety of learning styles and provide data for teachers to shape personalized instruction. A pilot program is beginning to extend access to these tools into the homes of our most at-risk students at four Sun school programs.

Without the opportunity gained through interaction with current technology, barriers to equitable academic and economic success are significant. For many of our most at-risk students and historically underserved families, the neighborhood school is their best opportunity to access full high-speed Internet and modern computing devices.

At the High School level, providing relevant instruction that increases student engagement, graduation rates, and success in college and the 21st century workplace depends directly on access to the tools that have become the basis of our modern economy.

In two significant periodic cycles, the 1995 Capital Bond and the 2009 Capital Borrow, Portland Public Schools has invested in school technology and infrastructure. However, these periodic capital investment strategies were not flexible enough to handle an economic downturn, resulting in an inability to meet the increasing demand for technology by our staff and students. This has led to significant risks to stability of service, unfunded demand for refresh of equipment, inequitable technology access across the district, and increased costs to maintain current service levels.

IT Department leadership has committed over the 2014-15 school year to rapidly remedy these conditions where possible. We will be presenting the results of these initiatives, as well as preliminary data from a new district-wide asset management program. Your Board packet includes the preliminary results of our recent district-wide "wall to wall" technology asset inventory. The following documents are included:

- A matrix showing the counts by device type at each of our schools. This document also includes enrollments counts, certified device counts, and calculated ratios that allow for the comparison of school technology density.

- A bar chart showing the total student to device ratio at each of our schools in ascending order. This chart includes all students in the school and all devices inventoried regardless of their purpose, location, or assignment. All desktop computers, laptops, Chromebooks, and tablets are included in this ratio whether they are available for student use or not.
- A bar chart showing the students in grades taking the Smarter Balanced Assessment to certified device ratio at each of our schools in ascending order. This chart includes only students in the grades taking the SBA and only those devices planned to be used for state testing and certified for use by Information Technology.
- A scatter plot of technology device density charting total student per device ratio against a similar ratio of testing devices and students. This chart was generated from the asset inventory data and was used to make decisions on additional technology investments (i.e. Chromebook Carts).
- An updated version of the scatter plot that includes the deployment of additional Chromebooks to schools based on need. The chart indicates that this additional investment brought all schools below a 5:1 student to device in the grades taking the SBA.

This presentation will culminate in the review of a strategic plan which fully operationalizes maintenance and scaling of school technology to meet the growing needs of our students while providing the Board with a predictable and sustainable funding model.



Information Technology Strategic Plan

Josh Klein

Chief Information Officer

Ryan Morales

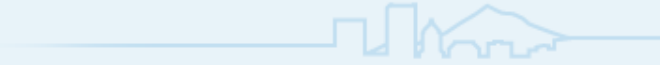
Director of Technical Operations

March 3, 2015



Agenda

- IT Department Introductions
- Technology Investment History
- Current State
 - CGCS Peer Review
 - 2014-15 “Moving Forward” Video
 - New Asset Management Program
- Sustainable Investment Plan



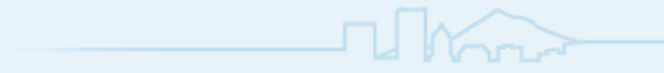
IT Mission/Vision Statement

“Information Technology (IT) supports academic and operational excellence by empowering people and processes with transformative technology that ensures student success regardless of race, class, or identity.”



IT Leadership Team

- Office of the Chief Information Officer
 - » Chief = Josh Klein
 - » Senior Secretary = Sharon Northern
- Client Services & Partnerships
 - » Program Director = Marita Ingalsbe
 - » Senior Manager = Kathryn Rosson
- Technical Operations
 - » Program Director = Ryan Morales
 - » Senior Manager = Stacey Jung (Partin)
- Systems Development & Integration
 - » Program Director = *VACANT*
 - » Senior Manager = Niku Schreiner



Technology

Refresh

Bond

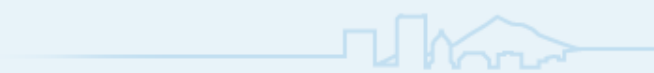
Investment

COPs

Borrow

Capital

History



Capital Bond (1995 – 2006)

- Measure 26-21 (\$196.7M > \$239.8M)
 - *Approved November 7, 1995*
- \$44M Allocated for Technology
 - *“Better prepare our students for the future work force through the purchase and installation of computer technology in the elementary, middle and high school classrooms” – September 28, 1995*

Capital Bond (1995 – 2006)

- \$49.2M Adjusted Allocation
- Infrastructure Modernization
 - *Power/data raceways to facilitate added computers in classrooms in historic facilities*
 - *Data closets (IDF) creating space in each building for current and future wiring*
 - *Provide each school with Internet access*



Capital Bond (1995 – 2006)

- School Technology:

- *Create centrally managed Novell network*
- *Deploy 3-4 computers per classroom*
- *Build out computer labs in every school*
 - *At least 2 in middle/high schools*
- *Implement VoIP telephone systems in pilot schools*



- Created Central IT Department



Capital Bond (1995 – 2006)

- “Future Needs” defined in Final Report
 - Replacement cycle for computers purchased by bond
 - *Bond created commitment to refresh computers in classrooms every 3-5 years*
 - *\$3.5M estimated annual cost for equipment and infrastructure*
 - ***\$1.5M Budgeted for 2005-06***
 - Expanded Internet access
 - *Voice, Streaming Media, Distance Learning, Online Curricula*
 - *Demand estimated to double every year*
- Ongoing maintenance budget only partially established

COPs (1999 – 2006)

- Certificates of Participation
 - *Extend Capital Bond Program*
 - *Software Focused Investment*
- \$32.5M allocated mostly for software implementation
 - *ESIS Student Information System*
 - *PeopleSoft ERP System*

ORACLE®

PeopleSoft

Capital Borrow (2009 – 2014)

- July 21, 2008 (Resolution 3938)
 - *Request to Borrow \$25M to Finance IT Projects*
- October 5, 2009 (Resolution 4155)
 - *Authorized to Borrow \$15M*
 - *85% Teacher/Classroom Technology*
 - *7% Information Systems*
 - *8% Technical Infrastructure*



Capital Borrow (2009 – 2014)

– VoIP Telephones

- *6,000+ phones, voicemail for teachers, public address for schools*
- *Fire/life/safety system including building evacuation and lockdown*

– K-8 Technology Labs

- *Electrical and computer upgrades at 12 of our K-8 schools*

– Datacenter Redesign

- *Virtualization (consolidate ~250 servers to ~50 servers)*
- *Microsoft Active Directory deployed (replaced Novell)*

– Wireless Infrastructure

- *Wi-Fi at all schools, access points in common spaces and hallways*
- *Designed for front of room instruction and fewer than 10 devices per classroom*

– Tech Bundles - Wave 1

- *34 Schools (K-5, K-8, Middle), 964 Bundles*
- *To be refreshed in 2015-16 school year*

IT “Refresh” Program (2005 – 2012)

- Allocations Assigned to Each School Based (only) on Student Enrollment
- Building Level Discretion on Spending
 - *Investments tended to be staff or program focused leaving general use computing and assessment labs in disrepair*
- Acquisitions made through “IT Purchasing”
 - *Standard menu of reliable and supportable equipment managed by central office*

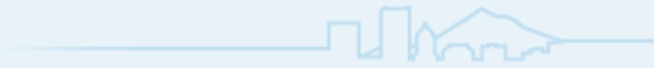
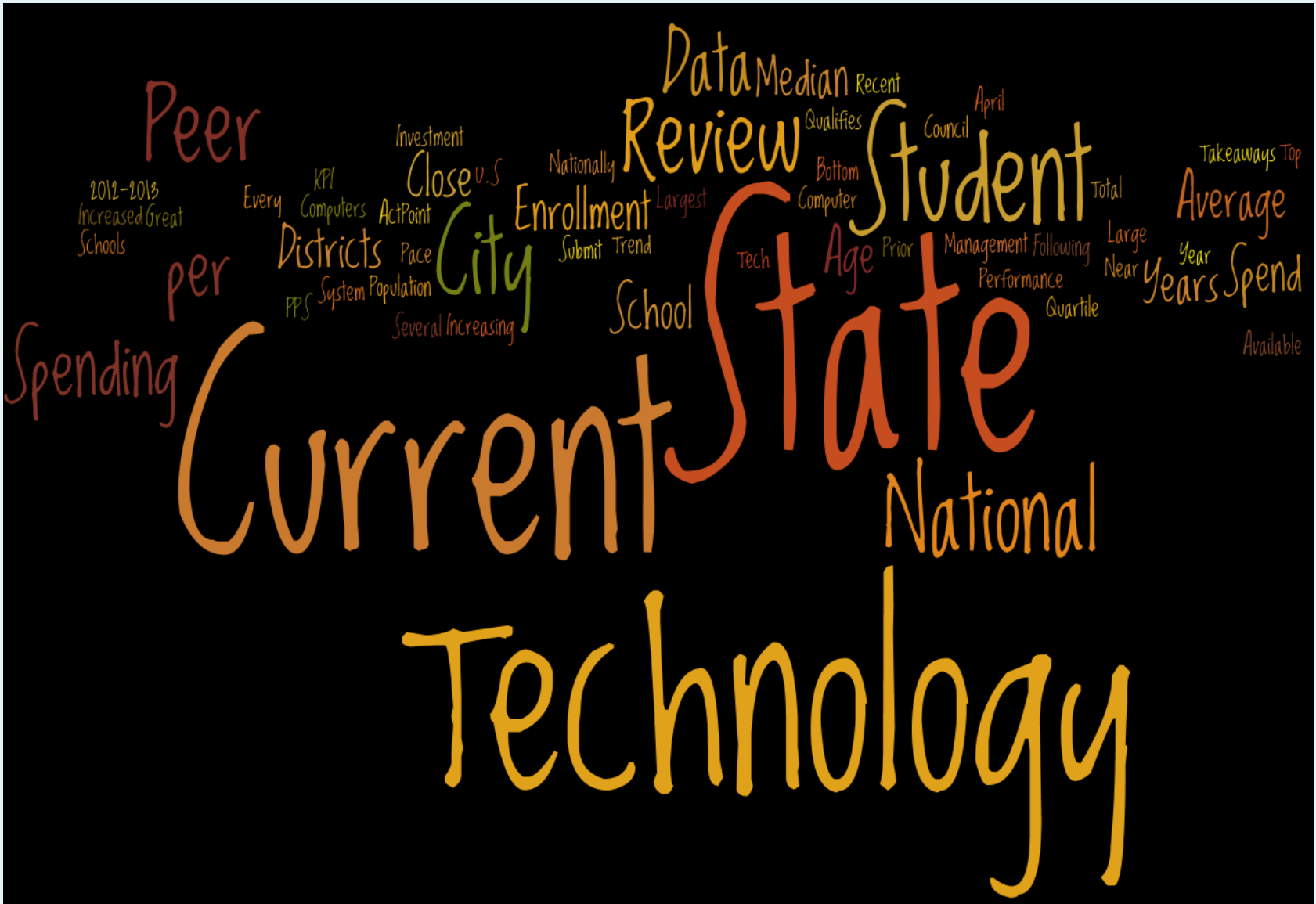
IT “Refresh” Program (2013 – 2015)

- School-Based Technology “Innovation and Modernization” Fund
 - *Centrally Managed*
 - *Equity focus supporting district priorities*
 - *Technology equipment “bands” created supporting predictable refresh cycles*
 - *Significant volume purchase savings and efficiencies realized with vendors*
 - *District-wide asset management in place*
- Targeted Strategic Investments
 - *Library check-out workstations at all schools in 2014 to support Destiny*
 - *Chromebook carts for schools in 2015 to support instruction and assessment*
- PAPSA-IT Steering and Guidance

IT “Refresh” Funding (2005 – 2014)

Year	Budget	Expenditure	School-Based Allocation
2014	\$1,580,000	TBD	\$1,080,000
2013	\$384,021	\$551,168	\$100,000
2012	\$350,000	\$349,507	\$100,000
2011	\$1,300,000	\$1,281,974	\$900,000
2010	\$1,300,000	\$1,224,570	\$1,007,262
2009	\$1,500,000	\$1,484,579	\$1,007,262
2008	\$1,500,000	\$1,429,152	\$1,075,000
2007	\$1,500,000	\$1,536,918	\$1,075,000
2006	\$1,500,000	\$1,499,919	\$1,075,000
2005*	\$1,500,000	\$1,523,110	\$1,075,000

* Bond final report indicated a maintenance commitment of \$3.5M per year

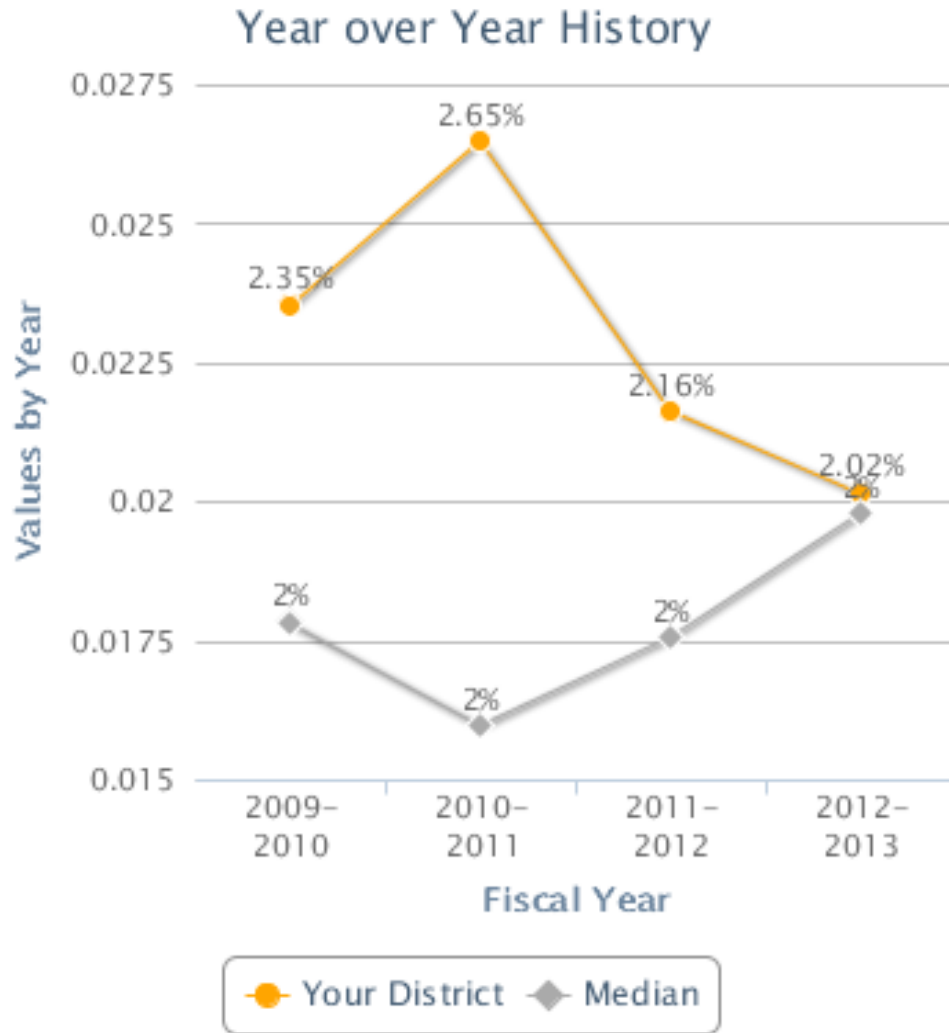
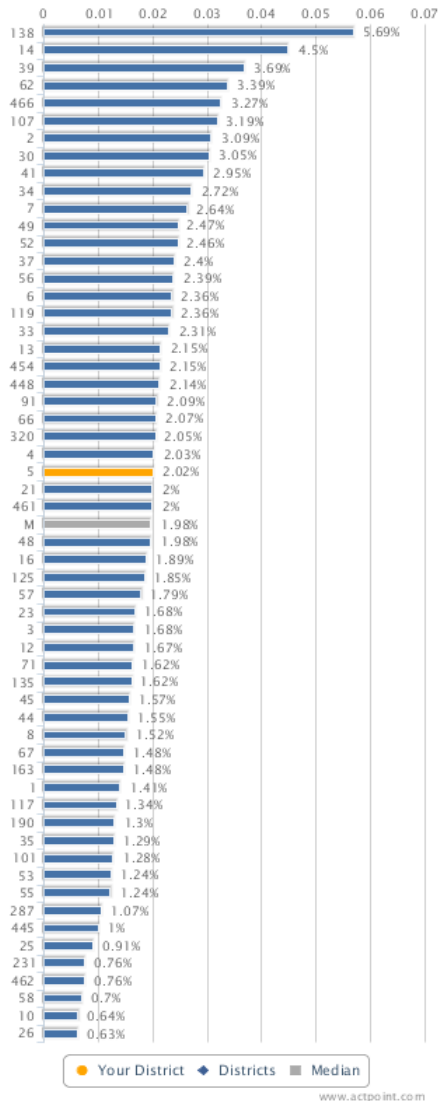




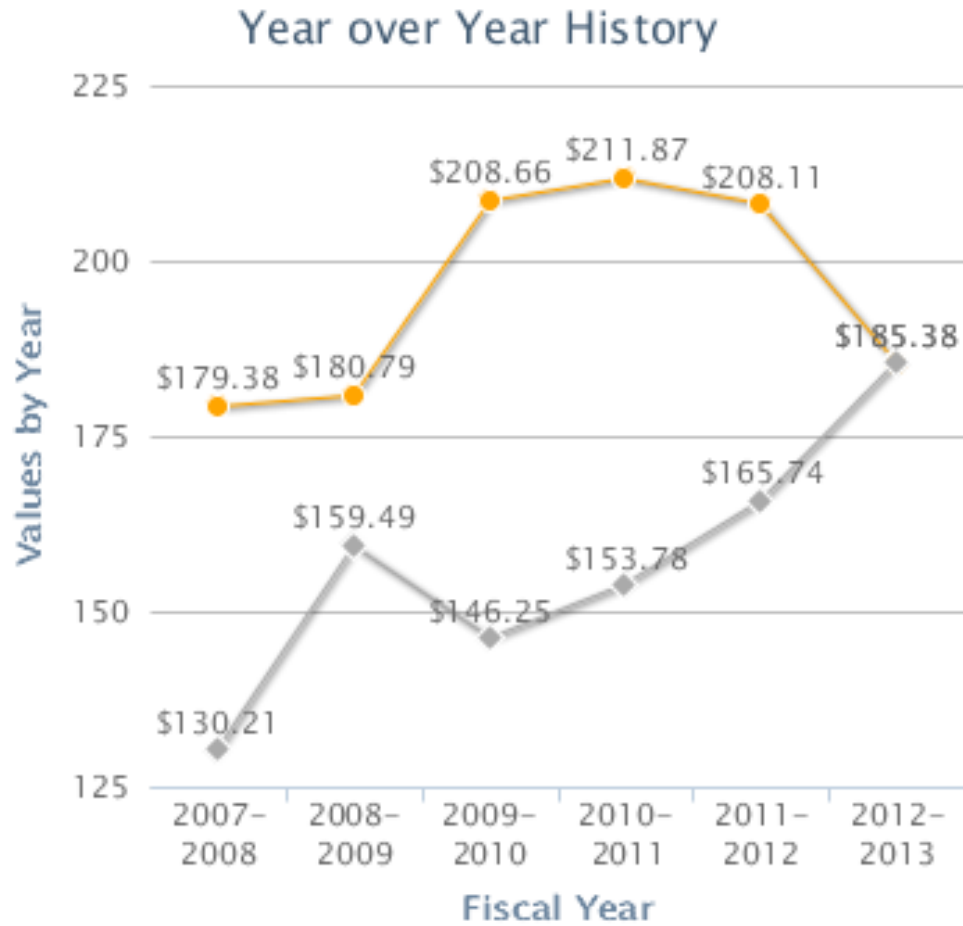
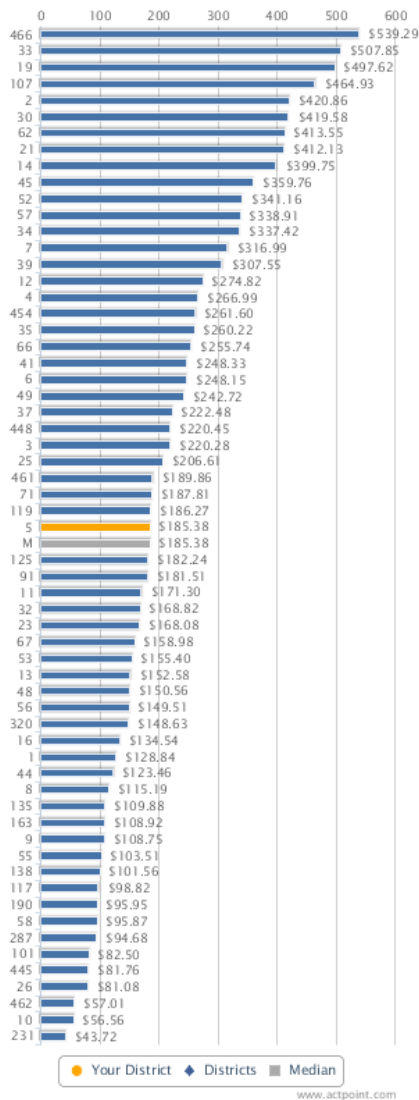
National Peer Review

- Council of the Great City Schools
 - 67 Large City School Districts in U.S.
 - City Population >250,000 and Student Enrollment >35,000
 - Largest City in the State Qualifies
 - ActPoint KPI Performance Management System

IT Spending as % of Total

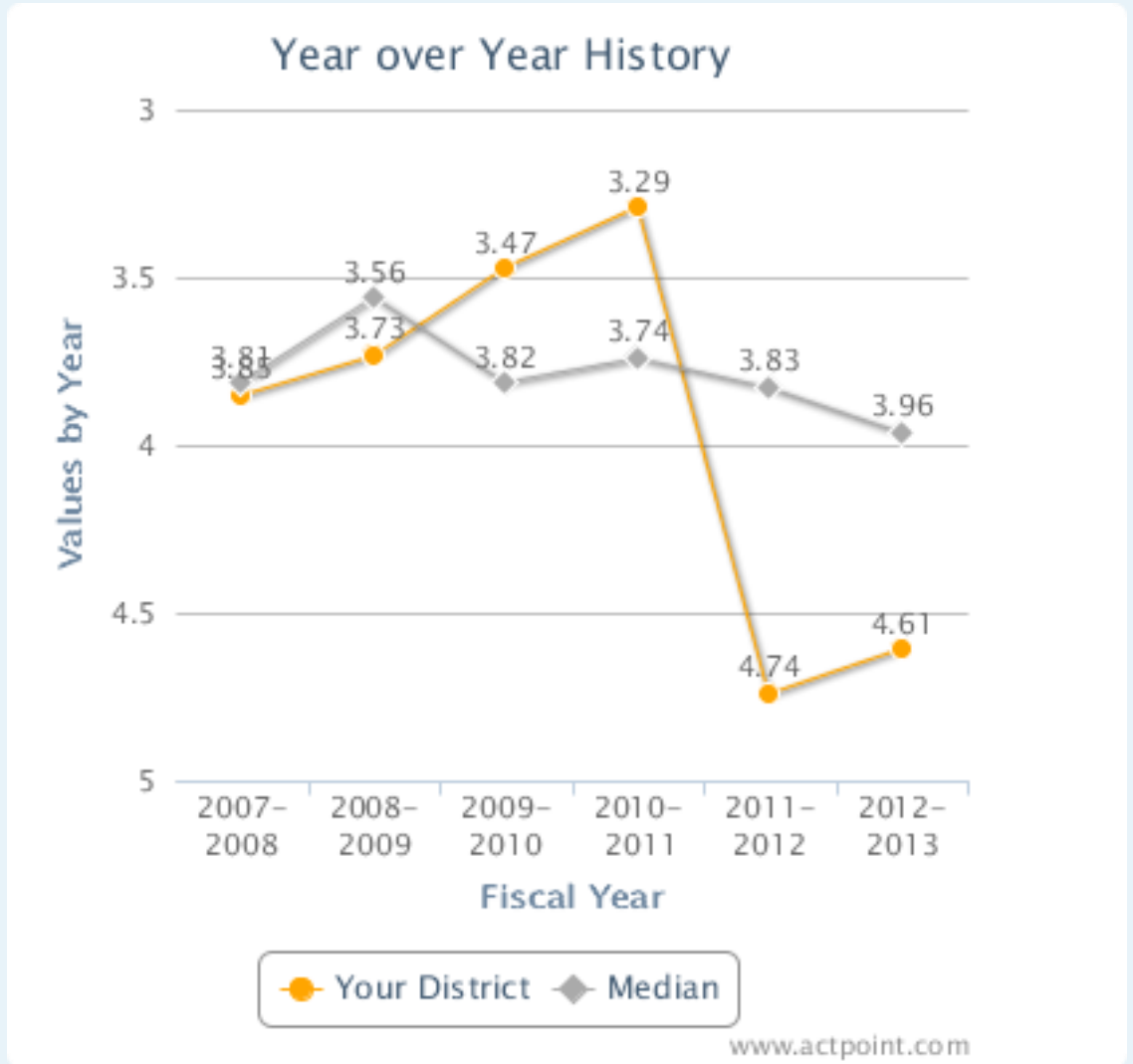
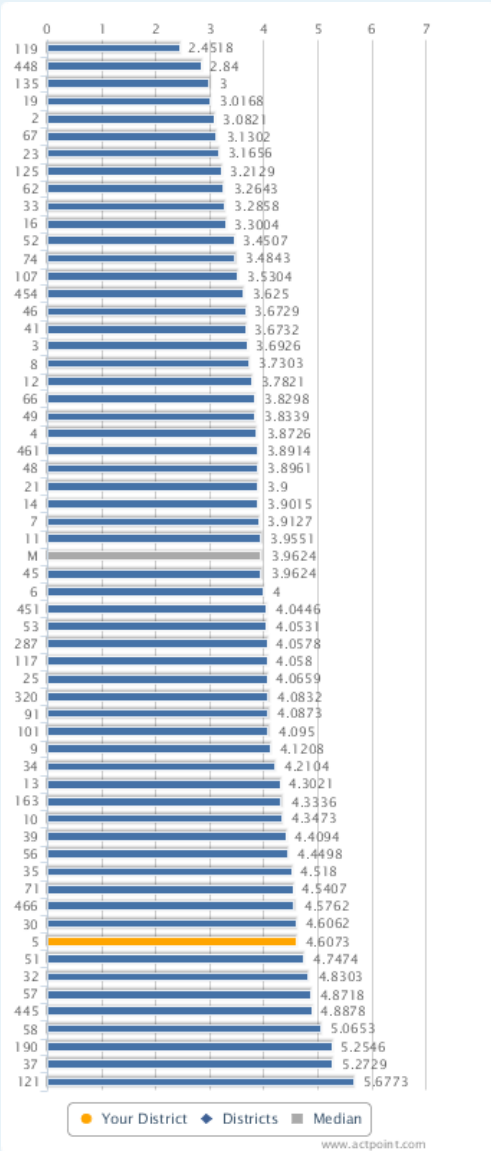


IT Spending per Student



● Your District ◆ Districts ■ Median

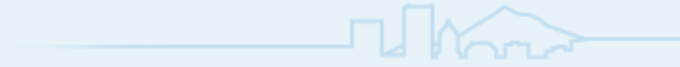
Average Computer Age





Peer Review Takeaways

- Downward Trend from Top Quartile
 - *Trending speaks to sustainability*
- Tech Spend per Student Increasing Nationally
 - *PPS trending in the opposite direction of peers in spending per student*
 - *Technology spending has not kept pace with student enrollment increases*
- Average Age of Computers is 4.6 Years
 - *Near the bottom (51 of 59) among CGCS districts*
 - *Using equipment beyond its useful life creates significant sunk costs to support and forces large periodic investments to refresh*



Technology Reinvestment Video

Modernization Investment

- 2014-15 Investment Priorities
 1. Classroom Projector Bulb Replacement
 2. Replacement of lost, stolen, or damaged equipment
 3. Chromebook for every teacher and school administrator
 4. Maintain an **8:1 ratio** of students to devices at each site
 5. Maintain a **5:1 ratio** of students to devices at each site
- *Established in Partnership with PAPSA-IT Steering Committee (June - October 2014)*



Modernization Investment

- Phase I: 68 K-5, K-8, Middle, and K-12 Schools
 - 56 Schools Received 1 Cart
 - 4 Schools Received 2 Carts
 - *Beverly Clearly, Harrison Park, Hosford, Sellwood*
 - 8 Schools Did Not Receive a Cart
 - *Arleta, George, King, Lewis, Markham, Peninsula, Rosa Parks, Vernon*
- Phase II: 10 High Schools
 - *\$900K Allocated in Feb 2015, Planning underway to rebuild labs and libraries*
 - *Supports Instruction and Assessment*
 - ***Refresh needed in 3-5 years at ~\$1.2M***

Investing in Instruction and Assessment

- Innovation & Modernization Program (26698)
 - 66 Chromebook Carts - \$819,000
 - 35 HP Chromebooks in Anthro Cart
 - Wireless Access Point, Cables, Locks
 - Delivered Fully Assembled
 - **Refresh needed in three years at ~\$600K**
 - 18,000 Headphones - \$18,000





IT Asset Inventory

- District-Wide “Wall to Wall” IT Asset Inventory
 - \$120K Allocated in Oct 2014
 - First comprehensive technology equipment inventory in district history
 - Equipment:
 - Desktop computers, monitors, laptops, Chromebooks, telephones, tablets, projectors, document cameras, printers, mobile carts, interactive whiteboards, docking stations
- Talbot, Korvola & Warwick, LLP
 - Contract Start: Nov 20, 2014
 - Contract End: Feb 28, 2015





Inventory Scope/Cost

- Inventory Scope

- *103 Physical Sites*
- *Data Elements:*
 - *Asset Type, Make/Model, Serial Number, Room Number/Location, Current Asset Tag Number, New Asset Tag #, Comments*
- *Age of Equipment Not Collected, More Analysis Needed*

- Inventory Costs

- *Professional Services - \$114,500*
- *90,000 Durable Asset Tags - \$31,525*

Preliminary Inventory Results

<i>Equipment Type</i>	<i>Count</i>	<i>Replacement Cost</i>	<i>Estimated Valuation</i>
PC or Apple computer desktop	9,297	\$750	\$6,972,750
Monitor	7,480	\$150	\$1,122,000
PC or Apple computer laptop	6,525	\$1,200	\$7,830,000
VoIP telephone	4,232	\$200	\$846,400
Chromebook laptop computer	4,155	\$300	\$1,246,500
Tablet computing device	3,698	\$550	\$2,033,900
Projector	2,660	\$425	\$1,130,500
Document camera	2,308	\$275	\$634,700
Printer	1,697	\$300	\$509,100
Other devices	539	\$1,000	\$539,000
	42,591		\$22,864,850

** Inventory data as of 2/27/2015 – data are incomplete with one high school and several administrative buildings not included*



IT “Strike Force”

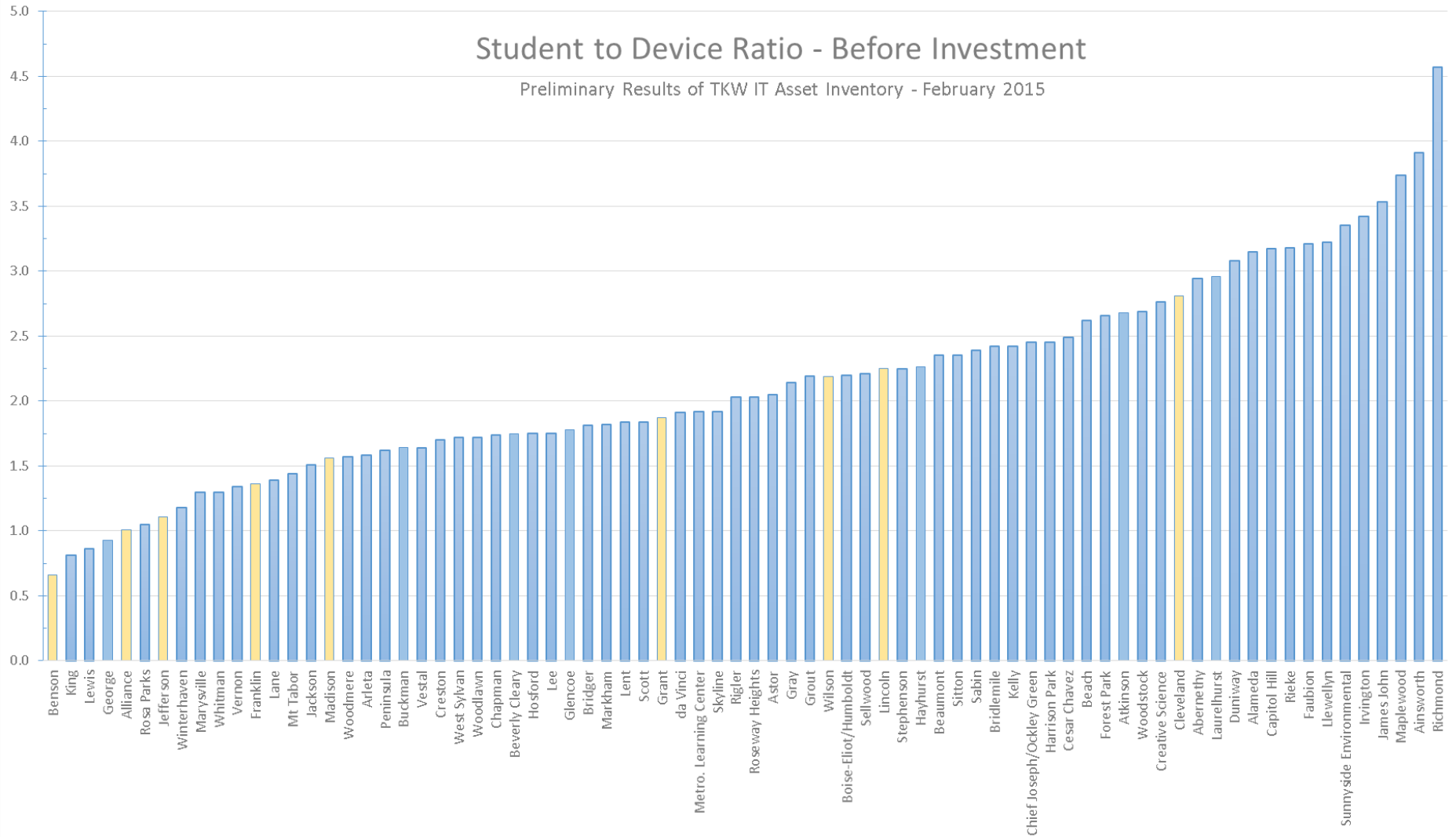
- Certification of Devices for Smarter Balanced Assessment
 - *Visit every school over three week period*
 - *Principals designated point of contact for assessment planning*
 - *Identify testing labs/devices*
 - *Certify every device is functional for testing*
 - *Establish certified device count*
- School Technology Governance Team
 - *Remediation and e-waste plans developed*
 - *Refurbish and upgrade select equipment*

Inventory Results - Before



Student to Device Ratio - Before Investment

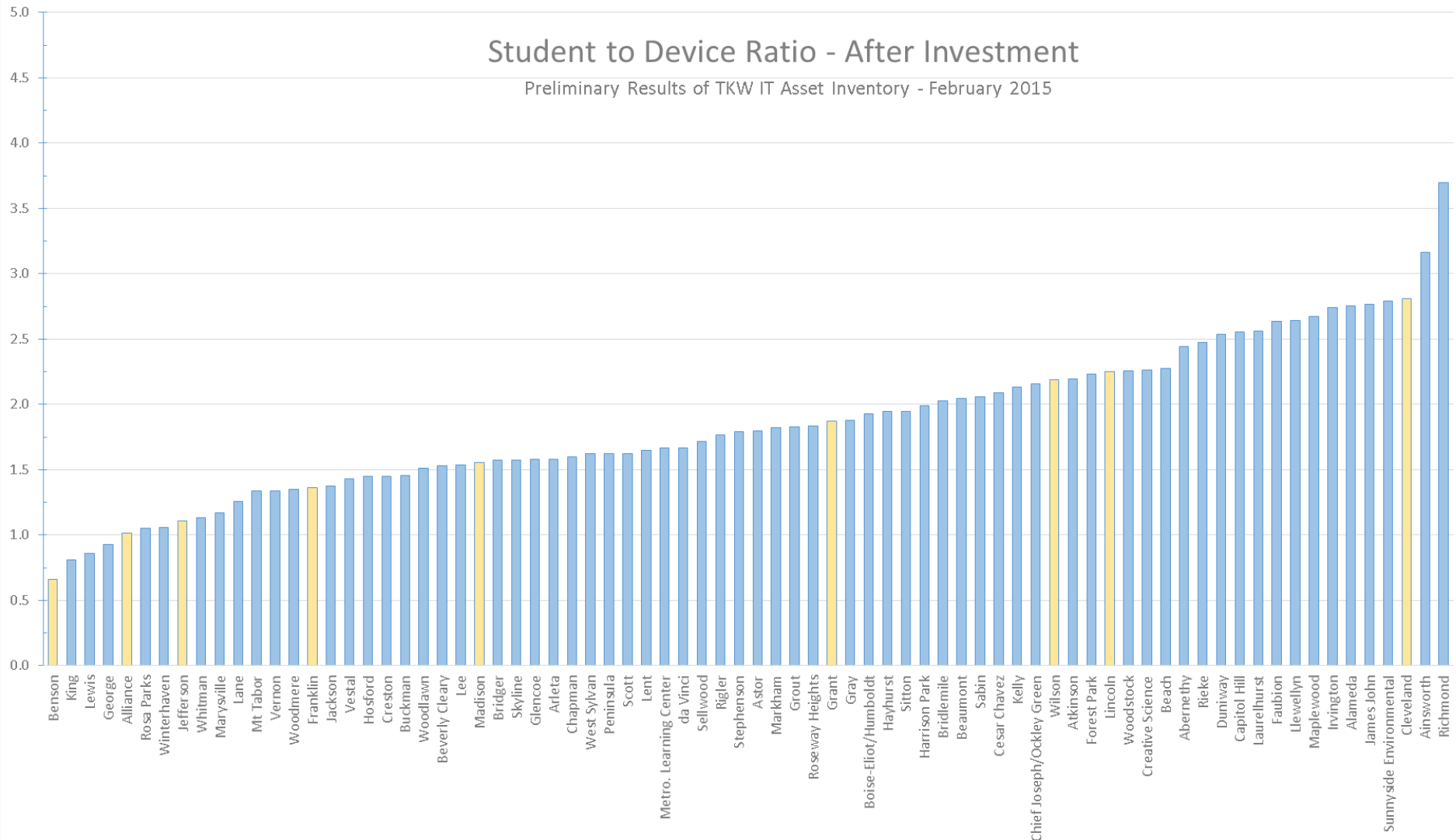
Preliminary Results of TKW IT Asset Inventory - February 2015



Inventory Results - After



Student to Device Ratio - After Investment
 Preliminary Results of TKW IT Asset Inventory - February 2015

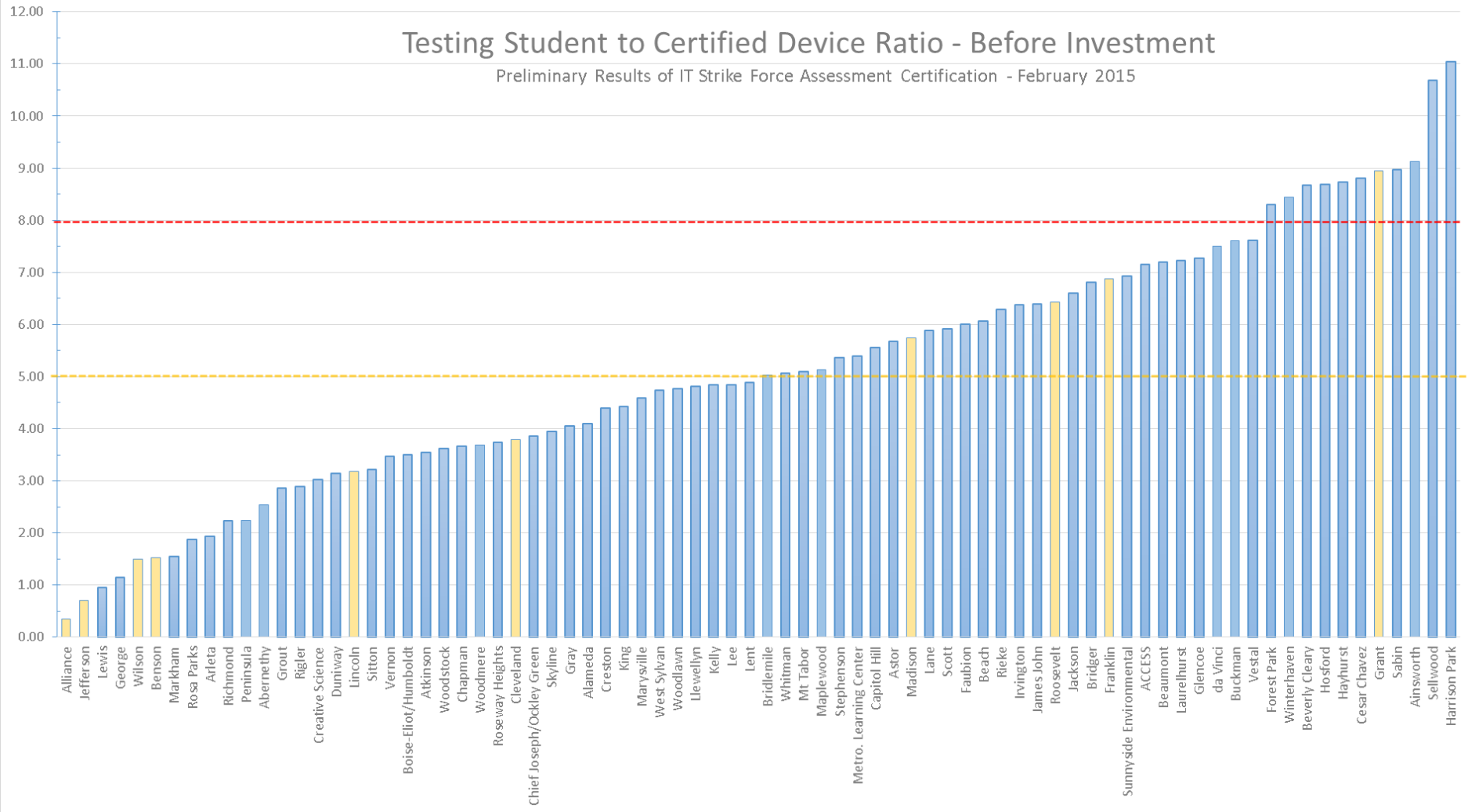


Strikeforce Results – Before



Testing Student to Certified Device Ratio - Before Investment

Preliminary Results of IT Strike Force Assessment Certification - February 2015

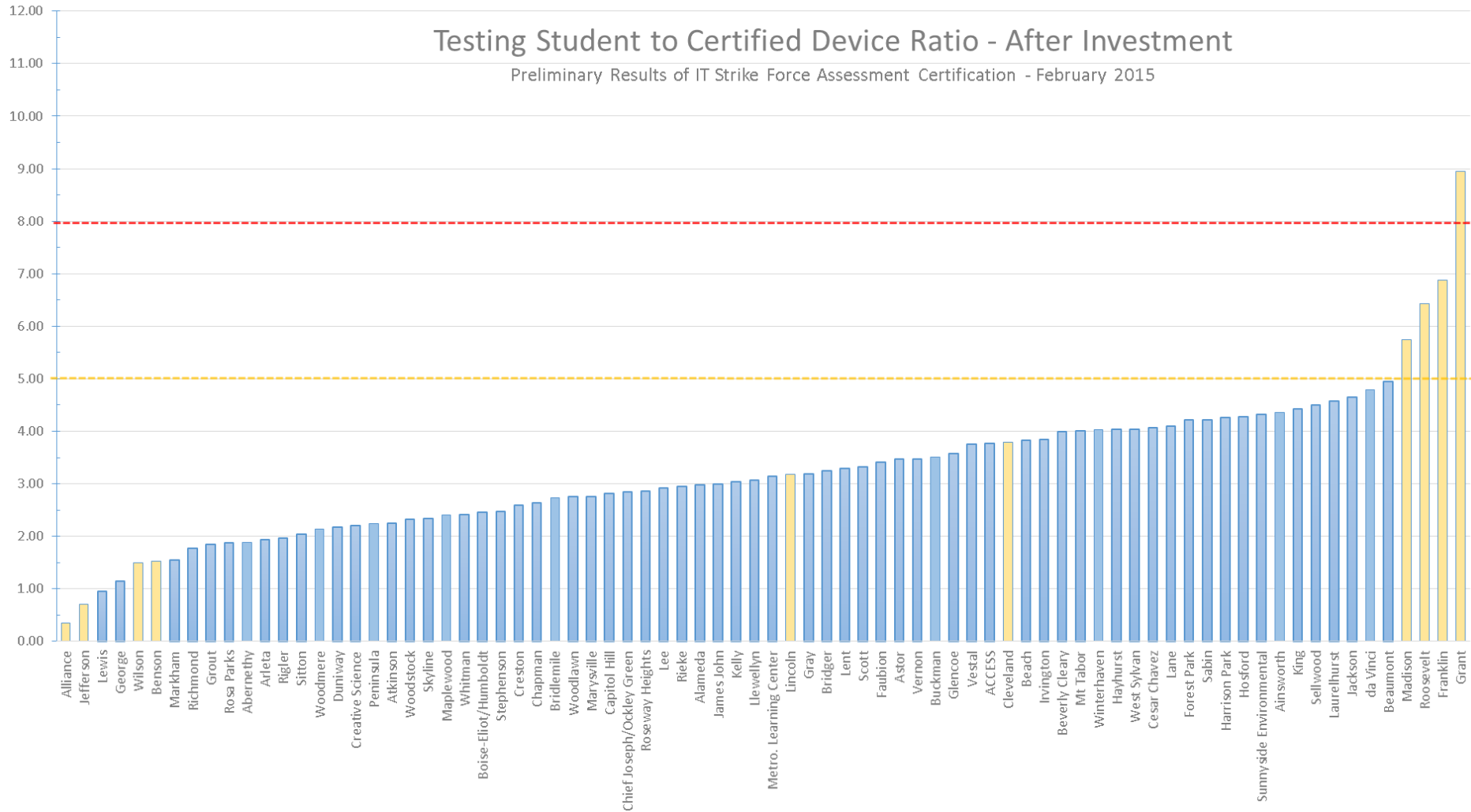


Strikeforce Results – After

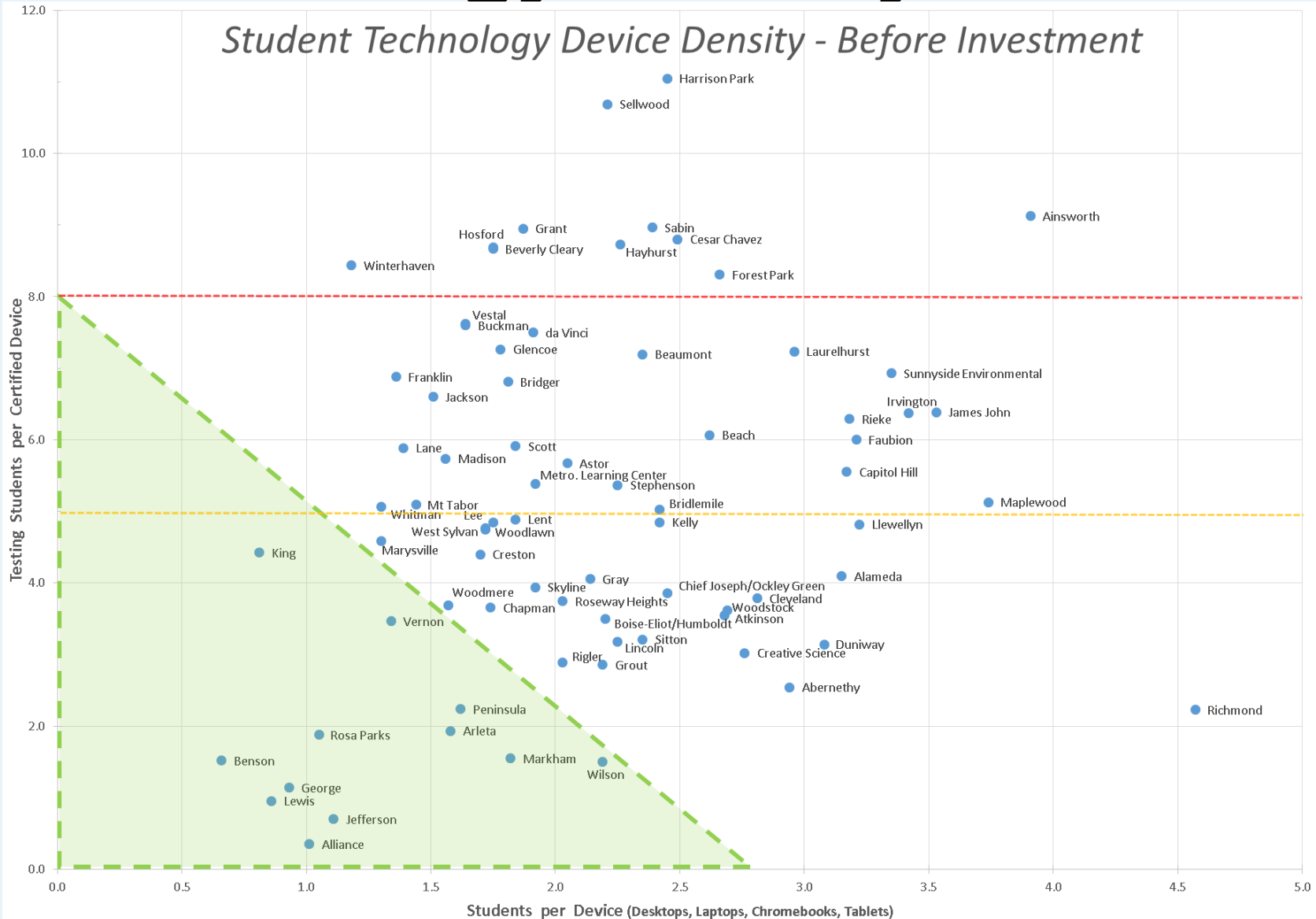


Testing Student to Certified Device Ratio - After Investment

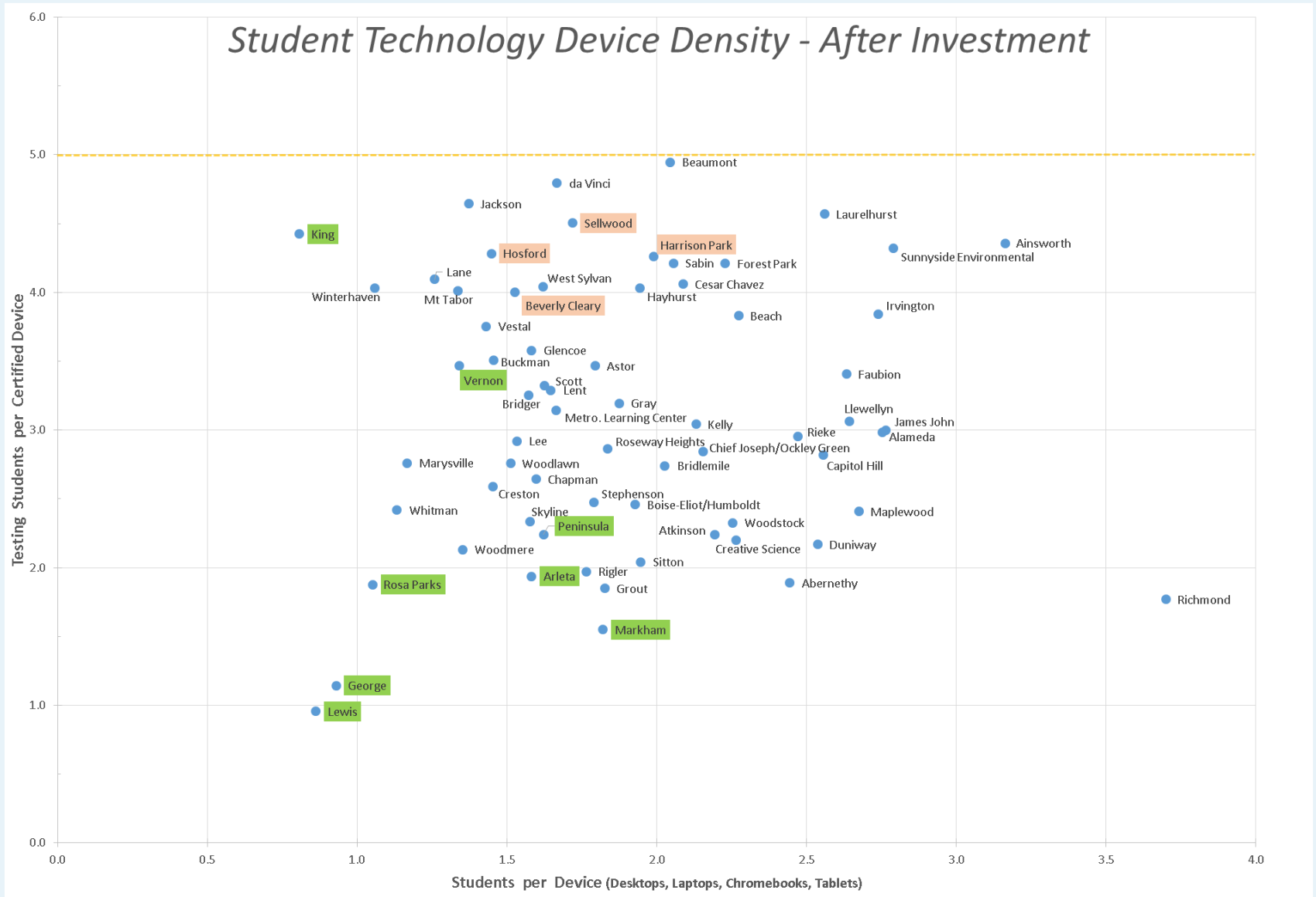
Preliminary Results of IT Strike Force Assessment Certification - February 2015

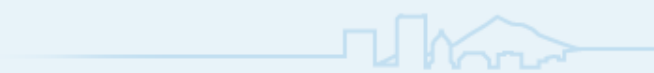


Technology Density - Before



Technology Density - After





Challenges

Sustainable

Infrastructure

Operating

Funds

Investment

Stable
Model **Plan**

Cost





Stable Operating Model

- IT infrastructure defines a large ecosystem, the computing device, wireless, storage, servers, and bandwidth are all interconnected.
- Daily operations, modern classroom instruction, and assessment are all becoming highly dependent on infrastructure that has low tolerances for service degradation, and is fairly inflexible in terms of use beyond capacity.



Stable Operating Model

- Modern IT infrastructure has a 3-7 year lifespan and requires a proactive and sustainable funding model.
 - *Large, one-time capital or bond infusions create equally large maintenance and refresh obligations a few years down the road*
 - *IT infrastructure is a better suited to a predictable, scalable operating expense ratio model*
 - *A blend of funding strategies can help even out investment over time as well as the impact of economic downturns*

Upcoming Investment Needs

- VoIP phones end of life/end of support (provides district communication, lockdown, evacuation)
- Wireless network survey completed in 14-15, need significant additional coverage and refresh to support 30 students + in classroom with devices
- Bandwidth at schools limited to original investment levels, have not increased in years. Demand has doubled year over year.
- Majority of student and staff technology reaching end of life/ end of support, plan needed for a sustainable refresh model district-wide

Stable Operating Model

- Use **simple** industry standard supply strategies
- Create **predictable** and supported spend
- Use operating **ratios** to plan for capacity

Stable Operating Model

- Current Models

- *Perpetuate inequitable access to resources and quality operations. Some schools prioritize technology and infrastructure, others lack the option or expertise to do so. As staff shift, quality can decline rapidly.*
- *Lack of predictable funding and consistent standardized support perpetuates achievement gaps and hinders staff and students from exposure to 21st century learning opportunities.*
- *Bond or one-time investments create future obligations in maintenance, refresh, and scaling of infrastructure and devices that is not accounted for and often goes unnoticed during budgeting.*

Stable Operating Model

- New Model: “Operations Ratio”
 - *Establish a baseline **total cost of operations** which is adopted and funded with each budget to service a lease/finance portfolio*
 - *Define a scaling factor as FTE, programs, and enrollment expand*
 - *Organized and consistent asset management and purchasing economies of scale to support district growth and curriculum adoptions*

Stable Operating Model

- Impact to Schools

- *Commitment to reliable, scalable, predictable staff/student technology and internet*
- *The investment goes further, refreshes with changes in technology sooner, and has active stewardship as a district*

- A Culture Change in the Building

- *Asset inventory, move/add/change, purchasing, staff transitions*
- *Consistent, active stewardship of district assets and partnership with central office especially around mobile carts, labs, staff assignment, end of life recovery and new rollouts*
- *Expectation that buildings are active stewards of resources, and partners with IT to manage, refresh, and support*

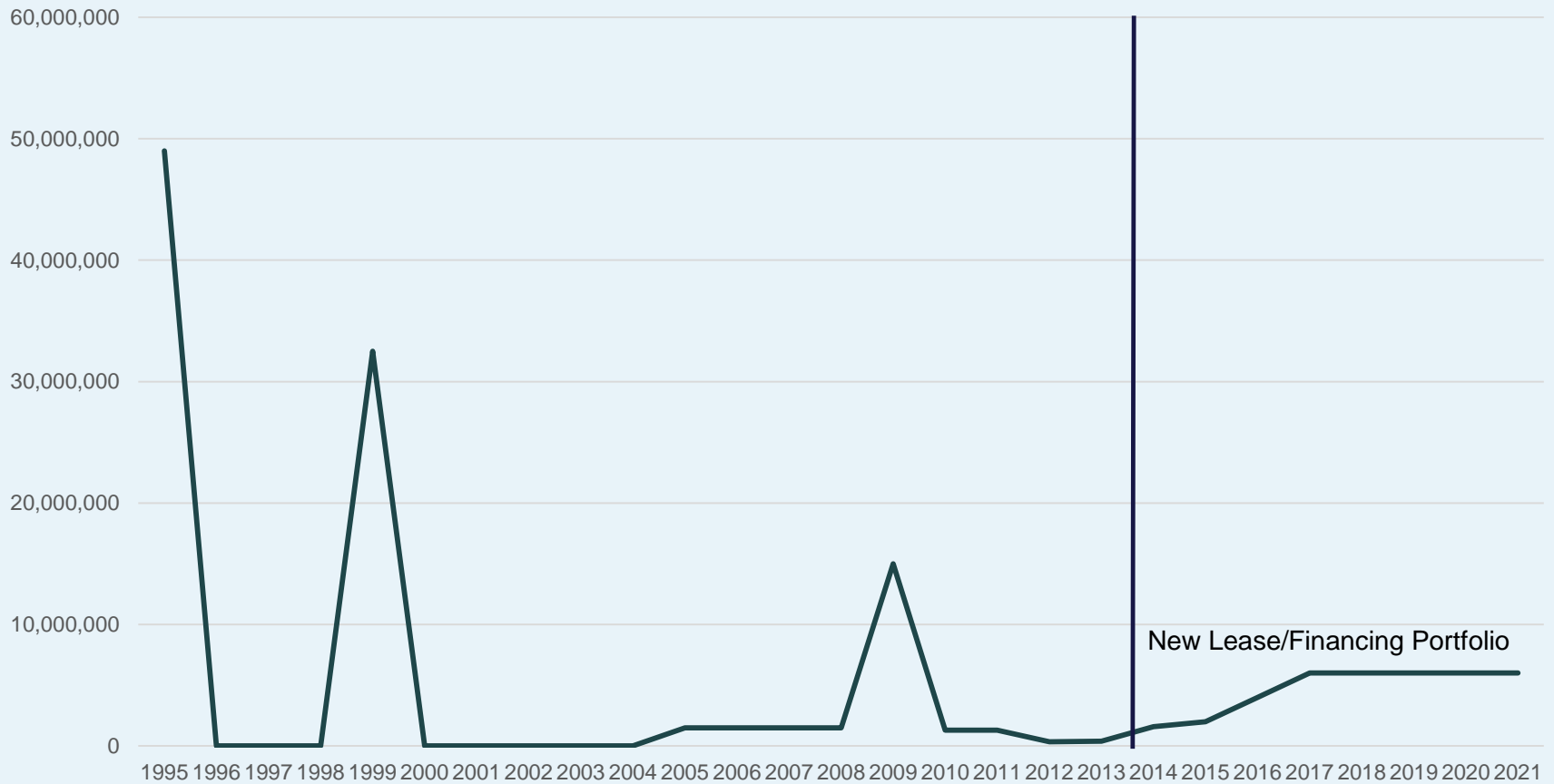
Stable Operating Model

- Technology Portfolio Management
 - *Move towards a managed lease portfolio for “supply” student and staff technology*
 - *Active asset management and investment management as a district*
- Maintain debt service/leasing contract for predictable spend
 - *Guaranteed and predictable refresh cycles*
 - *Consistent and stable funding that responds to district growth and economic factors*
 - *Meets industry best practice in supply and infrastructure maintenance*
 - *Lowers total cost of ownership with volume purchasing and low cost of funds*

Stable Operating Model



Operating Model





Funding Proposal

- Begin in FY 15-16 with a request of \$2 million annually creating a portfolio for the first \$10 million of expected maintenance.
- Increasing commitment to \$6 million annually over five years servicing a rolling portfolio of \$30 million.
- Supports and maintains approximately \$30 million in existing equipment and infrastructure in perpetuity. Amount to scale with FTE or enrollment changes as needed.

Questions?

Josh Klein

Chief Information Officer
Portland Public Schools

jklein@pps.net

503.916.3933

@TheJoshKlein

Ryan Morales

Director of Technical
Operations

Portland Public Schools

rmorales@pps.net

503.916.3007

Portland Public Schools

FINAL REPORT

**1995 FACILITIES AND CAPITAL
IMPROVEMENT (BOND) PROGRAM**

**For the Period 1995-2006
School District No. 1, Multnomah County, Oregon
Portland, Oregon**

Prepared by the Facilities and Asset Management Department

PORTLAND PUBLIC SCHOOLS

FINAL REPORT

1995 FACILITIES AND CAPITAL IMPROVEMENT (BOND) PROGRAM

EXECUTIVE SUMMARY

This is the final report of Portland Public Schools' Facilities Capital Improvement Program (FCIP), also known as "the bond." The program began after voters approved Measure 26-31, the \$196.7 million general obligation bond, on November 7, 1995. Bond funds were released in two series: \$100.0 million in 1995-96, and \$96.7 million in 1996-97. The program was to run from 1995 to 2003. Interest earnings and rebates increased the original amount to \$239.8 million, and careful management of projects extended bond activity into 2006.

The purposes of the bond issue as stated in the document dated September 28, 1995 for the Tax Supervising and Conservation Commission hearing were:

- *Better prepare our students for the future work force through the purchase and installation of computer technology in the elementary, middle and high school classrooms*
- *Enhance the safety of our children through seismic improvements, fire and safety improvements, and environmental health and safety improvements, most of which fall under code-compliance/mandated improvements*
- *Preserve our investment in public school buildings through capital renewal, building accessibility, and building improvements.*

More specifically, the scope of the bond was summarized in the voter information document:

- *Purchase new computers for elementary, middle and high school classrooms*
- *Better prepare students for the work force*
- *Pay for priority repairs in schools*
- *Comply with modern building codes*
- *Enhance the safety of our children.*

The timing of the bond was crucial. First, the District was not "wired" for – nor did many employees and students use – current computer technologies in District facilities. In addition, due to continued budget cuts triggered by implementation of the property-tax limits imposed by Measure 5, the District had been deferring all but major maintenance of

painting, floor coverings, roofing, paving, water pipe replacement, heating and ventilation upgrades, and much more.

- Forest Park Elementary School was constructed, and phase one opened in the fall of 1998.
- Portable classrooms were provided at four schools, including Forest Park Elementary, to accommodate increased enrollment.

These results speak for themselves. Portland Public Schools delivered on its promises to the voters, by generally meeting or exceeding the goals of the bond as articulated in the original ballot measure and related materials. These bond-funded improvements will have a lasting value to the District and the community.

(See Appendix III for 1995 FCIP (bond) achievements, Appendix IV for bond expenditures to date by school, and Appendix V for bond revenues and expenses to date.)

INTRODUCTION

This is the final report of Portland Public Schools' Facilities Capital Improvement Program (FCIP), also known as "the bond." The program began after voters approved Measure 26-31, the \$196.7 million general obligation bond, on November 7, 1995. Bond funds were released in two series: \$100.0 million in 1995-96, and \$96.7 million in 1996-97. The program was to run from 1995 to 2003. Interest earnings and rebates of increased the original amount to \$239.8 million, and careful management of projects extended bond activity into 2006.

The purposes of the bond issue as stated in the document dated September 28, 1995 for the Tax Supervising and Conservation Commission hearing were:

- *Better prepare our students for the future work force through the purchase and installation of computer technology in the elementary, middle and high school classrooms*
- *Enhance the safety of our children through seismic improvements, fire and safety improvements, and environmental health and safety improvements, most of which fall under code-compliance/mandated improvements*
- *Preserve our investment in public school buildings through capital renewal, building accessibility, and building improvements.*

More specifically, the scope of the bond was summarized in the voter information document:

- *Purchase new computers for elementary, middle and high school classrooms*
- *Better prepare students for the work force*
- *Pay for priority repairs in schools*
- *Comply with modern building codes*
- *Enhance the safety of our children.*

The timing of the bond was crucial. First, the District was not "wired" for – nor did many employees and students use – current computer technologies in District facilities. In addition, due to continued budget cuts triggered by implementation of the property-tax limits imposed by Measure 5, the District had been deferring all but major maintenance of and improvements to its 92 schools and 17 other facilities. More than half of these structures were built prior to 1950.

Principals, school safety committees, and District staff identified capital needs for the District and for each school and recommended improvement projects. Budgets were developed for these priority needs under several categories:

- \$61.4 million for Capital Renewal (exterior and interior building improvements)
- \$44 million for Instructional Technology²
- \$38.5 million for Seismic Improvements
- \$13.8 million for Fire and Life Safety Improvements

² The term "instructional technology" was used in the original bond language, but has become known as "information technology," which will be used in remainder of this report.

- \$13 million for other Priority Building Repairs
 - \$10 million for Building Improvements (including a new elementary school)
 - \$9 million for Building Accessibility
 - \$7 million for Environmental Health & Safety
- \$196.7 total

(See Appendix I for the original ballot measure and related materials.)

Implementation plan

In January 1996 a Construction Program Management firm was selected by the Portland Public School District to manage the Facilities Capital Improvement Program. Prior to implementation of the construction program, a Management Plan was created to define the major elements of the program and to address the management to accomplish these tasks.

It was decided that 42 schools - including the 10 high schools - would employ the Construction Manager/General Contractor (CM/GC)³ method. Under CM/GC, three teams consisting of a general contractor, an architect and engineers were pre-selected and assigned 14 schools, which were divided into three geographic areas: Central Group, Southeast Group and North Group. An in-house Project Manager was assigned to each group to oversee the program. District administrative staff provided overall oversight and management of the program, and the school board was updated periodically about the program's progress.

In addition, a Project Manager was selected by the District to manage capital renewal, seismic, building accessibility compliance, energy, site and information technology upgrades at 68 schools and other District-owned facilities not included in the CM/GC projects, using design professionals and the traditional method of open bidding to general contractors.

The Construction Program Manager developed project budgets for all District schools and other facilities in addition to energy and environmental projects, new facilities including Forest Park Elementary, and administrative and other capital and improvement costs associated with the program.

In addition, for bond construction projects, the District employed a Historically Underutilized Enterprise (HUE) Program. This provided sub-contracting opportunities to local small businesses, including minority- and women-owned firms. Prime bidders were required to solicit sub-bids from HUE firms in order to earn District contracts. To assist with this program, the District contracted with an Oregon business that specialized in promoting business opportunities to HUE businesses. This consultant helped the District develop bid and contract documents, provided advice on best practices with other agencies, and marketed District projects to local small businesses.

Selected elements of the program were performed by the District's Maintenance Services staff; they also provided construction standards and reviewed the consultants' documents.

³ CM/GC is an alternative method of construction contracting allowed by Oregon bidding statutes. The traditional method is that construction projects are designed by the owner and awarded to the lowest bidder.

Reevaluation

In 1998, three years after the bond program began, the Portland School Board and City of Portland jointly hired the consulting firm KPMG to do a comprehensive performance audit of the school District, including the bond program. In their final report, KPMG auditors recommended several improvements to the management and oversight of the program.

The District also identified \$10.5 million of expenditures that were appropriate capital projects, but were not on the list of projects included in the ballot measure presented to voters when the bonds were approved. The District subsequently repaid this \$10.5 million to the bond program from the general fund and established procedures to ensure ongoing compliance.

Under the guidance of a Performance Audit Implementation Steering Committee, the District began implementing the audit's recommendations and other changes, including:

- Ending the use of CM/GC contracts and returning to the practice of open bidding to general contractors, overseen by the Director of Facilities and Asset Management
- Retaining a consultant program management firm with experience in managing school bond programs, to provide oversight and strategic planning
- Establishing internal, external and combined bond oversight committees to review and approve all bond budgets, project selection, and design and construction contract recommendations prior to submittal to the Portland School Board. The Bond Oversight Committee included internal and external members who continually reviewed the status of the Bond Program. District bond projects were benchmarked against industry standards; they compared favorably to other public agencies', particularly in the area of cost management. District contracts were under most other agencies' when initial contract costs were compared to final costs (including change orders).
- Retaining construction management firms to manage bond projects and contribute to project planning

(See Appendix II for oversight committees' membership.)

In conjunction with effective project management, these changes improved the accountability and control of the bond program, reduced District staff by shifting project management to consultants, and contributed to the District's ability to extend bond funds to 2006.

During the bond period, the District experienced several major leadership and management changes. These included: four changes of superintendents; continued school funding cuts; discovery of necessary improvements that had not been identified during the original bond-implementation planning process; new and evolving codes, standards and technologies; and unpredictable materials and labor costs and availability. As a result, the District adapted the implementation plan throughout the bond program to meet changing conditions, while adhering to the original program goals and priorities.

During this period, the District issued reports on several important studies and evaluations

that affected the bond. These included the Best Use of Facilities Task Force study (2001), State of the Buildings annual reports (starting in 2002), enrollment forecasts prepared by the Population Research Center at Portland State University (starting in 2000), and the Long-range Facilities Plan (2002).

In 2002, the District also began implementing a new Design Process Methodology to more fully involve stakeholders in shaping bond-funded projects, and a Seismic Hazard Reduction Methodology to refocus the District's seismic upgrades on safe exiting from the schools for students and staff in lieu of complete building protection.

Outcomes of these changes included:

- Reprioritization of school improvements
- Changes in the reporting and approval process with the school board, which enabled linking individual projects to the overall plan.

Accomplishments

During the ten-year bond program, all District schools and most of the other District-owned facilities received bond-funded improvements as follows:

- Information Technology: All classrooms have computers and each school has at least one computer lab. All District facilities have reliable, high-speed and networked email/Internet access. Desktop management allows the central office to administer the technology environment remotely for high schools and most middle schools.
- Earthquake Safety: 53 schools and two other facilities received upgrades with emphasis on safe exiting for students and staff, and on building integrity.
- Fire and Life Safety: 45 schools received improvements such as emergency lighting, fire detection and alarm equipment, smoke containment upgrades, and water sprinklers.
- ADA Accessibility: 87 schools and five other facilities received improvements such as ramps, handrails and power-operated doors; removal of interior access barriers; restroom modifications; signs and alarm systems; and elevators and/or chair lifts.
- Environmental Health & Safety: All District schools and other facilities received improvements to address water quality, asbestos, lead-based paint, mold, polychlorinated biphenyls (PCBs), radon, and greenhouse-gas emissions.
- Priority Building Repairs: All schools and facilities received priority improvements identified by the principal, school safety committees and others before and during implementation of the bond. These included interior and exterior painting, floor coverings, roofing, paving, water pipe replacement, heating and ventilation upgrades, and much more.

- Forest Park Elementary School was constructed, and phase one opened in the fall of 1998.
- Portable classrooms were provided at four schools, including Forest Park Elementary, to accommodate increased enrollment.

These results speak for themselves. Portland Public Schools delivered on its promises to the voters, by generally meeting or exceeding the goals of the bond as articulated in the original ballot measure and related materials. These bond-funded improvements will have a lasting value to the District and the community.

[See Appendix III for 1995 FCIP (bond) achievements, Appendix IV for bond expenditures to date by school, and Appendix V for bond revenues and expenses to date.]

ACCOMPLISHMENTS BY CATEGORY

Information Technology

Goals

Information Technology (IT) installation was identified as a main purpose of the bond to better prepare students for the future work force through the purchase and installation of computer technology in elementary, middle, and high school classrooms.

Basically, these funds were to be used to bring the District into the "Computer Age" and better serve the educational needs of students.

The District originally allocated \$44 million (22% of the total bond amount) for IT improvements. Subsequently, the District allocated an additional \$13 million from the bond funds for this purpose, thereby increasing the amount spent on IT to \$49,223,947 (25% of the original bond amount). (*See Appendix I.*)

Implementation

When the bond was passed in 1995, very few District schools had computer labs, and even fewer classrooms had computers. This meant that students did not have access to the Internet, and teachers were unable to use online instructional materials. In addition, classrooms were not connected to the District's information system, and buildings were not wired for the Internet. In fact, some District schools were erected about the time that telephones were first coming into use.

Specifically, the goal was to provide three to four computers in each classroom, with related cabling, equipment, and electrical power for communication within the school and to outside information sources, and to provide the necessary staff and student training.

Results

Ninety-two schools and eight other District-owned facilities received IT upgrades. The IT infrastructure - network equipment rooms, power and data supply to classrooms, electrical service upgrades to allow for flexibility and future expansion - was installed by contractors over a three-year period from 1996 to 1999. District staff installed the computers, configured the network, and provided training and technical support. It was particularly challenging to rewire many buildings, due to their age, construction, number of stories, and outbuildings (which required the installation of underground communication links to the main building).

By August 2001, most classrooms had computers, however not all of them had an Internet connection. A low bandwidth line (the equivalent of one home system) had been installed in most schools, which quickly became inadequate to meet growing demand. The District's Local Area Network (LAN) and Wide Area Network (WAN) specifications and protocols had not been adopted, and minimum criteria for servers had not been established. Teachers still had no direct computer access to the Student Information System. Many teachers and staff provided technical support in their buildings, with no coordination from the newly created Information Technology Department. Furthermore, there was no plan to upgrade computers bought in the earlier years of the bond program.

At the end of 2001, reallocation of bond funds enabled the creation of the Information Technology School Improvement Bond Initiative, under which the District directed \$5.8 million in bond funds to targeted system improvements. In order to invest these limited remaining funds most effectively, the District accessed an additional \$1.8 million in outside funding through the federal E-rate program. This extended the remaining funds an additional 30%. These targeted improvements included several items not identified in the original bond proposal, since the technologies didn't even exist in 1995, when the bond was passed.

As a result of these and previous efforts, the District achieved the following:

- Classroom computers: All classrooms have computers. Each school has at least one computer lab; high schools have several, and middle schools have at least two.
- Internet access: All classrooms and rooms that can be used as classrooms have high-speed Internet access.
- Network closets upgrades: All closets have state-of-the-art networking equipment.
- Network Utility Box/Novell installation: This new system allows networking between the schools and central administration.
- LINUX Terminal Server lab: This high-speed server upgrade transfers applications from individual computers to a server supporting many work stations. This allows the District to prolong the useful life of older computers that otherwise would become obsolete.
- Voice-over-IP: Currently five schools are using this advanced technology, which allows use of data lines for phone communication. Only ten schools have any kind of phone that allows outbound dialing from the classroom. These technologies allow teachers to communicate efficiently and safely with other school staff, emergency care providers and other non-school resources.
- High bandwidth network: This provides high reliability and availability as well as high-speed access to the Internet.
- Anti-virus management: A centralized anti-virus system ensures the most effective protection for all computers.
- Managed desktop: This allows the central office to assume management responsibility for the technology environment by remotely administering many of the computers in the District.
- Training: District staff and contractors, using general funds and other dollars, created and led an Instructional Tech Training program. These voluntary after-school classes included an introduction to the computer, operating systems, software, and computer care; the Internet; student-specific programs (primarily for K-8 content); desktop video; and instructional resources for teachers. Approximately 5,000 people took the trainings. In addition, trainers made, and continue to make, instructional

presentations in the schools. Ongoing Internet-based training continues to be popular.

- Technical support: IT staff provides tech support to all District IT system users. This is funded by general operations, not the bond.

These improvements made by the District have provided a high-speed network and the basic infrastructure adequate for K-12 needs. The importance of this capability is underscored by the requirement that by 2006-07, all Oregon schools must provide the statewide Technology Enhanced Student Assessment (TESA) tests online; traditional paper and pencil testing will be available only by exception. In addition, state law requires that all high school students be able to access career information and produce an educational plan and profile online. The District has online TESA capability in all schools and has properly satisfied this requirement 12 months ahead of schedule.

(See Appendix VI for 1995 Bond Information Technology achievements.)

Future Needs

Clearly, the District has leveraged bond funds and other resources to establish adequate IT systems. While significant progress has been made with limited funding, rapid changes in the educational environment and in information technology require ongoing investments to upgrade existing systems and keep abreast of appropriate technology advances. Leveraging key technologies that support the educational mission is imperative to providing a 21st century education that maintains a globally competitive work force. When additional funding is available, the District's IT Department has recommended the implementation of a comprehensive and ongoing system improvement plan. Improvements might include:

- Replacement cycle for computers: Computers should be upgraded, or "refreshed," at least every five years: every three years is preferred, since technologies change so quickly. It is estimated that a five-year replacement cycle will cost the District \$3.5 million annually. Due to the expiration of the capital bonds, the District must buy new computers and software from the general fund. Carving out scarce operational dollars for technology is especially difficult, so the District is constrained in its ability to maintain current systems, much less to replace older computers. Still, the District already has begun to replace older computers, and has earmarked \$1.5 million for 2006-2007.
- Data closets: These will need to be upgraded continually to maintain the life of the network investment and to accommodate new equipment.
- Expanded bandwidth: The District's use of online resources continues to grow, resulting in an ongoing need to expand the network's capacity to support the variety of resource-intensive applications currently being accessed. Some of these applications include using bandwidth for voice, streaming media, distance learning, and online curricula.

Earthquake Safety

Goals

Seismic upgrades were identified as one of the main purposes of the 1995 bond to enhance the safety of children in the District. The District earmarked \$38.5 million (20% of the total bond amount) for this purpose. (See Appendix I.)

Implementation

Except for Forest Park Elementary, most Portland Public School buildings were designed and built before earthquake forces and seismic activity in the Portland area were well understood. Subsequent geological findings have revealed a much greater seismic potential for this area, and the resulting hazards to the buildings and occupants are now well recognized and codified.

The first step in the District's seismic upgrade program was a thorough analysis of all facilities. From 1996 through 1999, architect/engineer teams evaluated all District schools using Federal Emergency Management Act (FEMA 178) seismic standards and generally accepted structural guidelines and procedures for determining the probable strength and performance of structural elements. Each building then was assigned a relative hazard rating.

Based on this analysis, typical recommended improvements included:

- Strengthening connections of walls to foundations, floors to walls, and walls to roofs
- Reinforcing for lateral shear forces (to reduce vertical "racking")
- Improving roof diaphragm continuity (to reduce horizontal "twisting")
- Reducing the height of unreinforced masonry chimneys
- Bracing unreinforced walls at corridors and stairwells.

In May 2001, the Portland School Board adopted a *Lateral Force Upgrade Policy to Govern Seismic Renovations to Existing Buildings* in order to recognize that the limited bond funds available for seismic upgrades should be directed toward specific goals at schools with the greatest deficiencies. The policy focuses on preserving safe exit routes and protecting against overall structural collapse – in other words, to protect people rather than buildings and provide the greatest level of building safety improvements relative to cost.

The policy identified three priority levels for bond-funded seismic improvements:

- *Highest priority:* Those that prevent overall collapse of buildings and preserve the function and safety of the exit corridors out of the facility
- *Lower Priority:* Zones of buildings that are not part of or near exit paths, and/or that are occupied by the least number of occupants, and/or that are occupied for the proportionately smallest periods of time
- *Lowest Priority:* Strengthening elements of facilities where failure in an earthquake event will not endanger lives, block exits, or endanger occupants leaving the building.

The consulting structural engineering firm hired by the District to assist in developing this policy and strategy subsequently evaluated all the schools in the District to "normalize" the seismic risks, i.e., to recalculate the scores of the facilities at the upper end of the seismic risk ranking in order to identify which schools were most in need of seismic upgrades. Updated enrollment numbers were used for this evaluation.

(See Appendix VII for the Lateral Force Upgrade Policy adopted by school board.)

Results

Since the start of the bond, the District has completed seismic upgrades at 53 schools (30 prior to May 1, 2001) and two other facilities. Eight schools received more than one upgrade. The District also completed seismic upgrades at 15 schools (12 prior to May 1, 2001) as part of re-roofing projects.

Future Needs

Based on the District's seismic policy and evaluations by the consulting structural engineering firm, the District has identified and prioritized 25 schools for future seismic upgrades, when funds become available. An additional 24 schools will require seismic upgrades in conjunction with re-roofing over the next six to 10 years.

Fire and Life Safety

Goals

Fire and Life Safety upgrades were identified as another one of the major purposes of the 1995 bond to enhance the safety of students in the District. The District allocated \$13.8 million (7% of the total bond amount) for this purpose. *(See Appendix I.)*

Implementation

During the bond program, the District continued to implement the fire and life safety improvement program it had begun in 1990. The District launched that program in response to hazards identified by the Portland Fire Marshal.

Design and construction of improvements to these buildings were consistent with the Bureau of Buildings' "Minimum Standard for Exit Systems, All Existing Schools," also known as "Standard Q." Standard Q applies to most, but not all, schools in the District. The Standard Q agreement between the District and the City of Portland established fire and life safety standards for corridors and stair enclosures, while recognizing the limitations posed by the age of the school buildings and the District's budget. Beginning in 1989, schools were ranked into three categories: those in *Category I* had the highest hazard rating (most identified hazards), and those in *Category III* had the lowest (least identified hazards). Upgrades to the 15 *Category I* schools had been completed prior to passage of the bond.

Results

Under the Standard Q agreement with the City, the District agreed to upgrade the 37 schools identified as Category II (those with significant deficiencies that could be completed within the budget available). In addition, Standard Q upgrades were done at seven Category III schools, and at one school not included in the City survey. (Three schools and nine other facilities were not on the City's list, and three District schools located in Washington County were not subject to the Standard Q agreement.)

Typical improvements included:

- Emergency lighting
- Fire detection and alarms
- Smoke containment at corridors and stairwells
- Installation or upgrading of fire sprinklers

Future Needs

When funds are available, the District intends to complete the "Standard Q" upgrades at the remaining 27 *Category III* schools, in addition to bringing *Category I* schools up to current District standards. This may include replacing battery-pack emergency lights with "hard-wired" lighting, as these require less maintenance.

Building Accessibility (ADA)

Goals

Building Accessibility upgrades were identified as a major purpose of the 1995 bond to preserve the District's investment in public school buildings. The District allocated \$9 million (5% of the total bond amount) for this purpose. (See *Appendix I*.)

Implementation

The federal Americans with Disabilities Act (ADA) requires facilities used by the public to provide access to its facilities by people with disabilities. Under ADA, the District was not required to retrofit existing buildings to meet ADA standards, but did have to develop a plan to improve access to its facilities.

In 1994, the District and City of Portland jointly developed a document entitled *The Transition Plan* to direct implementation of ADA compliance in District facilities. The plan prioritized schools based on the severity of need and the availability of funds. The plan identified three levels or "ranks" of targeted accessibility*:

- Rank 1: Full program accessibility
- Rank 2: Main floor accessibility only
- Rank 3: Inaccessible (Achieving full accessibility was not considered financially feasible.)

* Note: Originally, there were four ranks, but Ranks 1 and 2 subsequently were combined into Rank 1.

The plan also determined which rank was most appropriate for each school.

Results

Under the bond program, the District completed ADA upgrades at 87 schools and five other facilities, thereby providing a greater level of access across the District and moving individual schools closer to their targeted accessibility levels. Five schools identified as Rank 3, or "inaccessible" (including two middle schools and two high schools) and the remaining five Rank 3 schools were made partially accessible. At Ainsworth Elementary, for example, eight classrooms in the adjoining north and south classroom buildings and the gymnasium are now accessible. Five previous Rank 2 schools (including four high schools) were upgraded to Rank 1, or full accessibility.

Typical improvements included:

- Upgrading building entries, including ramps, handrails, and power-operated doors
- Removing interior access barriers, including adding accessible door hardware, ramps and handrails
- Modifying student and staff restrooms
- Providing sensory impairment signage and alarm systems
- Providing new or upgrading existing elevators at 15 schools – including nine of the 10 high schools – and chair lifts at three schools. These are in addition to eight other schools with passenger elevators, and six schools with chair lifts.

Future Needs

When future funds are available, the District's goal is to continue to move toward a higher level of accessibility across the District.

Environmental Health and Safety

Goals

Environmental Health and Safety improvements were identified as one of the main purposes of the 1995 bond to enhance the safety of District students. The District allocated \$7 million (4% of the total bond amount) for this purpose. (*See Appendix I.*)

Implementation

The District's Environmental Health and Safety Program manages:

- Indoor air quality
- Water quality
- Asbestos control
- Lead-based paint
- Mold control
- Polychlorinated biphenyls (PCB) control
- Radon control

- Safety features and procedures in operations and maintenance
- Emissions of greenhouse gases.

All Environmental Health and Safety programs must comply with local, state and federal standards.

The District focused on the abatement of asbestos, lead-based paint and PCBs. Projects also included boiler/burner improvements that increased efficiency and reduced long-term operating costs and greenhouse gas emissions. Other environmental concerns, such as indoor air quality, safety features and procedures, and toxic chemicals, were addressed through ongoing programs using general fund and other dollars.

Three certified environmental services consultants (ESCs) carried out pre-construction surveys, testing, planning, and project management, and supervised the eight contractors who did the abatement work. The ESCs also produced closeout documents for each project and filed the required federal reports.

Apart from the list of projects identified by the bond planning committee, most hazardous materials abatement projects were identified and corrected during bond-funded construction activities. For instance, when walls were removed, ESCs managed asbestos or lead-based paint abatement, and when roofs were repaired, additional projects were identified and addressed because of other construction activities.

Results

Under the bond program, the District was able to address priority improvements that extended previous and ongoing programs, and to expand issue resolution beyond that which could be tackled within the Environmental Health & Safety Department's limited budget. All 92 schools and 14 other facilities received some level of environmental health and safety upgrades.

These bond-funded Environmental Health and Safety improvements included:

- Water quality: The District established a new baseline for water quality. Using the Environmental Protection Agency's (EPA) protocols, the District tested every fountain and sink that was used as a drinking water source (particularly those in classrooms, kitchens, nurses' offices, and daycare rooms), in order to identify any fixtures that might contribute lead to the water. They then remediated all drinking-water sources that tested positive for lead. As needed, filters were installed on drinking fountains, and/or fixtures were replaced to mitigate lead levels.
- Asbestos control: All asbestos abatement, whether project-related or in conjunction with emergency/priority repairs, was carried out using bond funds. For example, if in the course of a seismic improvement to a building, asbestos-containing material was encountered, it was removed. Abatement contractors removed asbestos-containing materials such as pipe insulation, boiler insulation and vinyl asbestos floor tile. The District also used bond funds to mitigate damage to similar materials as emergency priority repairs.

- **Lead-based paint:** Based on annual surveys conducted by principals and verified by Health & Safety staff, any surfaces containing degraded lead-based paint in locations frequently occupied by children aged six and under were repaired and repainted. Whenever a construction project disturbed a wall containing lead-based paint, the wall was repainted.
- **Mold control:** Certain mold abatement projects involved removing or replacing mold-damaged materials at the following sites: Ainsworth, Cleveland, Rose City Park and Smith.
- **PCB control:** Any PCB-containing light fixtures that remained from previous District-wide retrofit projects were replaced as contractors identified them.
- **Radon control:** Every District facility was tested for radon levels. Baseline radon measurements were established for each building per the EPA protocols. Baseline readings also revealed that, when ventilation fans were working properly, all but a few locations were well within EPA guidelines. Mechanical ventilation systems were adjusted when needed. When necessary, sub-slab depressurization systems, which pull air from under the building and vent it to the outside, were installed. Such systems were installed at Beaumont, Columbia, Foster, Gregory Heights and Kelly. At these and several other buildings where test results indicated a need, the District annually inspects to confirm that ventilation systems are keeping radon below action levels.
- **Reducing emissions:** Using a combination of bond funds, state incentives, private partnership grants, and when possible, the State of Oregon Business Energy Tax Credit (BETC) Pass-through Option to help finance energy-efficiency projects, boiler efficiency improvements were installed that reduced energy use and emissions of the greenhouse gases that contribute to climate change. Oil units were converted to less-polluting natural gas units, and some boilers and burners were replaced with more efficient technology.

The following schools received such improvements: Alameda, Astor, Benson, Binnsmead, Buckman, Chapman, Cleveland, East Sylvan, Edwards, Franklin, Gray, Metropolitan Learning Center, and Roosevelt.

This was a first-in-the-nation emissions-reduction program. The District received more than \$200,000 from the Climate Neutral Network (CNN), a group of forward-thinking corporations that pledge to reduce their greenhouse-gas footprint to zero. In addition to doing everything they can to control their greenhouse-gas emissions, CNN members purchase the value of the emissions reductions from organizations such as the District and retire them.

Future Needs

Future Health & Safety needs include roof replacements, mechanical system upgrades, replacement of any degrading lead-containing paint, asbestos management, and ongoing testing. These will be addressed as funds become available. The District will continue to fund operations and maintenance (O&M) measures to control exposure to regulated materials. Future Health & Safety measures beyond O&M include roof replacements, mechanical system upgrades, large-scale abatement of any degraded lead-containing paint

or asbestos-containing material, and ongoing testing. These will be addressed as funds become available.

Priority Building Repairs

Goals

Priority Building Repairs were identified as a major purpose of the 1995 bond to preserve the District's investment in public school buildings. The District allocated \$13.0 million (4.5% of the total bond amount) for this purpose. (See Appendix I.)

Implementation

These projects were largely, though not entirely, the result of needs identified by the schools and Maintenance Services. The list of projects changed during the course of the 10-year bond program, due to funding limitations, changing priorities, property sales, and school consolidations.

Priority building repairs included:

- Interior painting
- Exterior painting
- Floor coverings, including non-slip surfaces
- Re-roofing and roofing coatings, including drainage and seismic code upgrades
- Asphalt paving and coatings at parking areas and playgrounds
- Exterior brickwork treatment and tuck pointing to reduce water penetration and prevent mold and mildew in walls
- Water pipe replacement and water quality improvement
- Heating and ventilating upgrades, including 28 conversions of boilers from oil to gas
- Other miscellaneous items, including both upgrades and repairs.

Results

All 92 schools and 14 other facilities received Priority Building Repairs. The District completed 396 projects, including 112 projects that had not been identified in the original survey, and 407 additional repairs and upgrades at schools. Examples of additional repairs and upgrades include converting furnaces from oil to natural gas at 28 schools to improve energy efficiency, installing backflow preventers at 39 schools to stop contamination of drinking water, and replacing dishwashers in 16 school kitchens.

Due to budget limitations and shifting priorities, not all of the priority repairs identified at the start of the bond were accomplished. This includes interior painting at 31 schools, exterior painting at 22 schools, and exterior brickwork waterproofing and tuck-pointing at 19 schools.

Future Needs

The District has identified additional priority improvements, including interior and exterior

painting, floor coverings, re-roofing, exterior brickwork treatment, water pipe replacement, and energy conservation (including boiler upgrades and improvements) that will be required when funds are available. Asphalt paving improvements at parking areas and playgrounds also will be needed.

[See Appendix III for 1995 FCIP (bond) achievements.]

Forest Park Elementary School

Goal

In response to projected enrollment increases, the Portland School Board earmarked bond funds for the construction of a new elementary school in the fast-growing Forest Park community in Northwest Portland. *(See Appendix I.)*

Results

Of the original \$10 million in bond funds identified for Building Improvements to include the new school, \$6.9 million was expended for the Forest Park Elementary School on a site made available by a property developer. The school was to be built in two phases, to accommodate shorter-term and longer-term projected enrollment needs. Phase one was completed in time for students to begin classes in September 1998.

The decision to build the school has proven prescient; student enrollment has exceeded the school's capacity, and ten portable classrooms have been added. Together, the portables comprise the same square footage as the planned phase two.

Future Needs

When funds become available, the District intends to construct phase two: a permanent addition to Forest Park Elementary School, which will replace the temporary portable classrooms.

CONCLUSION

Portland Public Schools delivered on the promises it made to the voters when it proposed the 1995 Facilities Capital Improvement Program:

- Better prepare our students for the future work force through the purchase and installation of computer technology in the elementary, middle and high school classrooms
- Enhance the safety of our children through seismic improvements, fire and safety improvements, and environmental health and safety improvements, most of which fall under code-compliance/mandated improvements
- Preserve our investment in public school buildings through capital renewal, building accessibility, and building improvements.

The main thrusts of the bond as defined in the original bond language - Information Technology Installation, Seismic, Fire and Life Safety, Environmental Health and Safety, Capital Renewal, Building Accessibility, and Building Improvements - were largely accomplished.

As should be expected, the program evolved over the ten-year bond period. Leadership and management changes; continued school funding cuts; discovery of necessary improvements that had not been identified during the original bond-implementation planning process; new and evolving codes, standards and technologies; unpredictable materials and labor costs and availability; and accrual of interest and other increases in the bond amount all contributed to the need to continually adapt the implementation plan to meet changing conditions, while adhering to the original program goals and priorities.

As a result of the bond program, all District schools and facilities received critical upgrades, and the District entered the "Computer Age," making significant strides in meeting the educational needs of students.

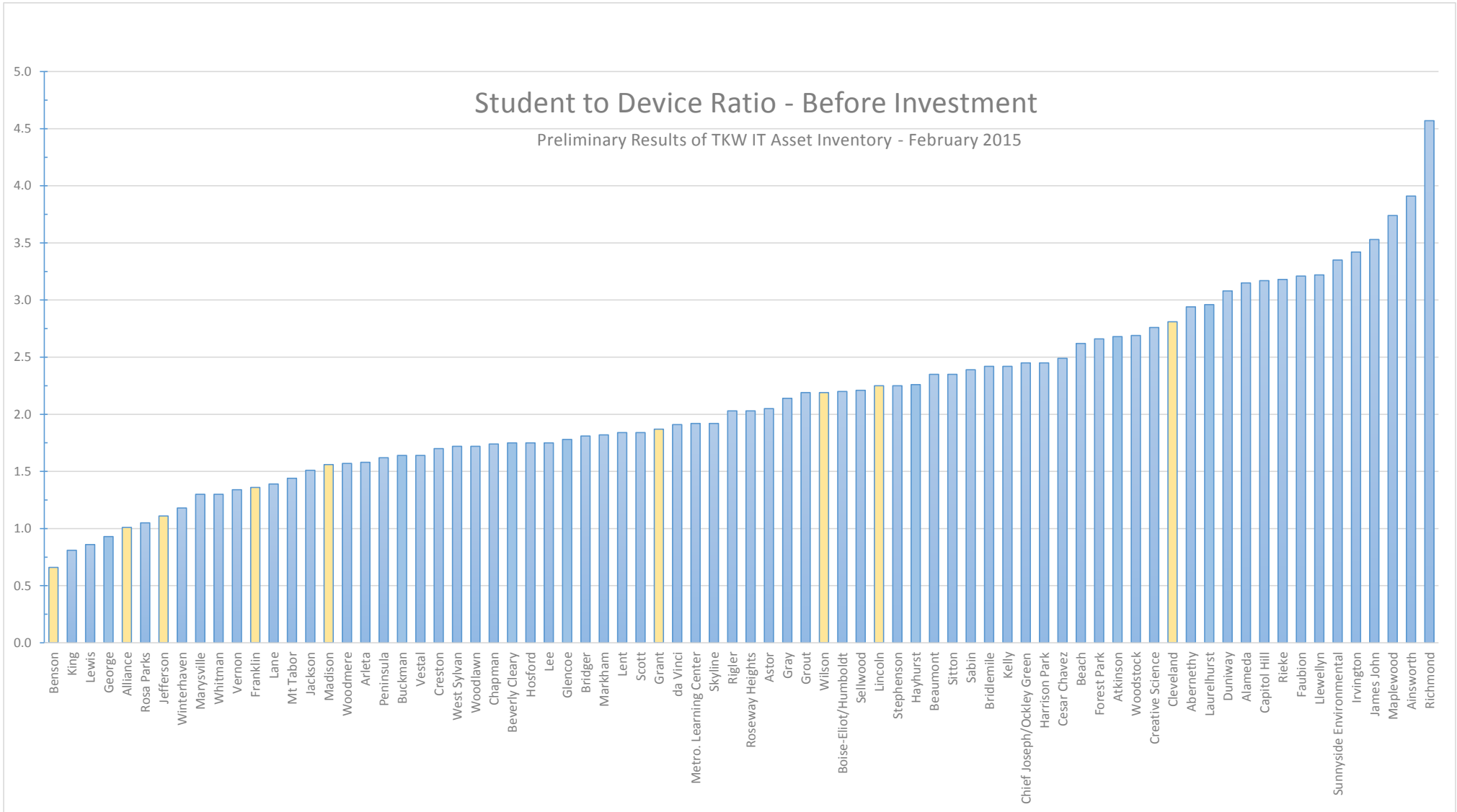
The District has identified additional capital improvements that are needed to maintain safe, healthful and accessible buildings, and provide up-to-date information technologies. Future bond measures will help the District build on the strong foundation of the 1995 Facilities Capital Improvement Program.

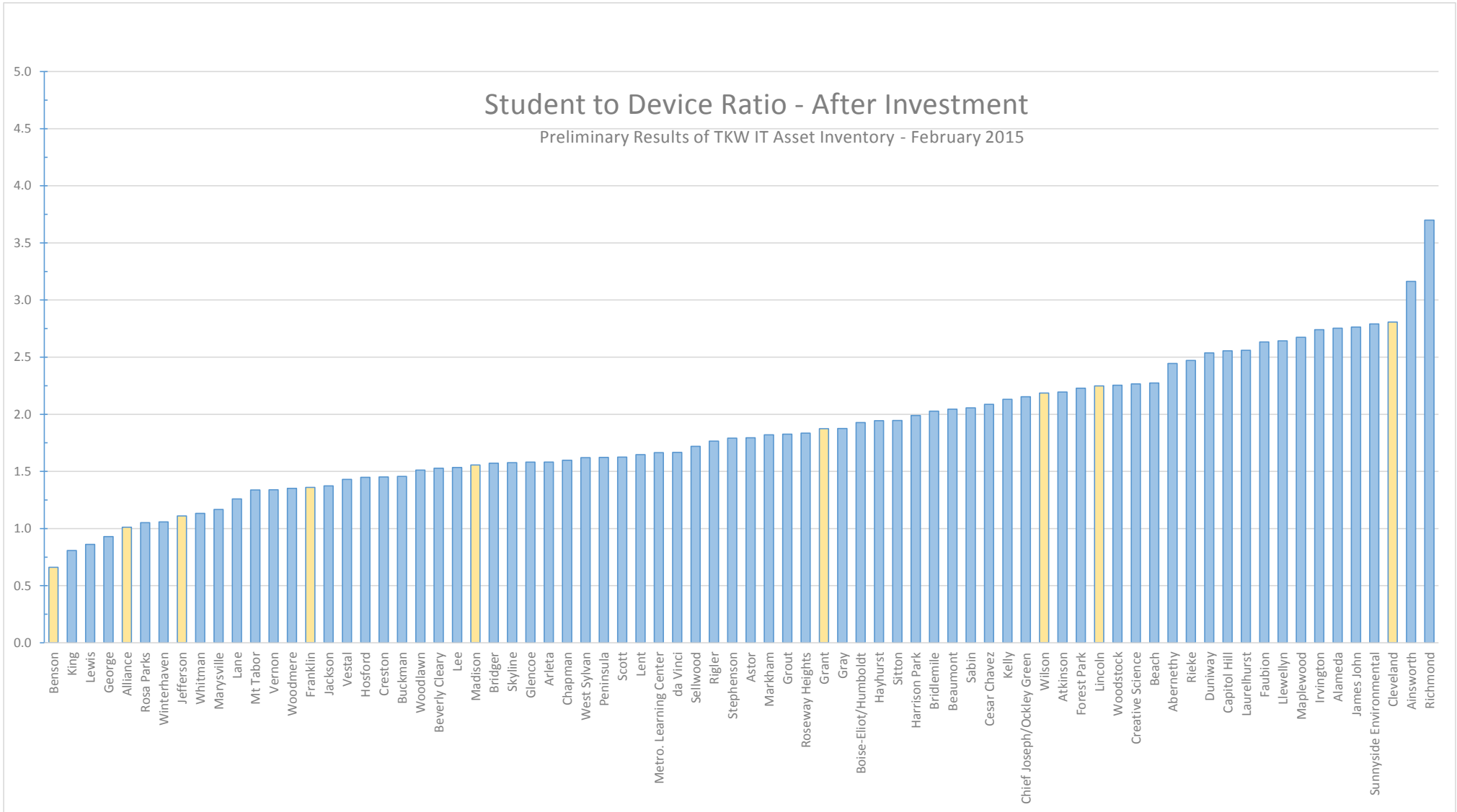
APPENDICES

- I *Original Ballot Measure and Related Materials*
- II *Oversight Committees Membership*
- III *1995 FCIP (Bond) Facilities Achievements*
- IV *Bond Expenditures to Date by School*
- V *Bond Revenue and Expenses to Date*
- VI *1995 Bond Information Technology Achievements*
- VII *Lateral Force Upgrade Policy Adopted by School Board*

ID	Site Name	Grades	Posted																				
				Desktops	Laptops	Chromebooks	Tablets	Monitors	Docking Stations	Telephones	Printers	Projectors	Document Cameras	Smartboards	Mobile Carts	Total Enrollment	Testing Enrollment	Students per Device	STGT Certified	STGT Testing SpD	Additional Chromebooks	Adjusted SpD	Adjusted TSpD
1	Abernethy	K-5	275	28	33	102	11	10	0	34	12	22	22	1	0	511	257	2.9	101	2.5	35	2.4	1.9
3	Ainsworth	K-5	293	64	42	17	26	36	1	39	10	28	27	3	0	582	292	3.9	32	9.1	35	3.2	4.4
4	Alameda	K-5	359	99	102	17	23	16	0	29	18	20	17	15	3	760	385	3.2	94	4.1	35	2.8	3.0
9	Atkinson	K-5	342	79	52	16	13	75	0	34	10	30	31	0	2	428	213	2.7	60	3.6	35	2.2	2.2
16	Bridlemile	K-5	377	82	13	55	33	102	0	35	7	23	24	1	2	442	211	2.4	42	5.0	35	2.0	2.7
17	Buckman	K-5	454	91	143	32	4	89	0	37	21	20	16	0	1	444	228	1.6	30	7.6	35	1.5	3.5
18	Capitol Hill	K-5	274	69	32	19	25	36	0	29	25	18	19	0	2	460	200	3.2	36	5.6	35	2.6	2.8
19	Chapman	K-5	541	19	72	87	209	19	0	47	22	32	30	0	4	674	333	1.7	91	3.7	35	1.6	2.6
32	Duniway	K-5	346	80	55	21	8	90	2	37	9	24	20	0	0	505	245	3.1	78	3.1	35	2.5	2.2
36	Forest Park	K-5	314	29	65	79	10	32	0	38	18	21	20	0	2	486	299	2.7	36	8.3	35	2.2	4.2
39	Glencoe	K-5	523	118	34	38	93	103	2	41	32	32	28	0	2	503	247	1.8	34	7.3	35	1.6	3.6
42	Grout	K-5	296	105	12	52	9	12	0	42	13	16	18	0	17	389	183	2.2	64	2.9	35	1.8	1.8
49	James John	K-5	243	25	78	12	11	26	0	41	6	22	22	0	0	445	198	3.5	31	6.4	35	2.8	3.0
52	Kelly	K-5	413	75	92	17	77	29	0	41	6	40	33	0	3	631	286	2.4	59	4.8	35	2.1	3.0
60	Lewis	K-5	525	44	34	209	156	10	0	25	8	22	14	0	3	382	197	0.9	206	1.0	0	0.9	1.0
62	Llewellyn	K-5	223	49	47	31	34	9	0	41	7	2	2	0	1	518	294	3.2	61	4.8	35	2.6	3.1
64	Maplewood	K-5	201	52	24	7	5	38	0	28	11	18	18	0	0	329	159	3.7	31	5.1	35	2.7	2.4
65	Markham	K-5	414	98	63	18	33	97	0	41	11	28	25	0	0	386	169	1.8	109	1.6	0	1.8	1.6
82	Richmond	P-5	283	64	63	16	5	25	0	38	21	27	24	0	0	677	299	4.6	134	2.2	35	3.7	1.8
83	Rieke	K-5	204	61	17	21	23	15	0	28	4	18	17	0	0	388	195	3.2	31	6.3	35	2.5	3.0
84	Rigler	K-5	419	62	69	16	90	59	0	51	4	32	31	3	2	480	217	2.0	75	2.9	35	1.8	2.0
86	Rosa Parks	K-5	509	72	100	82	70	75	0	44	10	28	25	0	3	341	169	1.1	90	1.9	0	1.1	1.9
94	Sitton	K-5	343	84	51	18	17	71	0	33	25	23	21	0	0	399	196	2.4	61	3.2	35	1.9	2.0
96	Stephenson	K-5	231	60	6	10	61	26	1	27	11	16	13	0	0	308	161	2.3	30	5.4	35	1.8	2.5
103	Whitman	K-5	378	66	54	48	76	30	1	36	21	22	22	0	2	316	162	1.3	32	5.1	35	1.1	2.4
107	Woodmere	K-5	334	31	125	24	35	10	1	44	12	24	25	1	2	338	177	1.6	48	3.7	35	1.4	2.1
108	Woodstock	K-5	390	104	36	35	6	89	0	38	21	25	23	12	1	487	228	2.7	63	3.6	35	2.3	2.3
2	ACCESS	1-8	0	0	0	0	0	0	0	0	0	0	0	0	0	305	279		39	7.2	35		3.8
6	Arleta	K-8	512	80	70	116	21	50	0	47	41	59	23	0	5	454	275	1.6	142	1.9	0	1.6	1.9
8	Astor	K-8	401	47	109	55	31	54	0	36	10	29	26	0	4	497	312	2.1	55	5.7	35	1.8	3.5
10	Beach	K-8	501	84	59	67	22	106	1	48	14	43	33	14	10	607	364	2.6	60	6.1	35	2.3	3.8
13	Beverly Cleary	K-8	830	168	186	58	64	137	0	80	30	46	47	7	7	834	520	1.8	60	8.7	70	1.5	4.0
14	Boise-Eliot/Humboldt	P-8	474	118	42	21	64	107	0	50	2	33	32	1	4	540	290	2.2	83	3.5	35	1.9	2.5
15	Bridger	K-8	375	59	83	43	44	48	0	36	7	26	23	1	5	415	218	1.8	32	6.8	35	1.6	3.3
20	Chief Joseph/Ockley Green	K-8	519	86	128	23	19	91	0	67	19	40	41	3	2	627	378	2.5	98	3.9	35	2.2	2.8
24	Creative Science	K-8	304	58	77	24	2	57	0	38	8	19	20	0	1	444	284	2.8	94	3.0	35	2.3	2.2
25	Creston	K-8	416	106	33	15	52	43	3	48	14	31	30	3	38	350	220	1.7	50	4.4	35	1.5	2.6
28	Cesar Chavez	K-8	322	36	99	33	13	33	0	37	21	21	21	1	7	451	264	2.5	30	8.8	35	2.1	4.1
35	Faubion	P-8	219	14	13	13	119	13	0	17	4	13	13	0	0	511	276	3.2	46	6.0	35	2.6	3.4
43	Harrison Park	K-8	563	139	125	27	12	94	0	67	13	41	41	1	3	742	486	2.5	44	11.0	70	2.0	4.3
44	Hayhurst	K-8	329	54	55	56	49	16	0	36	18	20	20	1	4	484	262	2.3	30	8.7	35	1.9	4.0
47	Irvington	K-8	290	59	52	22	9	23	0	45	26	27	25	1	1	485	338	3.4	53	6.4	35	2.7	3.8

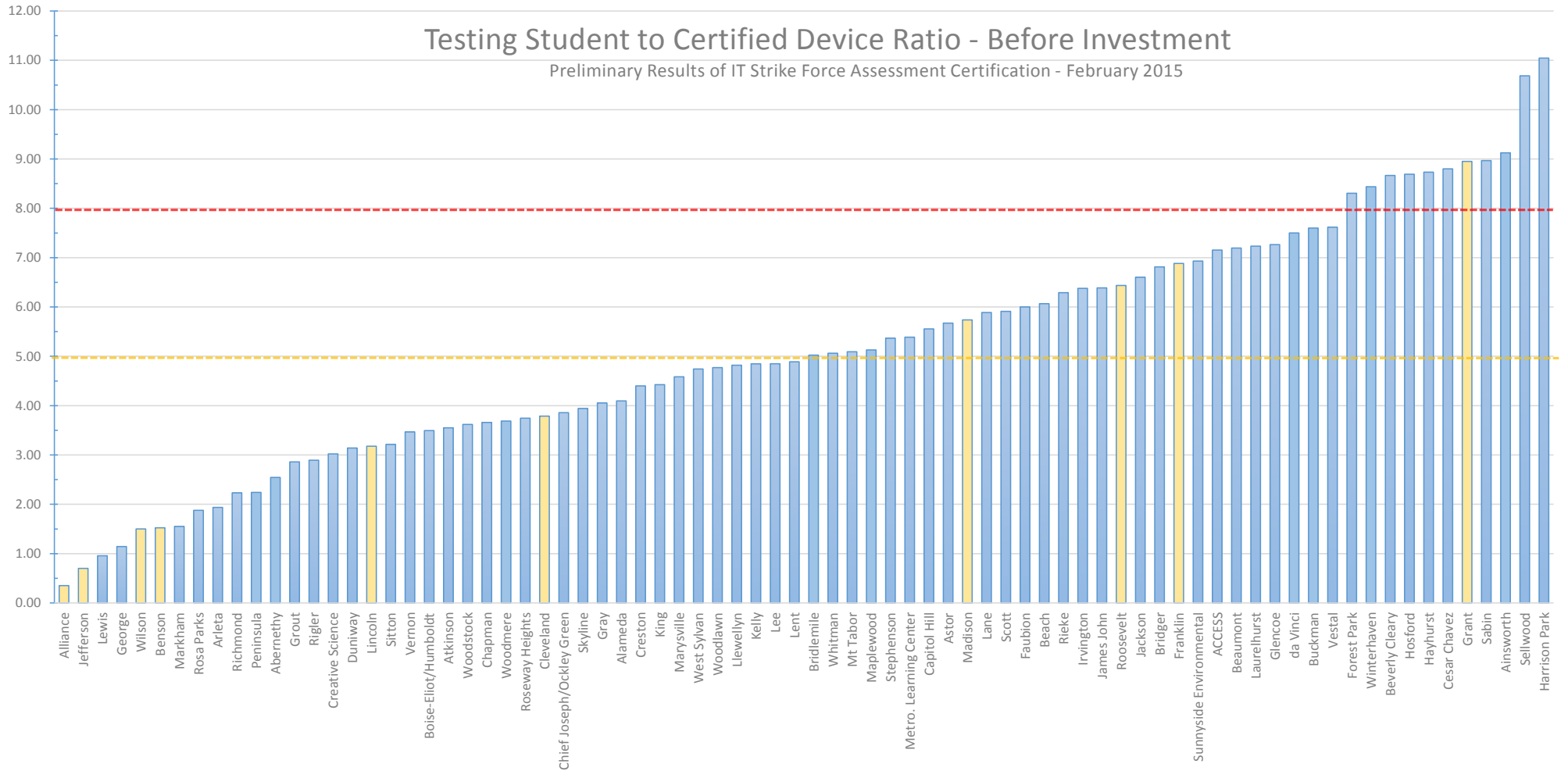
ID	Site Name	Grades	Posted	Assets																			
				Desktops	Laptops	Chromebooks	Tablets	Monitors	Docking Stations	Telephones	Printers	Projectors	Document Cameras	Smartboards	Mobile Carts	Total Enrollment	Testing Enrollment	Students per Device	STGT Certified	STGT Testing SpD	Additional Chromebooks	Adjusted SpD	Adjusted TSpD
53	King	P-8	674	63	74	12	309	68	0	59	14	28	30	2	15	370	177	0.8	40	4.4	0	0.8	4.4
55	Laurelhurst	K-8	491	98	72	29	28	118	3	48	28	35	25	3	4	671	434	3.0	60	7.2	35	2.6	4.6
57	Lee	K-8	439	102	27	71	46	49	0	47	13	40	41	0	3	431	257	1.8	53	4.8	35	1.5	2.9
58	Lent	K-8	514	68	103	81	53	53	1	51	5	49	47	0	3	560	352	1.8	72	4.9	35	1.6	3.3
66	Marysville	K-8	555	109	95	91	17	107	0	46	16	32	29	11	2	405	243	1.3	53	4.6	35	1.2	2.8
76	Peninsula	K-8	447	71	76	63	34	70	1	41	19	34	31	1	6	396	242	1.6	108	2.2	0	1.6	2.2
88	Roseway Heights	K-8	668	238	32	29	30	111	0	67	45	58	52	0	6	668	427	2.0	114	3.7	35	1.8	2.9
89	Sabin	K-8	449	82	53	21	59	79	0	52	34	35	30	1	3	514	278	2.4	31	9.0	35	2.1	4.2
90	Scott	K-8	491	78	125	34	24	78	0	42	19	37	40	8	6	481	266	1.8	45	5.9	35	1.6	3.3
95	Skyline	K-8	277	55	44	30	32	21	0	23	23	22	22	2	3	309	201	1.9	51	3.9	35	1.6	2.3
97	Sunnyside Environmental	K-8	381	102	48	24	1	54	0	44	19	43	44	0	2	586	402	3.4	58	6.9	35	2.8	4.3
100	Vernon	K-8	506	115	24	116	33	81	1	51	10	33	29	9	4	386	208	1.3	60	3.5	0	1.3	3.5
101	Vestal	K-8	399	65	83	32	64	28	0	42	12	33	33	4	3	399	259	1.6	34	7.6	35	1.4	3.8
105	Winterhaven	K-8	443	67	103	78	44	73	0	27	10	19	15	2	5	346	270	1.2	32	8.4	35	1.1	4.0
106	Woodlawn	P-8	507	113	38	84	23	113	0	48	17	34	31	4	2	443	229	1.7	48	4.8	35	1.5	2.8
11	Beaumont	6-8	469	109	54	50	23	86	1	56	23	33	31	1	2	554	554	2.4	77	7.2	35	2.0	4.9
29	da Vinci	6-8	461	110	69	56	9	96	1	47	13	29	28	0	3	465	465	1.9	62	7.5	35	1.7	4.8
38	George	6-8	626	121	42	222	1	120	0	37	27	27	22	0	7	359	359	0.9	314	1.1	0	0.9	1.1
41	Gray	6-8	441	103	25	118	0	64	0	48	13	35	29	1	5	527	527	2.1	130	4.1	35	1.9	3.2
46	Hosford	6-8	608	159	97	57	25	93	3	57	21	46	45	2	3	591	591	1.8	68	8.7	70	1.4	4.3
48	Jackson	6-8	670	136	79	143	6	136	0	62	39	33	30	0	6	548	548	1.5	83	6.6	35	1.4	4.6
54	Lane	6-8	621	118	148	29	44	101	0	64	33	41	39	0	4	471	471	1.4	80	5.9	35	1.3	4.1
69	Mt Tabor	6-8	856	236	134	44	46	208	0	52	43	57	30	2	4	662	662	1.4	130	5.1	35	1.3	4.0
93	Sellwood	6-8	426	88	105	54	0	47	0	53	14	31	31	1	2	545	545	2.2	51	10.7	70	1.7	4.5
102	West Sylvan	6-8	996	263	128	95	70	191	0	80	26	66	70	2	5	958	958	1.7	202	4.7	35	1.6	4.0
67	Metro. Learning Center	K-12	453	118	44	39	26	116	0	44	22	22	19	0	3	436	264	1.9	49	5.4	35	1.7	3.1
5	Alliance	9-12	319	109	52	3	6	97	0	22	9	10	9	0	2	172	39	1.0	111	0.4	0	1.0	0.4
12	Benson	9-12	2485	764	375	101	90	664	4	172	111	101	78	10	15	879	195	0.7	128	1.5	0	0.7	1.5
22	Cleveland	9-12	1159	316	134	68	22	301	1	131	57	73	52	0	4	1516	356	2.8	94	3.8	0	2.8	3.8
37	Franklin	9-12	1760	319	291	70	461	306	2	117	48	78	57	5	6	1552	351	1.4	51	6.9	0	1.4	6.9
40	Grant	9-12	1460	366	308	75	53	350	0	146	36	66	43	3	14	1503	367	1.9	41	9.0	0	1.9	9.0
50	Jefferson	9-12	1015	261	94	73	16	235	1	147	42	57	76	8	5	493	124	1.1	177	0.7	0	1.1	0.7
61	Lincoln	9-12	1159	371	132	168	33	177	0	97	57	64	31	21	8	1583	394	2.3	124	3.2	0	2.2	3.2
63	Madison	9-12	1284	316	112	63	201	322	2	105	38	65	50	0	10	1077	241	1.6	42	5.7	0	1.6	5.7
85	Roosevelt	9-12	0	0	0	0	0	0	0	0	0	0	0	0	0	947	251		39	6.4	0		6.4
104	Wilson	9-12	1041	311	124	127	13	229	0	93	52	54	28	2	8	1257	282	2.2	188	1.5	0	2.2	1.5





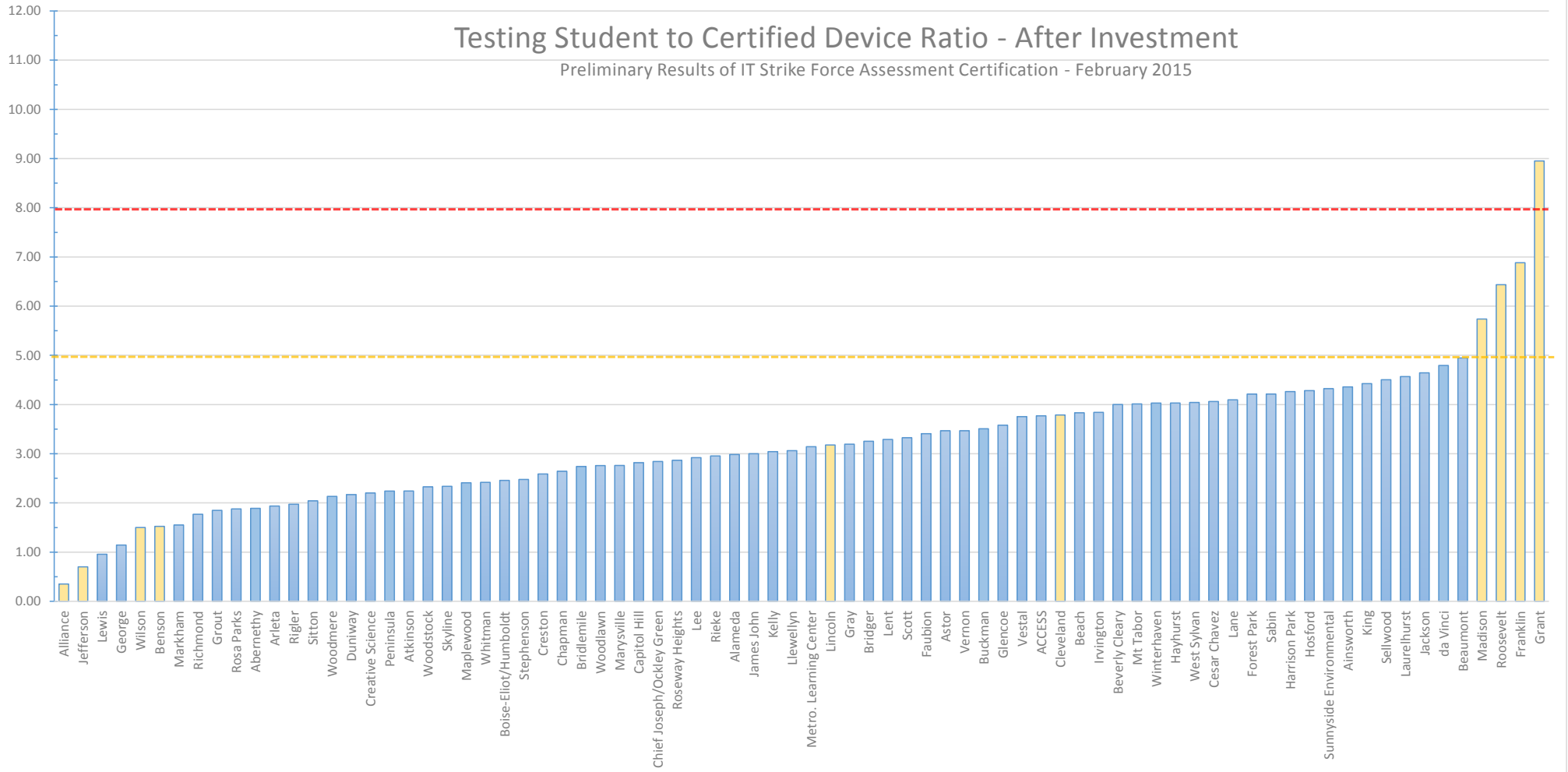
Testing Student to Certified Device Ratio - Before Investment

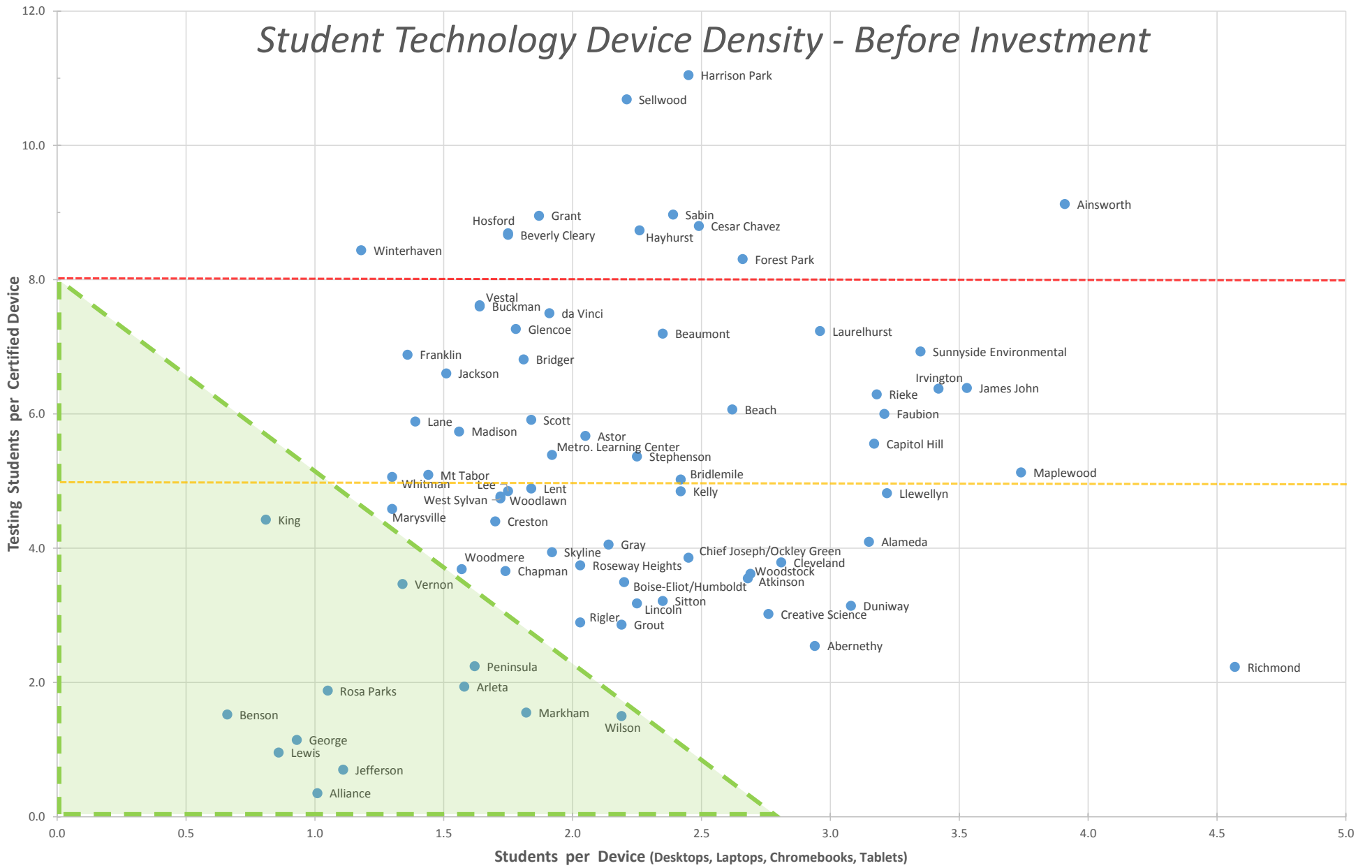
Preliminary Results of IT Strike Force Assessment Certification - February 2015



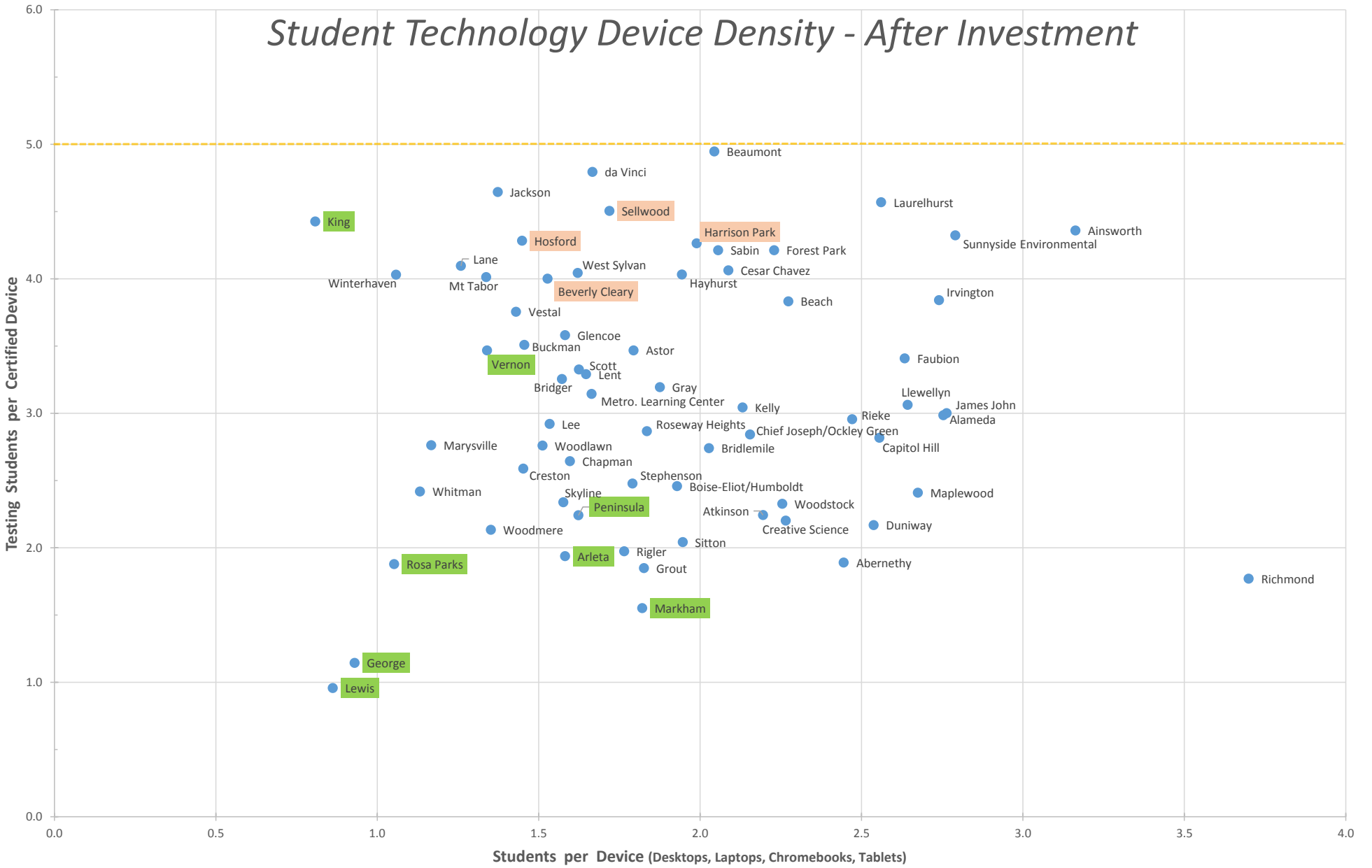
Testing Student to Certified Device Ratio - After Investment

Preliminary Results of IT Strike Force Assessment Certification - February 2015





Student Technology Device Density - After Investment





Board of Education

Staff Report to the Board

Board Meeting Date: March 3, 2015

Executive Committee Lead: Yousef Awwad, CPA
Chief Financial Officer

Department: Finance

Presenter/Staff Leads: David Wynde, Deputy CFO
Sharie Lewis, Senior Director, Accounting & Payroll

SUBJECT: Second Sale of Capital Bonds

BACKGROUND

This spring PPS should undertake the second issuance of capital bonds under the 2012 voter authorization. Staff is recommending an issue of up to \$275 million.

In November 2012 PPS voters authorized the school district to issue up to \$482 million in general obligation bonds to fund a capital program that includes the full modernization of four schools (Faubion PK-8 School, and Franklin, Roosevelt and Grant High Schools), significant improvements at 63 schools, repayment of \$45 million of capital debt and the master planning of additional high school campuses. In the campaign PPS estimated that this new capital debt, which is being repaid via property taxes, would involve a rate of \$1.10/\$1,000 of assessed value for 8 years and \$0.30/\$1,000 of assessed value thereafter over a total payment period of 20 years.

On May 1, 2013 the District issued \$144.8 million in general obligation bonds pursuant to the authority of the 2012 Bond Election, leaving \$337.2 million of remaining capacity to issue bonds. This first issue was structured with \$76.3 million to be repaid in the first two years (2014 and 2015), and the balance repaid through 2033. The actual tax rate for the first year was \$1.0890/\$1,000 of assessed value and for the second year it was \$1.0854/\$1,000, so PPS has been true to the tax rate goal outlined in the bond campaign.

The funds generated by the first bond issuance have been used to repay \$45 million of debt, to fund summer improvement projects at five schools in 2013 and at 12 schools in 2014, and to begin the major projects at Franklin High School, Roosevelt High School and Faubion PK-8 School. With the construction work for these projects due to start later this year and continuation of the summer improvement projects with work in as many as 27 schools this summer, it is time to issue additional bonds to ensure that PPS has cash on hand to pay for the work.

PPS staff has been working to develop plans for a second issuance of bonds. The Office of School Modernization staff has continually updated a timeline for capital projects and the related schedule of funding needs that shows when PPS will need additional funds to pay for the capital projects by the end of the year. Finance staff has worked with PPS' financial advisors to identify an appropriate level of debt to be issued in this second round of funding and a provisional schedule and structure for the remaining debt.

**Reviewed and Approved by
Executive Committee Lead**

Decision criteria: There are three major criteria that we use to evaluate financing options:

- The total amount of debt is limited to \$482 million
- It is our goal that the tax rates to repay the debt should be no more than \$1.10/\$1,000 and then \$0.30/\$1,000
- The amount raised from bond proceeds at any one time should be that which the district can reasonably expect to spend within three years

In addition, we are looking for a structure that allows us the maximum ability to utilize the funding authority we've been given, including efforts to keep interest expenses low and the flexibility to respond to changes in tax assessed value and interest rates, and allows us to respond to any changes in the spending plans.

Recommendation: After reviewing a number of possible issuance scenarios, staff recommend that PPS issue up to \$275 million of bonds in spring 2015, as described in the attached spreadsheet illustrating an issue of \$245.7 million with repayment of \$33.1 million in 2016 and \$35.6 million in 2017, with the remaining \$177 million repaid in 2018–2033.

The exact amount of the issuance will be determined at closing and the primary variable that will impact the amount is the interest rates at that time.

As currently envisioned PPS would issue a third and final round of bonds under the 2012 authorization in 2017 as illustrated in the attached document.

RELATED POLICIES / BOARD GOALS AND PRIORITIES

Successful execution of the 2012 capital bond program is a priority for the Board and for PPS. As stated above, it is a goal that the tax rate for the capital bond be no more than \$1.10/\$1,000 of assessed value. That goal was met for the first two years of the bond and this recommendation is made with that goal at the forefront of decision-making.

PROCESS / COMMUNITY ENGAGEMENT

This financing is putting into effect the will of PPS voters who approved the capital bond program, which was developed after extensive community engagement. PPS staff is working closely with its financial adviser (Piper Jaffray) and its bond counsel (Hawkins Delafield & Wood LLP) to complete this financing.

ALIGNMENT WITH EQUITY POLICY IMPLEMENTATION PLAN

Work funded by this bond issue will be contracted under the PPS Equity in Public Purchasing & Contracting policy, which is in accord with a goal of the equity policy implementation plan.

BUDGET / RESOURCE IMPLICATIONS

This bond issue will provide up to \$275 million in bond funds to support the second phase of the capital improvement work outlined in the bond proposal. The Board will be considering an

amendment to the 2014/15 budget to reflect this activity in the current year and subsequent annual budgets will also include next steps in this funding and activity.

NEXT STEPS / TIMELINE / COMMUNICATION PLAN

The Board will vote on the resolution authorizing this action at its March 9, 2015 meeting.

QUESTIONS FOR BOARD DISCUSSION

Do you agree with the staff recommendation?

ATTACHMENTS

1. Draft Board resolution authorizing the sale of general obligation bonds and related matters
2. Summary of bond issuance scenario

RESOLUTION No. ____

Resolution Authorizing the Sale of General Obligation Bonds and Related Matters

RECITALS

- A. The Board of Directors of Portland Public Schools, Multnomah County, Oregon also known as Multnomah County School District 1J (“PPS” or the “District”) is committed to maintaining and preserving the useful life of its school buildings.
- B. PPS understands that its schools are the property and pride of all citizens of Portland, and are strong anchors needed for livable neighborhoods.
- C. The average age of PPS school buildings is 67 years old and they have received only minimal updates over time.
- D. PPS recognizes that the condition of its facilities has a direct impact on the ability of teachers to teach and students to learn and succeed.
- E. Due to inadequate state funding for schools, PPS has prioritized use of General Fund money for its core educational mission, resulting in deferral of major maintenance on its facilities, leading to secondary damage and increased facility costs.
- F. At meetings in June and August, 2012, the Board of Education (“Board”) determined that it would be appropriate to seek voter approval in November, 2012, for general obligation bonds to finance a program of capital investments in PPS schools that includes:
- the full modernization or replacement of three high schools identified using high seismic risk and the need for major access upgrades as priority criteria;
 - the full modernization or replacement of Faubion School in partnership with Concordia University;
 - seismic and other building improvements: including seismic strengthening, replacement and seismically bracing roofs, roof replacements and accessibility improvements at a number of district schools;
 - educational facility improvements to improve grades 6-8 science classrooms with sinks and electrical outlets at as many as 39 schools;
 - repayment of \$45 million of existing capital debt; and
 - master planning the high school campuses not impacted by the major investment described above.
- G. In November of 2012 the voters of the District authorized PPS to issue up to \$482 million of general obligation bonds (the “2012 Bond Election”) to improve schools with 67% of voters supporting this capital investment program.

- H. The Board adopted Resolution No. 4745 on April 1, 2013 to authorize the issuance of up to \$165 million in principal amount of general obligation bonds under the 2012 Bond Election.
- I. On May 1, 2013 the District issued \$144,840,000 in general obligation bonds pursuant to the authority of the 2012 Bond Election and Resolution No. 4745, leaving \$337,160,000 of authority under the 2012 Bond Election and \$20,160,000 of authority under Resolution No. 4745.
- J. It is now desirable to authorize the sale of additional general obligation bonds under the 2012 Bond Election in a principal amount up to \$275 million to fund capital improvement work in PPS schools.

RESOLUTION

- 1. The Board hereby authorizes the issuance and sale of up to \$275 million in principal amount of general obligation bonds to pay for capital costs that are described in the ballot measure for the 2012 Bond Election (the "Capital Costs") and costs related to the general obligation bonds authorized by this resolution (the "Bonds").
- 2. The District's Chief Financial Officer or the person designated by the Chief Financial Officer to act under this resolution (each of whom is referred to in this resolution as a "District Official") may, on behalf of the District and without further action by the Board:
 - a. Sell and issue the Bonds in one or more series.
 - b. Participate in the preparation of, authorize the distribution of, and deem final any official statement or other disclosure documents relating to each series of the Bonds.
 - c. Establish the form, final principal amount, maturity schedule, interest rates, sale prices and discount, prepayment terms, payment terms and dates, and other terms of each series of Bonds.
 - d. Execute and deliver a bond declaration for each series of Bonds. The bond declaration for each series may specify the terms under which the series is issued, and may contain covenants for the benefit of Bond owners and any providers of credit enhancement for the Bonds.
 - e. Publish a notice of sale, receive bids and award the sale of each series of Bonds to the bidder complying with the notice and offering the most favorable terms to the District, or select one or more underwriters, commercial banks or other investors and negotiate the sale of any series of the Bonds with those underwriters, commercial banks or investors.

- f. Undertake to provide continuing disclosure for each series of Bonds in accordance with Rule 15c2-12 of the United States Securities and Exchange Commission.
 - g. Apply for ratings for each series of Bonds, determine whether to purchase municipal bond insurance or obtain other forms of credit enhancement (such as the Oregon School Bond Guaranty Program) for each series of Bonds, enter into agreements with the providers of credit enhancement, and execute and deliver related documents.
 - h. Appoint paying agents and other service providers for the Bonds and negotiate the terms of and execute agreements with those service providers.
 - i. Determine whether each series of Bonds will bear interest that is excludable from gross income under the Internal Revenue Code of 1986, as amended, or is includable in gross income under that code. If a series bears interest that is excludable from gross income under that code, the District Official may enter into covenants to maintain the excludability of interest on that series of the Bonds from gross income.
 - j. If permitted by federal law, issue any series of Bonds as taxable bonds that are eligible for federal interest subsidies or tax credits, and enter into related covenants.
 - k. Sell and issue one or more series of the Bonds to provide interim financing for Capital Costs, enter into lines of credit or similar documents which permit the District to draw Bond proceeds over time, and issue Bonds to refund the Bonds that provide interim financing for the Capital Costs. Refunding Bonds described in this Section 2.k to refund Bonds shall not be subject to the limit in Section 1 on the principal amount of Bonds that are issued to pay for Capital Costs.
 - l. To the extent permitted by the November, 2012 ballot measure, issue Bonds to refund previously issued obligations of the District, and take any related actions.
 - m. Execute any documents and take any other action in connection with the Bonds which the District Official finds will be advantageous to the District.
3. The District hereby declares its official intent pursuant to Section 1.150-2 of the Federal Income Tax Regulations to use the proceeds of the Bonds to reimburse the District for Capital Costs that the District pays from its revenues. The District Official is hereby authorized to make additional reimbursement declarations on behalf of the District.

Portland School District 1J

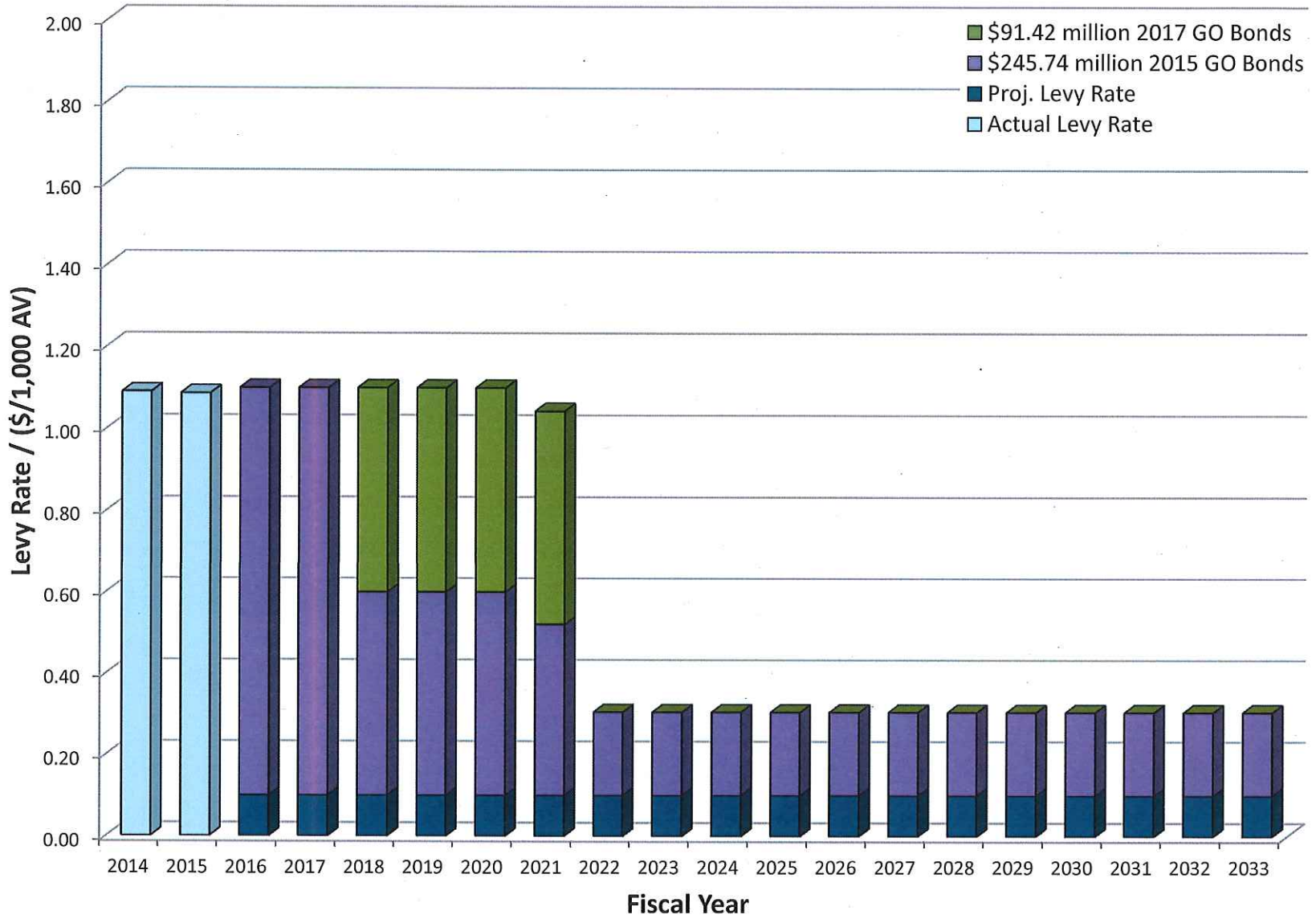
General Obligation Bonds - Levy Rate Analysis - Sales in 2015 and 2017 - Include 2016 Taxable Maturity for 2015 Sale
 \$482.0 million General Obligation Bonds

					----- ACTUAL -----			----- PROJECTED -----							
					\$144.8 million 2013 GO Bonds			\$245.74 million 2015 GO Bonds			\$91.42 million 2017 GO Bonds				
Fiscal Year	Assessed Value (000)	AV Growth	Percent Collected	Actual Levy Rate	Principal Payment	Interest Payment	Proj. Levy Rate	Principal Payment	Interest Payment	Proj. Levy Rate	Principal Payment	Interest Payment	Proj. Levy Rate	Principal Issued	Total Levy Rate
0 2013	\$ 40,720,094													\$ 144,840,000	
1 2014	42,244,715	3.74%	94.0%	\$ 1.0890	\$ 35,950,000	\$ 7,312,232								-	\$ 1.09
2 2015	44,134,377	4.47%	94.0%	\$ 1.0854	40,315,000	4,718,350								245,740,000	1.09
3 2016	45,679,080	3.50%	94.0%	-	1,555,000	2,702,600	0.10	\$ 33,065,000	\$ 9,872,400	\$ 1.00				-	1.10
4 2017	47,049,452	3.00%	94.0%	-	1,705,000	2,679,275	0.10	35,600,000	8,625,250	1.00				91,420,000	1.10
5 2018	48,460,936	3.00%	94.0%	-	1,890,000	2,628,125	0.10	15,215,000	7,557,250	0.50	\$ 20,835,000	\$ 1,937,659	\$ 0.50		1.10
6 2019	49,914,764	3.00%	94.0%	-	2,080,000	2,571,425	0.10	16,510,000	6,948,650	0.50	22,025,000	1,430,770	0.50		1.10
7 2020	51,412,207	3.00%	94.0%	-	2,325,000	2,467,425	0.10	17,875,000	6,288,250	0.50	23,115,000	1,047,535	0.50		1.10
8 2021	52,954,573	3.00%	94.0%	-	2,585,000	2,351,175	0.10	15,340,000	5,573,250	0.42	25,445,000	585,235	0.52		1.04
9 2022	54,543,210	3.00%	94.0%	-	2,865,000	2,221,925	0.10	5,545,000	4,959,650	0.20					0.30
10 2023	56,179,506	3.00%	94.0%	-	3,160,000	2,078,675	0.10	6,085,000	4,737,850	0.20					0.30
11 2024	57,864,892	3.00%	94.0%	-	3,475,000	1,920,675	0.10	6,655,000	4,494,450	0.20					0.30
12 2025	59,600,838	3.00%	94.0%	-	3,775,000	1,781,675	0.10	7,255,000	4,228,250	0.20					0.30
13 2026	61,388,864	3.00%	94.0%	-	4,095,000	1,630,675	0.10	7,890,000	3,938,050	0.20					0.30
14 2027	63,230,529	3.00%	94.0%	-	4,430,000	1,466,875	0.10	8,635,000	3,543,550	0.20					0.30
15 2028	65,127,445	3.00%	94.0%	-	4,785,000	1,289,675	0.10	9,435,000	3,111,800	0.20					0.30
16 2029	67,081,269	3.00%	94.0%	-	5,155,000	1,098,275	0.10	10,280,000	2,640,050	0.20					0.30
17 2030	69,093,707	3.00%	94.0%	-	5,550,000	892,075	0.10	11,185,000	2,126,050	0.20					0.30
18 2031	71,166,518	3.00%	94.0%	-	5,965,000	670,075	0.10	12,145,000	1,566,800	0.20					0.30
19 2032	73,301,514	3.00%	94.0%	-	6,375,000	461,300	0.10	13,040,000	1,081,000	0.20					0.30
20 2033	75,500,559	3.00%	94.0%	-	6,805,000	238,175	0.10	13,985,000	559,400	0.20					0.30
					\$ 144,840,000	\$ 43,180,682		\$ 245,740,000	\$ 81,851,950		\$ 91,420,000	\$ 5,001,199			

				Total Funds	
Interest Rate Assumptions	Dated Date	Premium		Post Sale	
2013 GO Bond Issue	ACTUAL	05/01/13	\$ 13,870,119	\$ 158,710,119	
2015 GO Bond Issue	CURRENT	04/30/15	N/A	\$ 404,450,119	
2017 GO Bond Issue	+1.0%	05/01/17	N/A	\$ 495,870,119	

Total Principal	\$ 482,000,000
Total Interest	\$ 130,033,831
Total Premium (2013 & 2015)	\$ 13,870,119
Interest as % of Proceeds	26.2%

Projected Levy Rates - Assumes Two Sales of Remaining Authorization



BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

INDEX TO THE AGENDA

March 3, 2015

Board Action Number	Page
---------------------------	------

Personnel

5028	Election of Second Year Probationary Teachers	3
5029	Election of Third Year Probationary Teachers	9
5030	Election of Contract Teachers	13
5031	Contract Extension for Teachers	16
5032	Election of Second Year Probationary Administrators	46
5033	Election of Third Year Probationary Administrators	47
5034	Election of Contract Administrators	48
5035	Contract Extension for Administrators	49
5036	Notice of Non-Renewal of Probationary Teachers	51
5037	Notice of First Time Non-Extension Contract Teachers	52

Purchases, Bids, Contracts

5038	Expenditure Contracts that Exceed \$150,000 Limit for Delegation of Authority	54
------	-------------------------------------------------------------------------------------	----

Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 5028 through 5039

RESOLUTION No. 5028

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 2015-2016 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	ID
Boettcher	Daniel	023398
Abel	Tivon	012199
Accetta	Hanisi	022830
Ackron	Michelle	023175
Acosta	Jessica	022794
Addy	Meredith	023100
Allen	Hanna	017735
Allen	Madeleine	021204
Allen	Noelle	009246
Alvarez	Vanessa	023120
Amador	Kimberly	023165
Amaya-Gonzalez	Berenice	023218
Anderson	Candace	023294
Anderson	Mary	023274
Arellano	Rosario	023318
Arnold	Lyndsey	023402
Arze Torres Goitia	Camila	023061
Aubel Topletz	Kristin	023129
Azzaro-Budak	Gina	021295
Baca	Carlos	023350
Baird	Andrew	023105
Barnes	Carolyn	023085
Barnwell	Heather	023167
Barry	Sean	023392

Last	First	ID
Bassaloff	Kristin	023239
Batten	Sarah	023286
Beck	Nathan	022970
Bedi	Sanjay	023116
Bennett	Neressa	023194
Bernardo	Anna	017243
Bernat	Allison	019163
Billings	Ariel	022129
Birdsong	Robin	013499
Blackford	Elicia	023287
Blowers	Brooke	023321
Blumhardt	Daniel	023361
Blumhardt-Braga	Tammy	023315
Bourassa	Rebecca	023299
Bowman	Timothy	023110
Boyeas	Megan	022107
Brown	Amber	018158
Browne	Mary	022339
Buckner	Alexander	020343
Buford	Jonathan	023228
Burke	Rosario	017155
Busacca	Christine	023261
Bustamante-Jenkins	Angela	023255
Buvinger-Wild	Gabrielle	023083

Cahill	Teri	022234
Calica	Robert	023080
Campeau	Matthew	010939
Canales Reyes	Andres	014719
Caraboa	Brittney	023212
Carranza	Duncan	023119
Carrasco	Myette	023391
Cates	Brian	023158
Chantry	Nadia	020226
Childress	Richard	022967
Chong	Garett	022982
Chudd	Paula	017217
Clark	Lisa	023260
Clawson	Frances	022701
Cleary	Jennifer	017168
Clyde	Chelsea	023269
Colclasure	Cara	022979
Copacino	Allyson	014678
Crawford	Jacqueline	023355
Cunningham-Parmeter	Kendall	012310
Curran	Christina	023347
Cvitanich	Michelle	023049
Cywinski	Kristin	022408
Da Rosa	Gladis	020212
Davidson	Roxanne	014686
Day	Myriah	021115
De Lagrave	Nicole	023279
De Valdenebro	Maria	022989
Dewey	Sada	023244
Deych	Yulia	023056
Dietsch	Shelby	023266
Dill	Morgan	023103
Diltz	Michael	023242
Docken	Elizabeth	023307
Doler	Nicole	023022
Dombrowski	Deborah	023067

Doney	Stephanie	023216
Doslu	Lisa	022136
Duckworth	James	023181
Duffy	Kaitlyn	022144
Duggan	Lori Ann	022330
Dulcich	Sarah	023130
Duncan	Hayley	022817
Dwight	Kelly	023106
Dyer	Brian	023092
Easton	Michael	023034
Eichman	Katharine	020808
Espineli	Lorene	023051
Estandian	Roma	023323
Estassi	Samia	023093
Fantz	Travis	000765
Fatemi	Kian	023196
Feldt	Ian	023340
Fell	Erin	023273
Ferguson	Joseph	023214
Fessant	John	023248
Fieser	Megan	022082
Finley	Jill	016825
Firestone	Skye	023052
Fisher	Laura	023267
Fitch	Jason	014744
Fitzpatrick-Bjorn	Erin	023174
Flores	Anne	021883
Flores	Melody	023348
Fraser	Eric	023205
Friedman	Levia	023122
Fujiwara	Ritsuko	017147
Gaither Martin	Nichole	000102
Garcia	Merri	000276
Gardner	Alyssa	022150
Garvey	Molly	005614
Gascoyne	Maya	023185

Gerber	Brian	019970
Gerolami	Mark	023193
Gervich	Asa	022978
Ghobrial	Marita	023235
Gibner	Stephanie	023237
Giles	Jason	023373
Goldman	Sara	021263
Gonzalez	Melissa	023104
Graham-Baker	Sarah	023178
Gray	Monica	023285
Gray	Rhonda	023057
Gretzinger	Jessica	023077
Groseclose Lobb	Alicia	023031
Guest	Danuta	023226
Gustin	Mitchell	023336
Guzman	Malaina	023201
Guzman	Marquita	013342
Ham	Jessica	023227
Hanawalt	Joel	020011
Hart	Kathleen	023095
Harvey	Elizabeth	023293
Hatzipavlou	Athanasia	017049
Hayes	Amy	023141
Haynes	Stephanie	021335
Healey	Christopher	023360
Hemstead	Jamie	023192
Hermes	Leah	019093
Herrmann	Lauren	018785
Heyerly	Logan	023082
Hibbert	Lindsey	023101
Higginbottom	Keri	011099
Hill	Mary	008740
Hill	Susan	022945
Hilyard	Kevin	022140
Himmelstein	Julia	020809
Hite	Tammy	012807

Hoang	Cuong	023230
Hoffenberg	Rebecca	023182
Horner	Jamie	023121
Houghton	Mary	023371
Hughes-Bond	Kasey	022790
Hull	Megan	022952
Huntley	Ian	023102
Incorvia	Jamie	023070
Ionescu	Marinela	020506
Jablon	Joel	021487
Jamison	Janae	022721
Jangula-McNabb	Jennifer	016130
Jardine	Tara	023390
Johns	Lauren	023097
Johnston	Scott	023258
Jones	Kira	023155
Jones Bohara	Carrie	022976
Kangas	Molly	022990
Kennedy	David	021156
Kessluk	Joshua	019285
Khalsa	Nam Kirn	020607
Kiernan	Elizabeth	023161
Kiggen	Benjamin	023091
Kincaid	Meghan	023134
Kindred	Megan	023159
King	Lindsay	023079
Kloeppel	Annette	023215
Knochel	Kate	022376
Kolesar	Jaclyn	023047
Korth	Zachary	023317
Kreuz	Cameron	023280
Kristensen	Lauren	022977
Kunda	Natalya	022251
LaBerge	Ashley	023148
Lancaster	Valoree	023256
Laney	Renee	023190

Langton	Bradley	021441
Lanners	Eric	023163
Lara	Joel	023098
Law	Ethan	023330
Lawrence	Andrea	023088
Lawrence	Tracy	023300
Le	Myngoc	019680
Le	Thuy-Linh	022934
LeCrone	Amanda	023112
Lee	Sang	023062
Lee	Sarah	023297
LeeWehage	Elizabeth	023312
Leitch	Sarabeth	023113
Lewis	Matthew	023251
Lierheimer	Kristin	023118
Littledyke	Richard	023203
Loosemore	Monica	023003
Luckett	Nekicia	007791
Lumbard	Emilee	023123
Luther	Erika	023327
Machado Rodriguez	Yudmila	023114
Machuca	Eliana	020509
Macrae Herrmann	Marian	023219
Maestas	Marlena	013880
Magee	Lauren	023326
Marchyok	Terry	000230
Marquez	Kenya	023086
Martin	Joseph	020725
Masters	Nicole	023058
Mathews	Frank	023339
Mayer	Keelin	023152
McCarthy	Ellen	023197
McClain	Stephanie	022996
McFadden	Brian	023245
McGee	James	023232
McGinnis	Seth	023282

McGowan	Maya	021289
McHarris	Wendy	022894
McIvor-Baker	Ellery	023135
McKee	Erin	022974
McKinney-Heiney	Hilary	022115
McKinstry	Samuel	020177
McMahon	Marie	023238
McNulty	Erin	016005
McShane	Joyce	022080
Mead	Christopher	022695
Merz	Jesse	023206
Metz	John	007674
Mihelic	Benjamin	023176
Mizee	Lisa	020534
Moffitt	Joceline	023314
Montoya	Desiree	023173
Mouery	Kathryn	020810
Nabielski	Risa	022874
Naegele	Zulema	023236
Nations	Katherine	019268
Nava-Replogle	Alejandra	023021
Nelson	Sonya	023295
Nemesi	Emily	023186
Newton-Bruzza	Elaine	023172
Nicola	Michelle	022946
Niebergall	Thomas	022999
Nohner	Nicholas	023231
O'Leary	Colleen	023191
Odom-Braun	Amy	023337
Ordaz	Maggie	023195
Oriard	Colin	023117
Pace	Miranda	023099
Patterson	Daniel	020865
Patterson de Tarr	Gavriel	021914
Payne	Ruth	023253
Pearlz	Gary	023084

Peck	Megan	023109
Penland	Brian	023313
Pier	Nathan	018008
Pierce	Nancy	023217
Polzin	Daniel	021437
Pople	Clair	023413
Porras	Angela	022947
Qian	Kun	023229
Quintana	Gabrielle	023306
Quintero	Tracy	000084
Rafferty	Philip	023131
Ramirez	Cesar	023050
Ranjani	Krishnan	023041
Reed	Nicole	023204
Reynolds	Alix	022841
Reznic	Emanuela	023108
Richardson	Kevin	023240
Richey	Noelle	022923
Ritzinger	Karen	022051
Rizzo	Paul	023140
Robertson	Diana	018952
Robertson	Susan	022226
Rodecap	Zachary	023243
Rodriguez	Kate	023396
Rollins	Ashley	022953
Ross	Laura	023284
Roth	Kasandra	022988
Routtenberg	Yael	018111
Rowe	Joseph	015288
Ruberte	Karina	023023
Ryan	Myron	007130
Sabzalian	Rebekah	022792
Samore	Brian	008124
Sams	Markelle	023322
Sanborn	Emily	023089
Sanderson	Charles	023078

Savage	Magdalene	017131
Schnebeck	Thomas	022706
Schweitzer Goshorn	Bethany	019046
Scrutchions	Gerald	023020
Seavey	Erik	022980
Sheaffer	Christopher	019918
Sievers	Allyson	018926
Simantel	Ana	000671
Simon	Erich	023179
Simrell	Melody	006287
Sims	Molly	023107
Singer	Sylvia	022903
Skorohodov	Elizabeth	019092
Smith	Christopher	023151
Smith	Jennifer	023254
Smith	Nicolette	015940
Smith	Stuart	023283
Sneed	Joseph	023325
Sogo	Wakako	022956
Sollman	Jennifer	022443
Soulas	Kara	023066
Spann	Bobby	017999
Spiegel	Jasmine	023136
Springfield	Suella	022070
Stafford	Dylan	023032
Stahlecker	Michele	015932
Staszkow	Katelyn	023324
Stenger	Patrick	023335
Stone	Carolyn	010486
Suehiro	Jamie	023060
Sutter	Jeremy	023276
Sutton	Douglas	023028
Tanabe	Aaron	023125
Tarango	Adria	023316
Taylor	Adam	023132
Taylor	Kari	023087

Ten Eyck	George	021973
Therault	Catherine	002545
Thomas	Shaphan	023124
Tilt	Amy	020682
Top	David	023308
Touloukian	Cami	023448
Towson	Peter	023090
Troiano	Madelyn	022954
Truhlar	April	022943
Tyner	Cezanne	017255
Valent	Laura	014695
Valenzuela	David	023138
Van Eeckhout	Barbara	023024
Van Egeren	Sara	023111
Van Patten	Kelda	022968
Van de Water	Allen	023128
Vaughan	Amy	023366
Verbon	Nicholas	023018
Vineyard Stahl	Renee	010900
Wagner	Kimberly	023137
Wagner	Mary	023298
Walker	Kevin	022972

Wang	Edward	017501
Wang	Keyi	023331
Wasinger	Nettajane	018231
Watson	Christopher	023221
WeaverLi	Toni	014010
Weeks	Ellen	023334
Weir-Mayorga	Willow	023127
Wentworth	Cathy	023184
Wheeler	Rhonda	023262
Wilebski	Jeffrey	023164
Wilkinson	Jack	022987
Williams	Brian	023311
Wolfe	Joshua	023329
Wolfer	MaLynda	016164
Yu	Beyoung	023027
Zambrano	Kerry	017110
Zardinejad	Eleanor	023198
de Boer	Jennifer	022955
dela Houssaye	Philip	023026

S. Murray

RESOLUTION No. 5029

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 2015-2016 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	ID
Accuardi	Nicole	020543
Acevedo	Jody	021884
Ackerman-Harvie	Adrian	021798
Alonso	Gloria	021772
Anderson	Cecilia	019073
Anderson	Jeffrey	021951
Aquino	Emmanuel	021811
Arnold	Alexa	021877
Baker	Kimberly	019177
Baley	Tatiana	021773
Ball	Joseph	010790
Barnett	Lisa	020013
Barten	Sarah	021979
Bennett	Remy	021826
Berry	Rebecca	021890
Bidney	Jacqueline	009106
Bish	Maranda	018829
Black	Ashley	021878
Blackman	Adriane	015371
Borgelt	Megan	021913
Botieff	Sasanna	022127
Bowe	Elizabeth	021814
Boyd	Jeffery	020420
Brachman	Srule	021846

Last	First	ID
Brixius	Daniel	004461
Brown	Christina	021895
Brown	Tara	021966
Bryson	Ronette	019447
Bundy	Elizabeth	019174
Caldwell	Michaela	021452
Campbell	Gwen	018480
Cartagena	Max	017052
Castillo	April Rose	021902
Castillo	Martin	021440
Catabay	Monty	017685
Cates	Kathryn	019281
Chasse	William	022333
Christophersen	Ashley	021808
Clute	Daniel	021927
Cocchiarella	Cara	021818
Cook	Allison	021882
Cowden	Karen	021942
Cowley	Maurice	015636
Crawford	Debra	021821
Cunningham	Kevin	011418
Dahl	Ingrid	021901
Daucourt	Monica	022453
Davis	Moses	008268

DeGroot	Cheryl	021774
DeVille	Anna	021840
Dickinson	Heather	022053
Diepenbrock	Bernadette	020151
Dipascuale	Pablo	021879
Do	Janet	021815
Dugan	Christine	021800
Dyste	Sarah	021346
Edelstein	Jocelyn	018117
Eigo	Meghan	019557
Eisen	Leslie	021231
Ellis	Elizabeth	020915
Elwood	Stacey	021875
Ferber	Jonah	018462
Ferro	Matthew	021801
Fifth-Lince	Amy	015673
Finley	Aaron	016888
Flores	Moises	021885
Flye	Travis	021455
Fogg	Julia	021453
Fosik	Kristina	020346
Foster	Daniel	007799
Freeman	Allanah	021892
Freeman	Stacey	016558
Frisby	Barry	021371
Fulks	Alyssa	021858
Fuller	Chelsea	021825
Gardner	Jennifer	022008
Gereau	Caroline	021803
Gilson	Kirey	003922
Glaze	Cody	020840
Good	Melinda	021753
Green	Amber	021451
Gregerson	Elena	020083
Haddox	Maria	018816
Hamilton	Chadwick	015861

Hanna	Skye	021870
Hardin Mercado	Yessica	021847
Harley	Peter	022035
Hartel	Nicholas	019350
Hawkins	Andre	012846
Hazen	Alicia	022475
Held	Laureen	021896
Helmsworth	Nancy	021793
Hernandez	Cesar	011864
Hernandez	Maria	015718
Herron	Alison	021499
Hewitt	Thomas	005699
Hillenberg	Jamie	021820
Hines	Shawnte	021783
Hockett	Jacob	021948
Holden-Williams	Demetria	022236
Hollingshed	Odie	021435
Hotchkiss	Luke	022042
Houdek	Robin	017309
Huaripata	Pamela	016943
Huerta	David	021775
Huizinga	Katharine	021874
Hutsell	Kennedy	016820
Irwin	Alicia	022089
Israel-Davis	Elizabeth	010932
Jackson	Jennifer	022637
Jamieson	Robert	021712
Jeffrey-West	James	021945
Jetton	Debra	021978
Johnson	Erika	019750
Jordan	Amanda	021836
Kaller	Susan	021699
Kapka	Steven	021889
Keller	Damon	011265
Kelley	Robert	021439
Kelley	Stephanie	020228

Kennedy	Kristin	022094
Kincaid	Diana	021907
Kirkpatrick	Melissa	020568
Kirsch	Elizabeth	021943
Kyler	Amy	021832
Kyriss	Rachel	014966
Laguardia	Carlos	020595
Lawhon	Kevin	016327
Leech	Andrea	021863
Lefere	Karen	021908
Lethlean	Emily	016962
Leveille	Katie	021976
Levine	Joshua	019242
Lindsay	Pamela	018595
Liu	Hong	015156
Lossner	Christi	017972
Maddy	Courtney	014472
Mandell	Doug	021480
Mandis	Ian	021479
Mankowski	Heather	019165
Manley	Matthew	016224
Marsh	Nicole	021972
Marvit	Sam	021776
Masunaga	Heidi	005454
Matano	Sara	021810
McCollister	Wakana	021778
McDowell	Elizabeth	021911
McKenzie	Sharitha	021881
McKie	Jessica	021839
McKnight	Jennifer	014368
McNeal	Jeffrey	021797
McQueen	Adam	021928
McSherry	Danielle	021236
Merideth	Chris	019882
Merrick	Nikolaus	015538
Miller	Paige	021647

Minato	Joseph	021939
Mininger	Madeline	021930
Mulvihill	Michele	017940
Munoz	Deborah	019697
Munoz	Mercedes	022007
Murr	Gillian	021894
Murray	Jessica	021864
Myers	Thomas	021871
Newton	Allison	021805
Nguyen	Donna	021860
Nims	Tom	021931
Norquist	Melissa	022114
O'Leary	Alicia	021650
Parker	Trevor	021806
Parsons	Lisa	022664
Penoncello	Nicole	021824
Perez Vargas	Celene	021799
Perkins	Jerrie	018847
Peterson	Gabrielle	021888
Pham	Michael	000886
Phillips	Leslie	021707
Pickett	Russell	021361
Pierce	David	019939
Pilgrim	Keri	021866
Plies	Robin	021920
Ponz	Ana	022009
Price	Evan	021904
Quinn	Caitlin	018970
Rae	Laela	021827
Ramirez	Daniel	021784
Raspone	Sara	021912
Recker	Laura	021796
Redding	Tawnya	021985
Reedy	Seth	021949
Rege	Stephanie	021900
Reynolds	Koll	020646

Reynolds	Ordella	008389
Riedel	Gavin	022059
Riley	Natalie	021981
Riser	Christopher	020309
Rittenberry	Tracy	022005
Robles	Donna	022083
Roddis	JoAnna	020218
Rodgers	Cicely	021873
Rodriguez	Marcos	021795
Rossington	Donald	022351
Routon-Michelinie	Kyra	021855
Rueck	Bryndle	022309
Rumann	Meredith	021906
Rybak	Anne	021950
Sams	Marci	021578
Sandmann	Matthew	019247
Schlotte	Matthew	019172
Schmidt	Jayson	014463
Schneider	Katie	016101
Scott	Josephine	021872
Setiadi	Yulia	020688
Shelton	Sarah	021964
Sheridan	Brenna	021802
Shippy	Lori	021822
Siegel	Douglas	021899
Silvernail	Daniel	021982
Speer	Matthew	021886
Steeves	Amy	021857
Stinson	Christine	009093
Stolte	Kayla	021713
Storm van Leeuwen	Janine	021990
Strickler	Michelle	021955
Stroup	David	021947
Studt	Ryan	022098
Surits	Zoya	021484
Swerdlik	Anthony	017808

Szok	Ann Marie	020889
Tabshy	Joshua	018796
Tharp	Jonathan	019872
Thatcher	Brieana	021891
Thomas	Jennifer	015657
Timmerman	Christian	021893
Torain	Heather	013804
Tracy	Kayla	021975
Tyler	Sid	016059
Vargas	Gerardo	021926
Vega	Jaeger	021351
Volley	C	021829
Wages	David	022165
Walker	Britta	015623
Walker	Matthew	022154
Walz	Edward	022675
Warner	Mark	021833
Webb	Natalie	021804
Weber	Kathryn	021897
Weiner	Adam	017113
Wenner	Martha	014014
West	S	013820
Weston	Benjamin	021946
Whisler	Casey	018411
Wiencke	Susan	019329
Wierth	Dorothy	019859
Wilhelmi	Kasia	016715
Willis	Kernan	018076
Wilson	Gina	018324
Wilson	Kimberly	021853
Yao	Kendra	021869
York	Tyler	021245
Zeller-Williams	Lavonna	021909

S. Murray

RESOLUTION No. 5030

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 2015-2016 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	ID
Acevedo	Harold	021196
Adams	Sadie	021195
Allen	Lauraine	019881
Archer	Keri	021098
Armstrong	Laura	019995
Barreto	Amparo	021152
Beadle	Brian	019942
Beckman	Laura	021199
Berchier	Emily	020578
Best	May	021159
Bolgioni	Dawn	019956
Borosky	Alison	020850
Braia	Anne	021114
Brand	Melynda	007335
Brandy	Katherine	018047
Brantley	Michael	013010
Brislin	Alicia	021171
Brislin	Jeffrey	021122
Brockmann	Jennifer	021107
Brown	Alicia	021180
Bubl	Paul	020608
Buehler	Christopher	020623
Buker	Francine	021244

Last	First	ID
Bush	Elsa	021105
Caputo	Lily	021130
Carlson	Matthew	020603
Carpenter	Jonah	021332
Cassell	Santha	007115
Christensen	Tracy	015633
Christian	Mishaun	020681
Clingan	David	015576
Crosman	Nathaniel	018950
Cupp	Julia	020627
Delaney	Hannah	021349
Diaz	Jessica	021198
Dickstein	Galen	019907
Dillingham	Angela	019443
Dippell	Margaret	018152
Doherty	Christopher	020551
Dougherty	Paula	000961
Drew	Amy	021091
Duncan	Hannelore	021172
Duncan	Nicole	019106
Durant	Erika	021101
Earle	Heidi	016688
Edgar	Mehera-Rosa	018505

Eisemann	John	021268
Elder	Heather	021315
English	Kelly	019191
Etzel	Kristina	018933
Fale	Kelly	019999
Farrell	Miki	018101
Fedorenko	Anna	021028
Fisher	Carolyn	007622
Fraser	Eva	019323
Freeman	Westin	021303
Garcia-Yurchenco	Amparo	021036
Gaynor	Sarah	015028
Gianotti	Maria	008808
Gifford	Christopher	021169
Gonzalez	Sarah	021030
Gordon	John	019210
Grass	Alyssa	019466
Grillo	Megan	019569
Grone	Kathryn	020693
Haight	Allison	021238
Hensley	Emily	021202
Hightower	Klarissa	021359
Hintz	Carolyn	011817
Hirata	Marisa	000311
Ingraham	Jessica	020639
Iwersen	Deidre	018957
Jendrzek	Jessica	019935
Johnson	Kara	000901
Jones	Tawanda	021136
Karpenko	Oksana	021164
Keeler	Tara	018125
Kendig	Elsbeth	021138
Kennedy	Monica	021078
Kim	ReCher	021106
Kirkelie	Greg	021230
Klosterman	Tracy	015335

Kondylis	Katherine	001827
Kowalski	Amy	021225
Kruger	Renee	017464
Lamanna	Tina	017138
Lampi	Yomaira	002894
Lannom	Samantha	021127
LeDoux	Sheree	016237
Lee	Sitti	019087
Leivant	Natalie	021126
Lind	Patrick	021102
Lloyd	Mary	019957
Lloyd	Michelle	020283
Lozano	Mehira	020680
Mann	Kathrine	021163
Markovich	Elizabeth	017875
Marron	Deanna	016728
Martin	Elizabeth	021132
Martinez	Daisy	021103
May	Kellie	018052
McCarthy	Nicholas	015509
McFadden	Morgan	019580
McGlotten	James	020643
McKelvey	Da'Anyel	014152
Melcher	Katie	021185
Mendels	Sharon	019085
Miller	Jason	021128
Mitchell McVay	Angela	021139
Moayyad	Virginia	020794
Moore	Kathryn	000211
Moore	Michael	021201
Moore	Michelle	021079
Morgan	Ronald	015966
Munana	Anabel	018540
Mussio	Sarah	019096
Myers	Carolyn	018966
Ness	Diane	018102

Nguyen	Thai Van	020641
Nicola	Jill	021097
O'Hagan	Brigid	021125
Onnis	Nicola	021250
Ortmayer	Keri	021174
Oster	Cameron	020618
Parker	Sarah	016161
Perez	Marty	021157
Perez-Rodriguez	Francisco	021243
Pernice	Anthony	019212
Petersen	Irene	015110
Pokorny	Christopher	021273
Poujade	Grant	021182
Rangel	Gregorio	020592
Rasmussen	Carmen	014060
Rivera	Toshiko	021108
Rodgers	Grace	021124
Rodgers	Victoria	020960
Rotwein	Abigail	021082
Rudolph	Benjamin	020689
Ruffner	Laura	021095
Russell	Shannon	018021
Russell	Susan	017432
Ryan	Lori	021160
Sandoval	April	014895
Scotfield	Alexis	015640
Smith	Allison	020980
Smith	Calvin	016085
Smith	Heather	017961
Smith	Steven	021137
Stabler	Laramie	017578
Stark	Julia	021203
Steranko	James	021354
Stewart	Matt	019649
Stone	Jillian	014821
Sudermann	Richard	021158

Thomas	Paige	019958
Turner	Ramman	021100
Wahl-Stephens	Jeremy	021131
Ward	James	005082
Warren	Erica	021168
Waters	Jeffrey	021111
Watson	Wendi	019053
Wells	Keenan	021382
Weston	Mago	021120
White	Laura	021099
White	Linda	018479
Wich	Katherine	021014
WilderTack	Elenoir	018959
Wilkins	Jayme	021134
Williams	Kelsey	020462
Winkler	Amanda	021167
Winn	Susan	021112
Wisher	Tracy	019701
Yonamine	Moe	020837
Yovu	Christine	020953
Zibelman	Michael	021121
Zimmerman	Janie	021446
Zwissler	Karen	021080
de Boer	Katrina	021151

S. Murray

RESOLUTION No. 5031

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 2017, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First	ID
Aaker	Daniel	020057
Aalto	Johanna	019059
Aase	Brian	006784
Aase	Karen	008567
Abel	Kimberly	004653
Abens	Nancy	002275
Abramovic	Lisa	005938
Absgarten	Dana	003567
Adajian	Lisa	015175
Adam-Howard	Edith	014867
Adams	Allison	017428
Adams	Melodie	016448
Adams	Nadene	005058
Adamski	Debra	000612
Adana	Camille	002453
Adkisson	Daniel	017886
Aguirre	Rodrigo	017704
Ahern	Sean	018836
Ajayi	Folashade	000473
Akhavein	Rana	000041
Al Faiz	Miriam	018789
Al-Aridh	Bradi	017966
AlSuhaimi	Miriam	020407

Last	First	ID
Alabarca	Erika	017835
Alderman	Amy	010907
Allbaugh	Cheryl	004095
Alleman	Cynthia	008586
Allen	Janis	005656
Allen	Jerry	001365
Allen	Kelly	013812
Allen	Thomas	018839
Alonso	Amanda	011894
Alonso Jr	Ricardo	011929
Altig	Kimberley	008025
Alvarez	Francisca	016651
Ambinder	Harris	002799
Ambrosio	Amy	005626
Andanen	Graham	015447
Anderson	Brett	008699
Anderson	Daniel	008885
Anderson	James	004725
Anderson	Katherine	013952
Anderson	Kathryn	008637
Anderson	Kathy	008554
Anderson	Kent	007810
Anderson	Louise	003566

Anderson	Lucia	007236
Anderson	Robert	006475
Ando	Atsuko	002194
Andrews	Barbara	012711
Andrews Denney	Kelly	016473
Andronescu	Rosalyn	000099
Angell	Amy	011753
Anglada Bartley	Susan	013044
Ankeny	Frances	008310
Ankney	Leslie	019858
Annen	Megan	001287
Ansara-Henderson	Nicole	008476
Ansell	Amanda	017111
Appollo	Melissa	008314
Arias	Erin	016594
Armendariz	Febe	017305
Arras	Katrina	011555
Arrayan	Daniel	000212
Arredondo	Marcela	020442
Arrington	Sarah	006769
Arthurs	Erica	020780
Atagabe	Beth	000930
Aubrecht	William	017795
Auda-Capel	Laurel	015828
Augustine	David	010768
Austin	Ken	010878
Austin	Linda	007400
Avila	Obdulia	020147
Avison	James	012299
Baber	Marla Ann	018791
Backer	Ella	017048
Bacon	Annette	011276
Bacon-Brenes	Matthew	012759
Bacus	Sarah	016013
Bagby	Dalina	020363
Bahen	Gary	020580

Bailey	Danielle	019991
Bailey	David	003422
Bailey	Nancy	008162
Baker	Courtney	020428
Baker	Rebekka	014658
Baker	Shannon	001146
Ballman	Joseph	017275
Bancroft	Cinnamon	009146
Banks	Renee	005474
Barbour	Julie	006957
Barde	Richard	004153
Barkett	Paul	007661
Barlow	Rebecca	010766
Barnes	Aaron	016569
Barnes	Dereck	000838
Barnes	Julie	011911
Barnes	Sharon	014781
Barone	Rebecca	003114
Barrar	Christine	006863
Barry	Patricia	007073
Barta	Joanne	006662
Bartlo	Christopher	018760
Bass	Kori	017761
Batliner	Derrick	015355
Batsch	Jennifer	001097
Battle	Lynda	007066
Bauer	Michael	011816
Bauer	Suzanne	017759
Bayne	Kerry	011829
Beaird	Susan	011437
Beatty	Thomas	003855
Becic	Susan	010164
Beck	Laresa	020728
Beck	Lucinda	017763
Beck	Sara	013734
Becker	Julie	020269

Beckett	Thomas	012447
Beebe	Allen	007939
Beeber	Mary Jo	001245
Belcher	Rachel	008731
Bellavia	Marie	004977
Bennett	Eric	005264
Bennett	Grace	000529
Bennett	Jennifer	008559
Bennett	Roseann	014718
Bennison	Torrey	000744
Bennon	Brady	018773
Bentley	Diana	004693
Benton	Sean	014244
Berg	Jeanne	007241
Berg	Marta	017695
Berger	Barbara	008281
Bergren-Dizon	Greta	012673
Bergstrom	Kelly	018020
Berkley	Carol	010072
Berning	Carolyn	001192
Bernt	Michelle	009322
Berry	Kenneth	005070
Bertelsen	Kimberly	000894
Berten	Anne	010827
Bertolone-Logan	Carla	008380
Berton	Ann	015039
Bessas	Soumountha	005258
Beutler	Shawna	008820
Biagini	Beth	014881
Biamont	Timothy	000088
Bibles	Robin	005989
Bickett	Carla	008622
Biello	Gena	019005
Bielman	Candice	008982
Billedeaux	Chuck	007961
Bilster	Marika	012838

Binder	Patrick	012988
Bjornstad	Kaoru	000869
Birch	Jennifer	015381
Bird	Sharon	006183
Birkey	Colleen	014689
Birmingham	Kileen	001552
Birt	Laura	000779
Bishop	Bella	016515
Bishop	George	008241
Bjerkelund	Kristi	007878
Black	Tim	008763
Blackwell	Judi	016873
Blakely	Thomas	007358
Blanchard	David	006560
Blank	Sandra	012884
Blattner	Julia	015492
Bobenrieth	Rafael	013672
Bode	Philomena	007028
Boehm	Andrew	020458
Bogdanoff	Rachel	003696
Boitano	Laura	006305
Bokenyi	Brenda	015475
Bokoske	Mary	001120
Boldman	Emily	017642
Bolger	Elizabeth	012730
Boly	William	004862
Bonbright	Terri	006369
Boon	Sandra	005254
Bordioug	Olessia	017700
Borst	Cheri	002994
Bostick	Jessica	015383
Bottman	Tereza	000802
Bourcier	Hannah	010771
Bowie	Cynthia	008137
Bowman	Matthew	016696
Boyd	Christine	017710

Boyd	Heather	003917
Boyea	Kathryn	009027
Boyer	Matthew	015322
Brackmann	Terra	010784
Bradley	Amber	000183
Bradley	Elise	017609
Bradley	Rachael	000385
Branham	Tara	000418
Brannon	Michael	007107
Braun	Christina	013883
Brayson	Kristen	000968
Brazo	Mark	009016
Breeden	Brandon	015541
Breen	Samantha	018949
Brenan	Jill	009084
Brenner	Conni	002715
Brewer	Brittanie	001367
Briggs	Tracey	015435
Brighthouse	Susan	000343
Bright	Karin	011843
Brinks-Detzer	Harmony	019727
Briones	Adrienne	014268
Brod	Beth	012172
Brooks	Denise	011655
Brooks	Nora	011740
Brooks	Yulia	020377
Brotherson	S Ellen	014109
Brown	Barbara	011841
Brown	Gail	007317
Brown	Gregory	014659
Brown	Jamie	016553
Brown	Julie	019064
Brown	Keith	001069
Brown	ReShawn	012674
Brown	Richard	011848
Brown	Sahjo	007434

Brown	Susan	007386
Brucato	Kurt	005778
Bruce	Tina	010607
Bruer	Ilsa	020704
Brunak	Eugene	013749
Buchanan	Jennifer	000897
Buckley-Logue	Anne	008713
Buckmaster	Steven	007776
Bucknam	Jessica	002184
Buckowski	Kristie	014674
Bulinski	Laura	003896
Bullock	Laura	005552
Bulow	Annelies	011313
Bunnell	Karen	005114
Burak	Gail	008726
Burgoine	Leslie	016068
Burich	Jessica	019950
Burks	Nathan	018367
Burmester	David	012136
Burns	Christopher	018826
Burns	Elizabeth	007734
Burns	Scott	012111
Burny	Alana	018994
Burson	Lisa	007920
Bush	Kevin	012975
Butenhoff	Trevor	016633
Butler	Lori	012604
Butterfield	Andrew	000496
Button	Ann	001033
Byer	Aaron	015903
Byrkit	Margaret	014302
Cahill	David	003317
Caldwell	Benjamin	006026
Caldwell	Meredith	006868
Caldwell	Nicholas	014943
Callahan	Michael	004267

Callan	Suzanne	004170
Calli	Marilyn	007227
Callies	Sara	016465
Calvillo	Patricia	005214
Cameron	Nancy	006909
Cameron	Scott	004650
Camp	Charles	008390
Camp	Ian	017608
Campanella	Christine	019855
Campillo	Linda	009137
Canales	Cassandra	020457
Cantwell	Anthony	008492
Cantwell	Sarah	018724
Cappella	Kate	001254
Capps	Kali	018637
Carolan	John	020450
Caron	Ceyriss	015374
Carr	Jaimie	017597
Carr	Jonathan	012626
Carrera-Padilla	Maricruz	012508
Carstensen	Robert	008398
Carter	Jonetta	020195
Carter Anderson	Susan	010706
Casale	Grace	020470
Casciato	Heather	014373
Casey	Allyson	000119
Caslavka	Jennifer	016965
Caton	Christine	012398
Cerney	Angela	014222
Cervantes-Campbell	Lucila	010651
Cha	Richard	015820
Champion	Judith	005102
Champlain	Cheryl	015154
Chaney	Heather	015396
Chaplin	Nicole	016679
Chapman	Danelle	013758

Chapman	Gaye	012113
Charlston	Katie	019088
Chavez	Xavier	013600
Chedester	Shannon	010511
Cheek	Thomas	015406
Cheney	Kerri	000042
Cherry	Richard	006632
Chevallier	Michelle	007943
Child	David	002998
Childs	Sandra	008716
Chin	Elaine	007319
Chin	May	007283
Choate	Jennifer	013815
Chow	Joanne	003862
Christ	Jennifer	000866
Christensen	Dianna	007052
Christy	Ross	018968
Chu	Bryan	017157
Chun	Mary Elizabeth	016360
Clark	Kristen	010838
Clark	Sarah	020391
Clark II	Alfred	006458
Clarke	Dezire	016667
Clarke	Ellen	002089
Clarkson	Gregory	007800
Clegg	Lionel	001295
Clooten	Barth	007951
Clouse	Anthony	008651
Coats	Robert	007185
Cockburn	Shelley	008192
Coffey	Daniel	013616
Cogan	Daniel	015629
Cohen	Suzanne	012983
Coleman	JoAnna	012443
Collinge	Amy	019762

Collins	Ashley	002136
Collins	Diana	018775
Collins	Erika	003910
Collins	Julia	016830
Collmer	Lynda	003979
Colon	Yesenia	020392
Conable	Victoria	018353
Connolly	Kelly	019978
Connors	Anna	001255
Conroy	Kevin	015756
Conry	Tom	010936
Consani	Mary	006652
Cook	Clara	008317
Cooke	Kyle	016967
Cooke	Patricia	008001
Coomes	Jennifer	015373
Cooper	Robin	007137
Cooper	Therese	008161
Cope	Barbara	020058
Cornet	Emily	013534
Cornet	Lindsay	015551
Corwin	Caryn	008015
Cosper	Karen	007728
Costa	Susan	000414
Cowley	Leslie	016055
Cox	Kelly	013963
Cox	Stephanie	017785
Coyne	Jennifer	013873
Craig	Sheila	000398
Craig-McFarland	Amy	001252
Cranley	Stephanie	016595
Crawford	Stephen	003858
Creamer	Paula	002045
Crews	Karanja	012381
Crock	Vanessa	014107
Crockett	Debra	005224

Cronen	Susanna	020600
Croteau	Shawn	011699
Crouser	Julie	007460
Crouser	Martin	000012
Crow	Elizabeth	018854
Crowder	Caley	018028
Crowell	Kimberly	013030
Crozier	Wendy	018886
Cudjoe	Jessica	011248
Culhane	Eleanor	004591
Culley	Lori	018840
Cummings	Victor	005984
Curley	Stephen	015583
Cusack	Carly	017868
Cushing	Julie	007046
Cushman	Caryn	013688
D'Cruz	Stephanie	003633
Daggett	Beverly	002054
Dagostino	Joseph	016572
Dahlen	Sherry	003766
Daley	Cadie	015440
Daley	Catherine	008221
Daley	Sara	019666
Dalla Corte	Nancy	013792
Damon	Alan	006898
Dang	Tina	018399
Daniels	Darlene	020455
Daniels	Julie	010485
Danielson	Andre	000588
Danielson	Teri	008580
Danzer	Kellie	008757
Date	Brooke	000603
Davenport	Adrienne	014485
Davidson	Amy	012704
Davidson	Elizabeth	000979
Davidson	Lisa	000346

Davila-Marquez	Anna	014760
Davis	Anna	015432
Davis	Carol	007072
Davis	Gabriela	008168
Davis	Gillian	009250
Davis	Robbie	020426
Dawson	Alexander	013846
Dawson	Elizabeth	019298
Day	Lorelle	018397
Day	Sean	000289
DeNiro	Meghan	014721
DeSanno	Ashley	012812
DeSantis	Carolyn	002890
DeVry	Peter	013750
Deacon	Lindsay	016655
Dean	Diane	002479
Delwisch	Meghan	008966
Denlinger	Seth	016874
Denney	Cameron	010361
Denney	Kevin	000564
Dennis	Paula	008663
Dennison	Franki	007044
Dennison	Thaddeus	004651
Devine	John	007310
Deweese	Robbin	006921
Diamond	Kathleen	006542
Dickerson	Jeremy	007971
Dierker	Anne	016193
Digiovanna	Colleen	003478
Dillavou	Leslie	019822
Diller	Lynnette	019075
Dilles	Mary	002009
Dillon	Melinda	010484
Dilworth	Kate	018692
Dineen	Eileen	006774
Dingus	Elissa	017802

Ditmore	John	001205
Dittmer	Timothy	003410
Dixon	Colleen	008764
Dixon	Donald	000067
Dixon	Maggie	016936
Dobos	Michele	006760
Dodson	Kirk	020060
Doern	Margie	018967
Doht-Barron	Karlyn	000348
Dolberg	Heather	008000
Dolson	Marie	002157
Domingue	Kathleen	007620
Donahoe	Patrick	000755
Doni	Lilia	003591
Donkers	Paul	001158
Donnelly	Sandra	007563
Dorn-Medeiros	Rebecca	015790
Dorobek	Leslie	018211
Dorsey	Kent	006654
Doss	Teresa	007251
Douglass	Martin	019890
Douglass	Susan	008952
Draper	Elizabeth	005827
Draper	Rachel	012624
Drexler	Judith	008791
Dreyer	Christian	000349
DuBois	Elizabeth	004299
Duchow-Pressley	Michael	008834
Dudareva	Elena	018696
Dugan	Barbara	003967
Duggan	Andrew	007718
Dugo	David	007534
Duilio	Liza	014962
Dulcich	Cynthia	004973
Dunn	Marie	000164
Dunn	Melissa	019752

Dunn	Ria	019767
Dunnam	Lynn	018899
Duran	Joseph	000991
Durham	Amy	012723
Durocher	Anna	009403
Dustin	Steven	015758
Dutchuk	Ryan	019121
Dyer	Casey	008553
Eames	Carlyn	001154
Earl	Margaret	010167
Early	Elisabeth	005236
Eastman	Rebecca	004537
Eaton	Gerald	000936
Eckrich	Monica	006185
Edelson	Jennifer	011782
Edington	Linda	013796
Edler	Jennifer	017705
Edwards	Mila	017723
Edwards	Tamara	001571
Edwards Jr	Leonard	002874
Egan	Theresa	010822
Ekelof	Ingela	012801
Eldredge-Burns	Ann	012171
Ellenwood	Benjamin	017771
Elliott	Amanda Jane	015353
Ellis	Georgia	006587
Ellis	Micaela	000244
Eltagonde	Peaches	015480
Elwell Jr	Donald	008090
Enfield	Donald	017797
Engelstad	Deborah	009026
Epstein	Sarah	009556
Erbach	Brian	016592
Erickson	David	004684
Erickson	Kristian	006792
Esbensen	Thor-Aage	011357

Espinosa	Bianca	015402
Espinoza	Renee	019192
Essex	Elizabeth	000187
Estevez	Jennifer	015920
Estrada-Meza	Monica	000322
Evans	Linda	008153
Evans	Morgan	006529
Evans	Nancy	013580
Evers	Joseph	012718
Everton	Adrienne	014716
Ewers	Cindy	014560
Ewing	Meghan	017080
Ewing	Shauna	019749
Fahey	Paula	007055
Fain	Brian	013644
Farnand	Rochella	000397
Fass	Eric	013740
Fast	Jennifer	010906
Feikert-Aquilizan	Julie	007398
Feinstein	Shava	014669
Feitelberg	Matthew	013664
Feldman	Felissa	005329
Feller	Amy	008712
Feltz	Laura	008186
Ferguson	Emily	015786
Ferguson	Joseph	019669
Ferguson	Leesa	008625
Fernandez	Lourdes	010978
Fernandez	Rebecca	003928
Ferrell-Burns	Elaine	006003
Feuz	Lisa	003008
Fields	Frank	000170
Fig	Nicole	013593
Finamori	Melody	020037
Finch	Thomas	012672
Fink	Kathleen	009297

Finke	Jennifer	000899
Finn	Barbara	005591
Fiorante	Nancy	005389
Fischer	Jonathon	010875
Fisher	Richard	015733
Fisher-Spurlock	Kris	004206
Fitz	Charles	005624
Fitzgearld	Kevin	008154
Fitzpatrick	J	000522
Fitzwater	Bryan	015928
Flagel	Eric	006864
Flamer	Mary	007373
Fleming	Julie	015441
Flenniken	Gregory	018725
Fletcher	Donna	012708
Flinn	Hannah	017372
Flood	Marian	005042
Flores	Yolanda	001409
Flowerday	Chadrick	000144
Fode	Dianne	005648
Foiles	Stacey	016575
Foley	Krista	010779
Foley-Weintraub	Maia	016816
Forbes	Colleen	005187
Ford	Connie	006391
Ford	Emma	000505
Ford	Jaclyn	012611
Ford	Rian	020027
Forrest	Sharon	000185
Forstag	Michael	008163
Forsythe	Joshua	015077
Fossen	Garth	012760
Foster	Emily	002784
Fournier	Ann	000335
Fox	Fred	017471
Fox	Maura	005415

Foxley	Shannon	020160
Fradkin	Steven	002497
Frager	Ariel	013622
Frankunas	David	004676
Fransen	Jacqueline	020569
Fraught	Brian	009168
Fredericks	Sarah	016959
Fredgant	Daniel	012147
Freeman	Kari	006609
Frick	Vickie	007454
Frisby	Susan	008176
Frisch	Molly	015742
Fuller	Debra	004084
Fuller	Kathryn	015499
Gabriel	Leanne	006419
Gaede	Adam	016811
Gaffney	Emily	004165
Gale	Melinda	000410
Gallusser	Megan	019764
Gammon	Lynne	008471
Ganey	Gretchen	008532
Gapp	Jenny	018693
Garcia Arriola	Alfonso	012690
Garcia-Velasco	Elena	002201
Garcie	Fabiola	016699
Garcie	Michael	013581
Gardes	Brian	000480
Gardner	Elizabeth	016648
Gardner	Kendra	009194
Gardner	MaryLynn	008131
Gardner	Rachel	012621
Gardner	Sara	001181
Gardner-Allers	N Lynne	001391
Garrett	Pamela	010698
Garver	Phillip	005820
Gary	Jocelyn	010611

Garza-Cano	Adolfo	015534
Gaspar	Stephen	008038
Gast	Mark	011067
Gavitte	Donald	006499
Gayler	Holly	000716
Geiger-Baker	Alicia	000659
Geisler	James	000286
Geiszler	Steve	010524
Gender	Anna	010960
Gentile	Jeff	005985
Gerald III	William	006020
Gerlach	Jennifer	000290
Germaneri-Clarkson	Suzanne	004238
Germundson	Susan	006281
Gernhart	Brett	007186
Geschwind	Jeremy	011077
Gevurtz	Tom	010148
Ghan	Ryan	020423
Ghods	Leila	010530
Giarelli	Kimberley	006657
Gibson	Craig	003098
Gibson	Neil	019229
Gibson-Cairns	Robert	003805
Gierer	William	019670
Gilbert	Darrel	008729
Gilbertz	Nancy	008193
Gilkey	Nancy	012675
Gillem	Bryn	007033
Gilley	Matthew	000769
Gilroy	Brian	008005
Gilson	Maria	011788
Glascock	Gregory	017548
Glover	John	008342
Godfrey	Joanne	001267
Goff	Diane	002724
Goldbloom	Stefanie	010927

Golden	John	005331
Golden	Kathryn	012529
Goldhammer	Timothy	007268
Goldman	Lilia	001545
Goldstein	Howard	001909
Gollhofer	Dianne	000594
Gomes	Kelly	013395
Gonzales	Jenny	005773
Gonzales	John	004663
Gonzales	Steve	008295
Gonzalez	Marisel	016425
Goodman	Bich	019892
Goodman	Kala	019066
Goodrich	Saima	014372
Goodrich	Thomas	007847
Gooselaw	Ann	007196
Gordin	Alex	006261
Gordon	Brenda	009043
Gothard	Margarita	020395
Graham	Timothy	012888
Graham	Todd	000239
Grahn	Brittany	017316
Grant	Derek	015611
Grant	Jeanne	005458
Grant	Sally	000394
Grant-Molina	Emily	016567
Graves	Richard	006501
Gray	Gina	016660
Green	Kelsey	019814
Green	Margaret	020474
Greene	Deborah	003814
Greene	Debra	003017
Greene	Jan	006802
Gregor	Rebecca	017074
Gregory	Garin	008551
Grewell	Sherri	004796

Griesdorn	Catherine	019168
Griffin	Antoinia	007899
Griffin	William	003273
Griffith	Amy	000770
Grillo	Carolyn	020424
Grobey	Tod	000247
Grohn	Michela	018012
Gromko	Emily	014703
Groom	Roger	006228
Gross	Martha	002866
Grosscup	Benjamin	003370
Grossman	Deena	014509
Grove III	Thomas	003232
Grover	Amy	003965
Grunseth	Katharine	019932
Guerra-Sundberg	Alexandra	017692
Gunther	Natalia	001998
Gustafson	Maalaea	015189
Guthrie	Laura	008880
Guthrie	Scott	008044
Gutlerner	Jordan	006395
Gwaltney	Karen	013157
Gwynn	Pamela	005920
Haatia	Lynn	008214
Haddon	Blair	011020
Hakam	David	016687
Hale	Erin	013542
Hale	Susanna	004220
Hales	Charlotte	000629
Hall	Ellen	015757
Hall	Portia	007406
Hall	Ronda	014699
Hallinan	Sheila	000873
Halpern	Mark	003552
Halvorson	Betsy	009332
Hammel	Marcelle	004112

Hammond	Melenie	019987
Hanawa	Emi	007334
Hanes	Rachel	001710
Hansen	Amy	011063
Hansen	Bernie	004776
Hansen	Mark	010844
Hansen	Tammy	010792
Hanson	James	000675
Harbolt	Mary	007410
Hardin	Amy	007541
Hardin	Timothy	002448
Harding	Karen	010705
Hardy	Charles	005801
Hardy	Rosina	000220
Hargrave	Amy	013217
Harkness	Devin	019724
Harold	Jane	007153
Harold-Golden	Stacey	008594
Harper	Anne	016656
Harrah	Lindsey	018875
Harris	Angie	000617
Harris	Gaelle	015712
Harris-Wastradowski	Donna	000793
Hart	Carol	007215
Hart-Davis	Janice	010605
Hartmann	Eric	002702
Harvey	Janice	002761
Hasart	Dayna	007202
Hascall III	Norman	003013
Hashimoto	James	004655
Haskell	April	018260
Hass	Elisabeth	008323
Hata	Chisao	006071
Hauser	Janice	003249
Havermann	Kristin	018825
Havran	Joanne	007305

Hawes	Elizabeth	008799
Hawksford	Anjanette	008412
Hayter	Virginia	004004
Haywood	Todd	016539
Hazzard	Laurel	014687
Headley	Alice	011294
Heard-Hopson	Patricia	001131
Heaton	Jennifer	017963
Heggem	Deborah	016601
Heinrich	Tracy	008267
Heins	Marion	002442
Heisler	Mike	000508
Heller	Martha	007914
Henderson	Kathryn	017745
Hendrickson	James	007499
Henning	Holly	018929
Henry	Amy	007913
Henry	Catherine	015269
Henry	Susan	004692
Hepner	Gregg	006309
Herbage	Jennifer	020425
Herder	Robert	007011
Herder	Sandra	000844
Herman	Matthew	019157
Hermansen	Rachel	016675
Hernandez	Aleta	019774
Hernandez	Rita	003484
Heuberger	Leeanne	000723
Hewig	Carol	004541
Hibbert	Lisa	006620
Hicks	Jan	007845
Hicks	Susan	004990
Hieggelke	Jason	011821
Higbee	Keith	000777
Hilbourne	Amber	010813
Hildebrant	Alison	015390

Hilderbrand	Joanne	013433
Hildner	Benjamin	019757
Hillis	David	013671
Hinatsu	Melia	014908
Hinderlie	Kara	006742
Hinds	Lucy	020397
Hippe	Paul	016596
Hirahara	Michiko	016698
Hjorth	Mercedes	013537
Hoback	Dixie	003604
Hobbs	Brian	017734
Hoerauf	Jason	011936
Hoffelt	Andrea	017778
Holben	Melinda	012691
Holden	Nicole	016435
Holdren	Caitlin	017793
Holenstein	John	007918
Hollands	Walter	007570
Holloway	Danielle	016578
Hollyfield-Melz	Jessica	011922
Holm	Claire	016167
Holm	David	018436
Holmes	Joellen	001293
Holstine	Janice	008125
Holte	Rickey	008200
Holton	Lashell	017121
Homberg	Jamie	017784
Hook	Kathryn	005863
Hooten	Carrie	008189
Hopfensperger	Anne	017699
Hopkins	Christine	010933
Horner	Martha	010938
Horrigan	Michael	010811
House	Suzanne	006982
Howard	Kimberly	007668
Howard	Susan	014664

Howard	Wendy	011826
Hryciw	Timothy	006908
Hryniewicz	James	004508
Huckaba	Dave	007708
Hudson	Christopher	006579
Hudson	Karla	008182
Huerta	Hilary	015451
Huff II	Ronald	000105
Huffman	Katherine	007430
Huffman	Michele	008018
Hufford	Mari	003494
Hugel	Liduan	001838
Hughes	Keri	007888
Hughes	Melody	018918
Hughes	Sarah	018913
Hughes	Vanessa	014690
Humphrey	Angel	009108
Humphrey	Laura	014817
Hunt	Kathryn	008864
Hunt	Nicole	012462
Hunter	Jesse	017649
Hunting	Kimberly	001099
Huntington	Gregory	019780
Hurner	Rose	008856
Husbands	Nancy	003728
Hutchison	Jess	018373
Hyde	Lisa	015377
Hyde III	Simeon	013517
Iloff	Joyce	006523
Immesoete	Melissa	012890
Ingersoll	Janice	004411
Interian Ucan	Mario	020651
Irons	Michelle	010582
Irwin	Kristin	012861
Iverson	Jill	006871
Jackson	Caleb	016650

Jackson	Dawn	003909
Jackson	Eileen	007446
Jackson	Laura	007021
Jacobs	Glen	006498
Jacobs	Tina	014677
Jacobsen	Dana	008047
Jamesbarry	Anthony	007331
Jamesbarry	Sarah	009326
Jansa	Michael	018837
Janson	Patricia	007940
Jaquiss	Andrew D	008155
Jenkins	Douglas	017900
Jensen	Eleanor	005369
Jensen	Martha	015647
Jensen	Rachell	001266
Jensen	Rose	006142
Jeppesen	Paula	008599
Jimenez	Kelly	020390
Johansson	Eric	005783
Johnson	Bradley	017777
Johnson	Daniel	016565
Johnson	Emily	018697
Johnson	Gina	009092
Johnson	Jeffrey	006763
Johnson	Jeffrey	008247
Johnson	Justin	000995
Johnson	Katharine	000537
Johnson	Katie	013970
Johnson	Kimberly	004225
Johnson	Leah	016987
Johnson	Megan	001521
Johnson	Melissa	008797
Johnson	Melissa	018710
Johnson	Rebecca	008530
Johnson	Sean	016954
Johnson Sr	Alvin	008148

Johnson-Smith	Carole	015547
Johnston	Kim	008300
Johnston	Melinda	007150
Jones	Bonnie	001339
Jones	Karen	000889
Jones	Keith	015317
Jones	Kelli	000907
Jorgensen	Sherri	008550
Joseph	Chelyn	011705
Joy	Kelli	019056
Joyalle	Jennifer	013356
Jugel	Lynn	000152
Jurisons	Mary	007824
Kabza	Matthew	015367
Kahn	Meghan	017867
Kaiser	Jeramie	014089
Kamata	Yoshiko	002198
Kamery	Lee	002887
Kane	Thomas	008367
Kanof	Kimberly	020230
Kanz	Holly	020430
Kaplan	David	000934
Kappes-Levine	Nicole	017402
Kapranos	Anna	017646
Kapranos	Jaina	010963
Kapranos	Nicholas	008962
Karki	Dana	017786
Karpouzes	Stephanie	015365
Karsten	Kristy	015442
Kasch	Amy	014629
Kavanaugh	John	007380
Keefer	Debbie	000647
Keith	Althea	015375
Kelly	David	013539
Kelly	Nancy	006431
Kelly	Terese	006644

Kemp	James	011715
Kemper	Keska	014902
Kempster	Karen	019874
Kendrick	Gretchen	015453
Kennedy	Carol	016588
Kennedy	Joseph	012001
Kennedy	Pamela	014340
Kenney	Michelle	011741
Kenny	Maureen	003350
Kenyon	Kimberly	013735
Kern	Lauren	018963
Ketel	Christine	001485
Khvilivitzky	Natalya	001833
Kidd	Karina	005926
Kimball	Katharine	019772
Kimlinger	Lauren	018029
King	Amber	015434
King	Linea	004484
Kinner	Alexis	006449
Kirk	Karey	012991
Kirkaldie	Elizabeth	015444
Kirsch-McMaster	Megan	010850
Kirschner	Leah	010898
Kittrick	Shannon	019782
Kjome	Kristin	009079
Klaus	Julia	017818
Klein	Christine	018626
Klein	Kathryn	008679
Klein	Shara	017593
Kleiner	Maria	020385
Kniser	Timothy	000825
Knoblich	Jeffrey	019706
Knutsen	Kristin	000795
Ko	Elaine	006726
Kobs	Lisbeth	009011
Koch	Markeeta	000721

Koenig	Misty	019769
Kohn	Erika	019184
Kohn	Sarah	012954
Kolb	Melissa	000446
Koning	Jill	008454
Kordahl	Elin	002992
Koshy	Elizabeth	011095
Kozil	Andrea	019188
Kozlowski	Kristen	011501
Kraig-Turner	Gretchen	019581
Kray	Shelby	009570
Kreuzer	Sara	006340
Kriska	Darcy	008054
Krohn	Kurt	006874
Krom	Julie	008814
Kropp	Daniel	008424
Kroswek	Paul	015545
Kruger	Diana	016225
Kucera	Kristi	003287
Kuhl	Peri	008778
Kulak	Andrew	004529
Kurtz	Carolyn	010385
Kurtz	Chris	009147
Kutasz	Barbara	004409
Labudda	Kirstin	007831
Lacaden	Michelle	007964
Lageson	Tina	013730
Lagos-Anker	Monica	010741
Lagreide	Rick	001243
Lahart	Bernard	002979
Lahey	Sheryl	003207
Lambert	Stephen	005887
Lamkins	Judy	013982
Lamoreaux	Michelle	013582
Lamp	Christopher	002735
Lancaster	Steven	012701

Lancot	Michele	000524
Lane	Chris	009095
Lane	Jeffrey	010171
Lane	Jo	000556
Lang	Cassandra	008188
Lang	Michael	006550
Lanigan	Alison	000380
Lannigan	Elizabeth	009112
Lanzas	Cassandre	012715
Lapotin	Nancy	008341
Lara	Felipe	010869
Largo	Abby	016613
Lariza	Katherine	006247
Larsen	Anne	007441
Larsen	Penelope	008620
Larson	Jamie	018018
Lasher	Kristin	008804
Lasley	John	008100
Lathan	Chrysanthus	016571
Lathrop	Fei	015183
Laurence	Drew	013442
Lauretti	Leslie	011863
Lawler	Beth	014868
Lawler	Margaret	011328
Lawrence	Deborah	008068
Layman	Mildred	006483
Le Fave	Dominic	014197
LeBlanc	Christina	008450
LeVan	Angela	011834
Leach	Sam	010400
Leahy	Dianne	005806
Leake	Lynne	007596
Lebaron	Suzanne	007946
Lee	Min	003916
Lee	Tanya	020394
Leeman	Dylan	011861

Lefitz	Aaron	013763
Lehmkuhl	Caroline	018961
Lemen	Elizabeth	009231
Lemma	Laura	017709
Leong	Verna	014701
Lepley	Jodene	009055
Leroy	Patricia	002805
Lesher	Deborah	000829
Leslie	Natalie	011064
Letson	Charlene	012322
Lettner	Karen	005992
Levear	Ian	006853
Levine	Eric	004028
Levine	Nina	012761
Lewis	Christopher	010876
Lewis	Connie	006540
Lewis	Diane	017306
Lewis	Shardon	003674
Lewis	Silvia	003610
Lickey	David	005381
Licurse	Anne	012724
Liljequist	Kiva	008693
Lindahl	Amy	013543
Lindeman	Suzanna	001342
Lindemann	Tamara	007901
Lindenmeyer	Patrick	010590
Linder	John	006859
Lipscomb	Edmund	005708
Lipson	Andrew	003286
Liscia	Danielle	002716
Llewellyn	David	009244
Locke	Karrie	007351
Loeb	Pamela	007715
Loewen	Katherine	019662
Lofquist	Eric	013724
Logan	Cheri	000358

London Tinsel	Jamin	009294
Longstreet	Cori	016092
Longstreth	Katharine	013633
Loomis	Gwen	001859
Looney	Liberty	007442
Lopez	Alodie	013726
Lopez	Luis	017595
Loprinzi	Colleen	012965
Loske	Lisa	007037
Loveland	James	011061
Loveland	Jennifer	012599
Loveless	Timothy	012849
Lovely	Patricia	005382
Lowe	Chrysann	013111
Lowery	Marianne	009401
Luk	Tessa	009435
Lum	Lisa	009235
Lundberg	Sally	008610
Lunde	Heidi	017758
Luria	Alexandra	016684
Luthy	Mary	000087
Lynch	Tracie	006926
Lynch	William	011846
Maack	Rodney	002746
MacCartney	Eric	015937
MacDicken	Derek	001208
MacKinnon	Amy	012964
MacNeill	Marla	017126
Macdonald	Stephanie	016597
Mack	Catherine	019729
Mackay	Vivian	007991
Macklin	William	012892
Macon	Barbara	015460
Macy	Jill	007875
Madden	Peter	020446
Maddocks	Joseph	009064

Madore	Debra	004713
Mafara	Kathleen	009209
Mahon	Marsha	006922
Mahurin	Michael	000683
Maier	Christine	007408
Maier	Elizabeth	018016
Mak	Korey	014030
Makara	Jamie	012695
Maleah	JoLynn	007797
Maloney	Peggy	005972
Malzahn	Lynn	006803
Mangan	Patrick	017769
Mann	Robyn	006885
Mantia	Mike	006708
Marchyok	Matthew	013743
Marcus-McEwen	Kristine	007026
Carter-Widyaratne	Lisabeth	002458
Markewitz	Emily	000460
Marquardt	Amy	018120
Marquardt	Christopher	015700
Marquardt	Kevin	016520
Marquardt	Serena	020410
Marsh	Kelly	010311
Marsland	Melissa	010604
Martin	Andrea	018891
Martin	Cathleen	006461
Martin	Dawn	007635
Martin	Elisabeth	012813
Martin	Joshua	013533
Martin	Rebekah	009060
Martine	Emily	015084
Martinez	Carolina	000574
Martinez	Matilde	007369
Marx	Kara	012710
Mashia	Jeanetta	008678
Masters	Sheila	007077

Masunaga	Kiya	012293
Matsumoto	Judy	008421
Matthews-Fisher	Naomi	008941
Matyiko	Geri	013578
Mauldin	Robin	010759
Maves	Randall	015431
May	Anne	011913
Mayer	Elizabeth	001036
Maynard	Allyson	000590
Maynard	Jamie	012725
Mayo	Jennifer	001340
McAdams	Cynthia	007704
McAlister	Rebecca	008197
McArthur	Martha	003601
McBride	Amy	016977
McCann	Luke	014199
McCarter	Andrea	012686
McCarthy	Thomas	007978
McCartney	Kathryn	020473
McCartney	Layne	017762
McCarty	Christine	019016
McCarty	Scott	000888
McClain	Brandan	012654
McClay	Mauria	016248
McClelland	Karen	014931
McClendon III	William	007444
McClincy	Clare	008264
McClure	Cheryl	001347
McClure	Melissa	020130
McCormick	Mary	008415
McCormick	Rosalind	006270
McCoy	Caroline	015403
McCrossen	Melinda	005472
McCulloch	Caroline	002699
McDonald	Natalia	001288
McEwan	Karen	000973

McFarland	Camden	016381
McGhee	Shalonda	018798
McGrady	Andrea	001993
McGrady	Patrick	007157
McGuinness	Maureen	000115
McHaley Foley	Saneun	011833
McIntosh	Teresa	013988
McIntyre	Laurie	006875
McIntyre	Linda	008315
McKee	Sarah	000209
McKelvey	Terry	008705
McKenzie	Valerie	005625
McKibben	Darci	012993
McKie	Donald	018765
McKinney	Yolanda	016154
McLaughlin	John	004797
McLaughlin	Shannon	001284
McLean	Daisy	005782
McLellan	Linda	007927
McLellarn	Palmyra	008893
McLernon	Gayle	004254
McLeron	Michael	016606
McMahon	Jill	012750
McMahon	Shawn	016599
McNeely	James	006178
McNutt	Nicole	010999
Meadows	Anneliese	004279
Mease	Sara	008816
Medley	Ethan	003637
Megivern	Mary	003343
Meguire	Rian	016694
Meier	Karen	002698
Melling	Richard	012349
Mercer	Stacy	008306
Merrill	Gracia	015813
Merriman	Carol	008565

Mesch	Anne	004294
Meskimen	John	000052
Metz	Michael	008363
Meyer	Jennifer	015360
Meyer	Marie	016498
Meyer	Mia	007422
Meyer	Susan	008216
Meyers	Craig	019125
Meyers	Michael	019765
Mi	Wenrong	014930
Michael	Janet	010089
Michael	Mary	002284
Michels	Rose	013695
Middleton	Elizabeth	015617
Mildenberger	Marjory	007156
Miles	Anne	004911
Miles	Darryl	016220
Miles	Douglas	007437
Milford	Kelly	016564
Miljkovic	Hannah	017285
Millar	Alain	001326
Miller	Brandi	013416
Miller	Christia	008796
Miller	Dana	012606
Miller	Deborah	006767
Miller	Jamie	013072
Miller	John	013723
Miller	Jolinda	008444
Miller	Karen	008187
Miller	Lynn	007124
Miller	Marcia	003810
Mode	Connie	000638
Mogi	Eriko	006275
Moist	Dennis	000329
Molina	Jose	015624
Molloy	David	006337

Monroe	Mary-Lynne	003224
Monroe	Melanie	005742
Montalbano	Marie	020383
Montano	Irene	006965
Monteith	Aaron	001218
Montfort	Alex	017943
Moon	Karen	003016
Moon	Kristin	008743
Moore	Darrell	005522
Moore	Janice	007990
Moore	Kathryn	013787
Moore	Roland	015103
Morales-Vazquez	Karina	019663
Moren	Michael	017887
Moreno	Aaron	015438
Morgan	Darci	015877
Morgan	Debra	003603
Morgan	Jennifer	013193
Morgan	Laura	011041
Morgan	Melissa	000207
Morley	David	016580
Morrell	Lisa	001150
Morris	Carolyn	005408
Morris	Jacy	010608
Morris	Melanie	007421
Morris	Rhonda	007034
Morris	Shae	013590
Morse	Cynthia	013794
Mosqueda	Martha	020464
Moule	Matthew	010852
Mowe	Kristi	005617
Mower	Dawn	002204
Moxley	Robert	016664
Moyer	Megan	018879
Muchow-Martens	Julie	007114
Muir	Kevin	007392

Mullady	Kristin	019065
Mullaney	Bridget	016589
Mullen	Elaine	007388
Muncie-Jarvis	Ashley	018921
Mundal	Alan	006120
Muni	Dipti	017023
Munro	Avril	002430
Murchison	Jessica	018174
Murdock	Melinda	009305
Murdock	Rose	005562
Murer	Margaret	009116
Murphy-Hecht	Brooke	015004
Murray	Catherine	012087
Musaeus	Steven	006683
Musashino	Keisuke	006794
Myers	David	011101
Myers	Tonya	016634
Naberhaus	Chad	018726
Naganuma	Steve	007665
Nahurski	Andrea	012591
Nally	David	002205
Nam	Hyung	007934
Nass	Deborah	000370
Navi	Pardis	000073
Naze	Christopher	012415
Naze	Craig	000089
Neal	Carolyn	006176
Nee	William	015580
Needham	Benton	008596
Neeley	Lisa	016996
Neff	Margrit	007038
Neff	Suzanne	001086
Nelson	Bethany	017687
Nelson	Dawn	008091
Nelson	Heather	000058
Nelson	Jeannette	012800

Nelson	Susan	000246
Nelson	Susan	013096
Nelson-Owusu	Saundra	007560
Nemeth	Zsuzsa	001052
Neufeld-Griffin	Teri	007536
Ngai	Lillian	001247
Nguyen	Nguyen	004174
Nguyen	Thuy	005923
Nichenko	Linda	007262
Nicholl	Alicia	017874
Nicholson	Deborah	007967
Niebergall	Brigette	008529
Niebergall	Christopher	008572
Niebergall-Eltagonde	Christopher	015472
Niebergall-Eltagonde	Keala	018841
Niedermeyer	Sally	007246
Nims	Stephen	000022
Noakes	Kianne	018013
Nolan	Michael	001162
Nordwall Keller	Genevieve	000997
North	Kelsey	020505
Noyer	Nanci	003768
Nunn	Amy	013651
Nussbaum	Elaine	005520
Nutter	Jennifer	010839
O'Brien	Jeanne	015386
O'Brien	Lisa	008151
O'Connell	Margo	010177
O'Doherty	Mark	007598
O'Donovan	Christine	004375
O'Hanlon	Grace	003539
O'Hara	Mary	018084
O'Leary	Megan	014725
O'Malley	Tamara	015433
O'Neill	Michael	012097
O'Neill	Steven	000405

O'Shea-Betker	Patricia	005301
O'Neal	Shawna	019665
O'Neill	Juliana	000468
Oesterle	Carla	001286
Olavarrieta	Jose	013532
Olberding	Claire	013166
Oleksak	Richard	002584
Oleson	Matthew	017738
Olivera	Christine	019312
Olsen	Aaron	001093
Olsen	Martin	008940
Olson	William	015905
Omey	Denise	019255
Oppedisano	John	001877
Orcutt Kane	Lisa	009479
Ordway	Kirk	000063
Ormerod	Constance	005654
Ortiz	Esteban	010532
Ortiz	Melissa	020429
Osborne	Nancy	008561
Oshea	Andrew	007083
Osterlund	Diann	020023
Otero	Mijail	010923
Outcalt	Sara	011057
Owen-Cooper	Linda	006074
Owens	Jason	000926
Owens	Jennifer	007588
Page	Barbara	000326
Page	Kazuko	002128
Page	Lauren	016530
Pagenstecher	Aubrey	014698
Pakseresht	Kaveh	014810
Palici	Sirena	011316
Palmer	Brooke	017679
Palmer	Julie	003359
Palmer	Rosamma	000184

Panagopoulos	Raymond	018763
Pankratova-Kniep	Yelena	003293
Pao	Catherine	003920
Pappas	Chrysiis	017701
Parente	Teri	016557
Parker	Catherine	013990
Parker	Reba	007758
Parker	Robert	015961
Parks	Kylene	015469
Parman	Kristan	011778
Parr	Charlene	008733
Parr	Gary	007523
Parrott	Craig	013715
Parrott	Kirsten	010868
Patterson	Patricia	007556
Pattiani	Colleen	008919
Pauley	Janice	007264
Pawol	Shannon	019759
Paxton	Lisa	008254
Paxton-Williams	Katherine	005186
Peake	Mary	007557
Peake	Michelle	014665
Pearl	Stephanie	013149
Pearson	Marie	016073
Pearson	Melissa	015595
Peattie	Julia	003547
Pedersen	Julie	006477
Pederson	Ryan	010931
Peeler	Jeffrey	011384
Peerenboom	James	007304
Pellico	Matthew	007061
Pelster	Jeanette	017766
Penk	George	007243
Penny	Shelley	012412
Peoples	Margarett	000478
Pepitone	Andrea	016958

Pepperwood	Paige	020408
Perkins	Lisa	006346
Peterka	Sky	014831
Peters	Diana	001030
Petersen	Ingrid	013219
Peterson	Anna-Kate	014395
Peterson	Lucinda	008209
Peterson	Russell	007779
Peterson	Stacy	015054
Petrin	Kelly	005493
Pettit	Cara	000114
Peyton	Arlie	016132
Pfohman	Susan	006459
Phelps	Lynne	002897
Pierre	Patrice	018156
Pierson	Paul	000023
Pinegar	Carol	004381
Piper	Shyla	012318
Pixley	Emily	016605
Plank	Cynthia	011847
Plaza	Linda	005077
Plein	Michael	016583
Pluymers	Rochelle	008584
Podichetty	Jennifer	000983
Polis	Karen	003732
Polson	Kenneth	015035
Porter	Kristina	000678
Porter	Patrishia	007751
Post	Brian	016602
Postema	Anastacia	016607
Potestio	Michael	006716
Potestio	Michele	007804
Powell	Charity	012000
Powell	Ina	002423
Powell	Thom	002326
Prakken	Jennifer	017647

Pressman-Olson	Beth	007017
Price	Robert	013742
Prusynski	Brian	011835
Pryor	Melanie	009007
Pugh	Julia	017659
Puhvel	Peter	012955
Freeman	Sierra	010843
Putnam-Almaguer	Sharon	020533
Putney	Julie	006313
Qualey	Greg	013698
Qualls	Julenne	006672
Quan	Alexander	008887
Quigley	Julieanne	019825
Quinn	Brian	008294
Quinton	Erin	002703
Rabchuk Jr	Alexander	004864
Raczek	Margaret	007953
Rader	Jessica	008406
Radler-Okby	Cynthia	019989
Radow	Helen	008900
Railey	Eddie	013841
Rainey	John	015536
Raisman	Elizabeth	010807
Ramirez	Guiza	015364
Ramirez	Maria	004222
Ramsey	Jeffrey	006116
Ramsey	Melanie	005884
Rattelman	Tracy	010958
Raujol	Chris	006958
Ray	Rachel	011773
Reardon	Stephen	005535
Reavis	Susan	016535
Rebholz	Jill	008926
Recht	Isabel	016146
Redd	Bonnie	000560
Reddekopp	Julianne	008725

Reetz	Paul	005362
Reeves	Gage	000333
Reeves	Jennifer	018983
Rehm	Thomas	007520
Reid	Anne-Marie	019058
Reif	Burton	007998
Reinholt	Jeremy	017905
Reisman	Deanna	000365
Reiter	Bruce	002665
Relaford	Rosemary	019820
Renauer	Molly	006839
Repollet	Marta	004806
Retherford	Chris	008873
Revay	Akiko	019173
Rhiger	Barbara	005942
Rhoades	Trisha	016903
Richards	Louise	011137
Richman	Christian	011573
Ridabock	Amy	008848
Riehl	June	000799
Rier	Richard	006727
Riggin	Barbara	020637
Rinehart	Paul	010071
Rintoul	Richard	019128
Rischiotto	Jean	004735
Riscoll	Nichole	001028
Rivera	Anibal	006322
Rivera	Evelyn	020577
Rivers	Lisa	015424
Rizzo	Leslie	013402
Robb	Bonnie	008179
Robbins	Amy	010580
Robert	Rodney	007983
Roberts	Dawn	013670
Robertson	Blake	015665
Robertson	Elisabeth	015600

Robertson	Heather	009393
Robertson	Shelley	009387
Robinson	Drew	017839
Rockness	Tor	011193
Rockwell	Melody	012806
Roddis	Aaron	016559
Rodeback	Mary	012605
Rodhe	Casey	016007
Rodriguez	David	019758
Rodriguez	James	007885
Rodriguez	Marisol	001348
Rojas	Agaryvette	008542
Rolfe	Robin	003225
Romanaggi	Joanne	008830
Romanaggi	Mike	002925
Ronyak	Jennifer	019589
Rood	Jeffrey	015105
Rooklyn	Miles	020393
Root	David	005553
Rosales	Laura	015601
Rose	Abigail	003907
Rose	Donald	013629
Rose	Judith	000054
Roser	Jennifer	008972
Roska	Jane	018287
Rosoff	Stacy	000421
Ross	Carmel	012821
Ross	Laurie	012658
Rossitto	Kathleen	015357
Rossman	Cathy	008232
Rosson	Kathryn	005785
Rosteck	Darlene	020364
Rothery	Rebecca	000850
Rothwell	Kristina	012748
Roumpf	Judith	012413
Rouse	Karen	001376

Rowey	Diana	016693
Rowland-Horrigan	Gretchen	017589
Rozell	Scott	003921
Rozewski	Joseph	015430
Rozman	Linda	015675
Ruhlman	Margaret	018209
Rundle	Kelly	018699
Runion	Stephen	005442
Running	Erik	006024
Russell	Jessica	019761
Rutherford	Jody	001258
Ryan	Michael	006224
Ryan-Dolan	Catherine	013106
Ryckebosch	Kari	016713
Ryczek	John	007320
Sage	Jacquelyn	008156
Sahib	Tiffany	013729
Sahler	Brian	011719
Said-Hall	Tai	008108
Salley	Shirley	008587
Salmon	Michael	014096
Sammons	Douglas	001704
Sammons	Kimberly	010924
Sanchez	Adam	019948
Sancomb	Mathew	011868
Sanders	Caitlin	019704
Sandhorst	Barbara	007035
Sandri	Shannon	006285
Sanford	Quinn	020413
Sansom	Merritt	016550
Santana	Maria	001463
Santangelo	Scott	008509
Sapienza	Anna	013783
Saporito	Luke	004480
Saulter	Douglas	000932
Savage	Erin	012720

Scevola	Nancy	002296
Schacker	Sarah	000432
Schalk	Bryan	007982
Schar Becker	Angela	011779
Schardt	E	007738
Scheiman	Anne	019523
Scheller	Mackinsey	019982
Scherlie	Karen	008007
Schiada	Stephanie	001480
Schiavo	Stephanie	008237
Schlichting	Robert	010773
Schlosser	Jessica	012671
Schmidt	Andrea	010767
Schmidt	Jerod	016455
Schmidt	Kylea	013035
Schmidt	Rachel	017939
Schmidtke	Elizabeth	011949
Schneider	Erika	015352
Schneider-Barne	Diana	007524
Schoettle	Peggy	010758
Schopmeyer	Eric	001038
Schouten	Sally	006409
Schraer	Mona	017712
Schrepping	Jane	000180
Schulte	Tessalie	013834
Schultz	Kristine	011619
Schultz	Sylvia	005391
Schulze	Timothy	019091
Schumann	Julie	006915
Schwartzkoph	Terry	007872
Schwing	Emilia	018625
Scott	Linda	008635
Scott	Michael	001462
Scottel	Dina	010945
Scotto	Angela	017586
Scoville	Steven	009028

Scribner	Anthony	007152
Segurola	Sofia	018691
Seidel	Teresa	017715
Seifert	David	016447
Sele	Karen	010781
Self	Christina	009174
Seligman	Leslie	007144
Sellers	Andrew	019823
Semlick	Jill	002686
Senaga-Freauff	Nina	005166
Serkland	Kari	015821
Margolis	Jason	009197
Setterholm	Suzanne	008985
Sexton	Merry	019732
Shanahan	Mike	010769
Shapiro	Joel	006539
Sharifi-Tehrani	Mehrnaz	003032
Sharp	Gwendolyn	001001
Shatz	Andrea	014691
Shaughnessy	Elizabeth	006736
Shaw	Clifford	017716
Shaw	Vangie	007610
Shay	Karen	003472
Shea	Cheri	009039
Shea	Susan	004214
Sheckels	Polly	013708
Sheldon	Suzanne	008095
Shelman	Caitlin	019753
Shelton	Katherine	012522
Shelton	Wendy	000626
Shen	Yin	001356
Shenker	Rosalyn	006491
Sherden	David	002346
Sherman	Martha	019763
Shetler	Jeremy	000868
Shonkwiler	Laurie	005439

Shore	Alla	001544
Short	Richard	013786
Shriki	Rina	015542
Shue	Robin	006764
Shuler-Krause	Elizabeth	019598
Shumway	Lori	007059
Shuster	Nicole	020461
Siam	Jose	003289
Siebold	Kent	006858
Siegel	Jennifer	014034
Siegfried	Heather	006566
Silas	Shaunice	020189
Silver	Kate	015496
Simmons	Michael	007295
Simonsen	Shelley	009208
Simpson	Crystal	017341
Sinner	Kyle	019760
Siprian	Daniel	000535
Siri	Wendy	009155
Sisk	Brian	009098
Siu	Caroline	012633
Skach	Catherine	007658
Skelly	Claire	016531
Skybak	Leslie	014811
Skye	Lauren	010812
Skyles	Adam	019775
Slaughter	Amy	014853
Sletmoe	Gary	012899
Slusher	Charles	012623
Smith	Alicia	015280
Smith	Amy	012687
Smith	Bridget	009002
Smith	Bryan	010783
Smith	Bryan	011886
Smith	Catherine	019818
Smith	Jason	014661

Smith	Julie	013620
Smith	Kathryn	005736
Smith	Nancy	006110
Smith	Suzanne	013297
Smith	Vanessa	013869
Smith-Wallis	Tija	014675
Snowadski	Andrea	000694
Snyder	Susan	003556
Snyderbrown	Christopher	016672
Soderquist	Dawn	005981
Soliz	Ronald	001853
Solomon	Pylaar	019673
Sorensen	Andrew	012589
Sorensen	Dena	006403
Sorg	Kelly	015716
Sorric	Carrie	016806
Sossel	Richard	015902
Soto	Jacob	015745
Sours	James	001874
Souther	Lisa	012753
Sparling	Julie	014226
Speer	Natalie	018948
Speerstra	Jane	013498
Spella	Sarah	006627
Spencer-Mylet	David	012717
Spring	Tanya	009005
Springgate	Liza	012595
Spunaugle	Amy	000624
Staab	Matthew	009221
Stagner	Rachel	018931
Staley	Lynn	006307
Standley	Melissa	017347
Stanich	Patricia	004429
Stark	Anita	016801
Starr	Loran	002632
Starr	Mollie	008144

Steagall	Daniel	007316
Stearns-Gannett	Janet	007835
Stelter	Amanda	017112
Stember	Samuel	010567
Sten	Matthew	010331
Stephens	Karen	005715
Stephens	Megan	011906
Rosman	Sarah	016524
Stephenson	Sally	008414
Serry	Claudia	019718
Stevens	Heather	008220
Stewart-Rinier	Todd	008908
Stilwell	Kathryn	020508
Stockstad	Kimberly	015471
Stoeger	Martha	007842
Stone	Susan	012305
Stone Jr	Lindell	013526
Stonecipher	Geoff	000127
Stonecypher	Barbara	000831
Straub	Mary	007134
Straube	Renee	015597
Streano	Anna	009303
Streckert	Thomas	002880
Stremming	Norman	018868
Stride	Janet	006190
Strobel	Michelle	006785
Sesar	Pamela	007675
Struble	Laura	004795
Stubbs	Roberta	000462
Stubenrauch	Cynthia	007502
Stultz	James	008470
Sturges	Jeffrey	014497
Su	Jianying	015467
Suckow	RaeAnn	013472
Sullivan	Gwendolyn	008375
Sullivan	Kathleen	007544

Sullivan	Nancy	002456
Sullwold	Marcy	019786
Sumiya	Naomi	020472
Summerton	Lindsay	018843
Sumner	Vickie	008640
Sussman	Gabrielle	010321
Sutton	Amy	012201
Sutton	Jacqueline	011900
Swan	Brian	004215
Swanson	Shawn	020441
Swanson-Wright	Gail	007183
Sweeney	Lisa	017884
Sweeney	Michelle	000045
Swehla	Eric	005349
Swinehart	Timothy	017787
Switalla	Craig	004975
Tabor	Kathleen	004054
Talent	Lynn	007448
Tammen	Stephanie	014734
Tanaka	Yuki	017739
Tanner	Gabrielle	012614
Taramasso	Amy	012669
Tarnowski	Ivan	011838
Tate	Raymond	011772
Tate	Shelley	018871
Tautfest	Claudia	015464
Taylor	Alison	012754
Taylor	Ginger	012855
Taylor	Lorie	007438
Taylor	Marie	000074
Taylor	Mary	013538
Telles-Ferreira	Henise	011473
Tellis	Jackie	003816
Temple	Tracy	005954
Terrones	Louis	016726
Terry	James	014341

Tetrick	Allison	018030
Tetzloff	Sandra	006202
Tews	Nicole	017782
Thiel	Elizabeth	012823
Thomas	Erin	018917
Thomas	Jeremy	013769
Thomason	Marcia	002614
Thompson	David	009172
Thompson	Elsie	000708
Thompson	Jeffrey	010940
Thompson	Laura	008373
Thompson	Raeann	011122
Thompson	Rory	006150
Thompson	William	009314
Tibbetts	Daniel	008987
Tighe	Betsy	018159
Tillery	Mary	009316
Timmons	Peter	018716
Tims	Margaret	010145
Tinling	James	019734
Tischleder	Bree	000395
Tobey	Jill	000695
Todd	Rachel	015814
Todd	Trisha	008665
Tofanelli-Dougherty	Moira	020409
Tofel	Anna	017284
Tolentino	Heidi	001699
Tomblin	Ana	015356
Toole	Suzanne	007765
Toren Hrin	Melissa	016671
Torres	Julana	018934
Tovar Valdes	Nayibe	019360
Tran	Ailien	010854
Tran	Hoang	013807
Trask	Bren-Marie	015506
Trincherro	Nadine	012661

Trinh	Hung	013511
Triplett	Tara	010772
Triplett	Tearale	000510
Troehler	Keri	011714
Trotter	David	008491
Truman	Kirsten	020562
Trump	Patricia	009086
Truong	Veronique- Thu	008904
Truong	Yen	001414
Tucker	Roslyn	016608
Tucker II	James	006548
Tuggle	Brooke	000303
Turley	Danielle	012922
Turley	Janine	013914
Turner	Maryanne	008229
Turner	Theresa	000513
Turner	Valerie	015459
Uchida	Sumiko	002018
Underhill	Rebecca	006674
Underwood	Barbara	004964
Uppendahl	Jennifer	015491
Urbano-Neilson	Diane	004849
Urke	Eric	007890
Ustach	Thomas	001460
Vala	Kristine	010925
Valenti	Michael	007474
Valeske	Juli	008165
Valley	Brian	007276
Van Clock	Lisa	012920
Van Dam	Jane	000018
Van Farowe	Vonda	009139
Van Kopp	Jennifer	012441
Van Witzenburg	Melanie	000608
VanEngel	Elizabeth	007415
VanLehman	Gayle	015362

VanMarter-Sanders	Richard	013944
Vancleve	Madonna	006860
Vandenburg	Lauren	019483
Vann-Tessmer	Jonquil	017682
Vasquez	Luis	006551
Vaughn	Peter	015575
Vaughn-Edmonds	Holly	001925
Veen	Isobel	015612
Velazquez	Alma	018719
Ventura	Mary	011597
Vercher	Jonalee	015307
Vestal	Zachary	013718
Vickers	Candice	018576
Victorine	Lisa	018969
Vigna	Debra	008648
Vinegar	Whitney	019705
Vinger	Dana	000208
Vo	Patricia	016538
Vogl	Clifton	017902
Vorasai	Kim	000554
Vossen	Michael	017814
Wade	David	012653
Wadkins	JoAnn	012302
Wager	Wendy	008681
Wagner	Rebecca	000291
Wagner-Matsunaga	Robyn	006374
Wahl-Stephens	Helen	011123
Wahl-Stephens	Lauren	013826
Waldron	Teresa	012622
Walker	Derrell	015841
Walker	Jennifer	016883
Walker	Jerrine	008493
Walker	Joseph	008760
Walker	Kyla	020459
Walker	Lisa	008417
Walker	Molly	012824

Walker	Phillip	008347
Walker	Susanna	016906
Walker-Byrne	Margaret	007981
Wall	Gregory	016544
Wall	Helen	014985
Wall	Sarah	018185
Wall	Scott	008680
Wallace	Kristin	015376
Wallace Sosa	Jacquelyn	018189
Walmer	Steven	008807
Walrod	John	014048
Walrod	Julianne	016532
Walsh	Nicole	014508
Walterbach	Sandra	002317
Walters	Douglas	008198
Walters	Rhonda	010432
Warden	Jenna	017648
Warfield	Virginia	001173
Washington	Andre	019788
Washington	Kenneth	010777
Wasserman	Debra	012758
Wasson	Shannon	000263
Waters	Bradley	016628
Watkins	Lily	012119
Watkins	Mary	012997
Watkins	Terresa	008086
Watson	Nathan	019668
Watson	Nicole	019787
Waymire	Kerrie	013825
Weatheroy	Lisa	006240
Webb	Susan	007029
Weber	Chris	000302
Weber	Richard	006867
Webster	Clark	008249
Webster	Randall	010919
Weesner	Lurena	016674

Weidner	Paula	000006
Weigandt	Elise	017945
Weimer	Laurie	005990
Weinberg	Kenneth	012721
Weiner	Joshua	002692
Weinstein	Alice	009233
Weitman	Tina	017822
Wellington	Cory	013476
Wendel	Kara	019797
Wenger	Melissa	015680
Werner	Adele	018355
Werner	Ellen	013179
Werts	Kristin	017923
Wessinger	Anna	012765
West	Kerri	009258
West	Tammy	008806
Spector	Lesley	012698
Westfall	Annie	008886
Whatmore	Ellen	018998
Wheeler	Christen	016517
Whisenhunt	Sarah	018927
Whisnand	Megan	007865
Whitaker	Jennifer	015715
Whitaker	Liza	013579
White	Rosa	014666
Whitmore	Carole	006776
Wicker	Tarehna	018446
Wickham	Jennifer	007184
Wierth	David	009232
Wiesner	William	000399
Wilcox	Susan	006823
Wilcox	Suzanna	018204
Wilde	Rose	008361
Wilebski	Katy	018717
Wilken	Huck	018723
Wilkins	Laurel	005610

Wilkins	Lisa	008503
Williams	Anne	012598
Williams	Diane	010668
Williams	Jamie	020005
Williams	Jane	008913
Williams	Kathleen	002975
Williams	Kathryn	009290
Williams	Kenneth	020019
Williams	Lori	017775
Williams	Michael	000776
Williams	Sharese	020538
Williams	Takiyah	007022
Williamson	Anne	016598
Wilson	Cassandra	007233
Wilson	Courtney	017596
Wilson	Daniel	017041
Wilson	Holly	017770
Wilson	John	011993
Wilson	Jon	007551
Wilson	Kimberlee	012523
Wilson	Laura	015596
Wilson	Mark	020405
Wilson	William	007397
Wilson III	Curtis	000981
Windham	Stephanie	001473
Windle	Lilly F	002654
Winn	Elaine	014808
Wisdom	Larisa	001006
Wixon	Benjamin	012597
Wojack	Cynthia	002920
Wolf	James	007123
Wolf	Margarita	001553
Wolfe	Marsha	006000
Wolfer	Stephanie	016357
Wolff	Kathryn	016521
Wolff-Myren	Desiree	016712

Wong	Elisa	001082
Wood	Amy	007852
Wood	Cynthia	003256
Wood	Daphne	008334
Wood	Lavell	015439
Woodhouse	Leslie	014418
Woods	Kenneth	008350
Woods	Tanan	016944
Woodsworth	David	008141
Wortham	Cecile	008067
Wren	Steven	006008
Wright	Emily	017418
Wright	Julie	018993
Wright	Robert	005753
Yago	Ernest	008583
Yang	Xiaonan	018915
Yarlott	Katherine	013842
Yoder-Corvi	Stephanie	013043
York	Anna-Sophia	013797
York	Michelle	000044
Yoshida	Lainie	000989
Yoshida	Reiko	003914
Yoshiwara	Mariko	014592
Young	Gerald	011859
Young	Megan	008867
Young	Richard	008234
Yu	Chiung-Chen	015305
Zabo	Christina	011130
Zadoff	Dina	014352
Zakharchenko	Yuliya	016502
Zakoura	Kent	007583
Zartler	James	003080
Zelazek	Daniel	015561
Zeller	Joshua	011877
Zerba	Jeffrey	009141
Ziady	Joshua	012586

Zimmer	Sarah	009164
Zimtbaum	Mark	010336
Zipp	Kathleen	000420
Zogas	Brianne	018362
Zook	Daren	019235
Zrinyi	Cynthia	005178
Stronko	Anne	003886
West	Tara	011258

S. Murray

RESOLUTION No. 5032

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 2015-2016 school year the following persons, according to the employment terms and conditions set out in the standard District contract.

Last	First	ID
Allen	David	015078
Bacon	Michael	000978
Bertram	Serene	012459
Bertrand	Antony	016582
Butler	Natasha	001024
Cantwell	Robert	017792
Cohen	William	022014
Coleman	Yolanda	020463
Dickey	Leah	001045
Frazier	Christopher	014747
Gandarilla	Maria	023059
Geisler	Meisha	023000
Haupt	Kehaulani	000862
Hendershott	Bradley	007348
Hubbs	Angela	021807
James	Cheryl	000049
Johnson	William	024115
Kirschmann Jr	Richard	008780
Kuether	Britt	017594
McClure	Shannon	021794
Meza	Jorge	011862
Mjelde	Tonya	014626
Nerenberg	Dana	023017
Nguyen-Johnson	Anh	013521
Payne	Susan	021905

Last	First	ID
Quintero	Alfredo	023030
Ragaisis	Samantha	008107
Reed	Lenichtka	022983
Rierson	Julie	008826
Rowell	Michael	005376
Ruelas	Arturo	023068
Sasaki	Katherine	004460
Schlegel	Dawn	016741
Shelton	Drake	015523
Wagner-West	Kathryn	017706

S. Murray

RESOLUTION No. 5033

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 2015-2016 school year the following persons, according to the employment terms and conditions set out in the standard District contract.

Last	First	ID
Mortimer	Kara	000071
Schachner	Melissa	000449
Keller	Benjamin	000916
Gerber	Amber	000946
Steinhoff	Jonathan	004942
Fast Buffalo Horse	Lorna	005354
Sackrider	Regina	010377
Krankowski	Edward	011066
Joule	Dennis	011116
Tucker	Ruth	014615
Williams	Reiko	017220
Wolfe	Korinna	017743
Collins	Lisa	020412
LaFontaine	Joseph	020999
Berthoin-Hernandez	Diane	021119
Glasgow	Emily	021744
McMillen	Alicia	021745
Markle	Michelle	021749
Flamoe	Sabrina	021754
Canler Acevedo	Rene	021777
Neves	Rui	021830
Zabel	Sarah	021970

S. Murray

RESOLUTION No. 5034

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 2018, subject, according to the employment terms and conditions set out in the standard District contract.

Last	First
Broadous	Lajena
Freeman	Ayesha
Jackson	Tammy
Lizaola	David
McCalley	Jennifer
Polizos	Katherine
Poole	Lydia
Taylor	Ginger
Watros	Chrystal
Whitney	Amy

S. Murray

RESOLUTION No. 5035

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 2018, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First	ID
Crotchett	Kevin	000681
Hurdle	F	000922
Acker	Tina	001996
Wilson Jr	Curtis	002200
Newsome	Karl	002436
Bivens	Donald	002630
Manning	Lauretta	002709
Brown	Jeffrey	002961
Anderson	Brian	003111
Chapman	Peyton	003294
Isham	Eileen	003977
Chun	Molly	004022
Magallanes	Veronica	004233
Lurie	Radislav	004458
Geist	Teri	004621
Walden	John	004901
Porter-Lopez	Andrea	005386
O'Dell	Leslie	005608
Lewins	Sarah	005653
Boyce	Catherine	005695
Fielding	B	006017
Locke Jr	Frederic	006056
Hobson	Bonita	006298

Last	First	ID
Meyer	Kristen	006790
Newsome	Tamala	007139
Moon	Linda	007141
Blount	Lisa	007333
Calvert	Margaret	007468
Joyner	Pamela	007571
Phillips	Barry	007605
Haskins	Marshall	007630
Callin	Petra	007641
Snyder	David	008437
Tabshy	Ann	008692
Clark	Lori	008756
Pruitt	Beverly	009506
Robertson	Lavert	010831
Sage	Jill	010921
Williams	Jonathan	011212
Ferraro	John	011786
Chatard	Brian	012531
Madison	Elizabeth	013468
Traynham	Macarre	013477
Sing	Teresa	013588
McConachie	Lisa	013601
Van Hoomissen	Mark	013662
Lamont	Maude	013690
Penley	Lana	017591
Allen	Ricky	017615
Dauch	Andrew	017616
Truong	Thu	017620

S. Murray

RESOLUTION No. 5036

Notice of Non-Renewal

RESOLUTION

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the contracts of the probationary teachers and contracts of the probationary administrators listed below not be renewed. This means that the educators listed below will not be re-employed.

The Board of Education accepts the Superintendent's recommendations and by this resolution hereby does not renew the contracts of the probationary teachers listed below, under ORS 342.835. The Board of Education accepts the Superintendent's recommendations and by this resolution hereby does not renew the contracts of the probationary administrators listed below, under ORS 342.845(5). The Human Resources Department is instructed to notify these personnel that their employment contracts are not renewed for the 2015-16 school year and that their contracts will terminate June 2015.

Employee ID
023064
022942
023290
021956
021748

S. Murray

RESOLUTION No. 5037

Notice of First Time Non-Extension Contract Teachers

RESOLUTION

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the contracts of the teachers below not be extended. First time non-extensions generally result in placement on a program of assistance for improvement. A second time non-extension means that the teacher will not be re-employed.

The Board of Education accepts the Superintendent's recommendations and by this resolution hereby does not extend the contracts of the contract teachers listed below, on the grounds and processes identified in state law (ORS 342.865, ORS 342.895, ORS 342.905). The Human Resources Department is instructed to notify these personnel that their employment contracts are not extended for the 2015-16 school year, and for any teacher with a second non-extension that their employment is not extended for the 2015-16 school year.

Employee ID
013722
013148
016665

S. Murray

Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following item:

Number 5038

RESOLUTION No. 5038

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 agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Schetky Northwest	3/4/2015	Purchase Order PO 124068	Four 20-passenger walk-on school buses and two 12-passenger with up to 3 wheel-chair stations lift school buses. COA #60560	\$434,192	T. Magliano Fund 101 Dept. 5560
Williams Scotsman	3/4/2015	Purchase Order PO XXXXXX	Provide temporary building for ten classrooms to accommodate construction at Roosevelt during the 2015/2016 and 2016/2017 school years. COA #61557	\$1,300,000	C. Sylvester Fund 451 Dept. 3124 Project DA003

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Community College	1/1/2015 through 6/25/2021	Intergovernmental Agreement IGA 61496	Through a Federal Work-Study Program, up to 50 PCC students will provide college advocacy, mentoring , and tutoring to GEAR UP-Mobilizing for College students .	\$509,404	H. Adair Fund 205 Dept. 5428 Grant G1455
Portland State University	1/1/2015 through 6/25/2021	Intergovernmental Agreement IGA 61506	Through a Federal Work-Study Program, up to 25 PSU students will provide college advocacy, mentoring , and tutoring to GEAR UP-Mobilizing for College students .	\$254,702	H. Adair Fund 205 Dept. 5428 Grant G1455

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

Y. Awwad