

**BOARD OF EDUCATION**

Portland Public Schools  
**STUDY SESSION**  
March 4, 2013

**Board Auditorium**

Blanchard Education Service Center  
501 North 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.

**STUDY SESSION AGENDA**

1. **PUBLIC COMMENT** 6:00 pm
2. **CLASSIFIED EMPLOYEE RECOGNITION** (action item) 6:20 pm
3. **MADISON CLUSTER UPDATE** 6:25 pm
4. **BUDGET 2013-2014 – PROGRAM OVERVIEW** 7:25 pm
5. **CAPITAL BOND OVERVIEW: BUDGETING AND FINANCING** 9:35 pm
6. **BUSINESS AGENDA** 10:00 pm
7. **ADJOURN** 10:05 pm

The next meeting of the Board will be a Regular Meeting held on **Monday, March 11, 2013**, at **6:00 pm** in the Board Auditorium at the Blanchard Education Service Center.

**Portland Public Schools Nondiscrimination Statement**

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation.

## 2013 Classified Appreciation Honorees

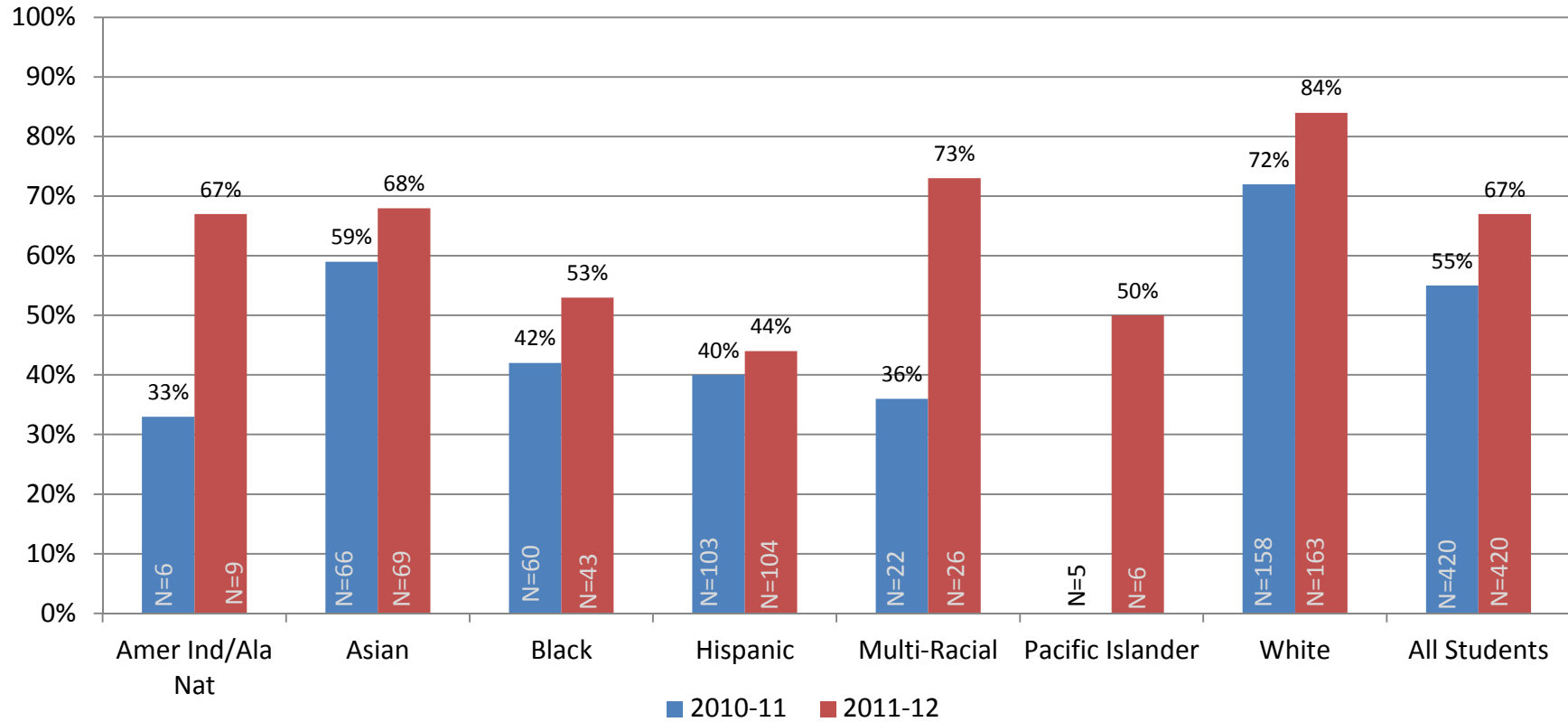
### *CONGRATULATIONS!*

<u>Name</u>	<u>Department/School</u>	<u>Job Title</u>
Natalia Anishchenko	Harrison Park	ESL/Bilingual Assistant
Alan Carlson	Marysville	Custodian
Deane Eure	Sabin	Para Educator
Rosie Fiallo	Bridlemile	Educational Assistant
Gina Glyshaw	Jackson	Occupational Therapist
Judy Hugeback	Peninsula	Principal's Secretary
Jackie Leipzig	Wilson	Records Clerk/Sped.
Heather Maharry	Chapman	Secretary
Fernando Madrid	Rigler	Community Agent
Joan McEchron	Headstart	Finance Clerk
Maria Elena Petersen	Roosevelt	Educational Assistant
Tarra Richards	Robert Gray	Educational Assistant
Vincynthia Shepard	Madison	Custodian
Jason Sloan	Robert Gray	Para Educator
Connie Verbout	Roosevelt	Principal's Secretary
Janet Watkins	Creston	Lead Food Service Assistant
Regina Williams	Harvey Scott	Secretary



# Madison Cluster

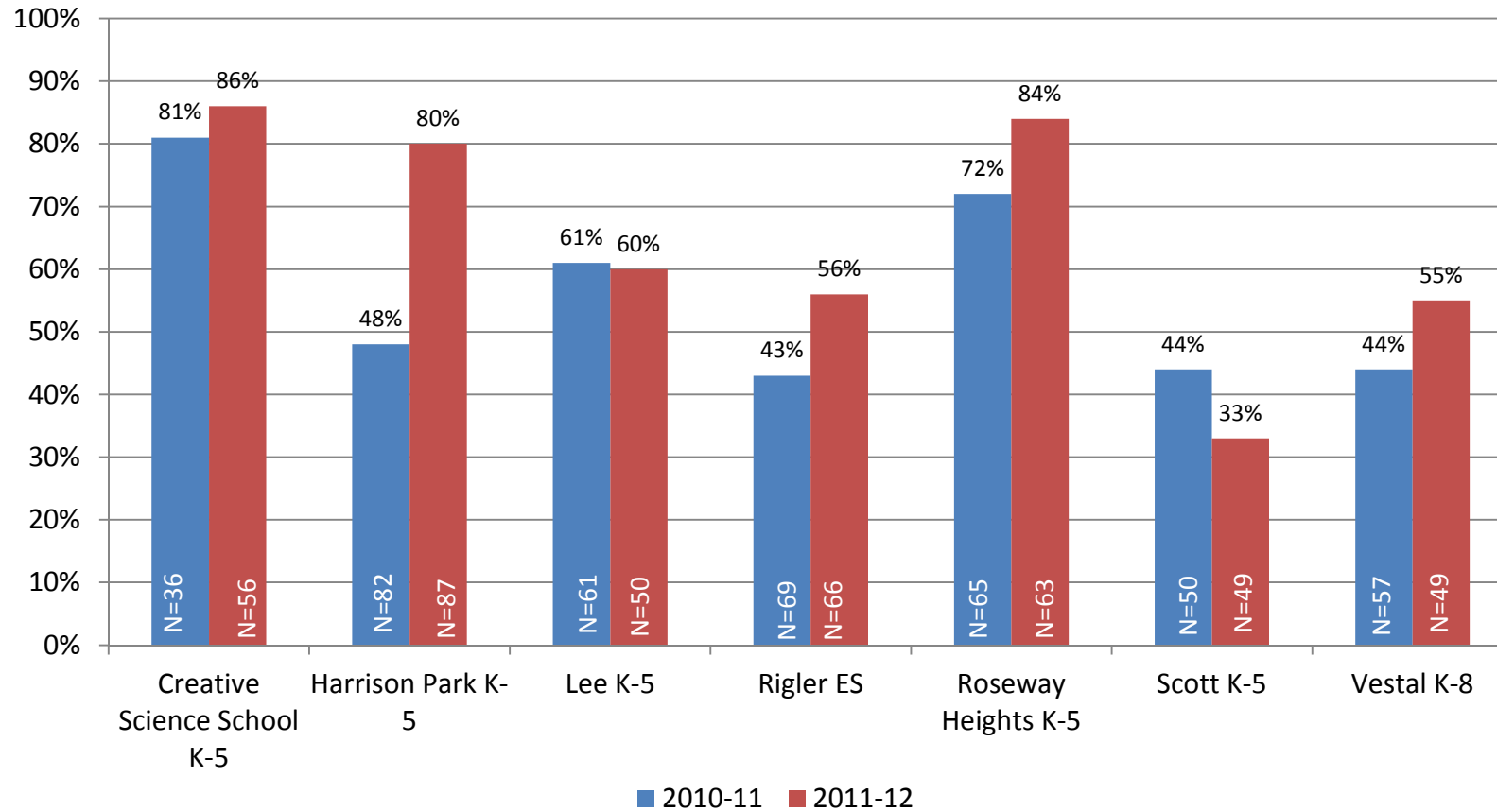
## 3rd Grade Milestone (Meets/Exceeds)



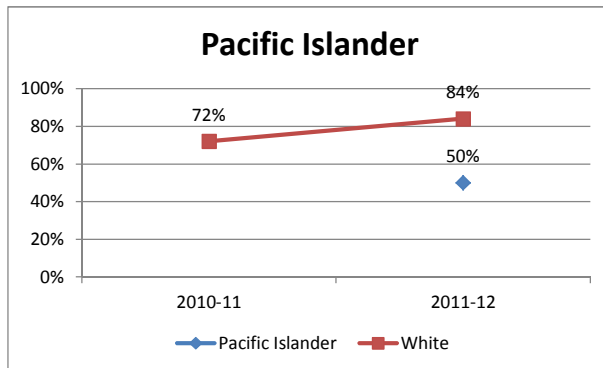
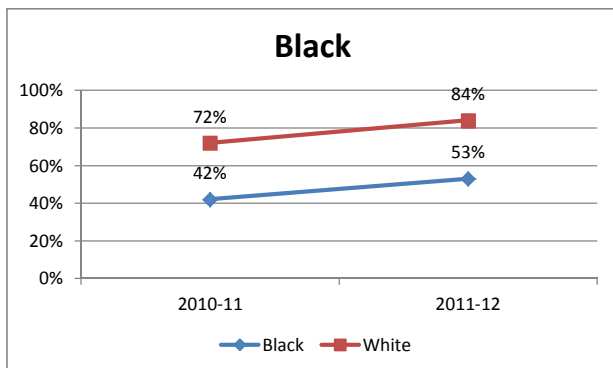
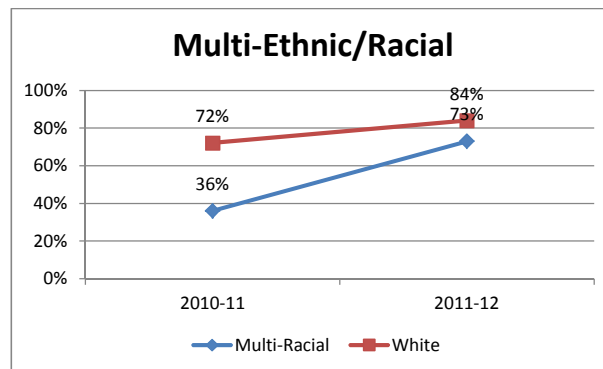
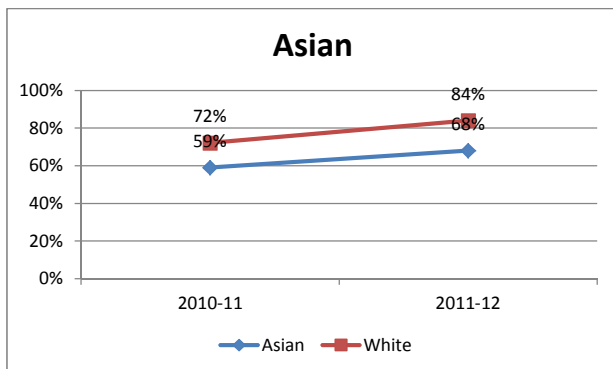
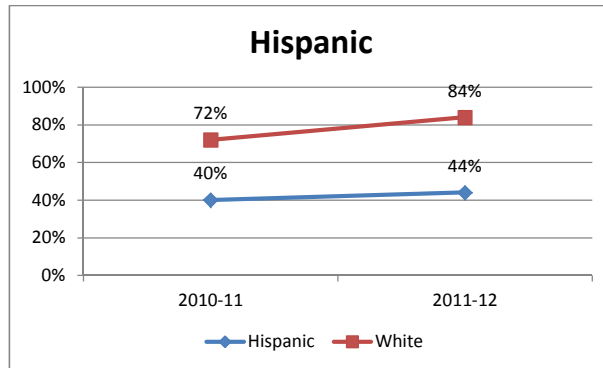
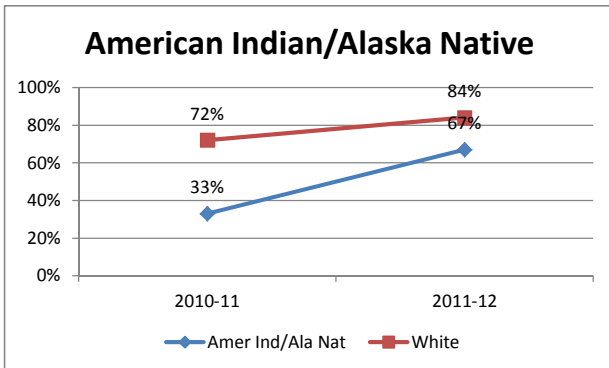
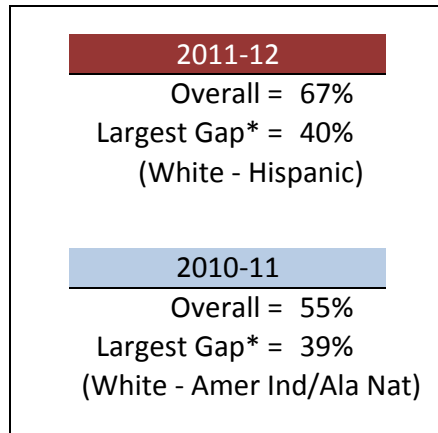
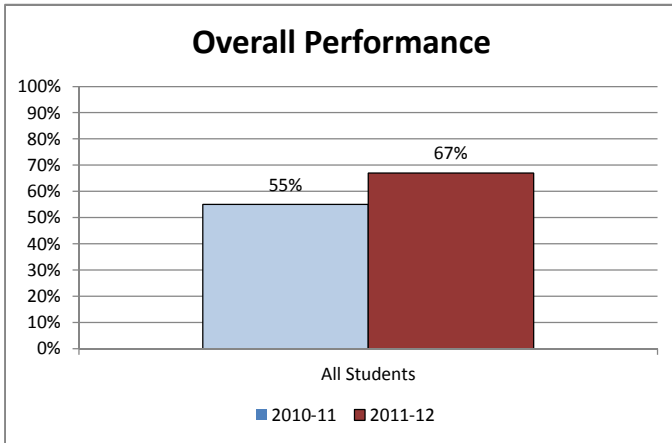
\*Missing data means there were fewer than 6 students in the group.

# Madison Cluster

## 3rd Grade Milestone (Meets/Exceeds)



# Portland Public Schools 3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012 Madison Cluster

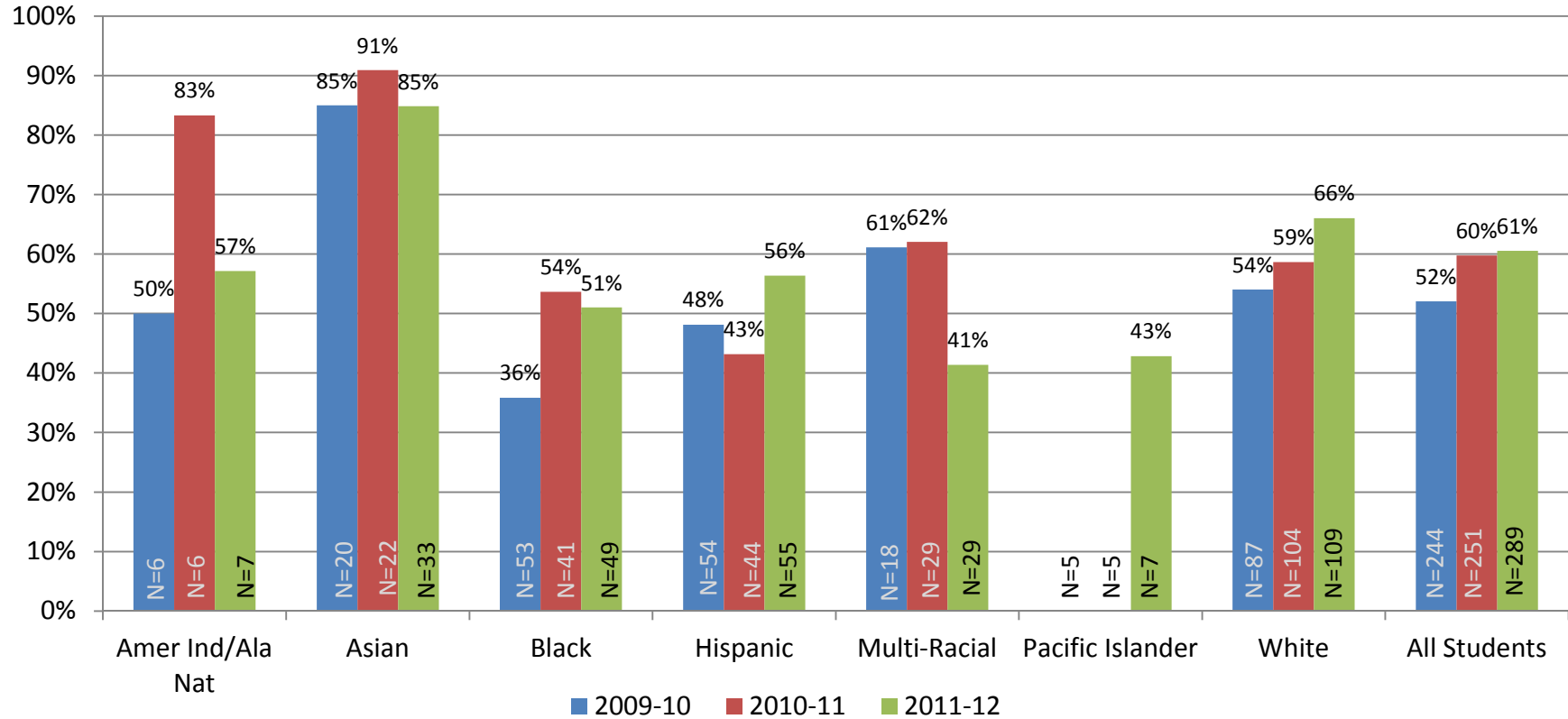


Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

# Madison

## 10th Grade Milestone (6+ Credits and 90%+ Attendance)

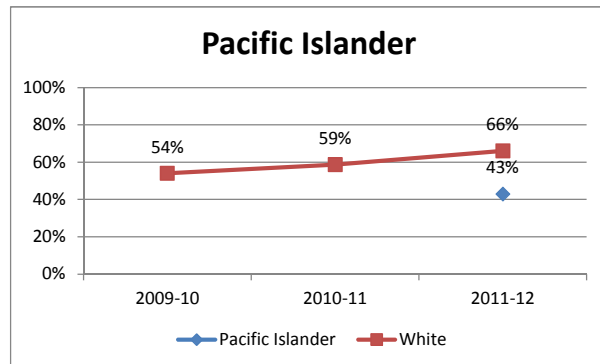
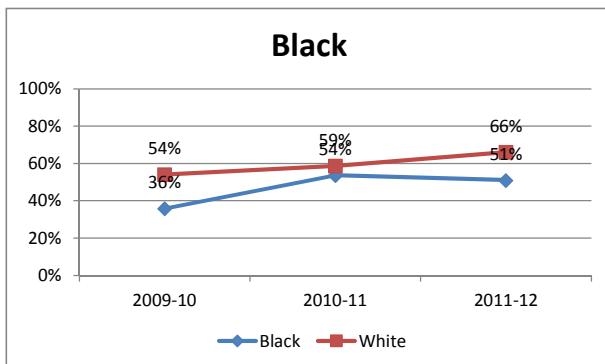
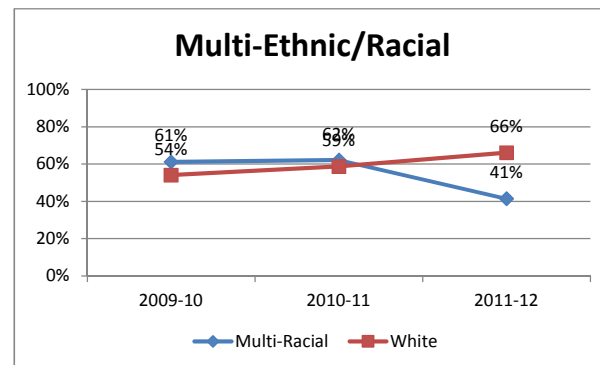
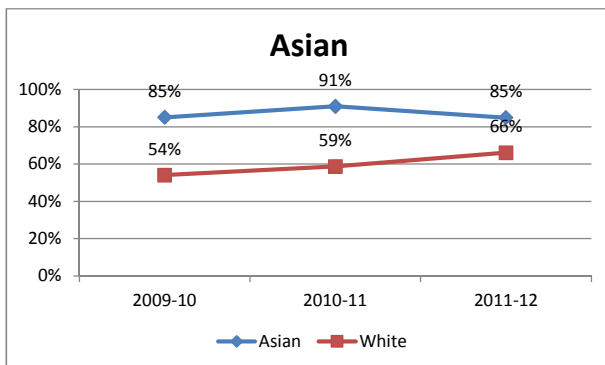
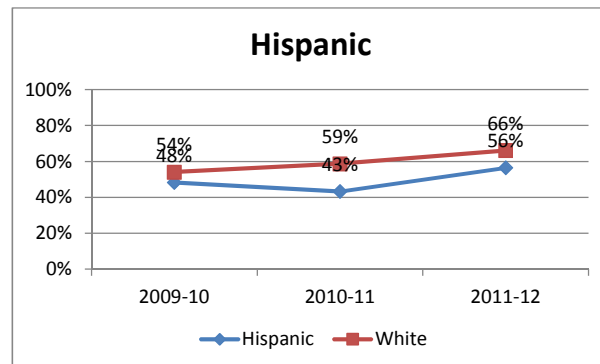
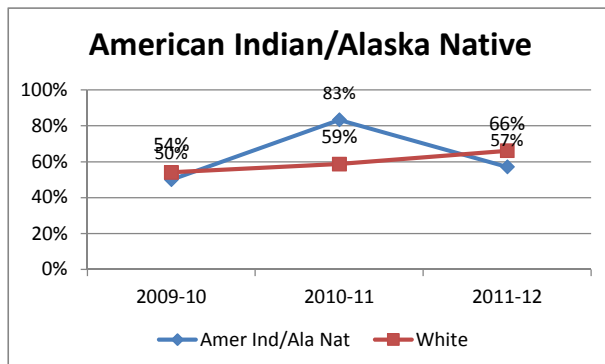
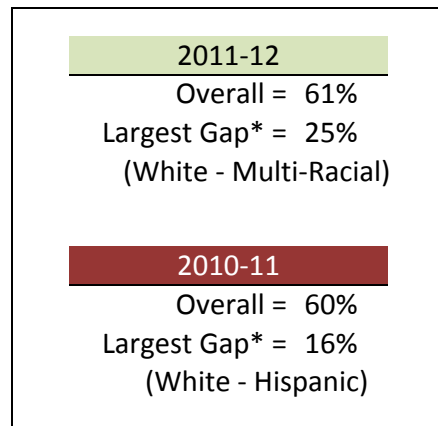
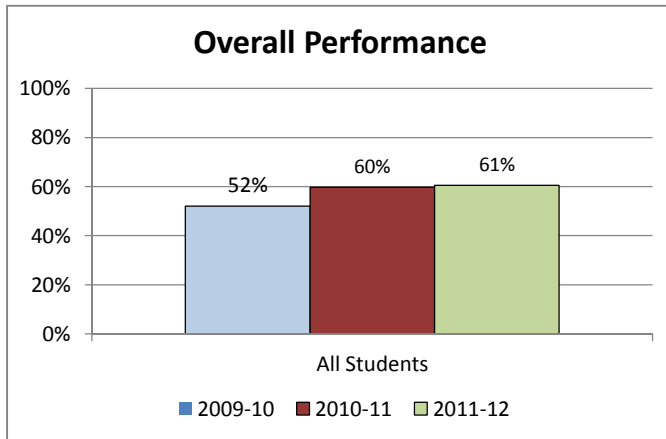


\*Missing data means there were fewer than 6 students in the group.

# Portland Public Schools

## 10th Grade On Track Milestone (6+ Credits and 90%+ Attendance) – 2010 to 2012

### Madison

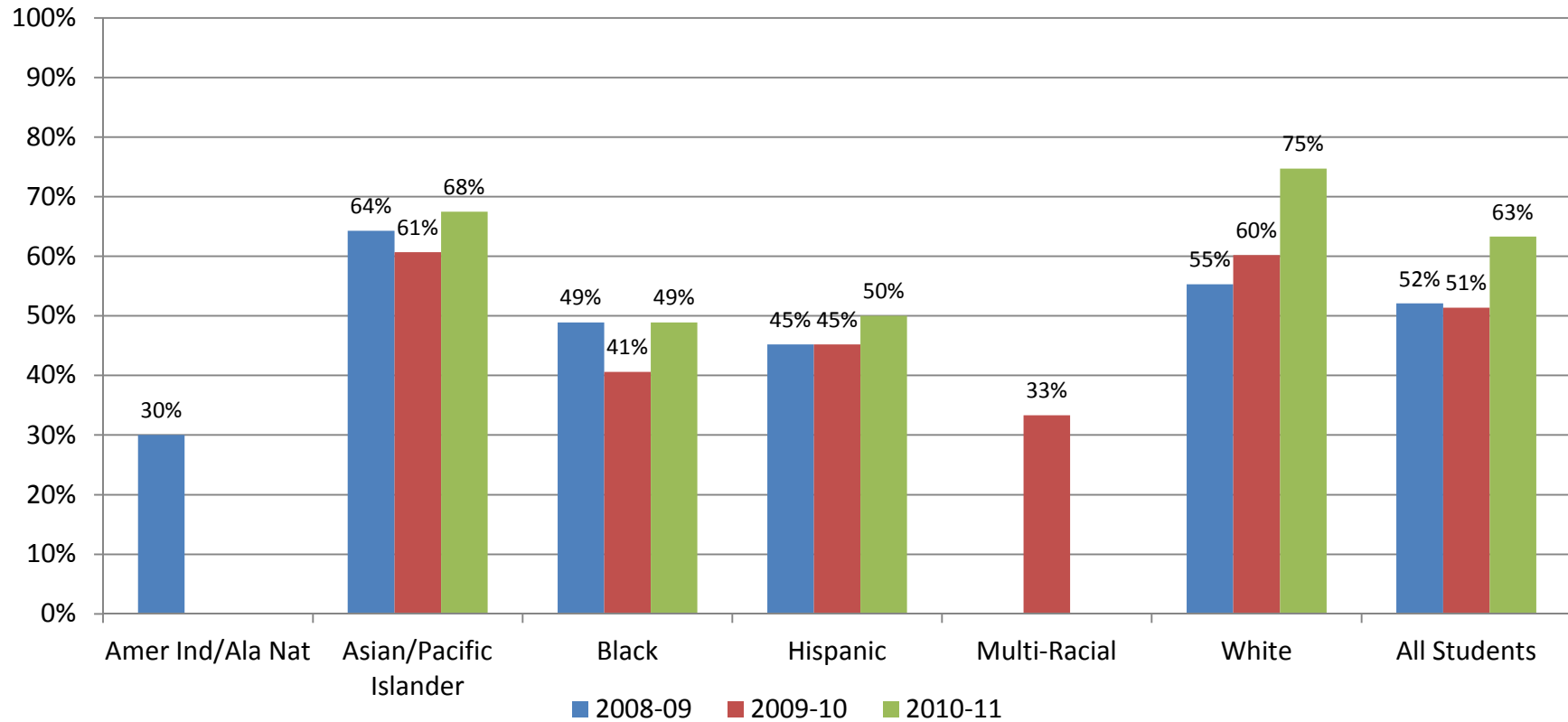


Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students.

# Madison

## 4-Year Cohort Graduation Rate Milestone

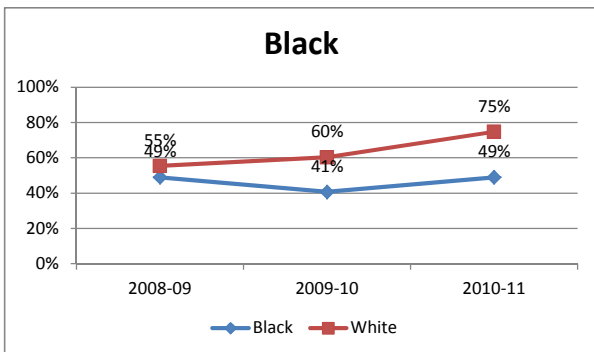
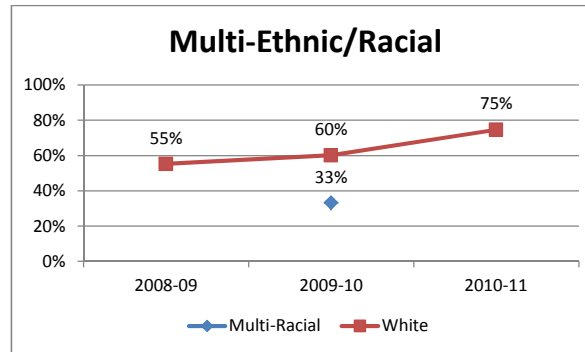
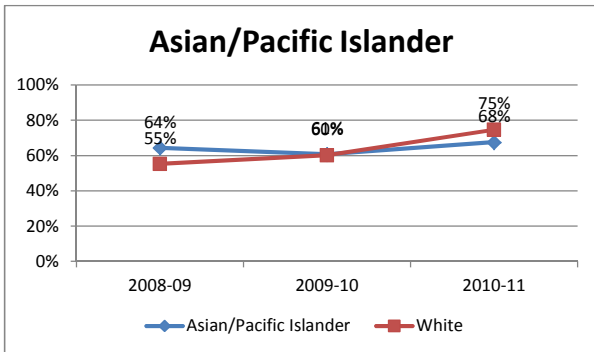
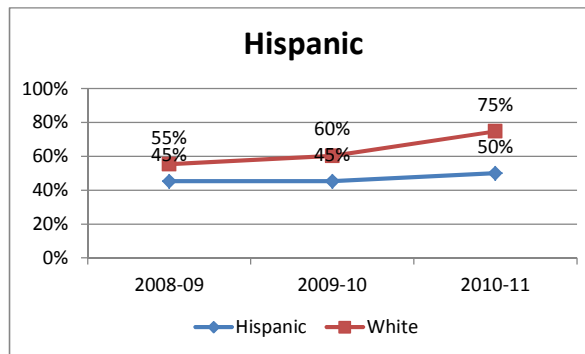
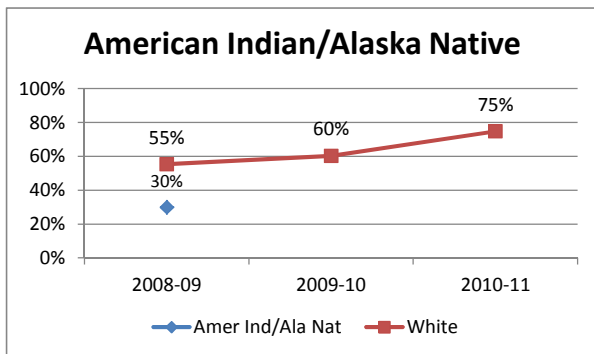
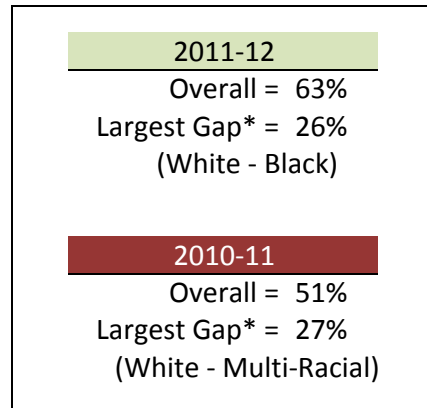
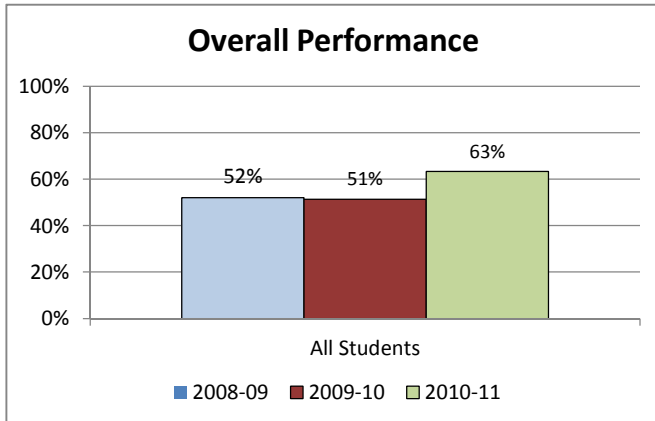


\*Missing data means there were fewer than 6 students in the group.

Note: Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year.



# Portland Public Schools 10th Grade On Track Milestone – 2010 to 2012 Madison



Notes: Data are not displayed for groups with fewer than 6 students. Significant data cleanup occurred with the 2010-11 cohort, which accounts for some of the changes in data for that year.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students.

Address 1231 SE 92nd		Phone 503-916-6431
Cluster Madison	Feeds To	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$4705
Budget Rank (1-32)	32
Free & Reduced	37.4%
School Receives Title I Funds?	No
Special Education	16.2%
English Language Learners	3.6%
Talented and Gifted	10.8%

### Licensed FTE Allocation

Gen. Fund - Admin Support	2.25
Gen. Fund - Ratio FTE	15.85
Gen. Fund - SES FTE	0.81
Gen. Fund - One Time Adjustments	-0.14
Title I	0.00
Foundation/Fee for Service K	1.00
Other Grants	0.00
<b>TOTAL</b>	<b>19.77</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2008	47	37	27	27	28	27	20	23	24	260
2009	51	62	43	26	27	29	25	19	19	301
2010	50	53	54	39	25	28	21	20	15	305
2011	50	58	56	59	49	29	17	20	18	356
2012	50	56	58	58	57	50	24	15	20	388

Neighborhood students	n/a
Students from other neighborhoods	n/a

Change in Enrollment from 2011 to 2012	+32
Change in Enrollment from 2008 to 2012	+128
Projected Enrollment in 2017 (K-12)	487

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
1.8%	6.7%	3.4%	0.8%	0.8%	80.9%	5.7%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

*Neighborhood attendance characteristics are not applicable to Creative Science*

#### 4. EDUCATIONAL PROGRAMS

##### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	80.8%	84.6%	81.5%	85.2%	71.4%	81.0%
2010-2011	94.4%	66.7%	89.3%	82.1%	78.6%	78.6%
2011-2012	85.7%	73.2%	86.2%	89.7%	83.3%	77.8%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

#### 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	6.3	13.0
Substitute Usage (Average in days)	10.0	15.5
Average Daily Attendance	95.5%	94.3%
Average Class Size	26.1	23.8
Stability Index	98.9%	92.5%
Student Expulsions	0.0%	0.1%
Student Suspensions	2.2%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
388	23	17

#### 6. ENROLLMENT INDICATORS

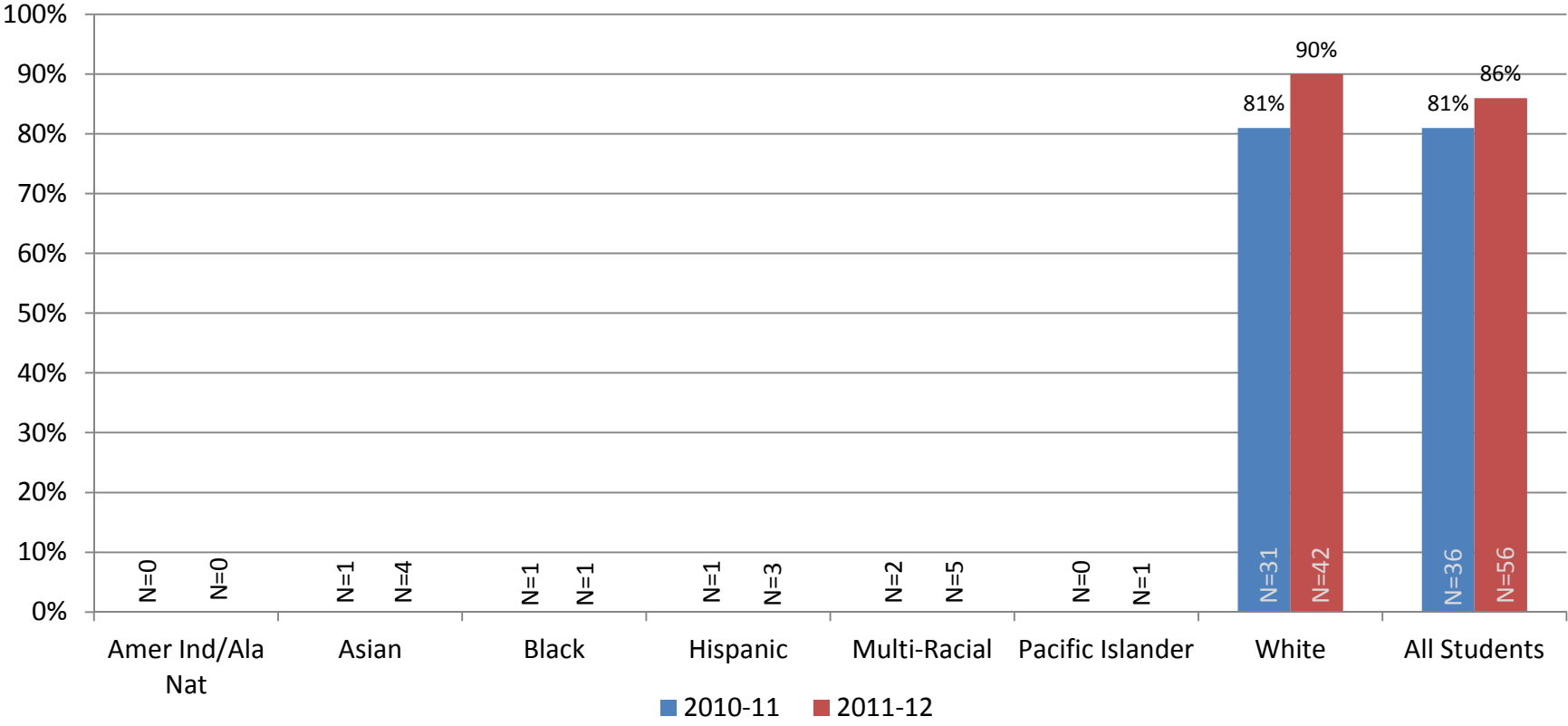
Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Creative Science below 55%?	n/a
Building density index below 15 or above 20?	No

#### 7. COMMENTS/ISSUES

Creative Science has an overall ESEA rating of Level 4 as of October 2012.

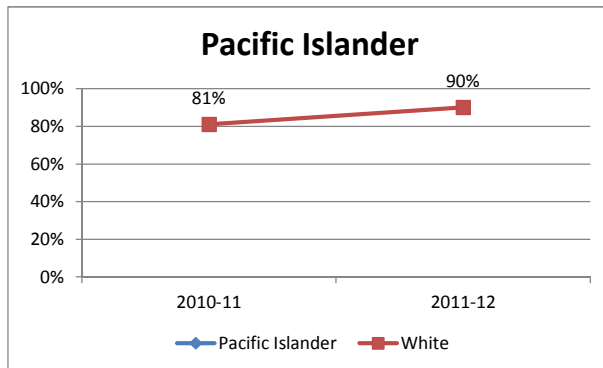
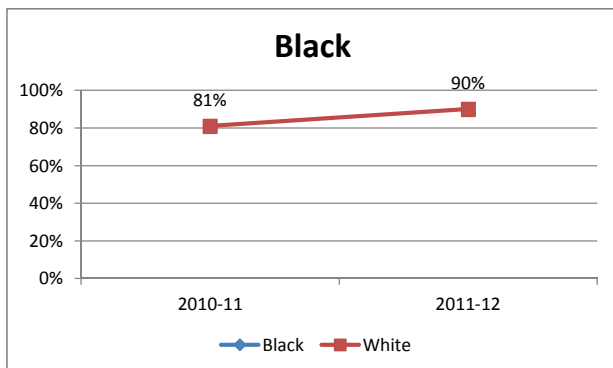
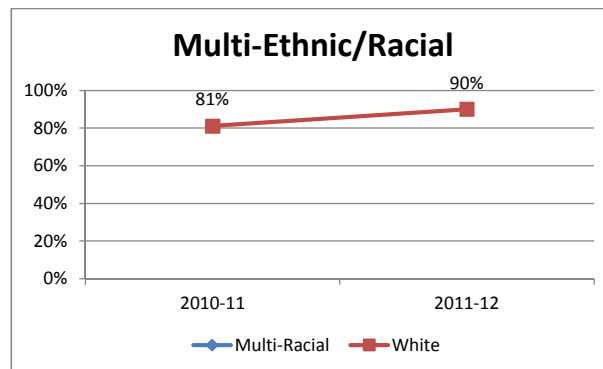
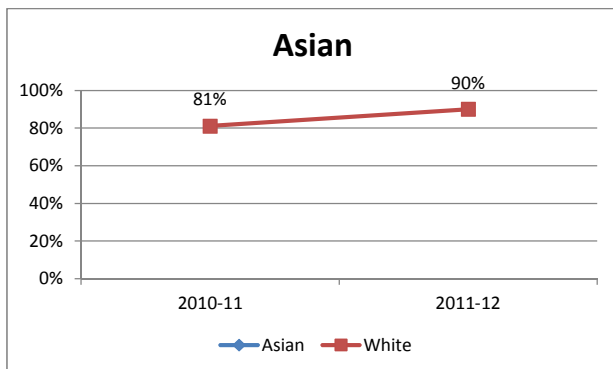
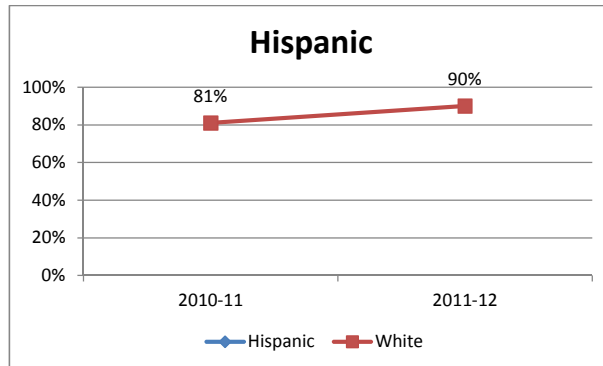
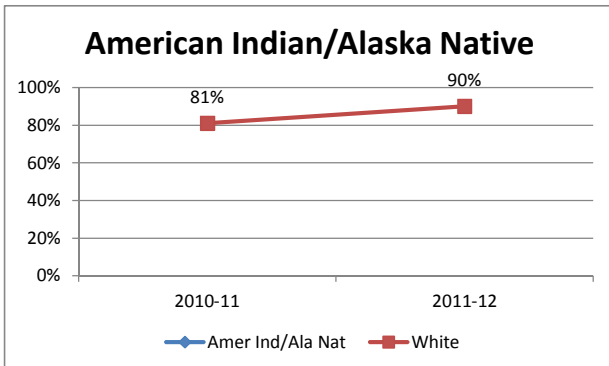
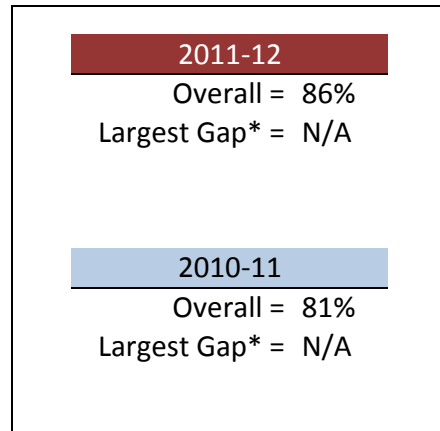
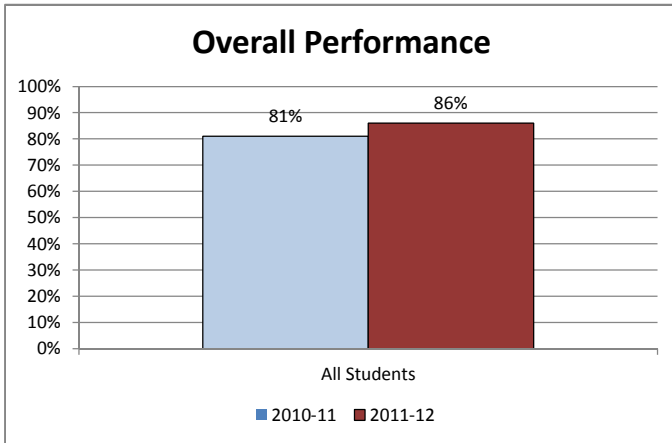
# Creative Science School K-5

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
Creative Science School K-5**



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

PPS Research, Evaluation & Assessment—09/28/2012jws

# Harrison Park

Updated 02/04/2013

Address 2225 SE 87th Ave		Phone 503-916-5700
Cluster Madison	Feeds To Madison	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$5546
Budget Rank (1-32)	21
Free & Reduced	85.7%
School Receives Title I Funds?	Yes
Special Education	16.0%
English Language Learners	27.9%
Talented and Gifted	3.3%

### Licensed FTE Allocation

Gen. Fund - Admin Support	4.50
Gen. Fund - Ratio FTE	29.60
Gen. Fund - SES FTE	3.24
Gen. Fund - One Time Adjustments	0.00
Title I	4.17
Foundation/Fee for Service K	0.00
Other Grants	0.24
<b>TOTAL</b>	<b>41.75</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2008	74	78	89	74	68	100	83	82	71	719
2009	75	82	82	84	79	75	90	88	77	732
2010	86	82	81	85	82	84	76	89	86	751
2011	93	79	75	87	84	74	96	76	87	751
2012	96	90	72	74	89	87	86	91	72	757

Neighborhood students	718
Students from other neighborhoods	39

Change in Enrollment from 2011 to 2012	+6
Change in Enrollment from 2008 to 2012	+38
Projected Enrollment in 2017 (K-12)	769

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
20.2%	27.7%	21.0%	1.3%	1.6%	25.6%	2.5%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	1016	
Attending Harrison Park	718	71%
Other PPS Neighborhood Schools	136	13%
Special Programs/Focus Options	146	14%
PPS Charter Schools	10	1%
Special Services	6	1%
Community Based Alternatives		0%

#### 4. EDUCATIONAL PROGRAMS

##### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	92.7%	84.1%	67.1%	64.3%	65.6%	73.4%
2010-2011	73.7%	46.1%	74.3%	50.0%	53.8%	56.3%
2011-2012	81.5%	75.3%	63.2%	57.4%	62.4%	57.6%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

#### 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	13.1	13.0
Substitute Usage (Average in days)	13.1	15.5
Average Daily Attendance	95.0%	94.3%
Average Class Size	25.7	23.8
Stability Index	89.9%	92.5%
Student Expulsions	0.0%	0.1%
Student Suspensions	6.9%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
757	38	20

#### 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Harrison Park below 55%?	No
Building density index below 15 or above 20?	No

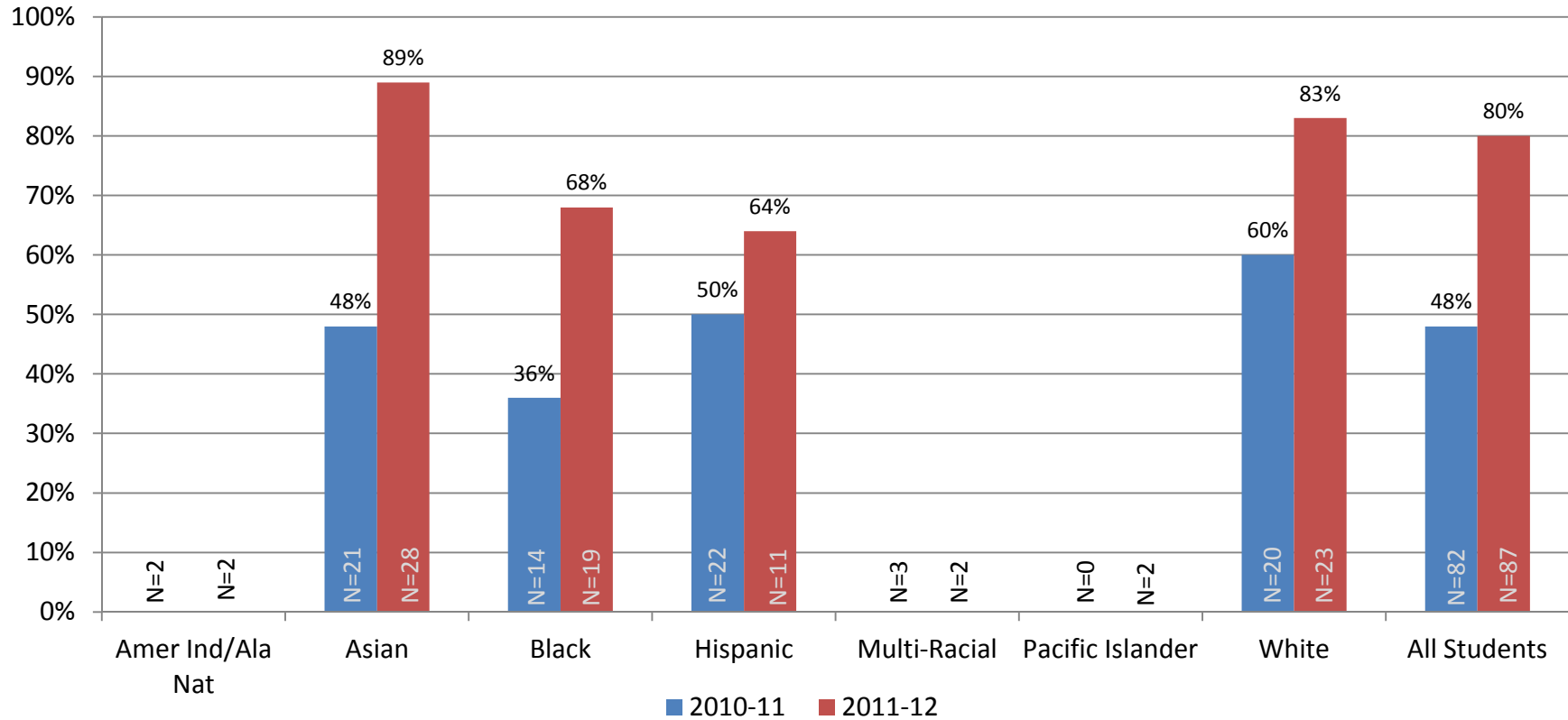
#### 7. COMMENTS/ISSUES

Harrison Park has an overall ESEA rating of Level 4 as of October 2012.

As of 2011-12, Harrison Park neighborhood ninth grade feeds to Madison.

# Harrison Park K-5

## 3rd Grade Milestone (Meets/Exceeds)



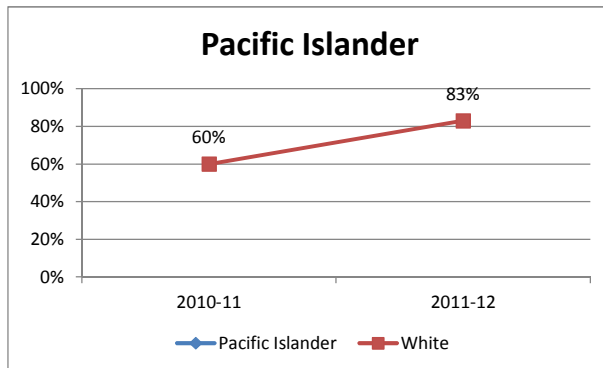
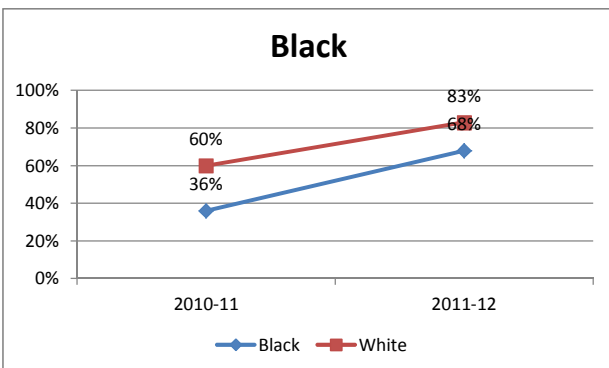
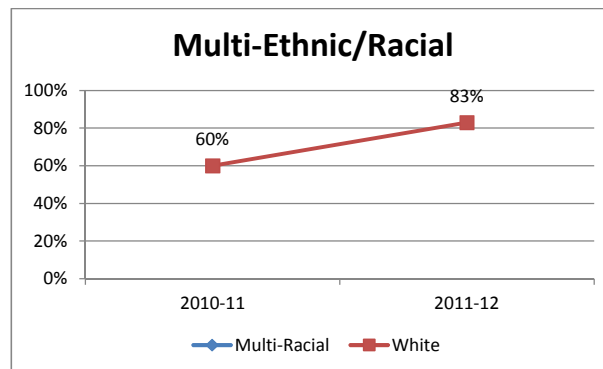
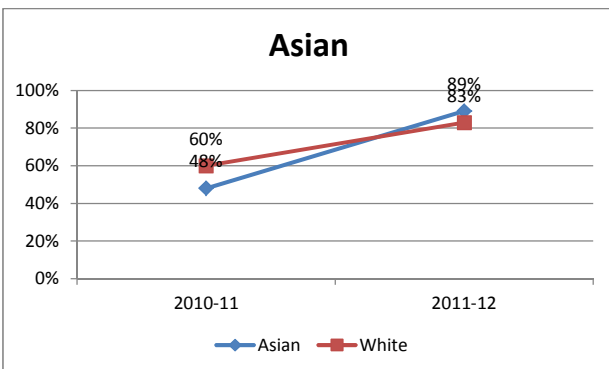
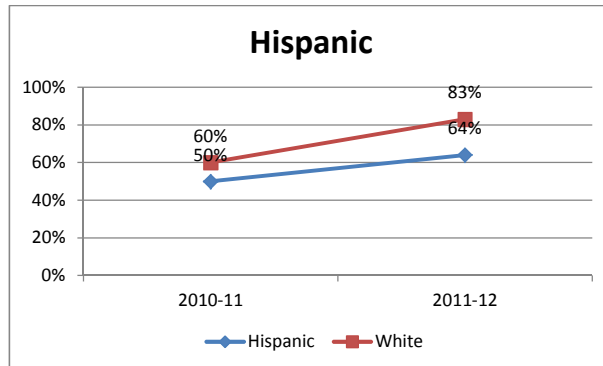
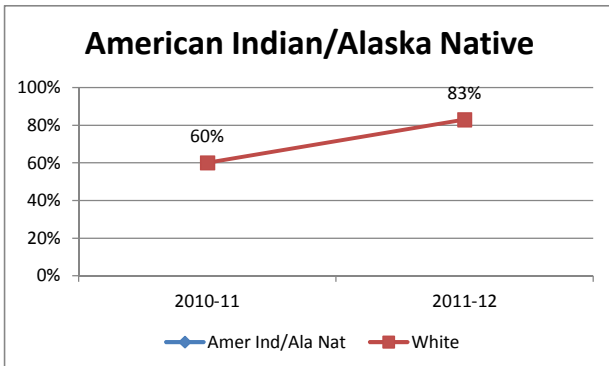
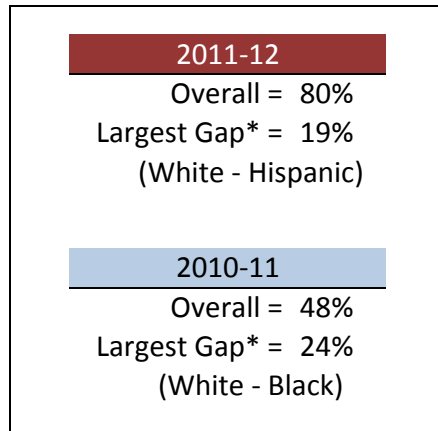
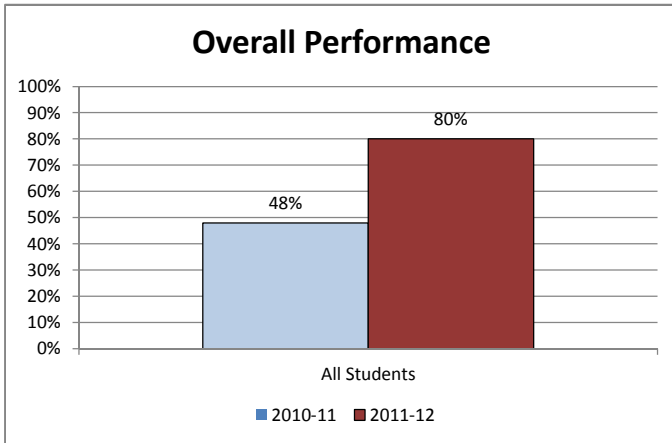
\*Missing data means there were fewer than 6 students in the group.



# Portland Public Schools

## 3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012

### Harrison Park K-5



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

PPS Research, Evaluation & Assessment—09/28/2012jws

Address 2222 NE 92nd Ave		Phone 503-916-6144
Cluster Madison	Feeds To Madison	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$5246
Budget Rank (1-32)	25
Free & Reduced	78.3%
School Receives Title I Funds?	Yes
Special Education	22.1%
English Language Learners	17.5%
Talented and Gifted	4.6%

### Licensed FTE Allocation

Gen. Fund - Admin Support	3.50
Gen. Fund - Ratio FTE	18.96
Gen. Fund - SES FTE	1.82
Gen. Fund - One Time Adjustments	0.00
Title I	3.23
Foundation/Fee for Service K	0.00
Other Grants	0.30
<b>TOTAL</b>	<b>27.81</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2008	53	54	59	54	34	43	58	41	38	434
2009	65	58	58	47	49	35	48	53	45	458
2010	51	58	51	57	55	49	39	49	48	457
2011	54	54	59	49	52	50	52	39	50	459
2012	80	61	58	56	51	51	43	56	41	497

Neighborhood students	406
Students from other neighborhoods	91

Change in Enrollment from 2011 to 2012	+38
Change in Enrollment from 2008 to 2012	+63
Projected Enrollment in 2017 (K-12)	469

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
18.7%	23.3%	16.9%	1.0%	0.8%	29.0%	10.3%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	563	
Attending Lee	406	72%
Other PPS Neighborhood Schools	93	17%
Special Programs/Focus Options	42	7%
PPS Charter Schools	17	3%
Special Services	5	1%
Community Based Alternatives		0%

## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	89.6%	79.6%	69.4%	75.0%	58.5%	68.3%
2010-2011	92.6%	53.7%	80.0%	64.4%	61.7%	55.3%
2011-2012	53.7%	46.3%	53.5%	55.8%	60.5%	48.8%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	11.0	13.0
Substitute Usage (Average in days)	19.6	15.5
Average Daily Attendance	94.0%	94.3%
Average Class Size	24.1	23.8
Stability Index	92.6%	92.5%
Student Expulsions	0.0%	0.1%
Student Suspensions	4.6%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
497	25	20

## 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Lee below 55%?	No
Building density index below 15 or above 20?	No

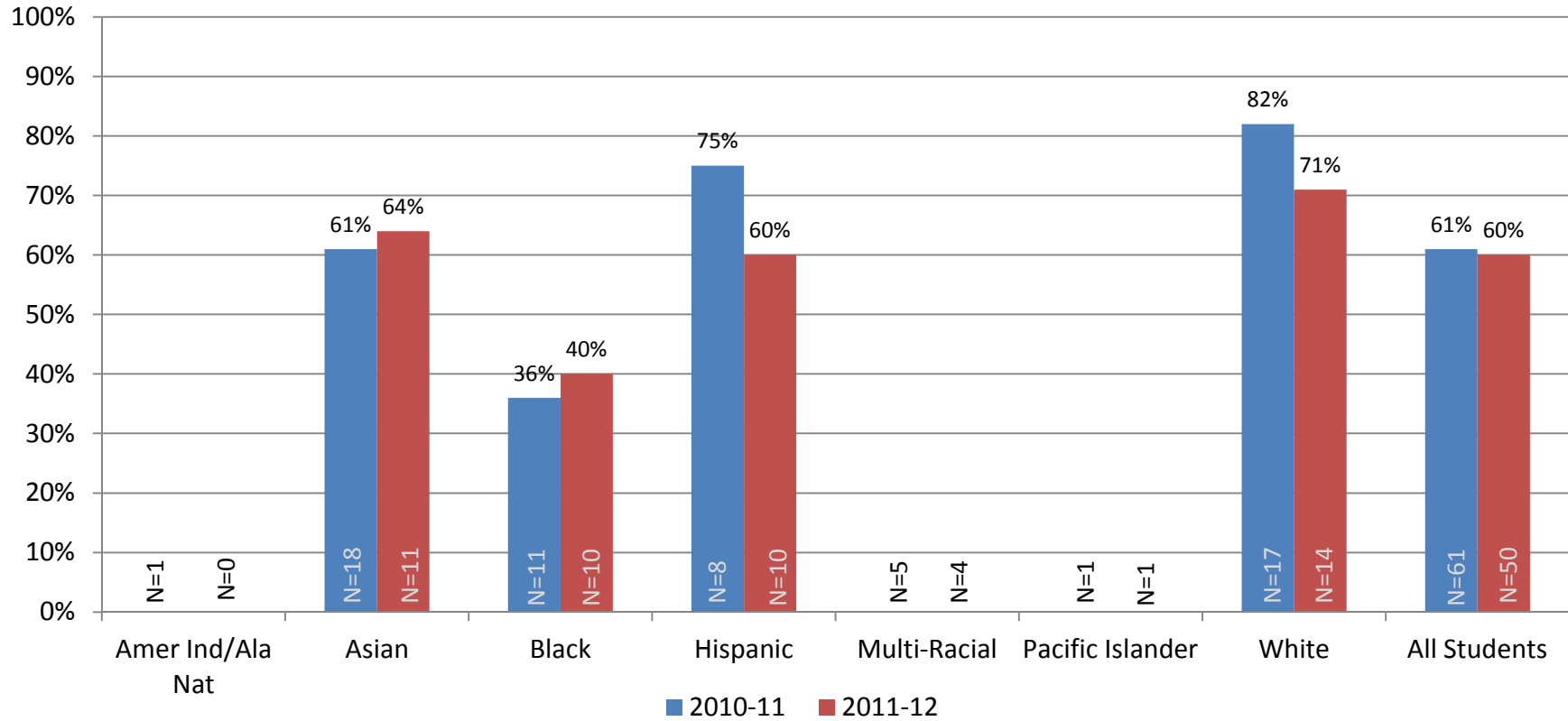
## 7. COMMENTS/ISSUES

Lee has an overall ESEA rating of Level 3 as of October 2012.

The school has adopted a uniform dress code.

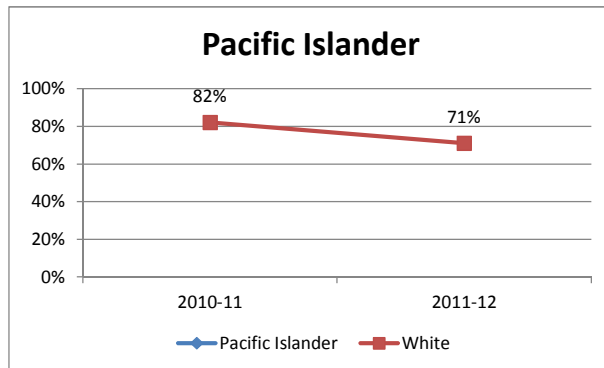
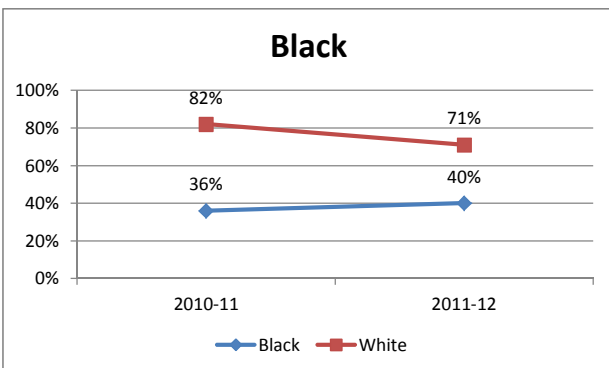
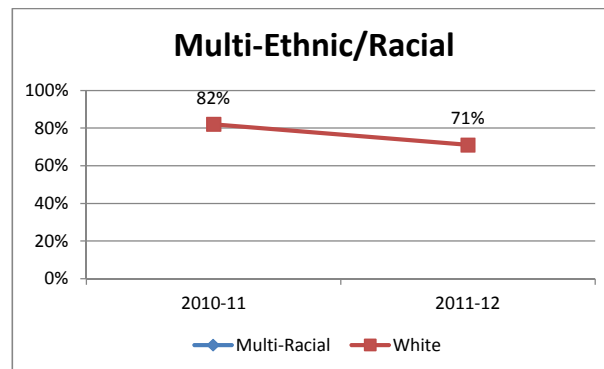
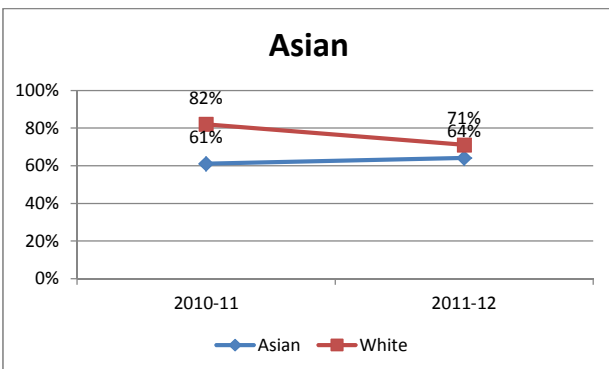
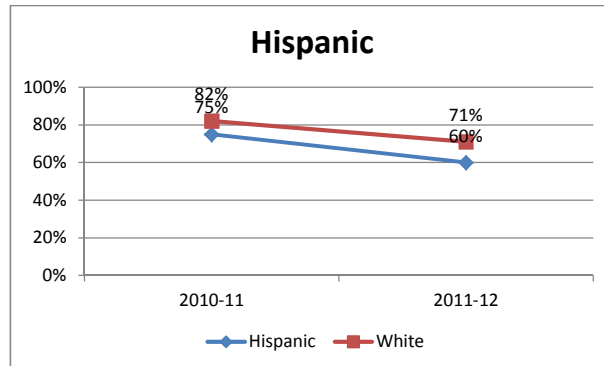
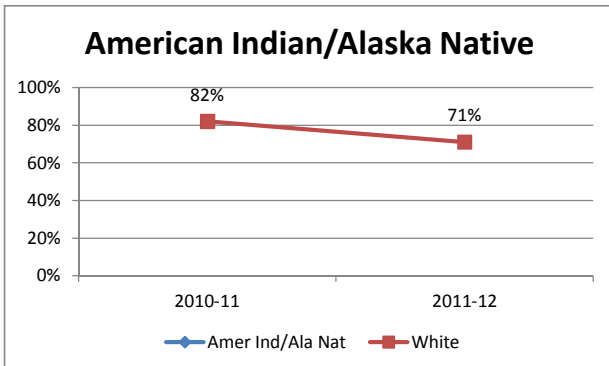
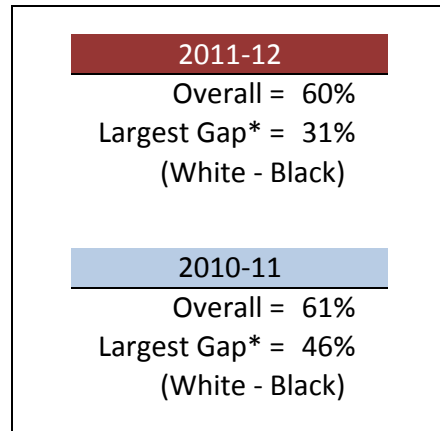
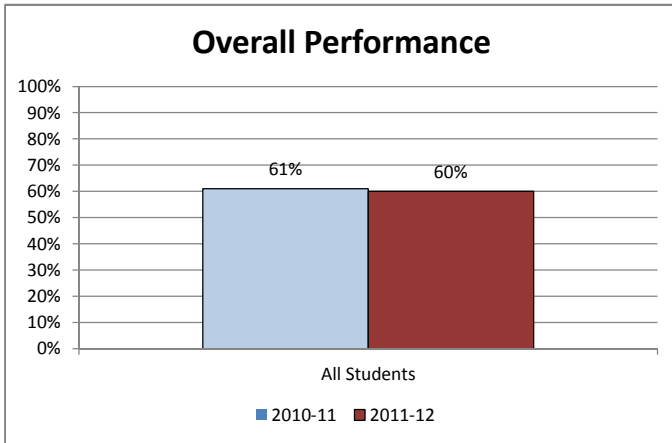
# Lee K-5

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
Lee K-5**



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

Address 2735 NE 82nd Ave		Phone 503-916-5220
Cluster Madison	Feeders See Comments	

### 1. BUDGET AND STAFFING

School Budget Per Student	\$6686
Budget Rank (1-10)	4
Free & Reduced	65.7%
School Receives Title I Funds?	No
Special Education	18.4%
English Language Learners	11.1%
Talented and Gifted	8.5%

#### Licensed FTE Allocation

Gen. Fund - Admin Support	11.50
Gen. Fund - Ratio FTE	41.55
Gen. Fund - SES FTE	3.58
Gen. Fund - One Time Adjustments	1.00
Title I	0.00
Foundation/Fee for Service K	0.00
Other Grants	8.25
<b>TOTAL</b>	<b>65.88</b>

### 2. ENROLLMENT CHARACTERISTICS

Year	8	9	10	11	12	TOTAL
2008	85	217	234	217	147	<b>900</b>
2009	0	269	209	201	181	<b>860</b>
2010	0	280	245	214	171	<b>910</b>
2011	0	296	330	303	232	<b>1161</b>
2012	0	298	266	304	239	<b>1107</b>

Neighborhood students	864
Students from dual assignment area	50
Students from other neighborhoods	193

Change in Enrollment from 2011 to 2012	-54
Change in Enrollment from 2008 to 2012	+207
Projected Enrollment in 2017 (K-12)	1255

#### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
16.5%	16.4%	20.9%	2.2%	2.3%	37.7%	4.2%

### 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

	Madison		Dual assignment area	
	Count	Percentage	Count	Percentage
Neighborhood PPS Student Population	1619		361	
Attending Madison	864	53%	50	14%
Other PPS Neighborhood Schools	186	11%	137	38%
Special Programs/Focus Options	309	19%	88	24%
PPS Charter Schools	48	3%	14	4%
Special Services	42	3%	9	2%
Community Based Alternatives	170	11%	63	17%

#### 4. EDUCATIONAL PROGRAMS

##### Achievement - % Meeting or Exceeding Benchmarks

Year	10th Grade		11th Grade	
	Reading	Math	Reading	Math
2009-2010	50.0%	45.7%		
2010-2011			59.8%	56.7%
2011-2012			68.0%	51.5%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

#### 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	99.1%	98.4%
Teacher Experience (Average in years)	15.9	15.3
Substitute Usage (Average in days)	15.1	12.8
Average Daily Attendance	89.9%	91.7%
Average Class Size	23.4	25.6
Stability Index	83.5%	87.8%
Student Expulsions	0.7%	0.6%
Student Suspensions	10.3%	5.9%

October 2012 Enrollment	Number of Classrooms	Density Index
1107	76	15

#### 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Madison below 55%?	Yes
Building density index below 15 or above 20?	No

#### 7. COMMENTS/ISSUES

Madison has an overall ESEA rating of Level 2 as of October 2012. In addition, Madison is designated as a Priority school.

Feeder Schools: Harrison Park, Lee, Rigler, Roseway Heights, Scott, Vernon, Vestal. As of 2011-12 parts of Vernon and parts of Faubion are Dual Assignment neighborhoods whose ninth-graders can attend either Jefferson Middle College or Madison.

Address 5401 NE Prescott St		Phone 503-916-6451
Cluster Madison	Feeds To Beaumont	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$5289
Budget Rank (1-32)	23
Free & Reduced	86.0%
School Receives Title I Funds?	Yes
Special Education	12.9%
English Language Learners	39.9%
Talented and Gifted	3.1%

### Licensed FTE Allocation

Gen. Fund - Admin Support	2.38
Gen. Fund - Ratio FTE	17.24
Gen. Fund - SES FTE	1.91
Gen. Fund - One Time Adjustments	0.25
Title I	2.82
Foundation/Fee for Service K	0.00
Other Grants	0.24
<b>TOTAL</b>	<b>24.84</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2008	78	72	76	82	60	58	51	48	0	525
2009	82	78	70	77	86	64	51	39	49	596
2010	93	76	67	66	71	76	57	48	34	588
2011	88	80	80	71	69	66	70	0	0	524
2012	90	77	73	75	69	65	0	0	0	449

Neighborhood students	391
Students from other neighborhoods	58

Change in Enrollment from 2011 to 2012	-75
Change in Enrollment from 2008 to 2012	-76
Projected Enrollment in 2017 (K-12)	480

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
19.2%	3.6%	51.4%	1.1%	0.4%	18.7%	5.6%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	559	
Attending Rigler	391	70%
Other PPS Neighborhood Schools	111	20%
Special Programs/Focus Options	38	7%
PPS Charter Schools	18	3%
Special Services	1	<1%
Community Based Alternatives		0%



## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	69.4%	68.1%	70.9%	80.0%	63.3%	71.4%
2010-2011	59.4%	42.2%	75.0%	54.2%	51.7%	70.0%
2011-2012	58.5%	55.4%	71.9%	68.4%		

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	10.4	13.0
Substitute Usage (Average in days)	17.0	15.5
Average Daily Attendance	94.1%	94.3%
Average Class Size	23.1	23.8
Stability Index	89.9%	92.5%
Student Expulsions	0.0%	0.1%
Student Suspensions	7.8%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
449	28	16

## 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Rigler below 55%?	No
Building density index below 15 or above 20?	No

## 7. COMMENTS/ISSUES

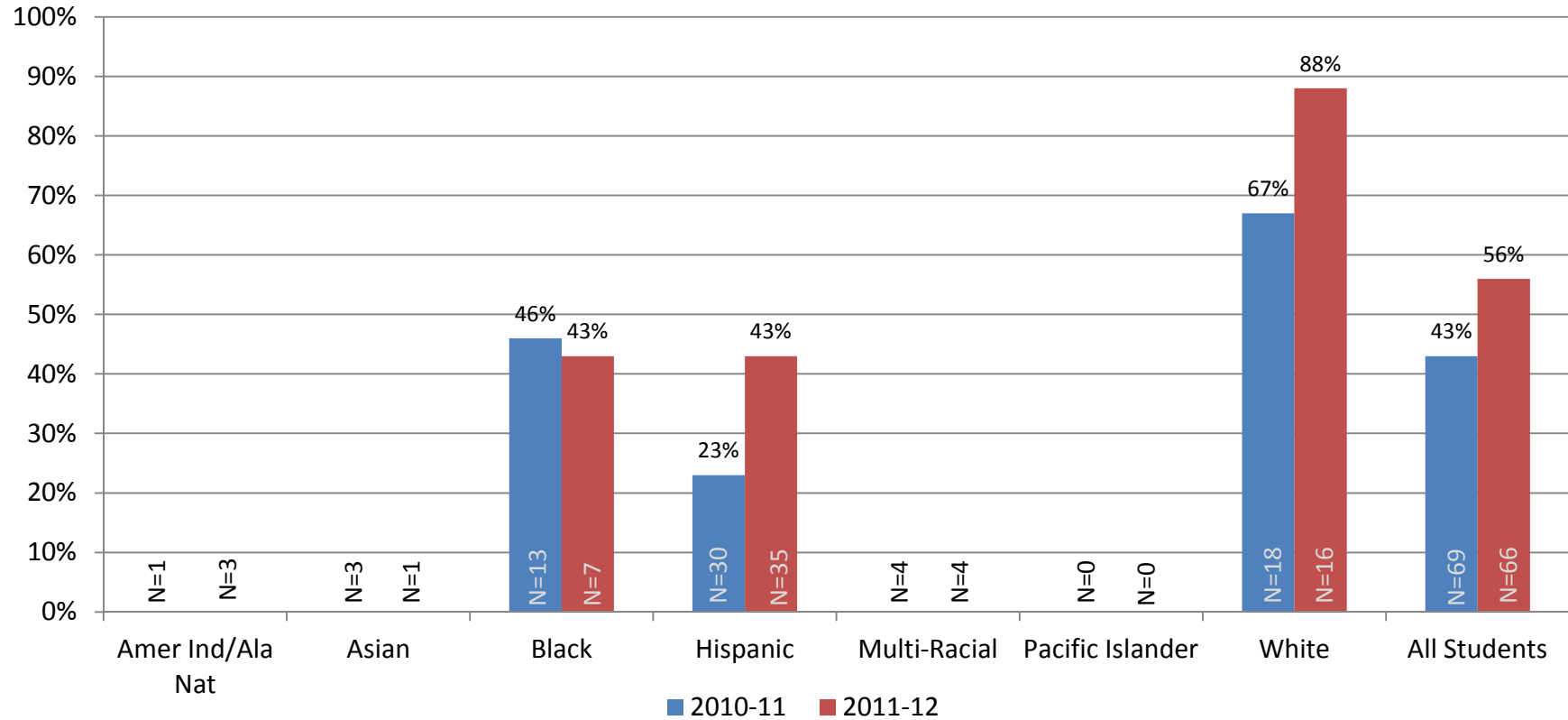
Rigler has an overall ESEA rating of Level 2 as of October 2012. In addition, Rigler is designated as a Focus school.

Transitioned from a K-5 to a K-8 configuration between 2006-07 and 2008-09. Eighth grade academy was at Madison for 2008-09 only.

Rigler seventh and eighth graders attended Vernon in 2011-12.

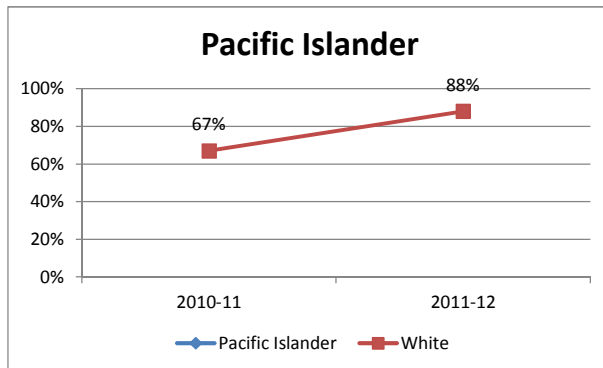
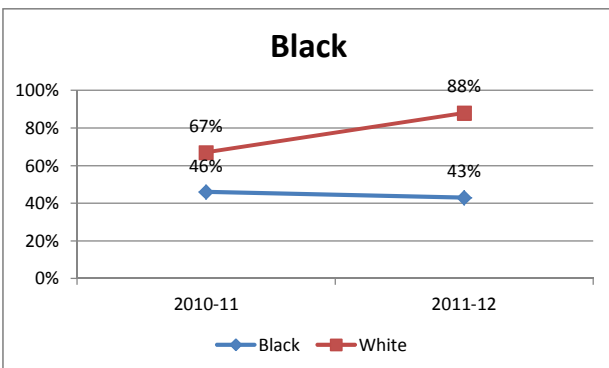
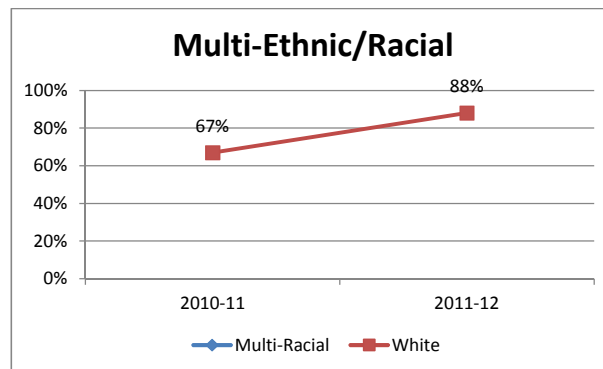
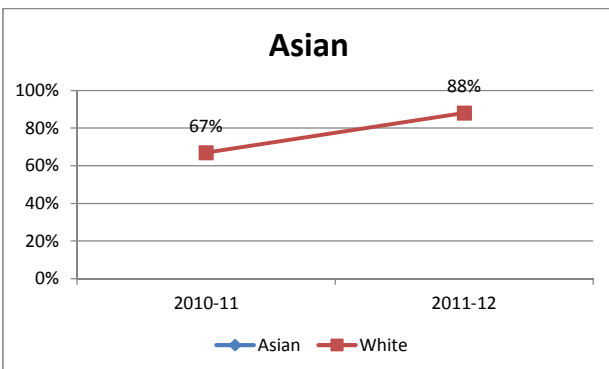
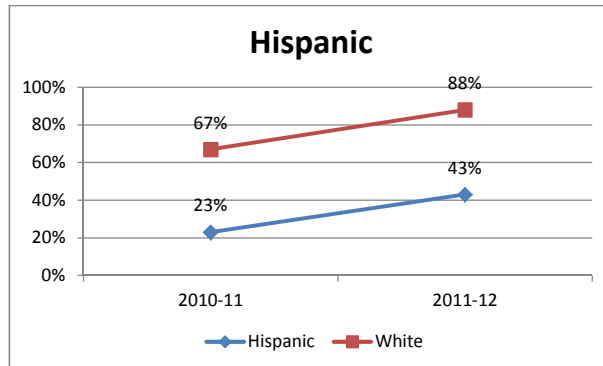
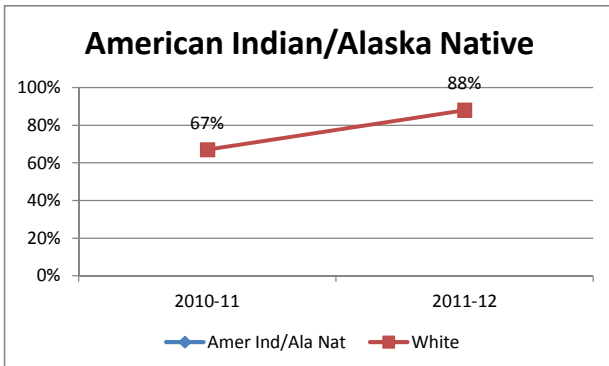
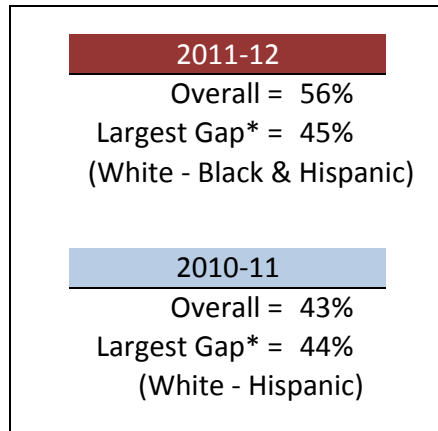
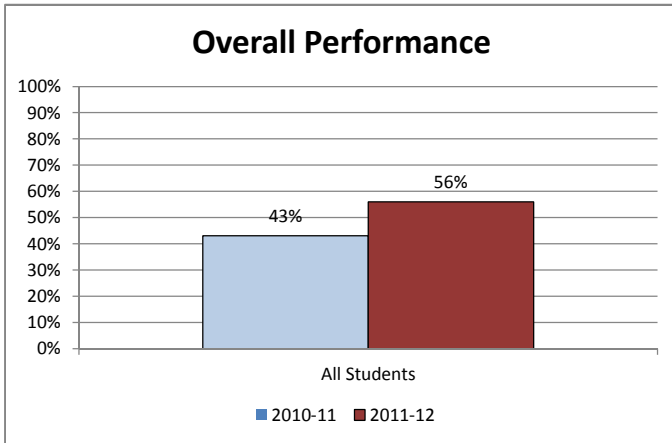
# Rigler ES

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
Rigler ES**



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

# Roseway Heights

Updated 02/04/2013

Address 7334 NE Siskiyou St		Phone 503-916-5600
Cluster Madison	Feeds To Madison	

## 1. BUDGET AND STAFFING

School Budget Per Student	\$5159
Budget Rank (1-32)	27
Free & Reduced	42.0%
School Receives Title I Funds?	No
Special Education	11.5%
English Language Learners	2.8%
Talented and Gifted	9.6%

### Licensed FTE Allocation

Gen. Fund - Admin Support	4.00
Gen. Fund - Ratio FTE	23.45
Gen. Fund - SES FTE	1.16
Gen. Fund - One Time Adjustments	0.10
Title I	0.00
Foundation/Fee for Service K	1.99
Other Grants	0.30
<b>TOTAL</b>	<b>31.00</b>

## 2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2008	69	56	64	76	62	62	49	68	59	565
2009	77	65	63	64	75	56	62	48	68	578
2010	65	70	59	68	59	77	58	51	44	551
2011	63	63	74	64	70	65	68	67	55	589
2012	73	71	63	80	68	74	62	65	60	616

Neighborhood students	389
Students from other neighborhoods	227

Change in Enrollment from 2011 to 2012	+27
Change in Enrollment from 2008 to 2012	+51
Projected Enrollment in 2017 (K-12)	602

### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
7.0%	11.5%	8.0%	1.0%	0.6%	66.2%	5.7%

## 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	543	
Attending Roseway Heights	389	72%
Other PPS Neighborhood Schools	60	11%
Special Programs/Focus Options	82	15%
PPS Charter Schools	11	2%
Special Services	1	<1%
Community Based Alternatives		0%

#### 4. EDUCATIONAL PROGRAMS

##### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	94.9%	94.9%	87.3%	85.5%	78.2%	83.6%
2010-2011	>95%	81.0%	87.1%	71.0%	75.7%	67.6%
2011-2012	87.1%	71.0%	85.2%	73.8%	64.7%	74.5%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

#### 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	15.5	13.0
Substitute Usage (Average in days)	10.6	15.5
Average Daily Attendance	95.8%	94.3%
Average Class Size	27.6	23.8
Stability Index	94.7%	92.5%
Student Expulsions	0.0%	0.1%
Student Suspensions	3.2%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
616	41	15

#### 6. ENROLLMENT INDICATORS

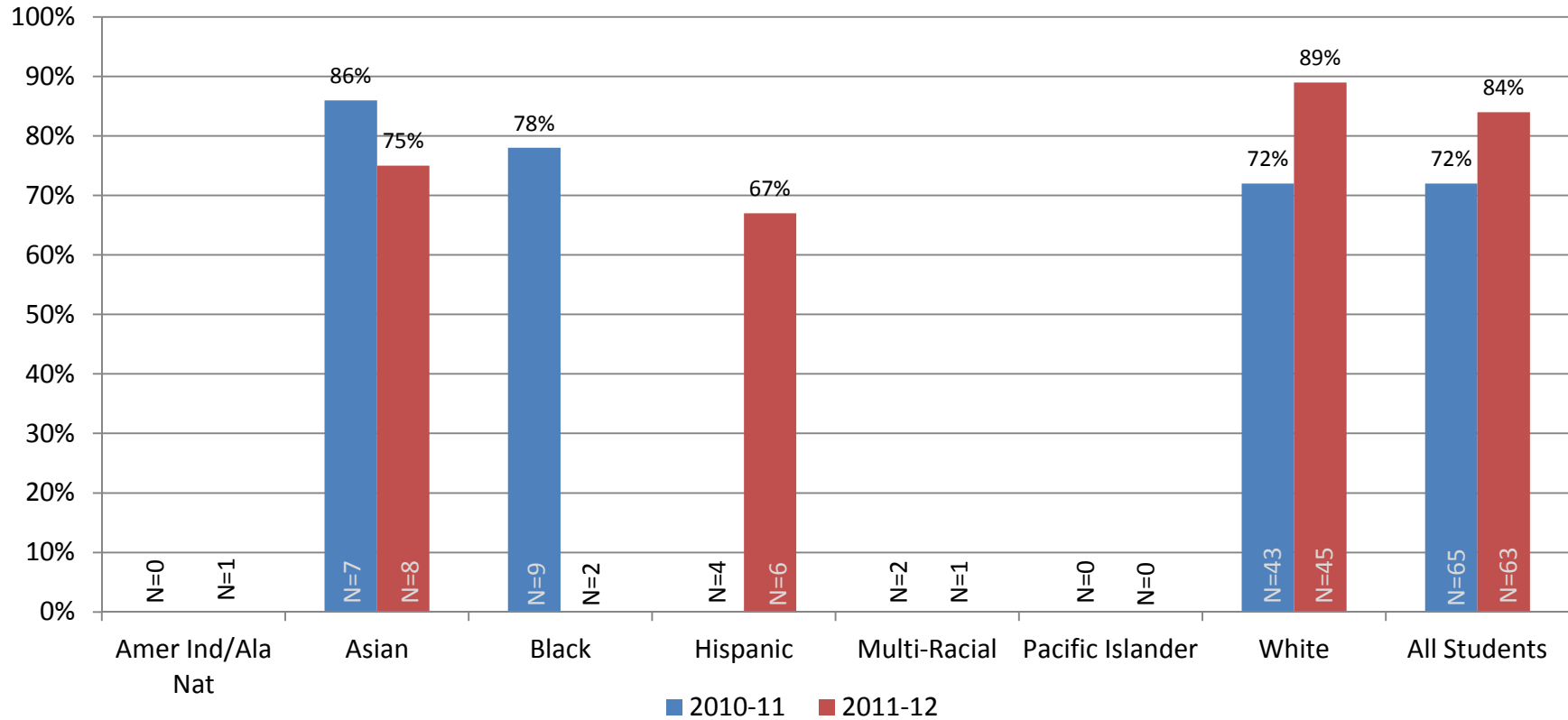
Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Roseway Heights below 55%?	No
Building density index below 15 or above 20?	No

#### 7. COMMENTS/ISSUES

Roseway Heights has an overall ESEA rating of Level 4 as of October 2012.

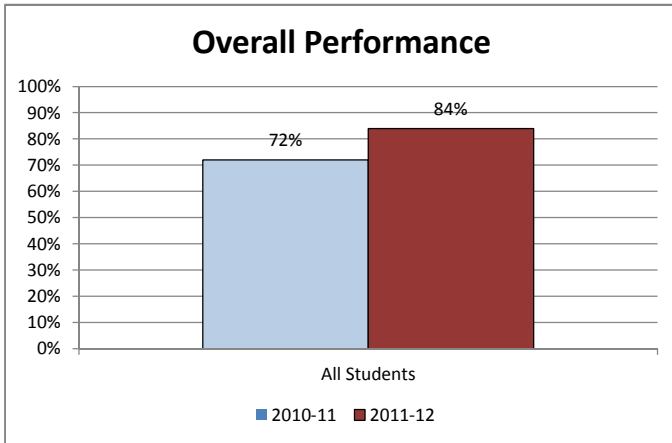
# Roseway Heights K-5

## 3rd Grade Milestone (Meets/Exceeds)

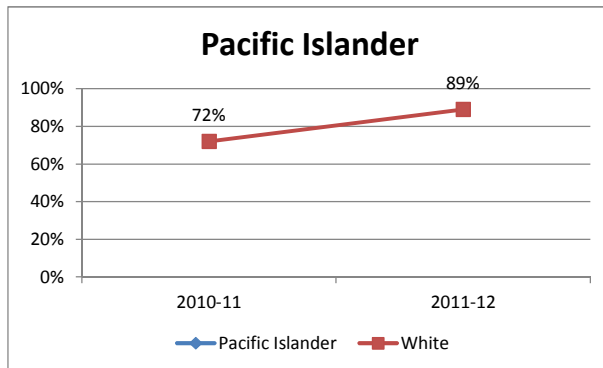
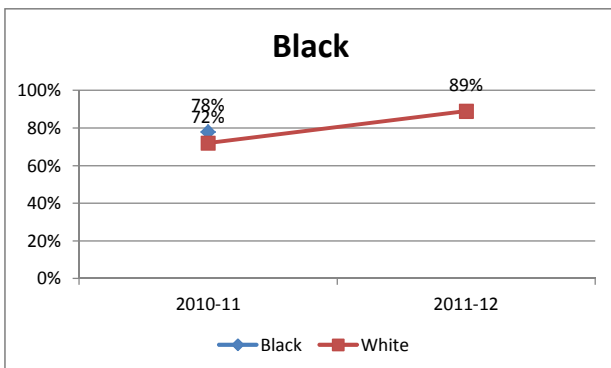
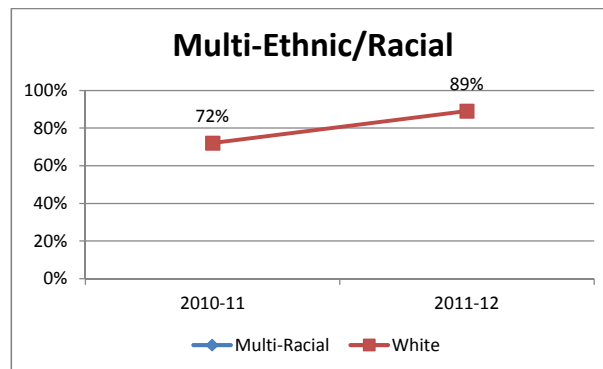
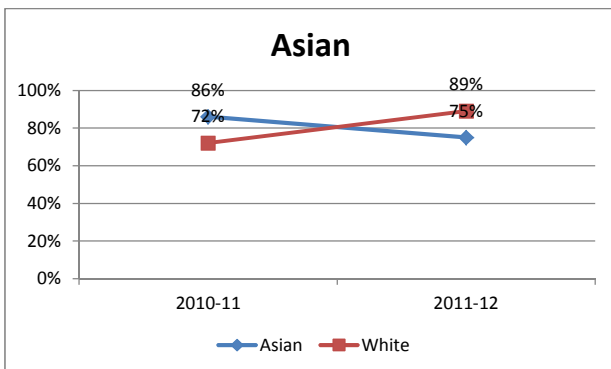
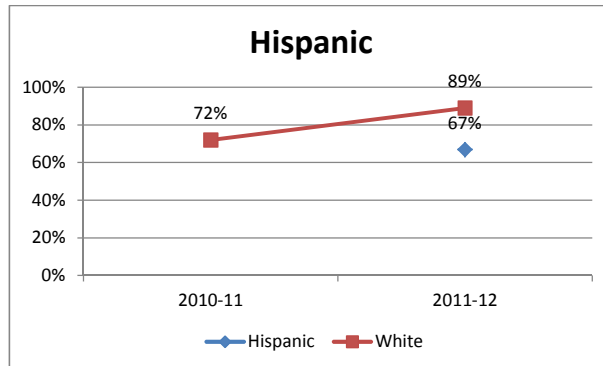
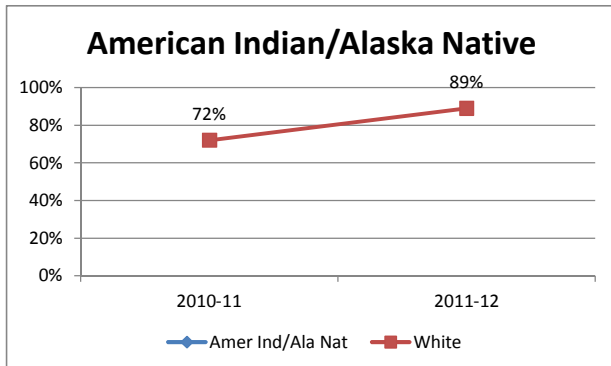


\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
Roseway Heights K-5**



<b>2011-12</b>
Overall = 84%
Largest Gap* = 22%
(White - Hispanic)
<b>2010-11</b>
Overall = 72%
Largest Gap* = -6%
(Asian - White)



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

Address <b>6700 NE Prescott St</b>		Phone <b>503-916-6369</b>
Cluster <b>Madison</b>	Feeds To <b>Madison</b>	

### 1. BUDGET AND STAFFING

School Budget Per Student	\$6429
Budget Rank (1-32)	4
Free & Reduced	87.1%
School Receives Title I Funds?	Yes
Special Education	13.9%
English Language Learners	38.5%
Talented and Gifted	4.4%

#### Licensed FTE Allocation

Gen. Fund - Admin Support	4.00
Gen. Fund - Ratio FTE	20.77
Gen. Fund - SES FTE	2.30
Gen. Fund - One Time Adjustments	0.01
Title I	3.28
Foundation/Fee for Service K	0.00
Other Grants	0.00
<b>TOTAL</b>	<b>30.36</b>

### 2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2008	66	80	77	63	78	63	52	51	0	<b>530</b>
2009	77	61	64	68	63	75	51	56	48	<b>563</b>
2010	79	67	57	47	66	63	56	50	48	<b>533</b>
2011	70	78	64	53	44	58	51	53	50	<b>521</b>
2012	80	64	63	59	49	45	46	47	51	<b>504</b>

Neighborhood students	413
Students from other neighborhoods	91

Change in Enrollment from 2011 to 2012	-17
Change in Enrollment from 2008 to 2012	-26
Projected Enrollment in 2017 (K-12)	540

#### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
12.3%	6.9%	56.3%	1.6%	1.2%	17.7%	4.0%

### 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	693	
Attending Scott	413	60%
Other PPS Neighborhood Schools	161	23%
Special Programs/Focus Options	87	13%
PPS Charter Schools	27	4%
Special Services	3	<1%
Community Based Alternatives	2	<1%



#### 4. EDUCATIONAL PROGRAMS

##### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	70.5%	63.9%	71.6%	79.1%	64.3%	61.9%
2010-2011	77.3%	38.6%	75.5%	30.0%	53.5%	39.5%
2011-2012	34.0%	21.3%	56.9%	35.3%	59.5%	33.3%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

#### 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	15.2	13.0
Substitute Usage (Average in days)	22.9	15.5
Average Daily Attendance	92.9%	94.3%
Average Class Size	22.1	23.8
Stability Index	86.8%	92.5%
Student Expulsions	0.2%	0.1%
Student Suspensions	6.3%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
504	26	19

#### 6. ENROLLMENT INDICATORS

Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Scott below 55%?	No
Building density index below 15 or above 20?	No

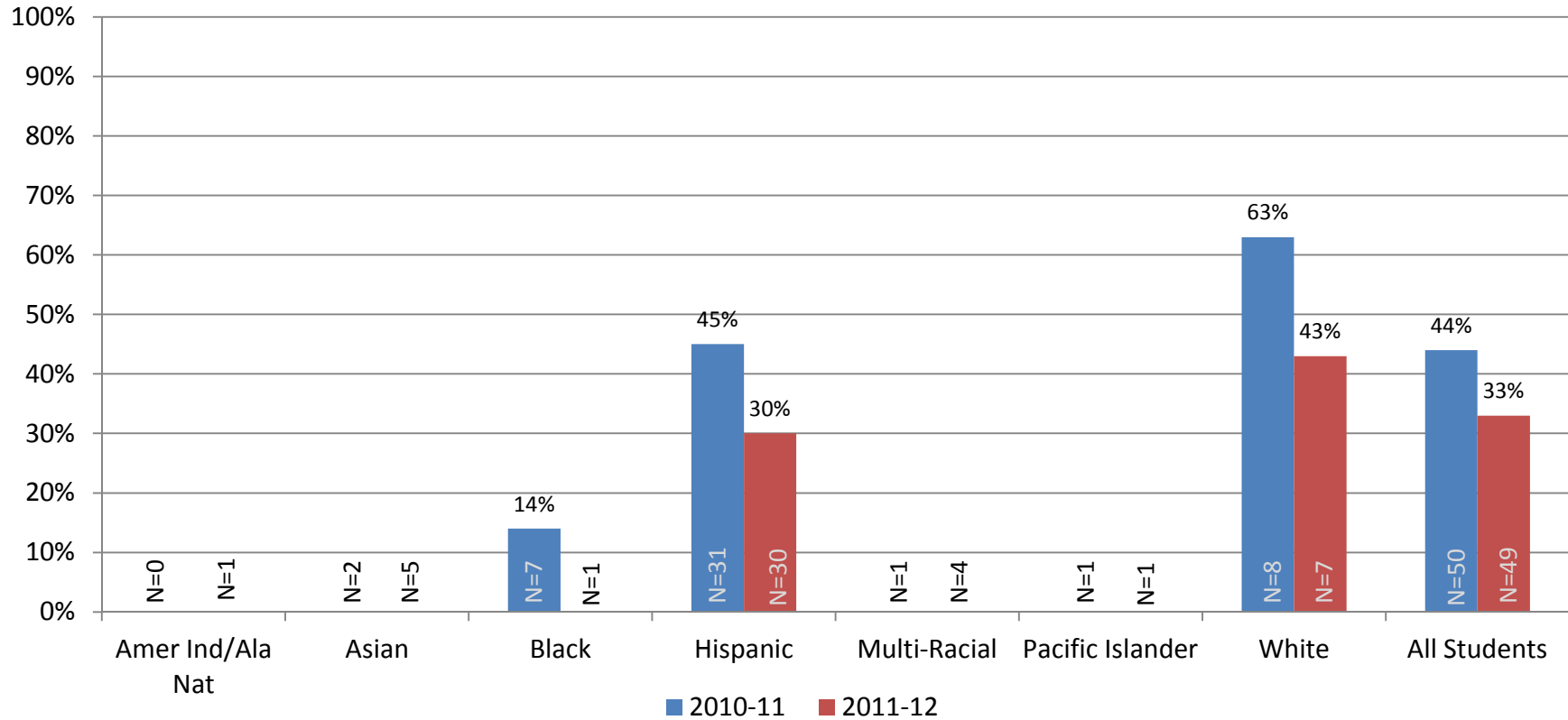
#### 7. COMMENTS/ISSUES

Scott has an overall ESEA rating of Level 2 as of October 2012. In addition, Scott is designated as a Focus school.

Transitioned from a K-5 to a K-8 configuration between 2006-07 and 2008-09. Eighth grade academy was at Madison for 2008-09 only.

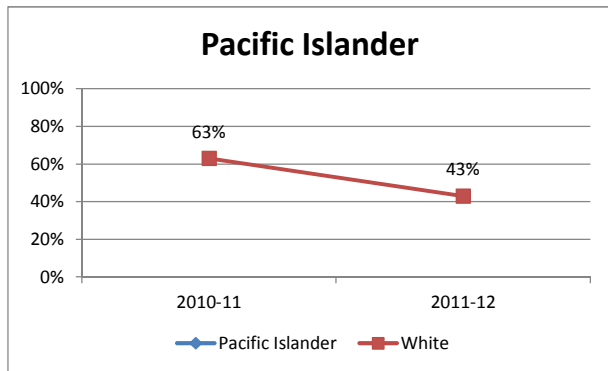
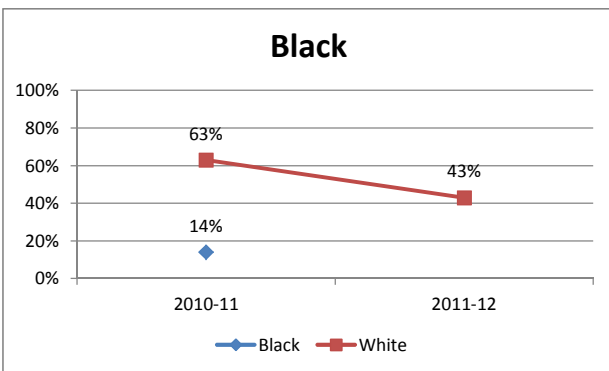
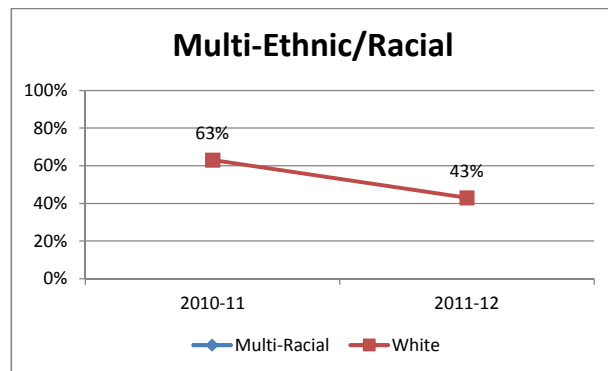
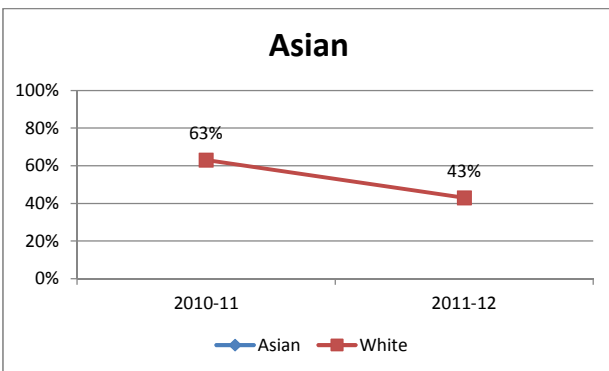
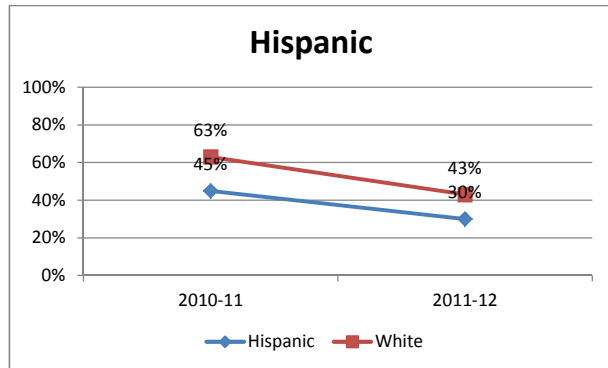
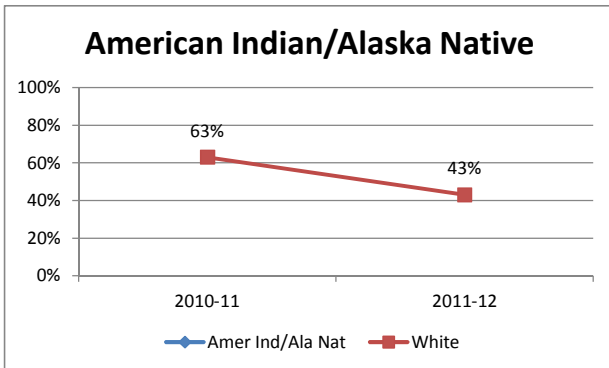
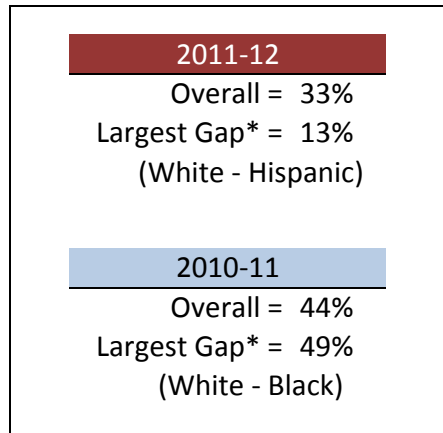
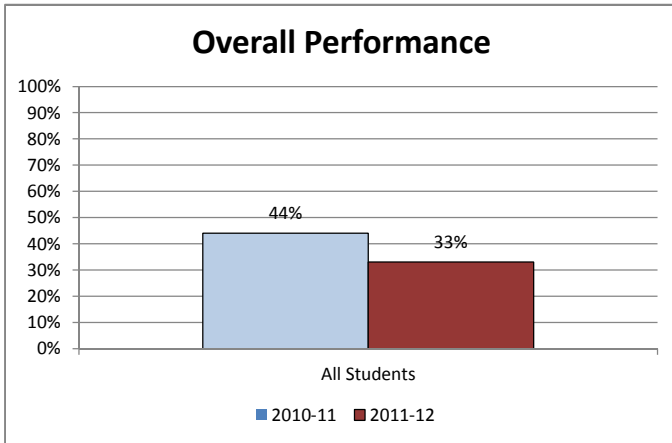
# Scott K-5

## 3rd Grade Milestone (Meets/Exceeds)



\*Missing data means there were fewer than 6 students in the group.

**Portland Public Schools  
3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012  
Scott K-5**



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students

PPS Research, Evaluation & Assessment—09/28/2012jws

Address 161 NE 82nd Ave		Phone 503-916-6437
Cluster Madison	Feeds To Madison	

### 1. BUDGET AND STAFFING

School Budget Per Student	\$6275
Budget Rank (1-32)	6
Free & Reduced	75.7%
School Receives Title I Funds?	Yes
Special Education	19.2%
English Language Learners	19.2%
Talented and Gifted	7.3%

#### Licensed FTE Allocation

Gen. Fund - Admin Support	3.50
Gen. Fund - Ratio FTE	16.35
Gen. Fund - SES FTE	1.68
Gen. Fund - One Time Adjustments	-0.02
Title I	2.05
Foundation/Fee for Service K	0.00
Other Grants	0.25
<b>TOTAL</b>	<b>23.81</b>

### 2. ENROLLMENT CHARACTERISTICS

Year	K	1	2	3	4	5	6	7	8	TOTAL
2008	55	60	47	43	40	47	49	52	35	428
2009	56	54	56	41	47	43	47	45	44	433
2010	51	45	47	56	58	50	47	52	45	451
2011	53	46	41	47	50	48	52	41	42	420
2012	48	48	43	38	41	52	44	46	35	395

Neighborhood students	339
Students from other neighborhoods	56

Change in Enrollment from 2011 to 2012	-25
Change in Enrollment from 2008 to 2012	-33
Projected Enrollment in 2017 (K-12)	428

#### Racial/Ethnic Background

African American	Asian	Hispanic	Native American	Pacific Islander	White	Multiple Races
11.1%	23.8%	18.2%	1.8%	2.0%	33.9%	9.1%

### 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

Neighborhood PPS Student Population	649	
Attending Vestal	339	52%
Other PPS Neighborhood Schools	152	23%
Special Programs/Focus Options	126	19%
PPS Charter Schools	25	4%
Special Services	7	1%
Community Based Alternatives		0%

## 4. EDUCATIONAL PROGRAMS

### Achievement - % Meeting or Exceeding Benchmarks

Year	3rd Grade		5th Grade		8th Grade	
	Reading	Math	Reading	Math	Reading	Math
2009-2010	63.4%	81.0%	65.9%	75.6%	56.4%	71.8%
2010-2011	69.2%	51.9%	70.5%	70.5%	65.7%	68.6%
2011-2012	55.8%	53.5%	37.5%	32.5%	42.4%	39.4%

For detailed achievement information go to: <http://www.pps.k12.or.us/depts-c/rne/results/>

In 2010-11 the percent meeting or exceeding in Math declined at many schools because of a higher threshold for "Meeting"

## 5. SCHOOL ENVIRONMENT

2011-2012	School	Comparable District Average
Highly Qualified Teaching Assignments	100.0%	99.4%
Teacher Experience (Average in years)	16.6	13.0
Substitute Usage (Average in days)	17.7	15.5
Average Daily Attendance	93.3%	94.3%
Average Class Size	20.1	23.8
Stability Index	88.3%	92.5%
Student Expulsions	0.2%	0.1%
Student Suspensions	7.1%	6.1%

October 2012 Enrollment	Number of Classrooms	Density Index
395	25	16

## 6. ENROLLMENT INDICATORS

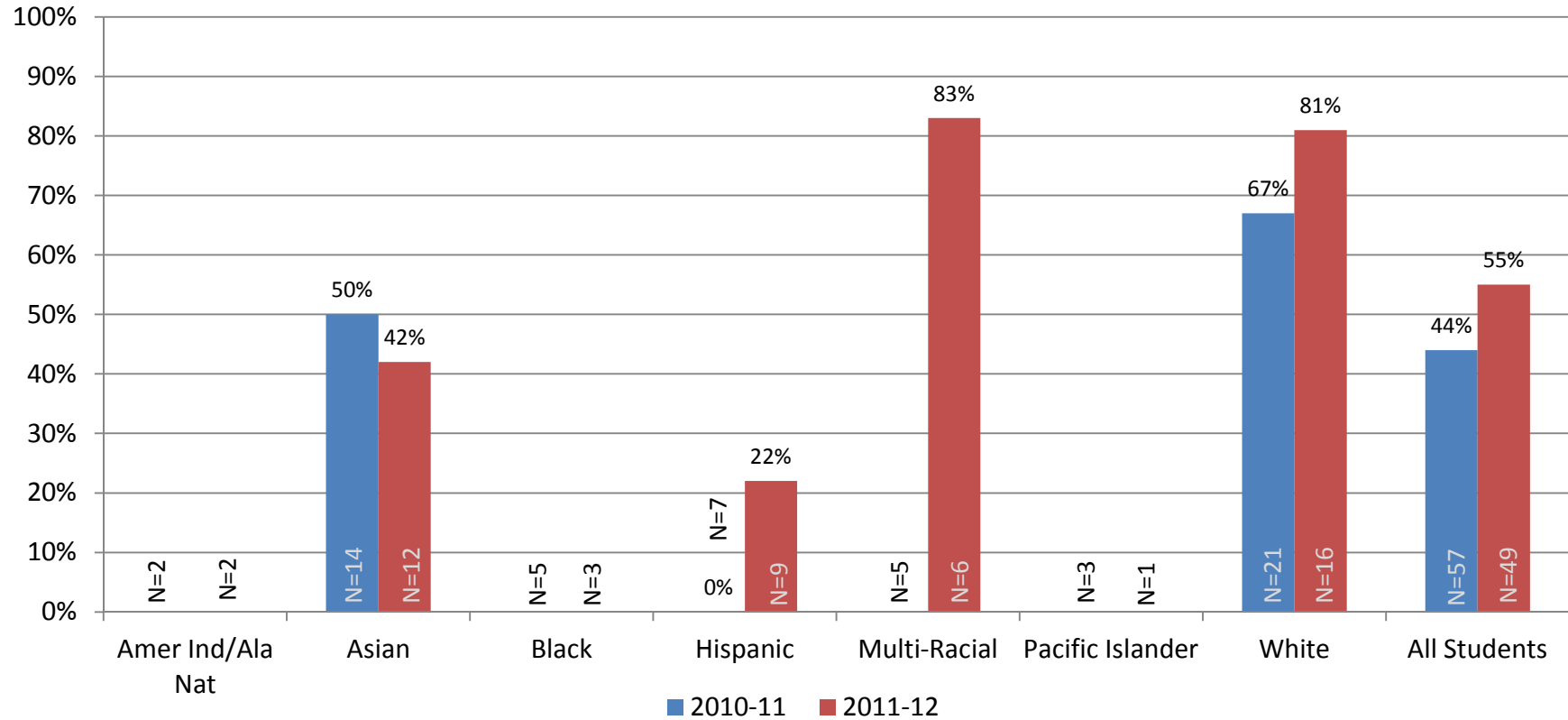
Student loss >5% since 2011 AND >15% since 2008?	No
Neighborhood students attending Vestal below 55%?	Yes
Building density index below 15 or above 20?	No

## 7. COMMENTS/ISSUES

Vestal has an overall ESEA rating of Level 3 as of October 2012.

# Vestal K-8

## 3rd Grade Milestone (Meets/Exceeds)

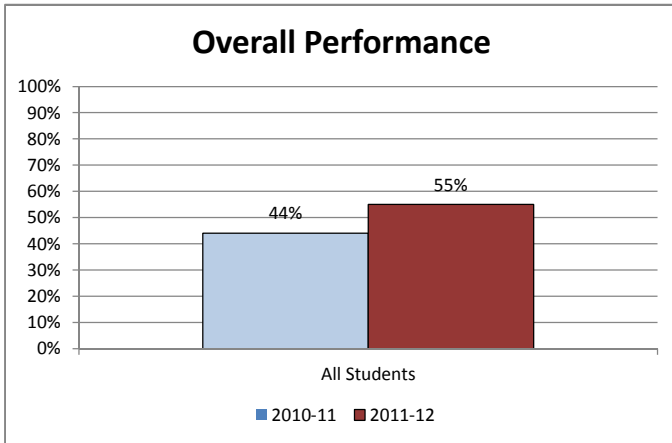


\*Missing data means there were fewer than 6 students in the group.

# Portland Public Schools

## 3rd Grade Reading Milestone (New Cut Scores, Meets/Exceeds) – 2011 to 2012

### Vestal K-8



**2011-12**

Overall = 55%

Largest Gap\* = 59%

(White - Hispanic)

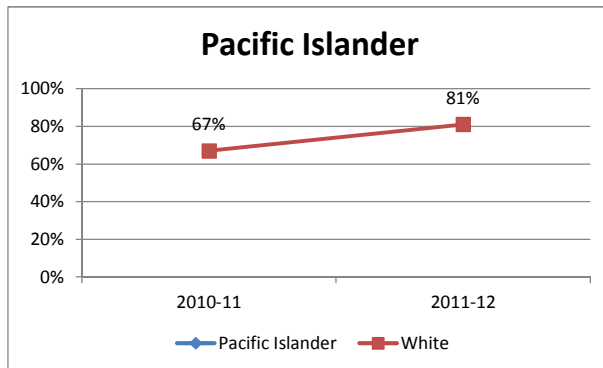
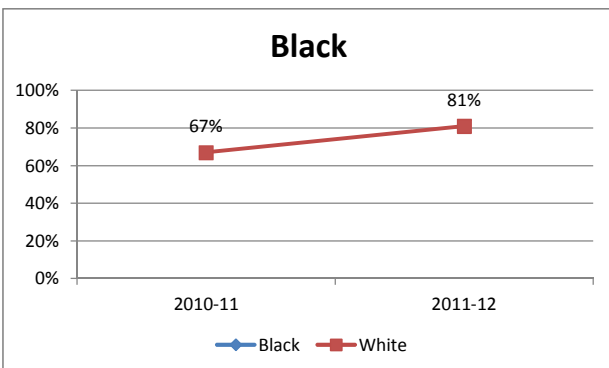
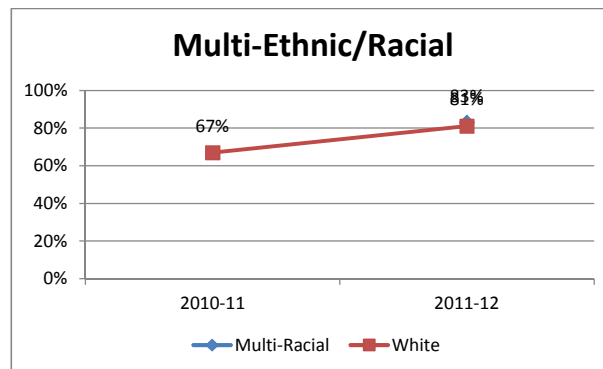
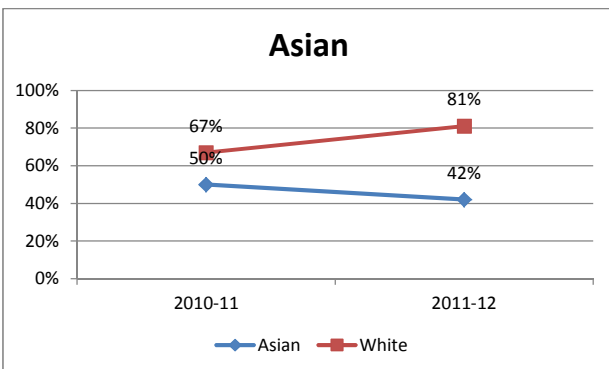
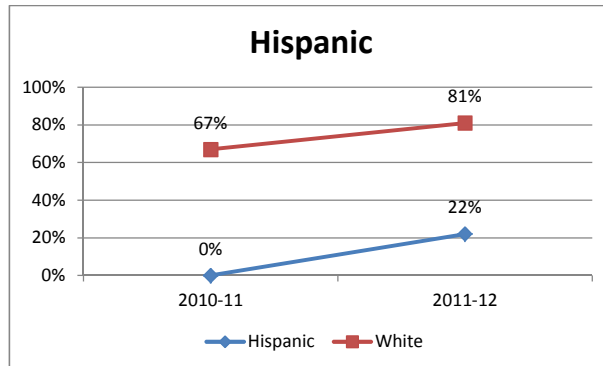
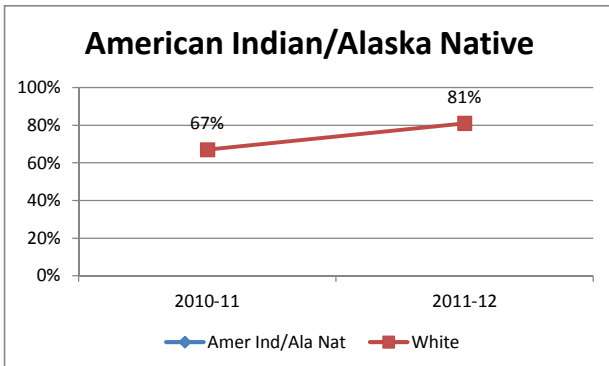
---

**2010-11**

Overall = 44%

Largest Gap\* = 67%

(White - Hispanic)



Note: Data are not displayed for groups with fewer than 6 students.

\*Largest Gap is the difference between White students and the lowest performing non-White group with 6 or more students



Board of Education Informational Report

## **MEMORANDUM**

Date: March 4, 2013  
 To: Members of the Board of Education  
 From: Korinna Wolfe, Director of Multiple Pathways to Graduation (Interim)  
 Diane Berthoin-Hernández, Assistant Director of Learning & Credit Options  
 Subject: Online & Blended Learning Informational Report

**District Priorities:** Individual Student Supports  
 Equitable Access to Rigorous Common Core Program

### **I. BACKGROUND**

From 2008-2012, online learning at Portland Public Schools implemented the use of PLATO online curriculum for credit recovery as a strategy to meet the 10th grade milestone (on track to graduate) and to raise graduation rates. Online learning provided more than 800 students with the opportunity to complete credit recovery courses in the 2011-2012 school year using the online curriculum, PLATO. Of all course failures 24% were Black students while the African American population in PPS is only 12%. Online credit recovery is an equity strategy to close the achievement gap.

In February 2012, five tiers of implementation of online/blended learning were outlined for consideration in 2012-2013. Online learning can provide a number of different opportunities for students at PPS through blended learning. These include combining face to face and digital learning that enhance and customize the classroom experience through the use of information and communication technology. Blended learning can take a number of different forms from students taking entire courses online with certified teachers to the use of digital tools in the classroom to provide differentiated supports.

The Five Tiers are in priority order based on the district milestones for 10<sup>th</sup> grade on-track and high school graduation.

- Tier 1) Expanded course recovery with additional costs for highly qualified teachers and hardware for staff and students.
- Tier 2) Meeting special population needs such as teen parents and students on home instruction. Could include district approved needs for acceleration (middle level math, advanced HS courses) to maximize staff for small numbers in individual schools. Includes original credit in addition to credit recovery.
- Tier 3) Customized student learning for proficiency-based credit and content recovery.
- Tier 4) The creation of a district-sponsored virtual school.
- Tier 5) Supplemental model with full staffing to provide original courses for students who want to take more than 7 courses per year.



Below is the proposed timeline for implementation / evaluation as presented in 2012.

<b>Winter 2012</b>	<b>Pilot online curriculum and get feedback from teachers and students</b>
<b>Winter 2012</b>	Begin pilot for proficiency credit with online tools
<b>Winter 2012</b>	Send out request to vendors for online learning curriculum proposals
<b>Spring 2012</b>	Determine what classes to teach online in Fall 2012
<b>Spring 2012</b>	Contract for online curriculum for 2012-13
<b>Spring 2012</b>	Staff online learning program and classes
<b>Summer 2012</b>	Staff Development for Virtual Scholars Staff
<b>Fall 2012</b>	Enroll appropriate students in PPS full day Virtual School
<b>Fall 2012</b>	Selected courses use online curriculum at high schools
<b>Fall 2012</b>	Virtual School staff provides online instruction meeting needs of various populations.
<b>Fall 2012</b>	Pilots to support advanced credit for middle school ; 1 course at Portland Evening Scholars
<b>Fall 2012</b>	Submit Grant Pre-Request to MHCRC to support new Learning Management System and Model Blended Learning Environment
<b>Winter 2013</b>	Pilot for Spanish Credit Recovery at Roosevelt; Supplemental Math at Hosford; Portland Evening Scholars 5 courses
<b>Spring 2013</b>	Determine additional online curriculum and supports for various populations (literacy, ESL, Special Education)
<b>Spring 2013</b>	Submit Final Grant request to MHRRCR to support new Learning Management System and Model Blended Learning Environment
<b>Summer 2013</b>	Use online curriculum for summer programs
<b>Summer 2013</b>	Review and address all technology requirements at schools implementing blended learning
<b>Summer 2013</b>	Professional Development 1-2 Week Camp for Blended Learning and Curriculum Development
<b>Fall 2013</b>	Implement Tier 1 and address areas of concern: literacy levels, language levels, intake processes; supports for struggling learners
<b>Fall-Spring 2013-14</b>	Implement a Comprehensive and Continuous Professional Development and Curriculum Development Plan to support both the technology and pedagogical shifts needed for online learning.
<b>Fall 2013</b>	Implement Tier 2, 3, and 5
<b>Fall 2014</b>	Implement Tier 4

## II. EVALUATION OF CURRENT PROGRAM: Progress to Date; Lessons Learned

### Proficiency-Based Credit Recovery:

Current credit recovery courses with Virtual Scholar teachers include English 1-8; Algebra 1-4; Geometry 1-2; US Government; US History 1-2; Modern World History 1-2; Economics; Health 1-2; Foundations of Physics and Chemistry 1-2; Biology 1-2; Chemistry 1-2. The primary online curriculum for the comprehensive high schools is Florida Virtual. Virtual Scholars teachers are beginning the process of analyzing and adapting the courses to provide students with proficiency-based credit recovery.

### Professional Development:

Professional development for online blended learning takes on at minimum two elements: the technology required to fully implement online learning and the pedagogy of online learning. In 2012-2013 Professional Development has included half day and full day workshops provided by the vendors of our two primary online curricula: APEX and Florida Virtual. We have also developed a PPS-specific series of trainings for Virtual Scholar teachers, Onsite Mentor Teachers (at the high school sites), for CBOs and alternative schools, Portland Evening Scholars and all pilot sites. Professional development has also included on demand support for counselors, Onsite Mentor Teachers and teachers implementing online blended learning throughout the district.

### Pilots:

Specific pilots have been implemented to provide limited initial credit and supplemental support using online blended learning. Pilots included: (1) Spanish for credit recovery at Roosevelt High School using Middlebury Interactive; (2) Advanced Math – Pre-Calculus for Middle School students at Access; (3) Supplemental Math – Pre-Algebra for ESL Middle Schoolers at Hosford; (4) Blended Learning for 5 classes at Portland Evening Scholars.

### Collaboration:

In spring 2012, PPS, Hillsboro and Beaverton collaborated with ORVSD (Oregon Virtual School District at [www.orvsd.org](http://www.orvsd.org)) to determine what would be purchased through ORVSD to benefit the most students. In Summer 2012, Florida Virtual content was purchased as a result of this collaboration. During 2012-2013, PPS and Hillsboro have continued to collaborate to provide staff training, to evaluate program effectiveness and to plan and develop policy, procedures and processes to support the implementation of our respective online blended programs.

Strong collaboration between Virtual Scholars and the Information Technology team resulted in the successful launch of a new learning management system (MOODLE). We look forward to full integration of the LMS into Synergy so that communication of student information to VS staff, school staff, students and parents is seamless and efficient.

### Staffing:

National research shows that most students need adult support to successfully complete their online courses. In Fall of 2012, PPS provided PPS highly qualified teachers to oversee all virtual coursework. Onsite FTE serves as mentors in the credit recovery labs. A growing relationship between onsite mentors and PPS virtual teachers is emerging and critical to the success of the students.

### Process and Procedures:

A new program requires detailed processes and procedures to ensure that students are well placed into the blended learning credit recovery courses and supported throughout their

coursework. During this year, Virtual Scholar staff has developed enrollment procedures, orientation processes, staff development supports, response to intervention supports and data collection processes. This is a continued effort.

Lessons Learned:

2012-2013 marked a shift in how and what students accessed for online credit recovery. We look forward to using “lessons learned” to reconfigure and adapt our current processes and procedures. Our research about other programs launched throughout the nation in the past 8 years demonstrates to us that we are in Stage 1 of development. We look forward to Stage 2.

This list of lessons learned is not exhaustive but will provide readers with a sense of the complexities of implementing online blended learning.

- The shift from online credit recovery without highly qualified teacher (2008-12) to a rigorous online curriculum with a highly qualified teacher (2012-2013) requires additional supports for students.
- Our current online curriculum and learner management system are not adaptive in nature. Teachers have to adapt the coursework to personalize the learning.
- Students taking credit recovery need to be enrolled in a credit recovery class period (before, during or after school) in order to take an online class. Onsite Mentor Teachers play a crucial role in coaching students for success in online learning.
- Teachers have been trained to teach in a brick and mortar setting; They need professional development to transition to a blended teaching and learning environment. Both technology and pedagogy must be addressed.
- Professional development for administrators, mentors, counselors and teachers needs to be timely and **in advance** of student enrollment in the fall of 2013.
- Special Education students, Emerging Bilingual students and lower level math students need the support of a Math Instructional Specialist, Special Education teacher, ESL teacher employed within the online learning staff to support the specific needs of these populations.
- Not all content translates equally to online blended learning. Spanish and Math for example need to be addressed differently online than social studies or language arts. Enrollment procedures, pre-requisites, sequencing, curriculum and supports need to address the different content areas.

V. NEXT STEPS FOR INVESTMENT: Top Three priorities

The 2012-2013 Investment for online Learning reflects the full time equivalent of 4.5 instructional staff, program administration, curriculum development and limited professional development. With this investment 800 students have been served this year through online learning.

The 2013-2014 budget requests a request for an additional 5.5 FTE for a total full time equivalent teaching and program staff as 11.0 FTE employees. Curriculum purchases and professional development funding are also needed to meet the specific needs of students with lower literacy levels. Teaching staff will expand to incorporate a 1.0 FTE Special Education teacher, 1.0 FTE ESL teacher, 1.0 FTE Math Instructional Specialist, 1.0 FTE Technology Specialist as well as expand highly qualified content area teachers in the areas of language arts, science, math, social studies, and health. Each of these elements of funding will support our three top priorities for growth cited below. This expansion within the Online Learning program will allow an estimated 2000 students to be served during the 2013-2014 school year.

In addition to addressing the Tier 1 challenges, our top three proposed priorities are:

1. Fully Implement Tier 1, 2, 3 and 5 with necessary technology and staffing to ensure that the programs meet the needs of the students served.
  - a. Technology required in place and tested by August 2013.
  - b. Staffing to support AP, ESL and SPED students: ESL and SPED Endorsed teachers; Student Academic Coordinator (interface between VS and Schools; Outreach to parents; Data and RTI liaison) .
  - c. Staffing to support class sizes needed to address needs of at risk students and to develop personalized learning plans for students (Tier 1, 2, 3): Maximum of 80 students per full time Virtual Scholars teacher.
  - d. Technology staffing to address specific needs of current LMS (MOODLE): Programmer.

If Tier 4 is considered, 100 students maximum in grades 9 -12 only.

2. Expand and adapt current online curriculum options. Address following needs:
  - a. Common Core State Standards
  - b. Language Levels
  - c. Lower literacy level needs of our students
  - d. Culturally Relevant Content
3. Develop and comprehensive and ongoing professional development to address the following needs:
  - a. Technology of blended teaching and learning
  - b. Pedagogy of blended teaching and learning
  - c. Intake, placement and orientation processes and strategies
  - d. Supports and interventions in a blended learning environment (RTI)



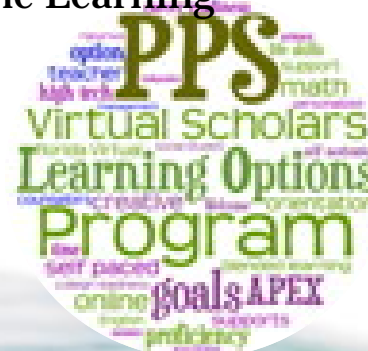
# PPS Online & Blended Learning Board Report

## Learning & Credit Options Program

Multiple Pathways to Graduation Department

Executive Lead: Korinna Wolfe, Interim Director, Multiple Pathways to Graduation

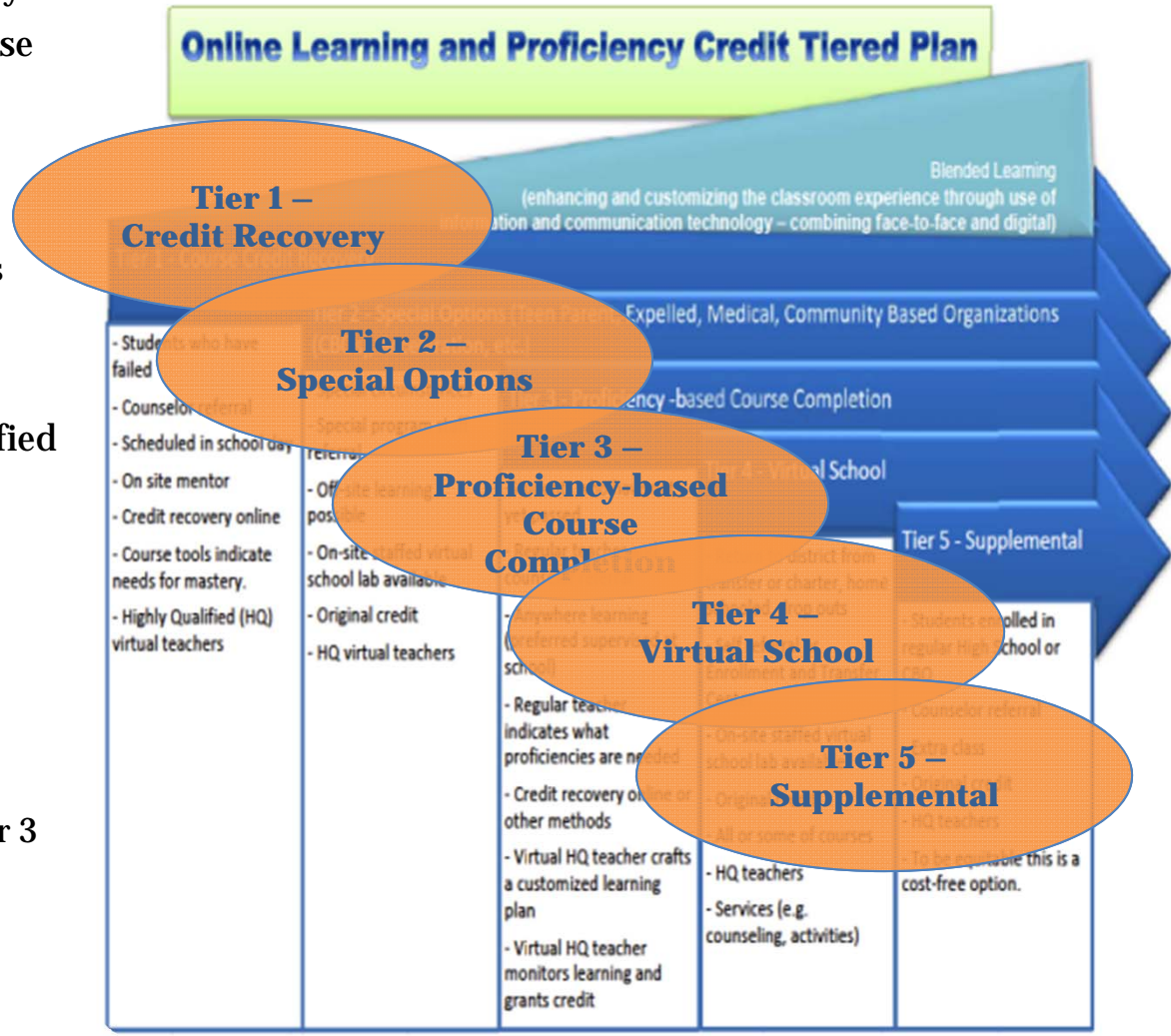
Project Lead: Diane Berthoin-Hernández, Assistant Director of Online Learning

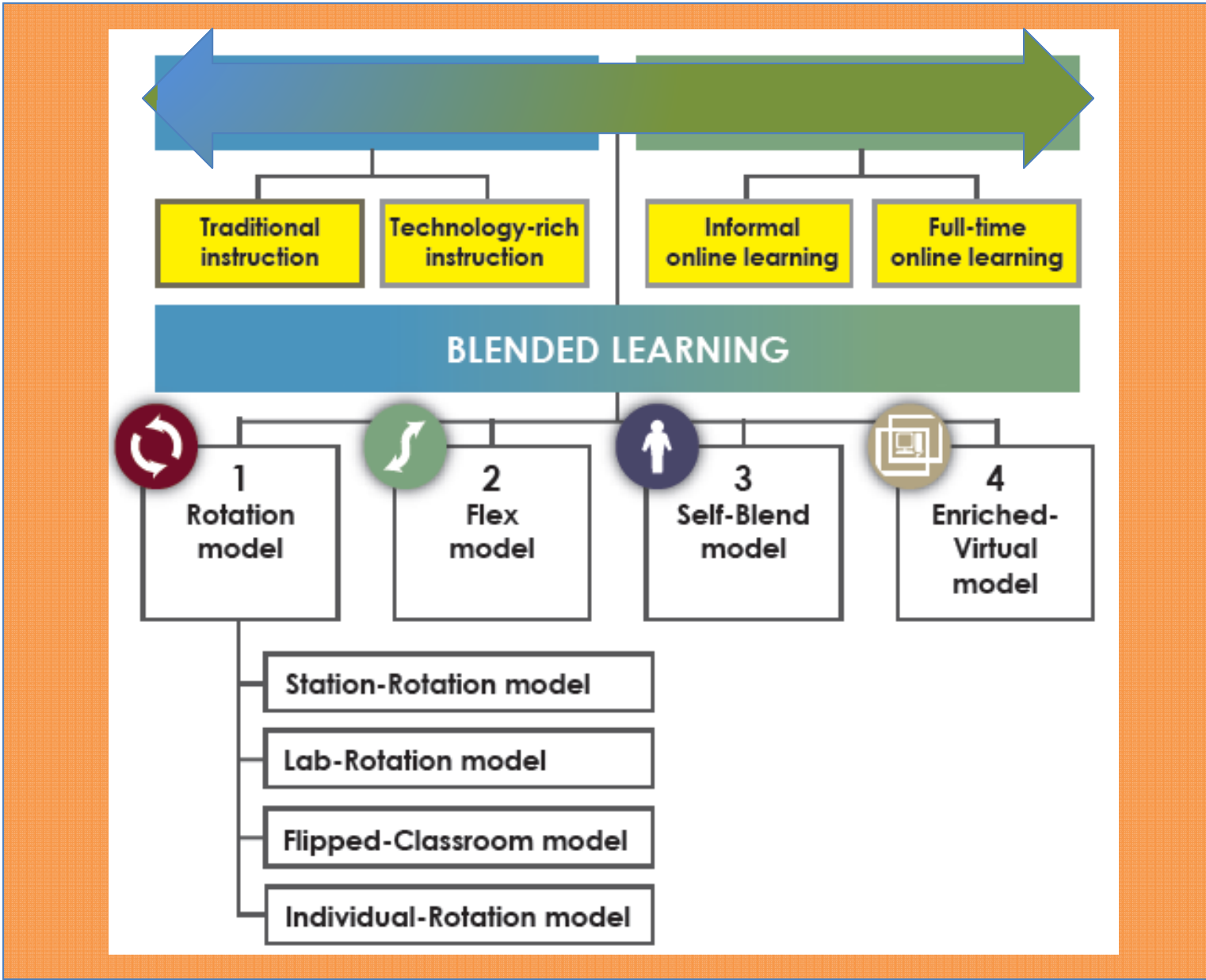


March 4, 2013

# Project Background

- Online Blended credit recovery: targeted equity strategy to close the achievement gap
- District Priorities:
  - Individual Student Supports
  - Equitable Access to Rigorous Core Program
- 2012-2013 Investment: Equivalent of 4.5 highly qualified core content teachers; Online Curriculum
- Implementation
  - Tier 1 of the Online Learning Plan
  - Limited Pilot programs implementing Tier 2 and Tier 3

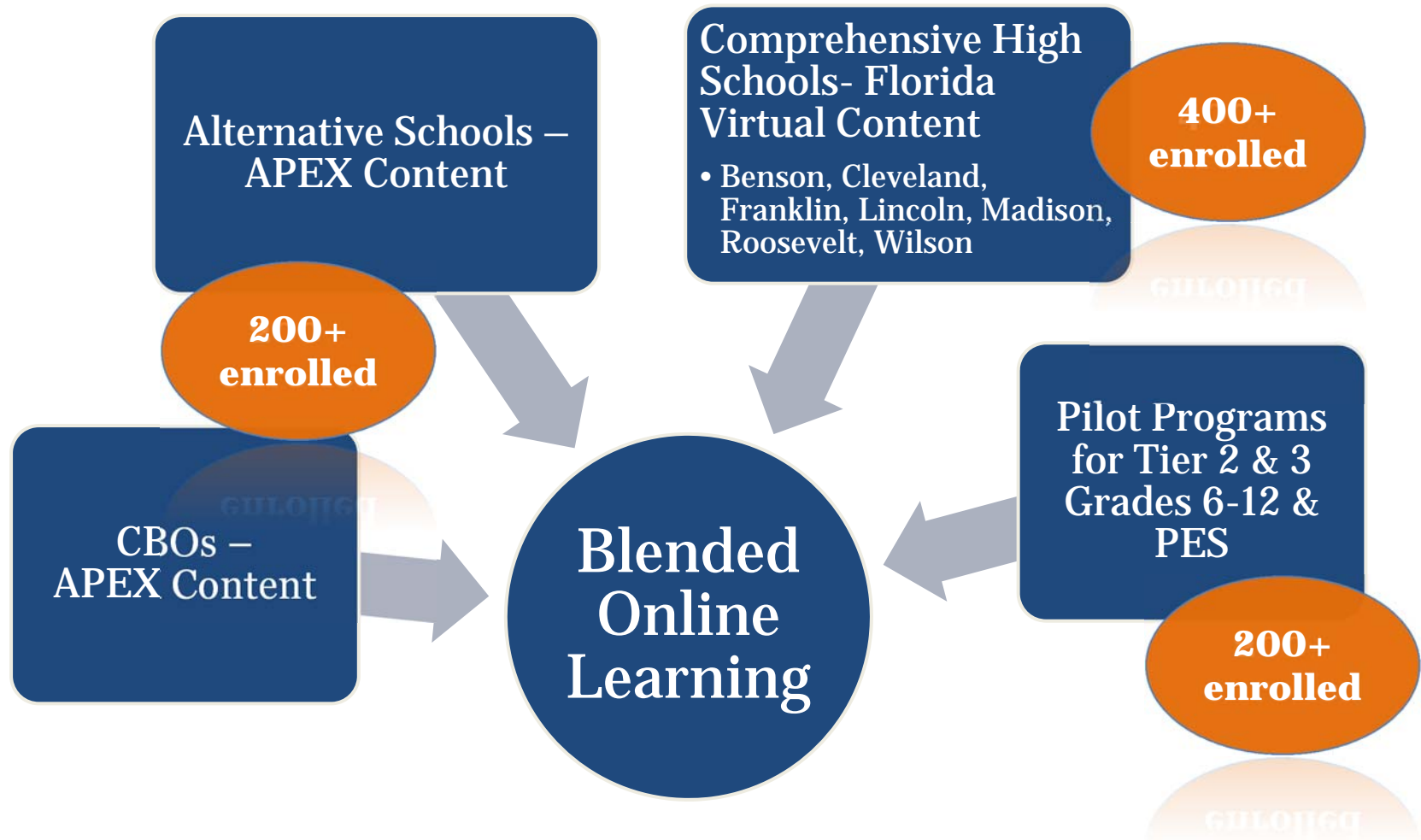






# Learning & Credit Options – 800+ Enrollments

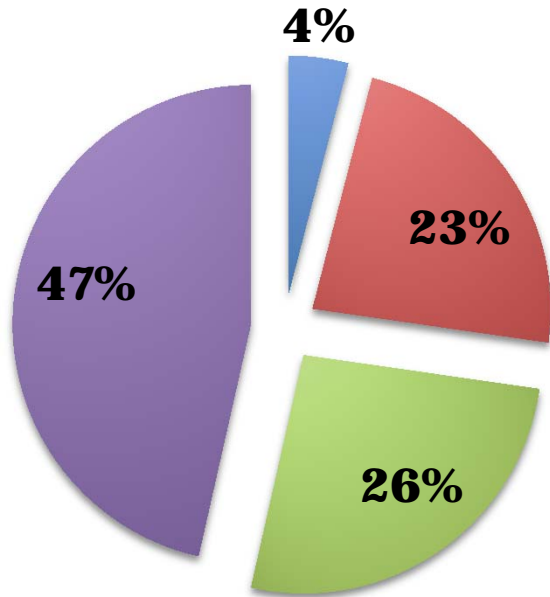
Current Structure



## Data Comparison: Virtual Scholar Enrollment at High School

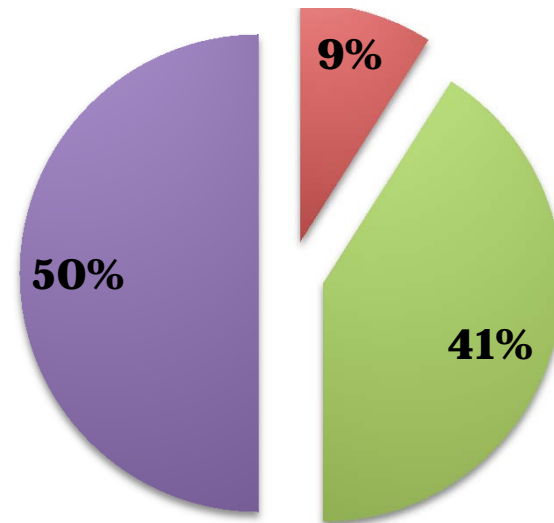
**2011-12**

■ 9th Grade ■ 10th Grade  
■ 11th Grade ■ 12th grade



**2012-13**

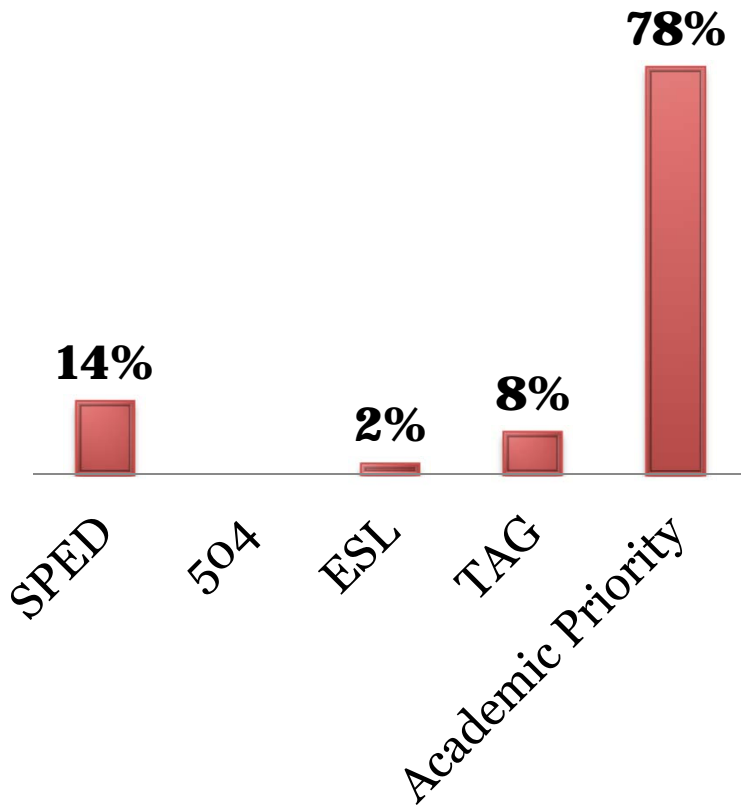
■ 9th Grade ■ 10th Grade  
■ 11th Grade ■ 12th Grade



# Data Comparison: Virtual Scholar Enrollment at High School

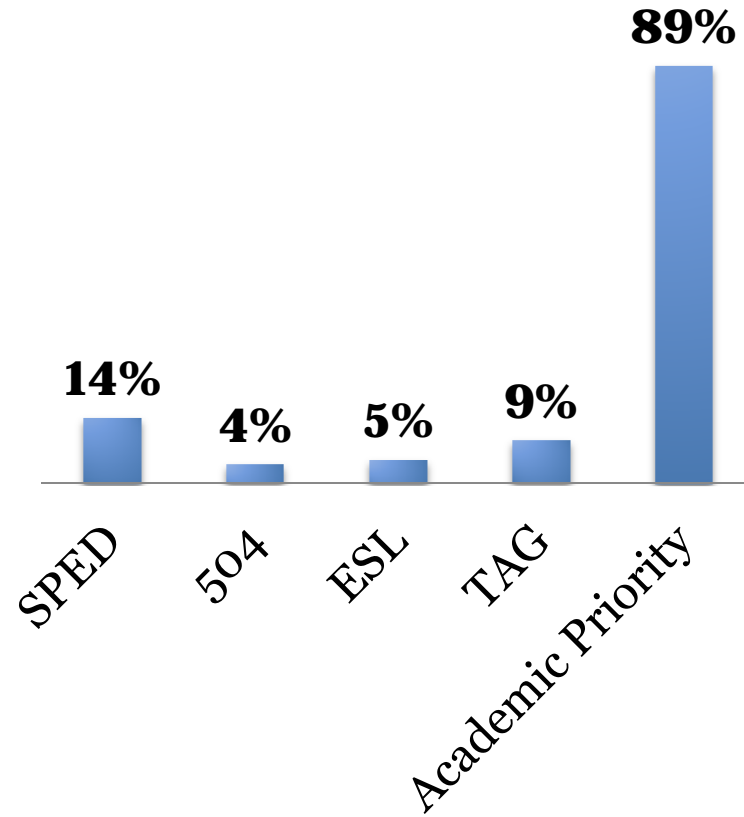
*(students may be identified in more than one program)*

## Programs 2011-12



504 not collected in 2011-2012

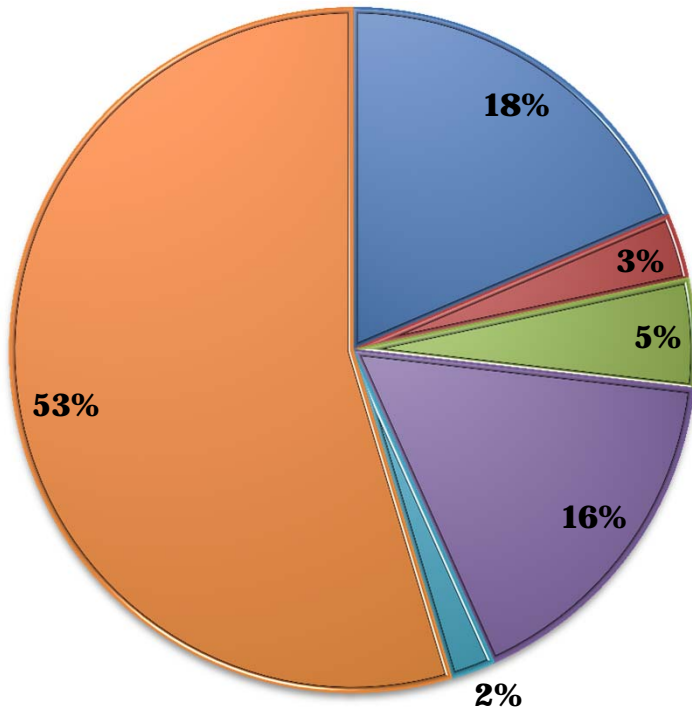
## Programs 2012-13



# Data Comparison: Virtual Scholar Enrollment at High School

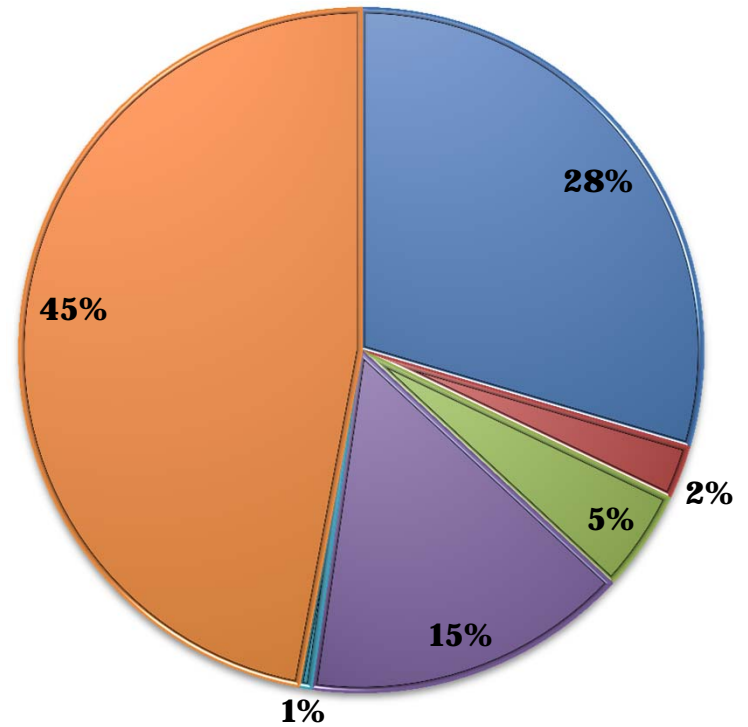
## 2011-12

- Hispanic
- Native Am
- Asian
- Black
- Pac Isl
- White



## 2012-13

- Hispanic
- Native Am
- Asian
- Black
- Pac Isl
- White





## Current Initiatives & Successes

- “**TIER 1**” → Implementing **rigorous blended online credit** options with dedicated student-centered team
- Growing **relationship** between Onsite Teacher Mentors and Virtual Scholar Teachers
- **Collaborating** regularly with Hillsboro Online, ORVSD, ODE and IT
- Developing **guidelines**, processes, and interventions that support meaningful access to online learning
- Holding regular **data conversations** about each student in program



## Current Status & Successes (continued)

- Implementing **pilots** to support Tier 2 and 3
  - *Tier 2 Special Circumstances – ACCESS → Pre Calculus*
  - *Tier 2 Special Circumstances – Alliance → Various Original Credit*
  - *Tier 2 Special Circumstances – Hosford → ESL Math Supplemental*
  - *Tier 3 Proficiency-Based Course Completion – Madison → Various*
  - *\*Tier 1 Credit Recovery for Foreign Language → Roosevelt → Spanish*
- Establishing **comprehensive Professional Development**
  - Full Day Training: Teachers, Home Instructors, Special Education Tutor, Counselors, Administrators, School Psychologist and TOSA
    - *Day and Residential Treatment (DART) Schools*
    - *Metropolitan Learning Center (K-12)*
    - *Community Based Organization and Alternative Schools*
    - *Portland Evening Scholars Blended classrooms*
    - *Teachers Representing each of the pilot programs*
  - Full Day Training: Onsite Teacher Mentors and Virtual Scholars Teachers
  - “At the Elbow” Training as required/requested



## Evaluation: Lessons Learned

- **Ongoing communication to entire system of multi-year/ multi-tier process.** Frustrations expressed within the system for tiered approach with priority focus on credit recovery needs (Tier 1) and no availability for initial credit (Tier 4 & 5).
- **Rigorous Online Content** requires highly qualified teachers and highly motivated teacher mentors. Students need structures in place for online learning
- Students are social on the internet without support. **Students become academic on the internet with teacher guidance and expertise.**
- To be successful online, students need to develop the three P's of online learning (**participation ~ persistence ~ patience**).
- Selected online **curriculum** must address CCSS, literacy needs, language needs, special education needs and cultural relevancy.
- Selected Learning Management Systems require **training** for both staff and students.



## Evaluation: Lessons Learned (continued)

- The **IT department is crucial** to the success on an online program.
- Staff and students need planned **scaffolds** to help transition from traditional brick & mortar to blended online teaching and learning.
- Resources such as **time and professional development** are needed for all involved in supporting a student in a online blended learning.
- **Not all content can be treated the same online.** Procedures, prerequisites, sequencing, curriculum and academic supports should address the different needs of math and foreign language in particular.





# Effectiveness: Future Data Points (Aggregated and Disaggregated)

## **STUDENTS:**

- Enrollment Totals
- Completion Rates by Course
- Grades Earned
- # of Students on Academic Contracts (Intervention)
- Attrition by Course
- Reasons for Attrition
- Longitudinal Data: Grades in Content after Credit Recovery; Graduation Rate
- Feedback Surveys

## **VIRTUAL/BLENDED TEACHERS**

- Technology Growth
- Feedback Surveys

## **MENTOR TEACHERS**

- Feedback Surveys

## **COUNSELOR & ADMIN**

- Feedback Survey




# Next Steps for Investments

Priorities for 2013-2014 – Levels of Investment to Match the Tiers to be Implemented




## **Infrastructure: Staffing & Equipment** – For Credit Recovery and Initial Credit

- 
- Core Content - Staff
  - ELL; SPED; Academic Support – Staff
  - Technology – Staff and Equipment




## **Curriculum** – Resources to Expand and Adapt

- 
- CCSS
  - Language
  - Literacy – Lower literacy curriculum is a priority
  - Cultural Relevance



## **Professional Development**

- 
- Technology of Blended Teaching & Learning
  - Pedagogy of Blended Teaching & Learning
  - Intake, Placement and Orientation Processes
  - Supports and Interventions for Blended Learning Students (RTI)

*In general, we recommend that we address Tier 1 Lessons Learned & Challenges and that we implement Tier 2, 3 and 5. We also recommend that we begin the process of developing a Virtual School as outlined in Tier 4.*

# Budget:

**2012-2013 Investment: 800 Student Served**

Online Blended Learning; Equivalent of 4.5 staff ; Initial Online Curriculum

**2013-2014 Budget Request: approximately 2000 Students Served**

Equivalent of 11.0 total Program Staff; Expand Curriculum, Professional Development



- **5.5 FTE**

- 1.0 Computer Tech
- 4.5 Content Subject Areas

- **+ 5.5 FTE**

- 1.0 ESL
- 1.0 Special Education
- 1.0 Academic Liaison
- 1.0 Computer Tech
- 1.0 Computer Programmer
- 6.0 FTE Content Areas

- **Virtual Scholars Academy**

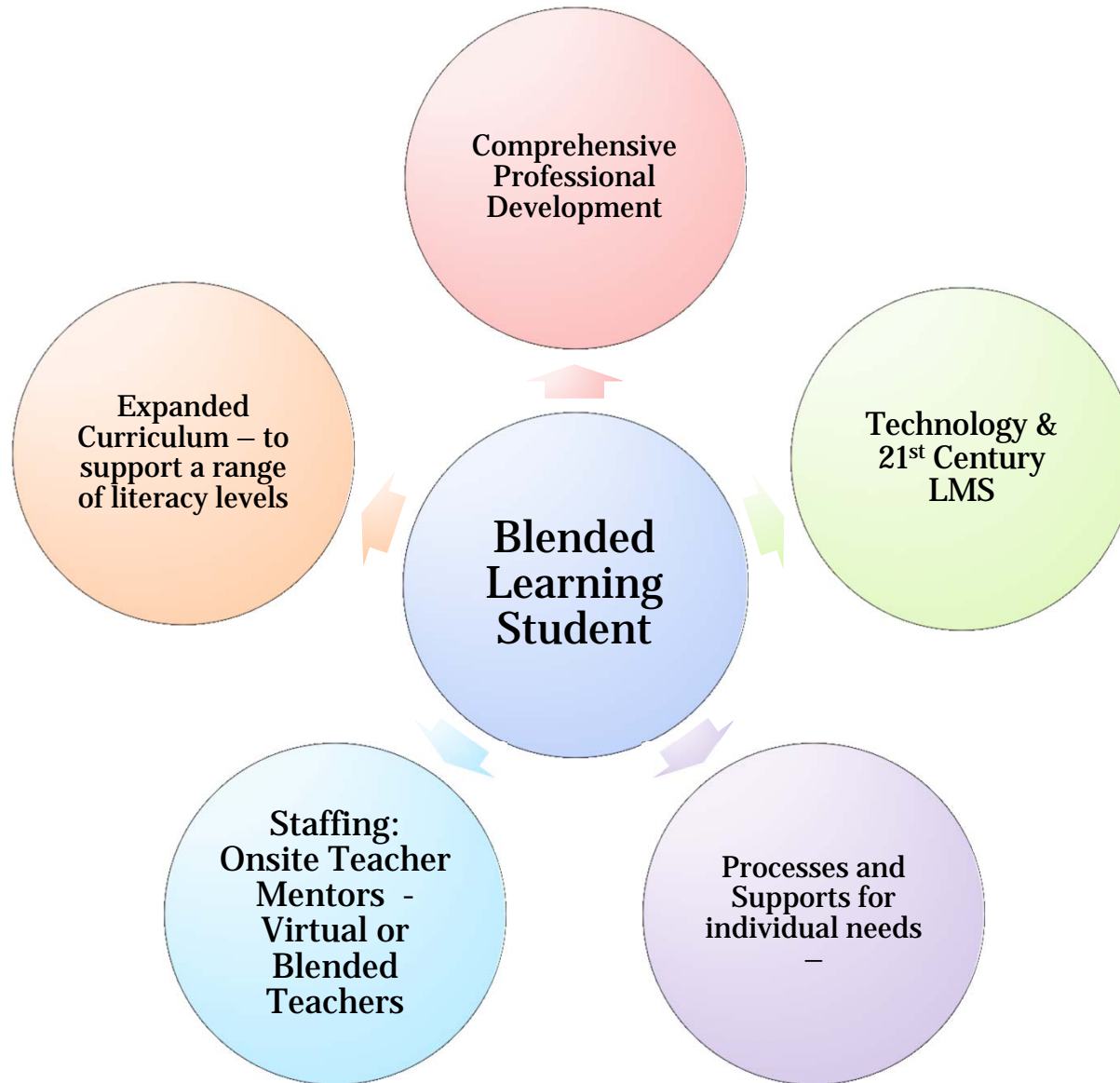
- **Virtual Scholars Academy Tiers 1-5 continuum implemented district wide**



## Appendix A: Glossary

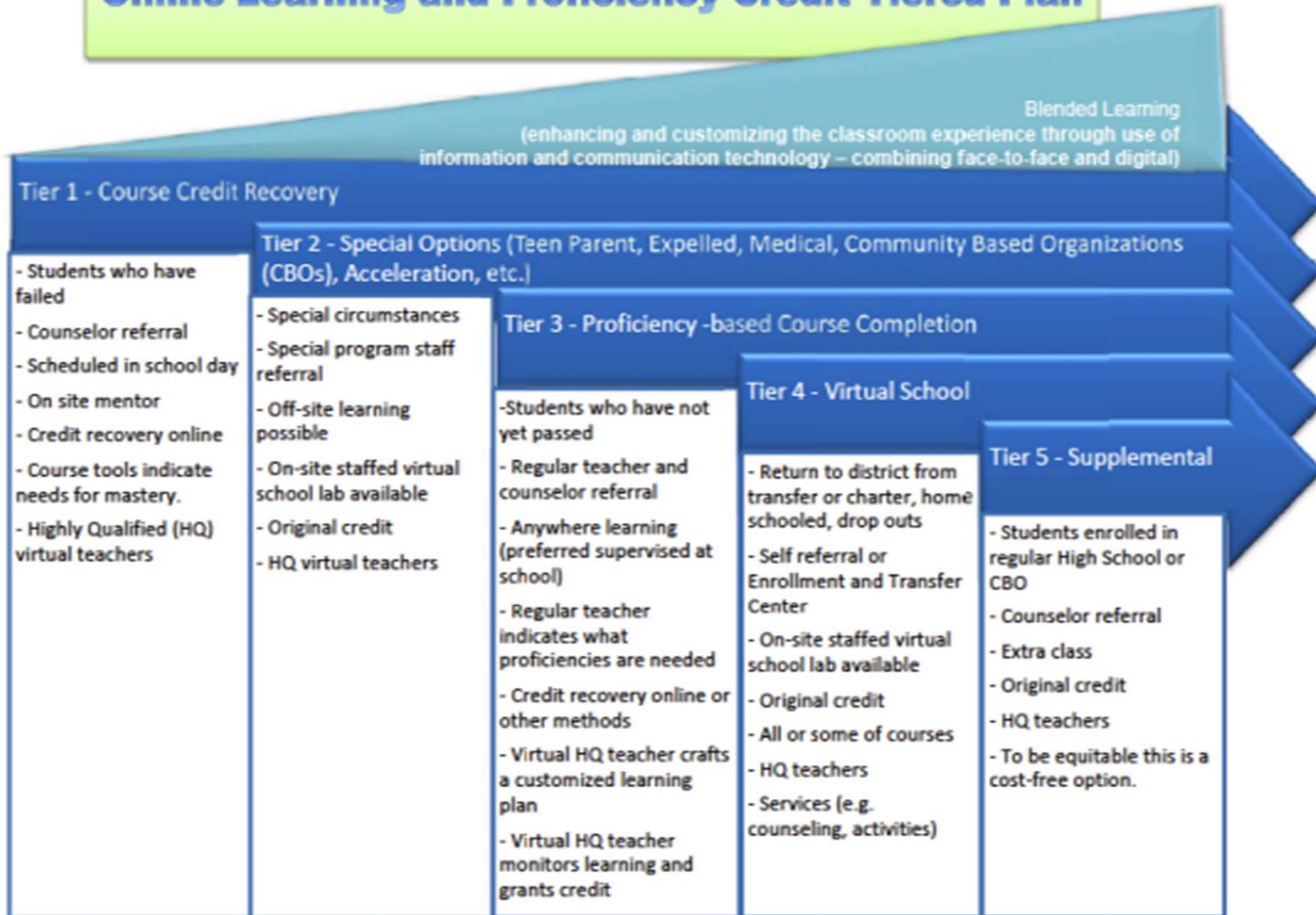
- **APEX** – Online Curriculum
- **Blended Learning** – Learning that combines both face-to-face and online interactions between student and teacher
- **CBO** – Community-Based Organization
- **CCSS** – Common Core State Standards
- **CR** – Credit Recovery
- **ESL** – English as a Second Language
- **FLVS** – Online curriculum; Florida Virtual School
- **HQ** – Highly Qualified
- **LMS** – Learning Management System (ex. MOODLE)
- **MOODLE** – Open Education Learning Management System
- **OER** – Open Education Resource
- **ORVSD** – Oregon Virtual School District
- **RTI** – Response to Intervention

# Appendix B: Dependencies and Resources



# Appendix C: 2011-12 Online Blended Learning Proposal

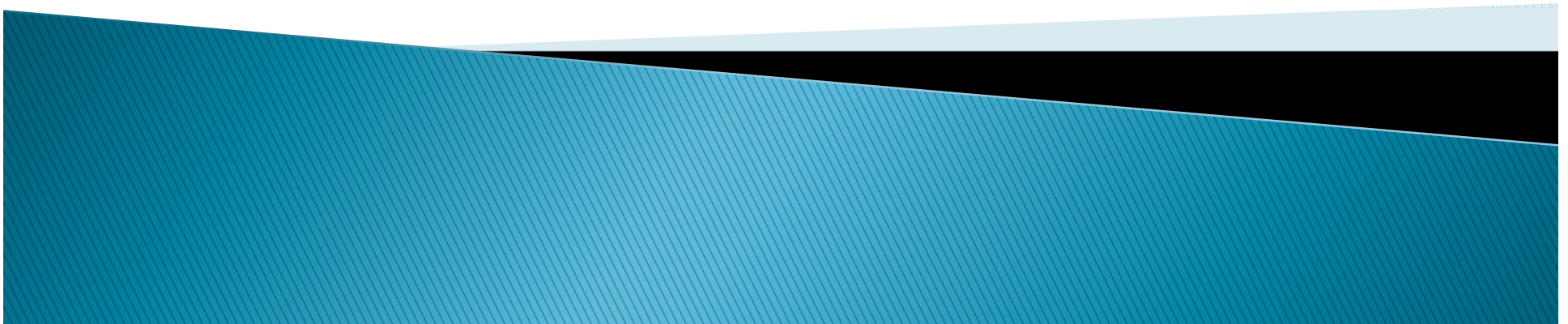
## Online Learning and Proficiency Credit Tiered Plan



# Dual Language Immersion Department

Board Presentation

March 4, 2013



# ESL, ELL, Dual Language, ELD

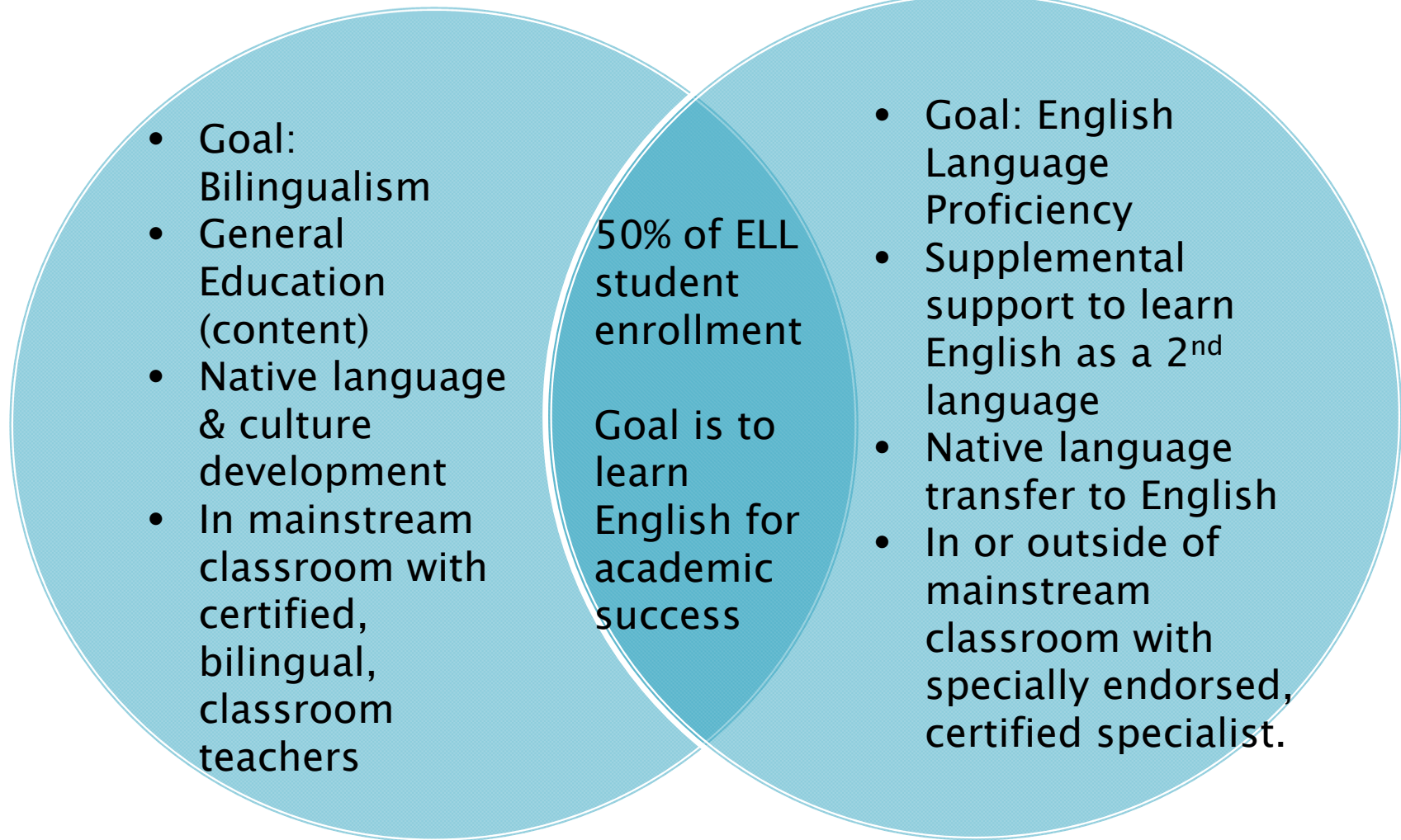
- ▶ Dual Language Immersion is *a program* for general education (access to academics).
- ▶ ELL (English Language Learners) are *the students* for whom English is a 2<sup>nd</sup> language.
- ▶ ELD (English Language Development) is the specific instructional service required for ELL students (even in Dual Immersion!).
- ▶ ESL (English as a Second Language) is the department that oversees our district's approaches to teaching ELD, as well as ensures that district provides access to content.



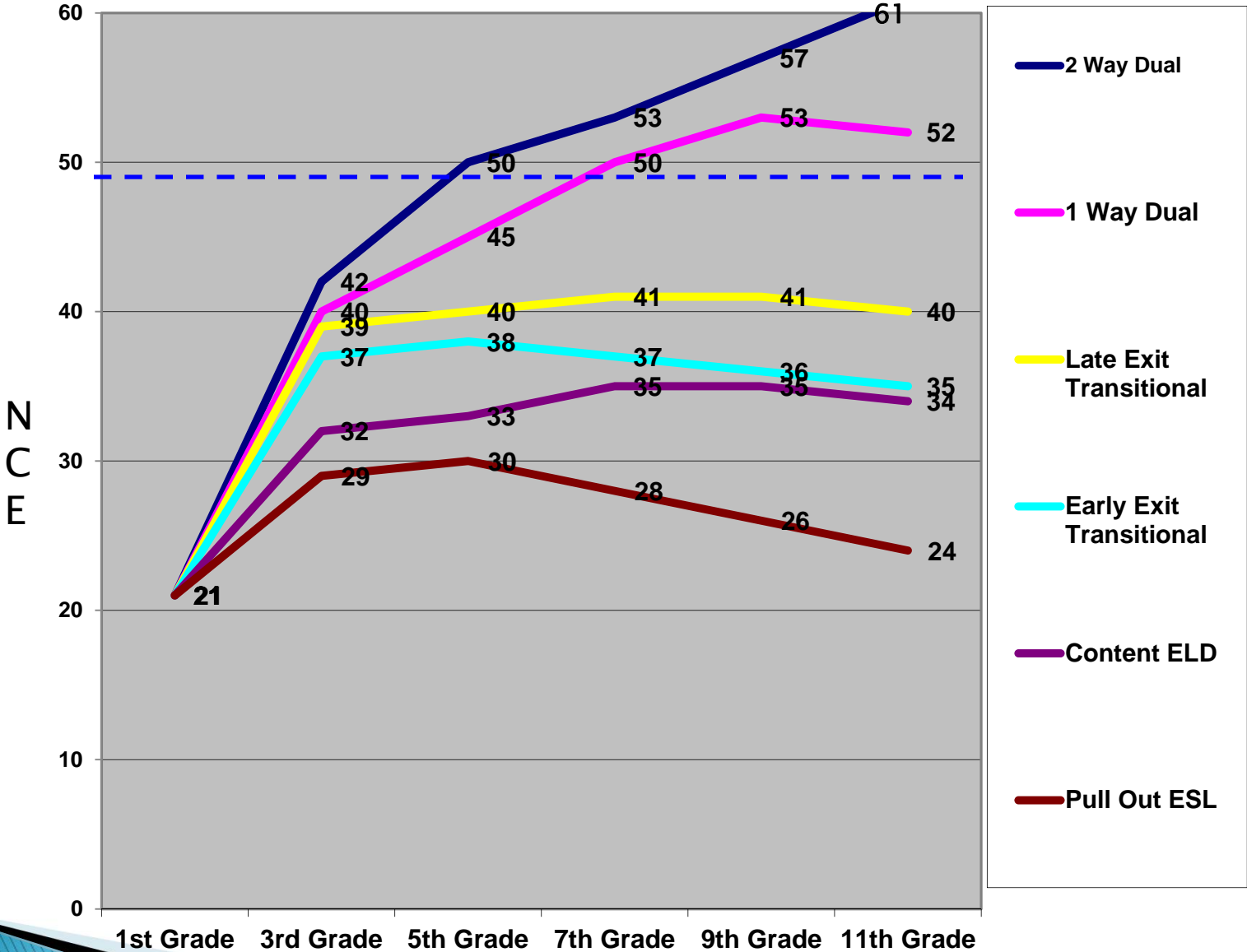


## DUAL LANGUAGE IMMERSION

## ENGLISH AS A 2<sup>ND</sup> LANGUAGE



# English Learners' Long-Term Achievement by Program



W. Thomas y V. Collier,  
2001-2009

# Expansion Updates

- ▶ Cesar Chavez added 1 Kindergarten
- ▶ Lent additional class under consideration
- ▶ Revised timeline & activities for inclusive planning of new programs to open 2014–15
- ▶ Approximate Costs for New Program Start Up
  - Spanish:
    - \$20,000
  - Less Commonly Taught Languages
    - \$25,000 (replicated language)
    - \$100,000 (new language)



# Proportion of K–5 ELL Students Enrolled in Dual Language Programs

## Elementary Two Way Models (7 schools)

- ▶ 42 % each year since 2010
  - 38% Spanish
  - 53% Russian
  
- ▶ 50% is the target for K–1 Enrollment
  - 41% Spanish
  - 62 % Russian



# Student Demographics in K-12 Spanish Two-Way Immersion

- ▶ **Ethnicity**
  - 63% Hispanic
  - 27% White
  - 5% Black
  - 4% Multiple
- ▶ **Non ELL Heritage Language**
  - 36%
- ▶ **Economically Disadvantaged**
  - 63%



# Student Demographics in Russian Two-Way Immersion

- ▶ Ethnicity

  - 92% White

  - 10% Hispanic

  - 2% Multiple

  - 1% Asian

- ▶ Economically Disadvantaged

  - 71%

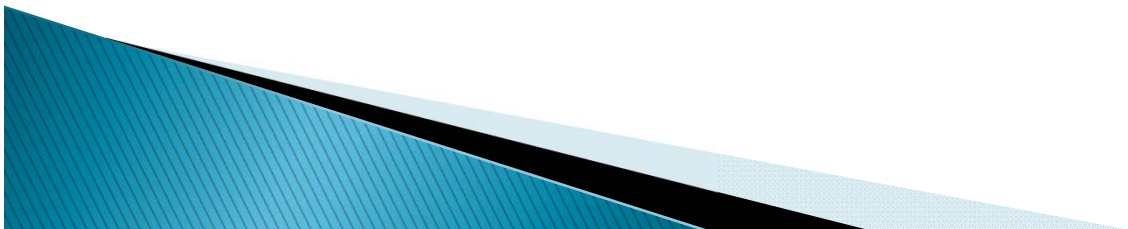
- ▶ Non-ELL Slavic Heritage Language

  - Unknown



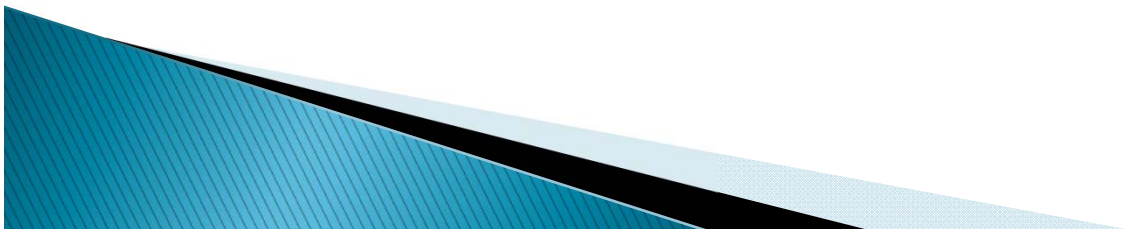
# Dual Language Budget

- ▶ Currently includes staffing of 3 teachers to train and mentor classroom DLI teachers
- ▶ Does not include funds to address staffing challenges at middle schools (too few students to staff & schedule adequately)
- ▶ Is supplemented with foreign language grants from the past (that expire this year)
- ▶ If asked to cut, would work with curriculum & instruction dept to absorb staffing needs



# Priorities for 2013 and Beyond

- ▶ Development of Principals' knowledge, support, and accountability for leadership
- ▶ Inclusive Leadership for Future Program Development (principal committee)
  - New Program Recommendations for 2014  
(1 Spanish and 1 less commonly taught language)
- ▶ Sustainability of Quality Program Continuation







## Board of Education Informational Report

### **MEMORANDUM**

**Date:** March 4, 2012

**To:** Members of the Board of Education

**From:** GM García, Dual Language Director

**Subject:** Budget Discussion

**Background:** Attached please find some general information on the Dual Language Immersion program we discussed at the board presentation earlier this fall. The survey is used for principals' reflection on their own programs' structure and leadership needs. The new brochure applies to all programs district-wide. The secondary grades' analysis is a report that quantifies the challenge we had discussed, of developing programs that receive small cohorts of students.

#### **Leadership:**

One priority strategy for this year has been to build capacity within our leadership. Principals in dual language schools have spent this school year focused on reflective evaluation of program implementation and improvement. Expectations for dual language immersion (DLI) principals have been established, supported, and are now a part of the accountability overseen through support of Regional Administrators. Principals are serving as the spokespeople for their programs in ways that have required a deeper understanding of program philosophy, research, and pedagogy. We are working with them on the needed structural changes for dual immersion to be implemented in a way that is faithful to the model, rigorous, and aligned to other district initiatives. School leadership also includes parents and teachers who are invested in DLI programs. We have been providing teams of teachers opportunities for professional development and participation in task force committees or work groups that are specific to DLI. Parent leaders have been selected and scheduled for district-wide committee work of reciprocal communication between district and parents, where they serve as key communicators for the DLI parents in their communities, but also give feedback and input to us as educators.

Another part of building capacity for DLI leadership is our department's collaboration with all departments in central office that support general education so that policies and decision making include proactive implications for our 19 dual language schools. Together with the English as a Second Language program, we have attempted to put a cultural and linguistic emphasis on the "equity lens". DLI department is funding the work of teachers and administrators who are charged with designing a better model for English Language Development service within the DLI programs. Our work with the curriculum and instruction department has facilitated deeper work into the concept of sheltering (lowering the linguistic demand of the learner while maintaining the integrity of the content), as well as a revisiting of past, current, and future practice for assessing students' reading progress in Spanish. Work on these projects with teachers and administrators results in finished products we can use (i.e. new plan designed for implementation in fall), but also has facilitated an overall increase in knowledge and ownership of dual language by central office staff.

### **Increase of Target Language Native Speakers**

In our attempts to increase the number of students identified as English Language Learners (ELL), another priority strategy has been to implement an action plan of outreach and recruitment. In each of the last 3 consecutive school years we had an average of 42% ELL students in our two-way immersion schools. It is our goal to have 50% representation. We have developed common materials, brochures, and other supporting documents that are being used across the district. In addition, our work with school administration, parents, and bilingual teachers has included partnerships with Head Start, private pre-schools, churches, food banks, and neighborhood associations. Telemundo Spanish television station generously matched our costs to televise public service announcements, and then followed up with a news segment on why Spanish speaking PPS parents would want dual immersion, and how they can apply. Each event, newsletter article, or recruitment outing has the intention of getting more families, but also of partnering with principals who eventually will all serve as the main spokesperson for their schools' DLI program.

### **Secondary Program Development**

In recent years, programs were developed with the support of federal grants. Funds from grants were used to design curriculum and assessment materials and to compensate teachers in training. Our secondary programs have relied on additional staffing that was provided to ensure there is at least one certified bilingual staff member in place at the middle and high schools where small cohorts of students matriculate. With the exception of Mandarin, all federal grants are in their last year. Ideally middle grades and high schools would fill vacancies with a bilingual teacher, but each year's budget and staffing reductions have made this difficult, if not impossible in some locations. The few schools, for which single cohorts are moving in, are challenged with an expectation to free up FTE vacancies for Highly Qualified Language Arts, Social Studies, or World Language staff. Principals are charged with building a master schedule that attempts to equalize class sizes across the school, while they provide at least 3 classes in target language for dual immersion students. The schools that still receive small cohorts of students are hard pressed to build these classes into their schedule with the limited staffing they are allocated. See attached Middle Grades/High School Enrollment Analysis.

### **Professional Development**

In spite of decreasing grant funds, DLI department has continued to be the sole provider of teacher training for common core standards, improving quality instruction and implementation of district initiatives. Three achievement coordinators have built a training schedule that is comparable to that of the rest of the district and provide intensive training in the partner language and with specific strategies that apply to the dual language classroom setting. We routinely pay additional time for job-alike trainings due to the unique schedule and limited location conveniences for smaller groups of same-language grade level/subject teachers.

### **Evaluation of Existing Program:**

Our ultimate goal is student achievement as measured by academic success in reading, writing, math, and rates of graduation. PPS' involvement in the national study of effectiveness of dual language programs is analyzing this data between students who applied and got in through lottery, and those students whose applications were denied. The first challenge in this data collection was the recent finding that 22% of Kindergarten applicants that are denied entry, do not remain in PPS. Of those that remain, by 5<sup>th</sup> grade 60% have left PPS. Currently we compare the achievement rates of ELL students who are in dual language with those who are not.

Effective leadership for dual immersion will be measured through a reflective survey from the Guiding Principles for Dual Language Education. In the fall, principals engaged in assessing their own leadership as it compares to the indicators found in effective leadership for school and program structures (enclosed). Principals who were newer to DLI have been supported to know more and trained to serve as the main spokesperson and advocate of their programs. Each

school year, these expectations will be reviewed, introduced to new principals, and held as part of their accountability for school leadership. This spring, principals will do a post-reflection.

This year's lottery pool of applicants should demonstrate an increase in the number of students who are ELL or bilingual, as well as ethnically or socio economically diverse. Ultimately we expect to increase the number of kindergarten and first grade ELL students from 42% to 50% by fall 2014. Ideally this student demographic will be as close to 46% as possible by fall 2013.

Cross department collaboration has already demonstrated gains in our work to include DLI as a part of planning, implementing, and evaluating all district initiatives and operations. From the English Language Development task force, we expect that the model we design will result in ELL students' English proficiency scores. Our measure for this will be aligned to meet or exceed the ESL department's goals for Annual Measurable Academic Objectives (AMAOs).

### **Challenges:**

Staffing remains a challenge for growing programs. One milestone that will lead to successfully addressing this temporary gap of FTE in middle and high schools is that our District Staffing Team, Human Resources department and Office for Teaching and Learning is collaborating around for potential solutions. Success in fall 2013 would be measured by the middle and high schools principals' ability to schedule 33% of students' day in partner language without compromising the staffing, class sizes, or credit accrual for other required courses.

All professional development (PD) events include evaluations with feedback for presenters. The quality is unquestionably well received. For many teachers it follows years of attending sessions that did not address the materials DLI teachers use, the language of instruction, nor the unique characteristics of DLI classrooms and student needs. However, there is consistent sentiment that the schedule and locations for these sessions are awkward at best. While DLI trainings parallel the content of those in English, we will one benchmark is a plan for PD that proactively has embedded the needs of dual immersion classroom teachers. The true measure of success will be the effectiveness of these trainings as measured by teacher reflection, connection to student data, and ultimately improved student achievement.

### **Next Steps for Investment:**

- 1) Program Expansion (new) and Improvement (existing) will require more of an investment than in the past. Opportunities outside of our district include intensive institutes for planning that is facilitated by researchers, and educational experts, visitations to schools outside of our district, and ongoing planning sessions for stakeholders. This involves the forming of school committees that are inclusive of some classroom and specialist teachers, principal, parents, and central office staff. Release time, mileage and materials and supplies would allow for the time needed. Building up a library of professional literature on DLI planning, implementation, and evaluation would empower teams, their colleagues, and our school communities to be a part of program creation and promotion.
- 2) Materials, supplies and assessment costs have been paid for by a number of grants. Purchasing of materials that are comparable to native English speakers at same grade or subject levels is an ongoing expense that was initially more costly (as programs begin) but still have gaps to fill each year. Ideally, each school's library would contain the proportion of partner language to monolingual books that mirrors the percentage of emergent bilingual in DLI with those whose reading needs are limited to English only.
- 3) Staffing for transitioning or at risk programs is essential. Whether this resource is allocated through district staffing team or the DLI department, priority must be given to provide Kelly's first cohort of Russian speakers with a teacher. Lane is a school whose staffing and scheduling cannot meet their needs without additional support. In addition, our other middle grade and high school programs would have an allocation that considers their temporary programmatic needs for staffing the DLI students until such time that they have a vacancy in Language Arts or Social Studies that can be filled with a bilingual certified teacher.

# PPS Dual Language Secondary Grades Enrollment Analysis February 2013

**Overview:** PPS currently offers eleven dual language immersion programs that currently articulate or will articulate into the 6-8 grades with six of them moving to middle schools and five within K-8 schools. Of these eleven programs three of them (all located at K-8 sites) have current enrollments at the 6-8 level below the necessary number to generate self-sustaining FTE. Without taking additional staffing support, the K-8 sites are in jeopardy of not attaining sustainable numbers for several years. The other eight programs are either in progress towards becoming sustainable or already enroll numbers that allow for program sustainability.

## SUSTAINABILITY\* OF MIDDLE GRADES' DUAL LANGUAGE PROGRAMS (\*approximately 50 students entering grade 6)

1= at Risk 2= in Transition	Middle Grades Programs (number of 6 <sup>th</sup> graders 2013-14)	Projected Year of Approx 50 Students
1	Bridger K-8 Spanish (22)	N/A due to space capacity
1	Lent K-8 Spanish (17)	
<b>2</b>	<i>Lane Middle Russian (1<sup>st</sup> cohort of 22)</i>	<b>2017</b>
2	Cesar Chavez K-8 Spanish (12)	2019
2	Beach PK-8 Spanish (37)	2015
2	Beaumont Middle Spanish (26)	2016

### 6-8 Programs at Risk

Lent K-8 Spanish  
Bridger K-8 Spanish

### 6-8 Programs Moving Towards Sustainability

Beach K-8 Spanish  
Beaumont MS Spanish  
Cesar Chavez Spanish  
Lane MS Russian

### 6-8 Programs Currently Sustainable

Hosford MS Mandarin  
Mt. Tabor MS Spanish  
Mt. Tabor MS Japanese  
West/East Sylvan MS Spanish  
Scott K-8 Spanish (pending space availability in 2020)

### **High School Programs at Risk due to low numbers and expiring grants:**

Grant and Roosevelt

# PPS Dual Language Secondary Grades Enrollment Analysis

February 2013

## Short Term Strategies for Addressing Low Enrollment:

- Targeted recruitment of native speakers at low enrollment grade levels.
- Combining grade levels at 6-7 or 7-8 to create sustainable class sizes.

## Long Term Strategies for Addressing Low Enrollment:

- Merge some 6-8 programs together at one site (i.e. Bridger and Lent)
- Add additional strands (i.e. Cesar Chavez and Lent)
- Add additional programs near current programs that can merge at 6-8.
- Increased outreach to targeted populations and communities.
- Implement native language literacy or content based FLES programs at DLI schools to increase potential late entry students and provide multiple points of entry.

## Concerns:

- Many PPS K-8 schools struggle to maintain enrollment at 6-8 that allows the school to offer robust, rigorous and developmentally appropriate courses. A small DLI cohort often compounds this problem.
- 2013-14 is Lane Middle School's first year as our first dual language Russian Middle School. Additional staffing support is necessary for 1.0 Certified Russian Language Arts and/or Social Studies teacher.

## Considerations

- New DLI programs must always be implemented with a minimum of two classes per grade level.
- Merging all 6-8 cohorts in one cluster at one particular school for Spanish would potentially create greater stability and ability to offer more variety in course offerings and staffing assignments.
- Long term analysis of numbers in feeder patterns and capacity of sites will be conducted through the principal expansion group, in collaboration with enrollment/transfer and facilities staff members.
- Staffing formulas for the schools at risk and in transition need to be designed to respond to the temporary need for additional FTE that allows for quality program continuation.



# Board of Education Informational Report

## MEMORANDUM

**Date:** February 22, 2013

**To:** Members of the Board of Education

**From:** Trip Goodall, Director of High Schools  
Jeanne Yerkovich, Senior Program Manager, Career Pathways and Career & Technical Education

**Subject:** Career Learning/Pathways and Career & Technical Education (CTE)

---

### **Background:**

Career Learning/Pathways and State approved Career & Technical Education (CTE) Programs of Study support district priorities for successful implementation of high school system design/core program, and district milestones - more students graduating on time; more students entering the full range of post-secondary programs. Career Learning/Pathways and CTE ensure that students meet Oregon's Personalized Learning diploma requirements (PLRs). The PLRs were mandated to be fully implemented for every Oregon graduate beginning with the class of 2007.

### **Career Learning/Pathways:**

The 2012-13 budget for Career Learning/Pathways focused on continuing efforts to shape the district's overall strategy and systemic approach to career learning. This system enables students to connect classroom learning with real-world applications, exposes them to a variety of career options, and provides programming to prepare them with 21<sup>st</sup> Century skills.

Career coordinators at each high school have provided added capacity to facilitate Career Learning/Pathways priority goals identified for the year:

- Implementation of Personalized Learning diploma requirements (PLRs), beginning with the class of 2012
- Providing more career and college exploration opportunities for high school students

Career coordinators are the primary contacts for career learning in each high school. They work as a cohesive district-wide team, collaborating on programs, activities, protocols, and establishing a system to support career learning. Accomplishments for 2012-13:

- Managed progress and tracked completion of Personalized Learning diploma requirements for all class of 2012 seniors, and are leading the implementation for students in the class of 2013 and beyond.

- Increased the number and kinds of industry and community partnerships in their local communities and throughout the Portland Metropolitan region.
- Increased the numbers of PPS students, from all high schools, who participated in over 35 district-wide career learning events. Students were also able to participate in more events that took place at their schools. For example, Grant and Benson held career day events for seniors during PSAT testing. Franklin and Madison invited guest speakers into their career centers. Lincoln’s coordinator worked with parent volunteers on the “Beyond Lincoln” program.
- Marketed career learning opportunities to students and staff and coordinated student participation.
- Collaborated with high school staff to support student preparation in career exploration and workplace readiness activities. Career coordinators are key players in implementation and delivery.

### **Career & Technical Education (CTE):**

Career & Technical Education (CTE) refers to state approved **Programs of Study (POS)** that incorporate technical and academic knowledge and skills as well as the Oregon Diploma Essential Skills. Programs of Study emphasize technical, academic and career knowledge and skills acquired in applied career contexts. POS must meet rigorous state requirements and be aligned to four core elements: Content and Standards, Alignment and Articulation, Accountability and Assessment, and Student Support Services.

CTE Programs of Study must also be in tied to:

- **High-wage Occupations** - Occupations paying more than the all-industry, all-ownership median wage for statewide or a particular region.
- **High-demand Occupations** - Occupations having more than the median number of total (growth plus replacement) openings for statewide or a particular region.
- **High-skill Occupations** - Occupations with a minimum educational requirement of postsecondary training or higher – AND - Occupations with long-term on-the-job training or related work experience as a minimum educational requirement, and postsecondary training or above as a competitive educational requirement.

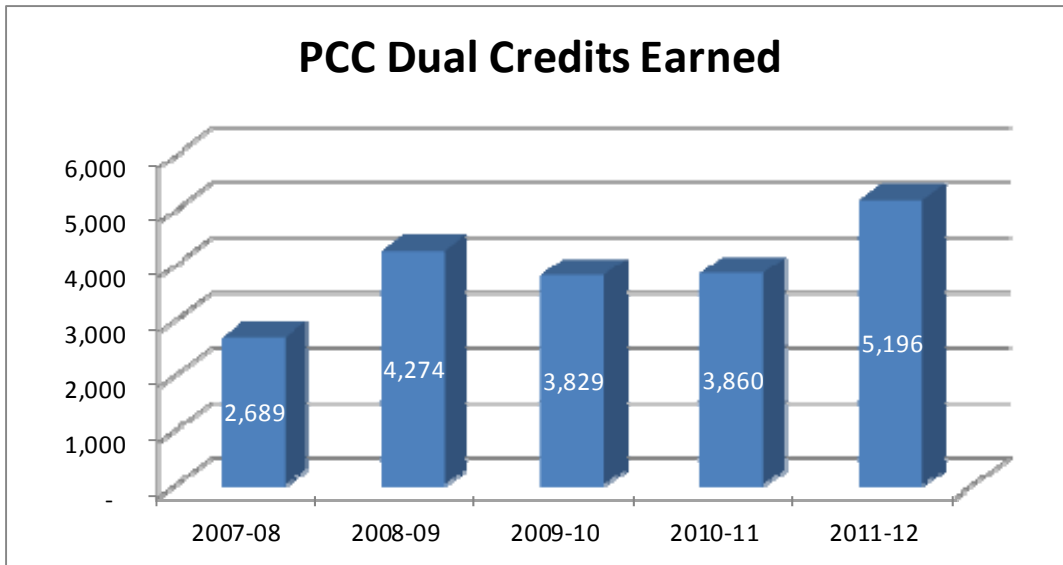
Programs of Study require a **Program Advisory Committee**, a representative group of individuals whose experience and abilities represent a cross section of a particular occupational area. The primary purpose of the program advisory committee is to assist educators in establishing, operating, and evaluating programs which serve the needs of students, business and industry, and to provide expertise pertaining to industry standards and technological change.

POS must also use **Technical Skill Assessments** that are valid, reliable and aligned with industry standards as a measure of a CTE concentrator’s technical skill attainment.

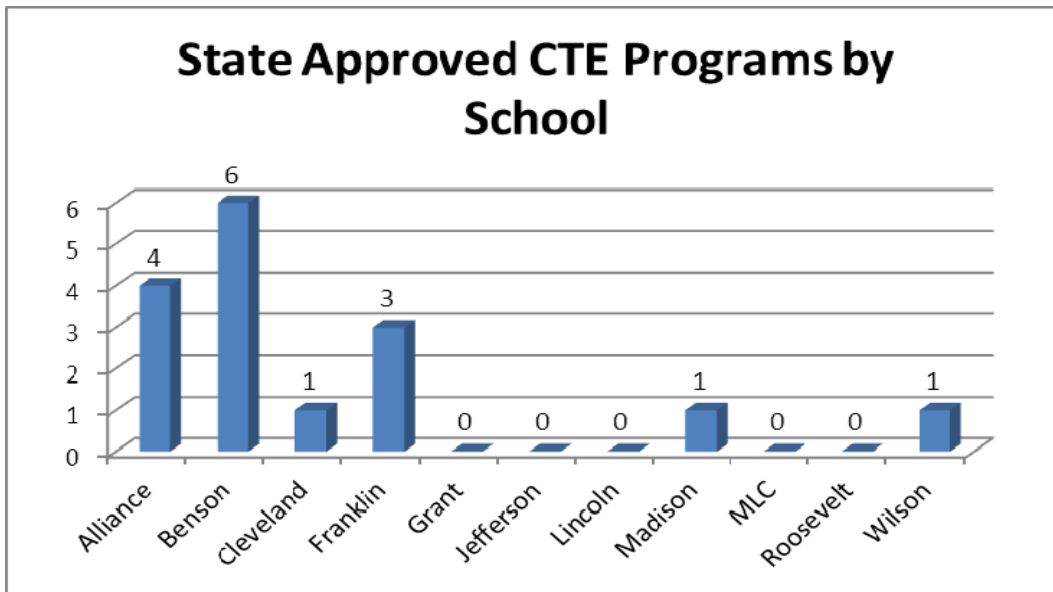
Lastly, POS must have explicit connections/articulation agreements with **post-secondary institutions**. CTE program completers can earn *free* college credits through our articulation agreements with Portland Community College and Mt. Hood Community College.

### **Earning CTE Credit:**

Since 2007-08, 3,111 students have earned dual credits through Portland Community College. The majority of these are CTE related. Analysis is taking place with regard to dual credit/dual enrollment in PPS. Since fall 2009, there are no costs incurred for students earning PCC credits, meaning PPS CTE students can earn and transcribe college elective credits for free.



PPS currently offers 17 State approved Programs of Study. Six of eleven high schools currently offer state approved CTE Programs of Study.



It's important to note that **Benson High School** is our flagship CTE high school. Benson offers robust career preparation programs in six areas and has numerous industry/community partnerships. Students elect to attend Benson based on career related interests. Benson currently draws 850 students from across the district.

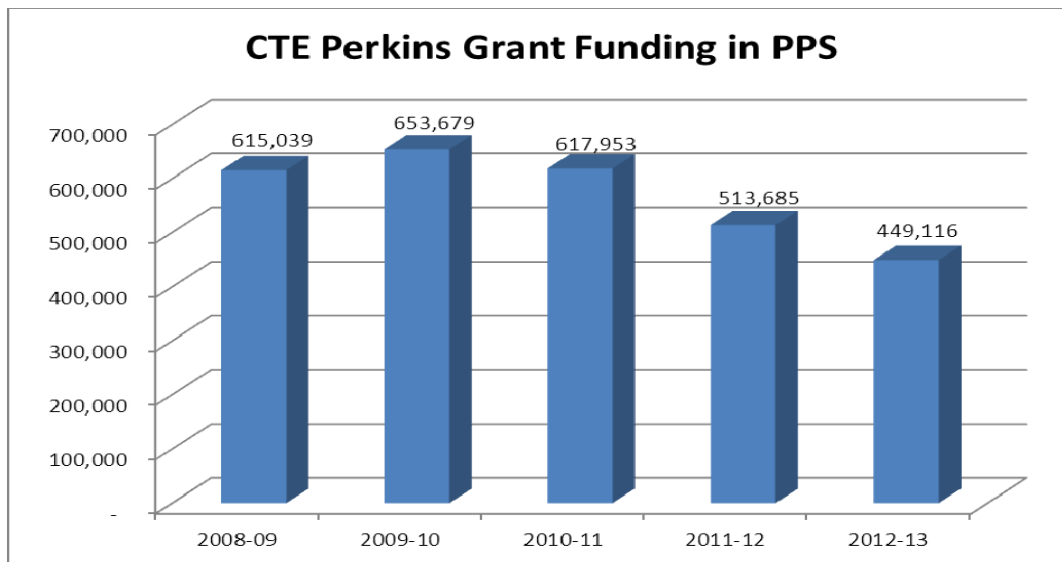


The following chart shows current and past CTE program offerings by school:

School	Program of Study Area	2008-09	2009-10	2010-11	2011-12	2012-13
Alliance	Design/Applied Arts	√	√	√	√	√
	Business/Marketing	√	√	√		
	Transportation	√	√	√	√	√
	Manufacturing	√	√	√	√	√
	Natural Resources	√	√	√	√	√
Benson	Construction	√	√	√	√	√
	Digital Media	√	√	√	√	√
	Electrical	√	√	√	√	√
	Engineering	√	√	√		
	Health Sciences	√	√	√	√	√
	Radio	√	√	√	√	√
	Transportation	√	√	√	√	√
Cleveland	Accounting/Financial Services	√	√	√	√	√
	Marketing	√	√	√	√	√
Franklin	Business, Finance, Accounting, Marketing,	√	√	√	√	√
	Construction	√	√	√	√	√
	Manufacturing	√	√	√	√	√
	Early Childhood Education	√				
Madison	Health Services	√	√	√	√	√
	Marketing/Management	√				
Marshall Biz Tech	Finance	√	√	√		
	Office Systems	√	√	√		
Roosevelt	Health Services	√	√	√	√	
Wilson	Early Childhood Education	√				
	Marketing/Management	√	√	√		
	Drafting	√				
	Digital Media			√	√	√
<i>Total Programs of Study</i>		26	22	23	18	17

There are currently 24 CTE teachers in the district, at a combined salary and benefits of just over \$2.2 million per year. Grant funding from the Carl D. Perkins Career and Technical Education Act of 2006 provides additional support for equipment, technical skills assessments, program development and professional development.

Over the past five years, Perkins grant funding has been reduced by over \$200,000, from a high of \$653,679 in 2009-10 to \$449,116 in 2012-13. It is expected that funds will be further reduced in 2013-14. The chart below shows Perkins grant CTE funding over the past 5 years:



### **Evaluation of Existing Program:**

#### **Career Learning/Pathways**

- Career coordinators have been critical in moving us toward successful implementation of Personalized Learning diploma requirements and expanding career learning opportunities.
- All class of 2012 seniors met Personalized Learning diploma requirements (completing and documenting one or more career learning experience).
- Career coordinators have become enmeshed in their school cultures. By virtue of their presence, there is an increased awareness of career learning by students and teachers.
- Increased numbers of students from all of our high schools (including Education Options) are participating in career learning experiences (guest speakers, career day events, mock interviews, job shadows, etc.).
- Partnerships with the Portland Workforce Alliance, Worksystems/BizConnect, and the Tri-County School-to-Career Consortium have increased the number and kinds of career learning opportunities available for students.
- Partnership with Mayor Sam Adams' office resulted in outreach to industry partners from high wage, high demand occupation areas identified by the Portland Development Commission. The resulting speakers' bureau was available to all high schools.

#### **District Pathways Advisory Council:**

Superintendent Carole Smith and Mayor Sam Adams convened the District Pathways Advisory Council (DPAC) in January 2012. The Council, comprised of industry, community and education representatives, was convened to assist us in addressing career learning priorities and setting short and long-term goals to guide the development of high quality career programming to benefit our students and the economic vitality of the city. Trip Goodall, Director of High Schools and Jeanne Yerkovich, Senior Program Manager for Career Pathways and CTE, co-facilitated the work of the Council.

The Council met five times during 2012 with a goal of helping the district establish a vision and system, set short and long-term goals, provide career learning opportunities, expand partnerships and recommend key programming areas to better prepare students for 21<sup>st</sup> century careers.

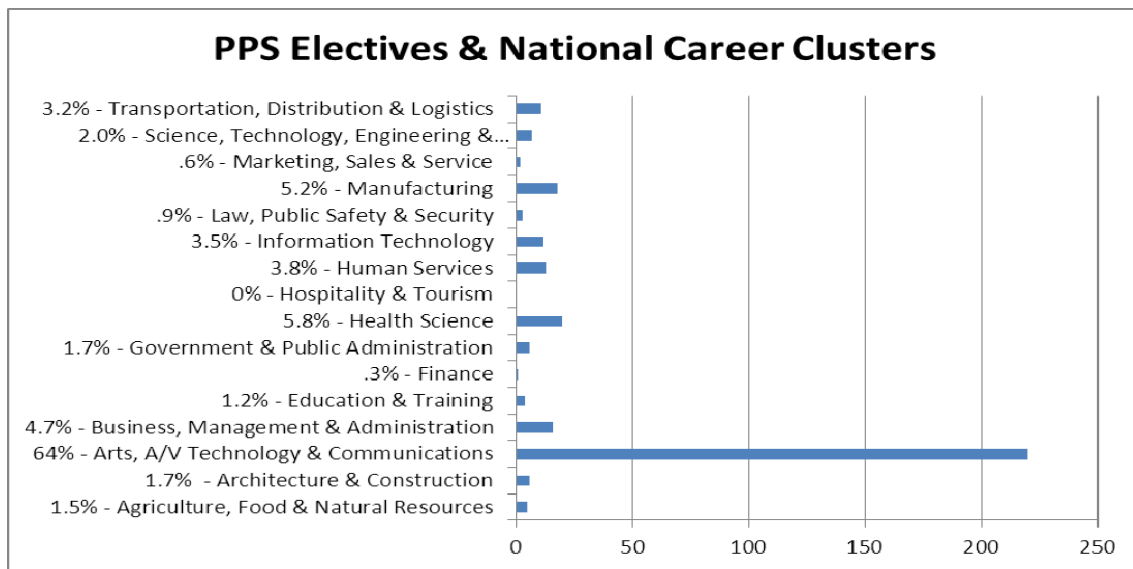
In their mid-year report to the Superintendent and Mayor in June, 2012, the Council stated that *“the district must invest in high-quality Career Pathways, Career & Technical Education (CTE) and career learning programming in all schools, infrastructure at both the district and school levels to facilitate career related learning, and strong partnerships with local employers, postsecondary partners, community groups and individuals.”*

The Council also advocated for:

- A **Common Vision** for improving educational opportunities for our youth, leading to greater economic vitality of our community
- A **Commitment** to establishing and expanding quality Pathways, CTE and career learning programs as a primary strategy for improving district high schools and student outcomes.
- **Responsibility** for designing, implementing and sustaining high quality Pathways/CTE Programs and the systems that support them.
- **Accountability** for results – students graduating from high school ready for a variety of postsecondary options and career aspirations.

The Council reviewed inventories of PPS elective courses aligned to the 16 National Career Clusters and began the process of studying “Career Interest” and CTE elective programming with a goal of identifying priority areas that PPS should build out or sustain.

The chart below is a summary crosswalk of elective course titles to the 16 National Career Clusters.



We are currently working with our high schools to determine how to provide students with more diverse career learning and CTE program opportunities.

**District Equity in Purchasing Policy**

Efforts to establish a system for career learning in PPS were further supported by Board approval of the Equity in Public Purchasing and Contract Policy. One of three objectives deals specifically with Career Learning with the intent of increasing the number of students of color and young women in career learning programs. The Office of High Schools is working directly with the Offices of Purchasing and Contracting and School Modernization to establish protocols and procedures.

## **Next Steps for Investment:**

Nationally, there is heightened urgency to prepare students to graduate from high school prepared for both college\* and career. In April, 2012, the US Department of Education published [A Blueprint for Transforming Career & Technical Education](#). In the document, Arne Duncan, US Secretary of Education said, "The need to strengthen and elevate CTE is urgent. This is not a time to tinker with CTE-it is a time to transform it." (*\*includes university, community college, technical training, and apprenticeships.*)

In Oregon, the Oregon Education Investment Board (OEIB) has identified four strategic investments. Two of these are directly aligned to the work of Career Learning/Pathways and CTE:

- Connecting Students to the World of Work – increased focus on Science, Technology, Engineering and Math (STEM) and increased collaboration between high schools, businesses, and community colleges and/or 4-year institutions.
- Guidance and Support for Post-Secondary Aspirations – increased supports to ensure students are on track to graduate, earn a diploma, earn college credits while in high school, and have access to post-secondary and career opportunities.

## **PPS Priorities for 2013-14 and beyond:**

- **Increase FTE for career coordinators from .7 to 1.0.**  
In order to accomplish their work of ensuring that all students meet Personalized Learning diploma requirements, we must expand coordinators' capacity to facilitate PLR activities, manage and track student progress, increase industry and community partnerships, and support relevant programming. It is also important to note that requirements for the PLRs increase over the next two years.
- Work with schools to identify and further develop career interest electives and CTE programming that supports 21<sup>st</sup> Century skills.
- Improve awareness, exploration, and preparation opportunities in our comprehensive and focus options high schools.
- Establish criteria and metrics for measuring the success of Career Learning/Pathways and CTE programs.
- Establish district guidelines for evaluating elective programming, Career Learning/Pathways, and CTE. Identify priority elective/CTE programming areas and agreed upon criteria to determine programming areas in which to invest or expand.
- Develop professional development opportunities for teams of teachers, counselors and administrators to gain a first-hand view of today's world of work. Providing exposure to career pathways, workforce needs, industry trends, educational and training requirements and more will ensure that elective and CTE programming connects rigorous academics with relevant applications.

## PPS Immersion Student Demographics 2012-13

### Two-Way Immersion vs One-Way Immersion

As of 02/27/2013

	Two-Way Immersion				One-Way Immersion						Total	
	Spanish		Russian		Spanish		Japanese		Mandarin		N	%
	N	%	N	%	N	%	N	%	N	%		
<b>All Immersion Students</b>	1729	46%	192	5%	455	12%	904	24%	486	13%	3766	100%
<b>Gender</b>												
Female	899	52%	109	57%	221	49%	466	52%	284	58%	1979	53%
Male	830	48%	83	43%	234	51%	438	48%	202	42%	1787	47%
<b>Race/Ethnicity</b>												
Asian	15	1%	1	1%	12	3%	87	10%	247	51%	362	10%
Black	78	5%			3	1%	9	1%	3	1%	93	2%
Hispanic	1087	63%	10	5%	97	21%	31	3%	6	1%	1231	33%
Multiple	66	4%	3	2%	22	5%	240	27%	68	14%	399	11%
Nativ Am	5	0%	1	1%			11	1%			17	0%
Pac Isl	3	0%					3	0%			6	0%
White	475	27%	177	92%	321	71%	523	58%	162	33%	1658	44%
<b>LEP</b>	471	27%	101	53%	2	0%	9	1%	32	7%	615	16%
<b>Special Education</b>	154	9%	19	10%	20	4%	29	3%	30	6%	252	7%
<b>Economically Disadvantaged</b>	1095	63%	137	71%	27	6%	120	13%	86	18%	1465	39%
<b>TAG</b>	214	12%	6	3%	97	21%	134	15%	126	26%	577	15%
<b>Grade Group</b>												
Elementary K-5	1083	63%	192	100%	302	66%	650	72%	322	66%	2549	68%
Middle	431	25%					161	18%	92	19%	684	18%
High	215	12%			153	34%	93	10%	72	15%	533	14%

## PPS Immersion Student Demographics 2012-13

### Two-Way Immersion vs One-Way Immersion

As of 02/27/2013

	Two-Way Immersion				One-Way Immersion						Total	
	Spanish		Russian		Spanish		Japanese		Mandarin		N	%
	N	%	N	%	N	%	N	%	N	%		
<b>Elementary (PK-5) Students</b>	1083	42%	192	8%	302	12%	650	26%	322	13%	2549	100%
<b>Gender</b>												
Female	549	51%	109	57%	144	48%	328	50%	187	58%	1317	52%
Male	534	49%	83	43%	158	52%	322	50%	135	42%	1232	48%
<b>Race/Ethnicity</b>												
Asian	9	1%	1	1%	9	3%	54	8%	149	46%	222	9%
Black	59	5%					5	1%	2	1%	66	3%
Hispanic	659	61%	10	5%	59	20%	23	4%	3	1%	754	30%
Multiple	44	4%	3	2%	17	6%	172	26%	45	14%	281	11%
Nativ Am	3	0%	1	1%			8	1%			12	0%
Pac Isl	3	0%					2	0%			5	0%
White	306	28%	177	92%	217	72%	386	59%	123	38%	1209	47%
<b>LEP</b>	412	38%	101	53%	1	0%	9	1%	30	9%	553	22%
<b>Special Education</b>	101	9%	19	10%	15	5%	25	4%	23	7%	183	7%
<b>Economically Disadvantaged</b>	701	65%	137	71%	16	5%	81	12%	60	19%	995	39%
<b>TAG</b>	111	10%	6	3%	43	14%	57	9%	60	19%	277	11%

# PPS Immersion Student Demographics 2012-13

## Two-Way Immersion vs One-Way Immersion

As of 02/27/2013

	Two-Way Immersion				One-Way Immersion				Total	
	Spanish		Russian		Spanish		Japanese		Mandarin	
	N	%	N	%	N	%	N	%	N	%
<b>Middle (6-8) Students</b>	431	63%			161	24%	92	13%	684	100%
<b>Gender</b>										
Female	249	58%			85	53%	55	60%	389	57%
Male	182	42%			76	47%	37	40%	295	43%
<b>Race</b>										
Asian	6	1%			13	8%	53	58%	72	11%
Black	16	4%			1	1%	1	1%	18	3%
Hispanic	231	54%			6	4%	2	2%	239	35%
Multiple	20	5%			51	32%	7	8%	78	11%
Nativ Am	1	0%			3	2%			4	1%
Pac Isl					1	1%			1	0%
White	157	36%			86	53%	29	32%	272	40%
<b>LEP</b>	32	7%					2	2%	34	5%
<b>Special Education</b>	30	7%			4	2%	5	5%	39	6%
<b>Economically Disadvantaged</b>	210	49%			28	17%	15	16%	253	37%
<b>TAG</b>	87	20%			43	27%	31	34%	161	24%

## PPS Immersion Student Demographics 2012-13

### Two-Way Immersion vs One-Way Immersion

As of 02/27/2013

	Two-Way Immersion				One-Way Immersion						Total	
	Spanish		Russian		Spanish		Japanese		Mandarin		N	%
	N	%	N	%	N	%	N	%	N	%		
<b>High (9-12) Students</b>	215	40%			153	29%	93	17%	72	14%	533	100%
<b>Gender</b>												
Female	101	47%			77	50%	53	57%	42	58%	273	51%
Male	114	53%			76	50%	40	43%	30	42%	260	49%
<b>Race</b>												
Asian					3	2%	20	22%	45	63%	68	13%
Black	3	1%			3	2%	3	3%			9	2%
Hispanic	197	92%			38	25%	2	2%	1	1%	238	45%
Multiple	2	1%			5	3%	17	18%	16	22%	40	8%
Nativ Am	1	0%									1	0%
Pac Isl												
White	12	6%			104	68%	51	55%	10	14%	177	33%
<b>LEP</b>	27	13%			1	1%					28	5%
<b>Special Education</b>	23	11%			5	3%			2	3%	30	6%
<b>Economically Disadvantaged</b>	184	86%			11	7%	11	12%	11	15%	217	41%
<b>TAG</b>	16	7%			54	35%	34	37%	35	49%	139	26%





# Board of Education Informational Report

## **MEMORANDUM**

**Date:** March 4, 2013  
**To:** Members of the Board of Education  
**From:** Jim Owens, Executive Director, Office of School Modernization  
**Thru:** C.J. Sylvester, Chief Operating Officer  
**Subject:** Bond Program 101 – Budgeting & Financing Overview

---

Staff has been requested to develop a series of presentations designed to inform the Board about 2012 Capital Improvement Bond topics. These topics include:

- Capital Project Teams - Completed
- Procurement – Completed
- Engagement - Completed
- Bond Budgeting & Financing Engagement
- Design & Construction

The attached PowerPoint document entitled “Budgeting & Financing” will be presented at the March 4<sup>th</sup> Board meeting. Following the presentation, the Board is welcome to ask any questions relating to the topic.

Attachment: Budgeting & Financing Overview



# **PORTLAND PUBLIC SCHOOLS 2012 CAPITAL IMPROVEMENT BOND**

## **Budgeting & Financing Overview**

March 4, 2013

# Bond Program Overview



- Capital Project Teams Completed - Jan 28
- Procurement Completed - Feb 4
- Engagement Completed – Feb 25
- Bond Budgeting & Financing Tonight: Mar 4
- Design & Construction (Mar 18)
- Regular monthly bond update reports to Board (starting April 29th)

# Bond Budget & Finance Topics



- Voter approved bond
- Bond program elements
- Bond program accountability
- Bond program cash flow
- Bond issuance plan
- Annual bond program budgeting

# Voter Approved Bond



Improvement Category	Bond Proposal	Current		
		Budget 2/28/13	Encumbrance 2/28/13	Expenditures 2/28/13
A Full Modernization or Replacement Educational Facility	278,000,000	278,000,000	6,900	-
B Improvements Physical Facility	5,000,000	5,000,000	125,036	22,243
C Improvements	69,500,000	69,500,000	708,539	126,044
D Debt Repayment	45,000,000	45,000,000		-
E Program Costs	84,500,000	84,500,000	4,222,000	255,573
<b>Bond Total</b>	<b>482,000,000</b>	<b>482,000,000</b>	<b>5,062,475</b>	<b>403,860</b>
SRGP Grant	-	1,500,000	-	-
<b>Program Total</b>	<b>482,000,000</b>	<b>483,500,000</b>	<b>5,244,475</b>	<b>403,860</b>

# Bond Program Elements



- \$20M program contingency –Program “contingency” pays for unknown costs such as market condition changes, costs for code changes, work scope changes, etc.
- \$45M construction inflation – Estimated costs to account for construction cost increases due to escalation in materials, labor and inflation factors.

# Bond Program Elements



- \$10M swing space improvements & transportation – Estimated costs to provide improvements to “swing sites” used to house students during construction improvements to schools being fully modernized or replaced. Cost to fund necessary transportation and student/staff relocation are included.
- \$5M transportation improvement – Costs to address public right of way improvements. PPS has negotiated this amount with the City’s Bureau of Transportation through an IGA.

# Bond Program Accountability



- Alignment of budget to voter approved bond
- “True up” budget, encumbrance, expenditure & forecast data monthly
- Integrated into PPS’s financial systems
- Allocation of “program level” cost to projects
- Board reporting framework – balanced scorecard



# Bond Program Accountability



- Bond Accountability Committee (BAC)
  - Independent reporting to Board
  - Quarterly updates
- Annual Performance Audit
  - Independent audit
  - BAC reviews
- Annual Financial Audit
  - Independent audit
  - BAC reviews

# Bond Program Cash Flow



- Eight year cash flow
- Monthly projections
  - Encumbrance (contract awards)
  - Expenditure (invoice payments)
  - Forecast (project team projection)
- Each bond issuance spends down before next bond issue

# Bond Issuance Plan



- Voters authorized PPS to issue \$482 million face value of bonds
- PPS indicated combination of short and long-term debt and tax rates of up to \$1.10/\$1,000 for 8 years and \$0.30/\$1,000 for years 9-20
- IRS arbitrage rules limit issuance to amount we can reasonably expect to spend within 3 years

# Bond Issuance Plan



- Other variables: tax assessed value, tax collection rates, interest rates, and timeline for expenditures
- PPS working with financial advisor to identify first bond issue that fits these parameters, provides lowest cost to tax payers and offers flexibility to respond to changes
- Next Steps: Staff report & resolution on first bond issue to board March 11

# Annual Bond Program Budgeting



- Bond program will be budgeted each year as part of the district's annual budget process
- Budget will include revenues (e.g. interest on investments, grant funds, and other sources reflecting the proceeds from bond issuance) as well as expenditures for these resources

# Annual Bond Program Budgeting



- Budget narrative will break out budget by major project (e.g. Summer Improvement Projects 2013, Roosevelt High School), and show multi-year budget history and reconciliation to total \$482 million program
- Next Step: Staff report on amendment to 2012/13 budget to board March 11

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

INDEX TO THE AGENDA  
REGULAR MEETING

March 4, 2013

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

Personnel

4723	Election of Second Year Probationary Teachers .....	3
4724	Election of Third Year Probationary Teachers .....	6
4725	Election of Contract Teachers .....	8
4726	Contract Extension for Teachers.....	11
4727	Election of Second Year Probationary Administrators .....	42
4728	Election of Third Year Probationary Administrators .....	43
4729	Election of Contract Administrators.....	44
4730	Contract Extension for Administrators .....	45
4731	Notice of Non-Renewal of Probationary Teachers.....	47
4732	Notice of First Time Non-Extension Contract Teachers .....	47
4733	Notice of Second Time Non-Extension Contract Teachers .....	48
4734	Withdrawn .....	48

Other Matters Requiring Board Action

4735	Resolution to Recognize Classified Employees Appreciation Week March 4-9, 2013 .....	50
4736	Resolution Encouraging Water Fluoridation .....	51

Personnel

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4723 through 4734



**RESOLUTION No. 4723**

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 school year 2013-2014 the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

First	Last	ID
Harold	Acevedo	021196
Sadie	Adams	021195
Lauraine	Allen	019881
Renee	Anderson	008462
Keri	Archer	021098
Barbara	Bagg	008191
Aukeem	Ballard	021184
Amparo	Barreto	021152
Laura	Beckman	021199
Emily	Berchier	020578
Alison	Borosky	020850
Anne	Braia	021114
Melynda	Brand	007335
Katherine	Brandy	018047
Michael	Brantley	013010
Alicia	Brislin	021171
Jeffrey	Brislin	021122
Jennifer	Brockmann	021107
Paul	Bubl	020608
Francine	Buker	021244
Elsa	Bush	021105
Lily	Caputo	021130
Santha	Cassell	007115
Katherine	Chaya	020213
David	Clingan	015576

First	Last	ID
Jayne	Coulon	021134
Nathaniel	Crosman	018950
Julia	Cupp	020627
Sarah	Daily	018185
Keri	Davis	021174
Galen	Dickstein	019907
Margaret	Dippell	018152
Jessica	Doehne	019935
Amy	Drew	021091
Hannelore	Duncan	021172
Nicole	Duncan	019106
Erika	Durant	021101
Heidi	Earle	016688
Mehera-Rosa	Edgar	018505
Kelly	English	019191
Kristina	Etzel	018933
Miki	Farrell	018101
Anna	Fedorenko	021028
Carolyn	Fisher	007622
Amparo	Garcia-Yurchenco	021036
Maria	Gianotti	008808
Jacob	Gold	021170
Sarah	Gonzalez	021030
Malia	Griffin	021110
Kathryn	Grone	020693

First	Last	ID
Frederick	Groves	021129
Allison	Haight	021238
Emily	Hensley	021202
Carolyn	Hintz	011817
Marisa	Hirata	000311
Sabina	Howard	021096
Jessica	Ingraham	020639
Alison	Jessie	020559
Kara	Johnson	000901
Tawanda	Jones	021136
Oksana	Karpenko	021164
Elspeth	Kendig	021138
Monica	Kennedy	021078
ReCher	Kim	021106
Theresa	King	021269
David	Kong	021116
Tracy	Kosmecki	019701
Amy	Kowalski	021225
Durante	Lambert	021181
Yomaira	Lampi	002894
Samantha	Lannom	021127
Sheree	LeDoux	016237
Sitti	Lee	019087
Natalie	Leivant	021126
Laura	Lisensky	019995
Mary	Lloyd	019957
Mehira	Lozano	020680
Kathrine	Mann	021163
Deanna	Marron	016728
Elizabeth	Martin	021132
Daisy	Martinez	021103
Kathleen	Martuza	021109
Katie	Melcher	021185
Sharon	Mendels	019085
Jason	Miller	021128
Alyssa	Minchow	019466
Angela	Mitchell McVay	021139

First	Last	ID
Michael	Moore	021201
Michelle	Moore	021079
Catherine	Mountain	021034
Anabel	Munana-Vasquez	018540
Thai Van	Nguyen	020641
Jill	Nicola	021097
Brigid	O'Hagan	021125
Nicola	Onnis	021250
Cameron	Oster	020618
Marty	Perez	021157
Anthony	Pernice	019212
Christopher	Pokorny	021273
Grant	Poujade	021182
Gregorio	Rangel	020592
Toshiko	Rivera	021108
Grace	Rodgers	021124
Abigail	Rotwein	021082
Benjamin	Rudolph	020689
Laura	Ruffner	021095
Shannon	Russell	018021
April	Sandoval	014895
Alexis	Scofield	015640
Anna	Selivanova	021027
Allison	Smith	020980
Heather	Smith	017961
Steven	Smith	021137
Clara	Spaulding	020909
Laramie	Stabler	017578
Julia	Stark	021203
Matt	Stewart	019649
Richard	Sudermann	021158
Angela	Taylor	018745
Jennifer	Thomas	021035
Paige	Thomas	019958
Barbara	Thoms	021186
Jessica	Toribio	021198
Ramman	Turner	021100

<b>First</b>	<b>Last</b>	<b>ID</b>
Anna	Von Rosenstiel	021104
Jeremy	Wahl-Stephens	021131
James	Ward	005082
Erica	Warren	021168
Jeffrey	Waters	021111
Wendi	Watson	019053
Mago	Weston	021120
Laura	White	021099
Amanda	Winkler	021167
Susan	Winn	021112
Nathan	Yoder	021166
Moe	Yonamine	020837
Christine	Yovu	020953
Michael	Zibelman	021121
Karen	Zwissler	021080
Katrina	de Boer	021151

*S. Murray*

**RESOLUTION No. 4724**

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 school year 2013-2014 the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

First	Last	ID
Miriam	AlSuhaimi	020407
Leslie	Ankney	019858
Marcela	Arredondo	020442
Erica	Arthurs	020780
Obdulia	Avila	020147
Dalina	Bagby	020363
Gary	Bahen	020580
Danielle	Bailey	019991
Courtney	Baker	020428
Lynda	Battle	007066
Laresa	Beck	020728
Julie	Becker	020269
Kenneth	Berry	005070
Judi	Blackwell	016873
Eugenia	Bluebird	012259
Andrew	Boehm	020458
Catherine	Borzy	015269
Yulia	Brooks	020377
Leigh	Brown	020475
Ilisa	Bruer	020704
Jessica	Burich	019950
Cassandra	Canales	020457
John	Carolan	020450
Jonetta	Carter	020195
Grace	Casale	020470

First	Last	ID
Katie	Charlston	019088
Yolanda	Coleman	020463
Lisa	Collins	020412
Yesenia	Colon	020392
Susanna	Cronen	020600
Lindsay	Dance	020494
Darlene	Daniels	020455
Brooke	Date	000603
Adrienne	Davenport	014485
Robbie	Davis	020426
Deborah	Delman	020444
Elissa	Dingus	017802
Martin	Douglass	019890
Jennifer	Finke	000899
Rian	Ford	020027
Erica	Fortson	020001
Shannon	Foxley	020160
Jacqueline	Fransen	020569
Bianca	Freire	020439
Jenny	Gapp	018693
Ryan	Ghan	020423
Margarita	Gothard	020395
Paige	Gowin	020408
Margaret	Green	020474
Antoinia	Griffin	007899

First	Last	ID
Carolyn	Grillo	020424
Maalaea	Gustafson	015189
Sarah	Hedges	019922
Jennifer	Herbage	020425
Genoa	Hillis	020546
Melia	Hinatsu	014908
Lucy	Hinds	020397
Dixie	Hoback	003604
Spencer	Hoffer	006826
Kimberly	Hoffman	020230
Anne	Hopfensperger	017699
Mario	Interian Ucan	020651
Jennifer	Jenkins	019589
Holly	Kanz	020430
Maria	Kleiner	020385
Erika	Kohn	019184
Tanya	Lee	020394
Elizabeth	Lemen	009231
Joel	Machiela	020471
Peter	Madden	020446
Fabian	Mak	020427
Serena	Marquardt	020410
Kathryn	McCartney	020473
Mauria	McClay	016248
Yolanda	McKinney	016154
Gracia	Merrill	015813
Sarah	Meyers	020391
Marie	Montalbano	020383
Martha	Mosqueda	020464
Kayci	Murray	017816
Nicole	Newman	020461
Kelsey	North	020505
Melissa	Ortiz	020429
Maureen	Paige	014071
Reba	Parker	007758
Marie	Pearson	016073
Julia	Pugh	017659

First	Last	ID
Sharon	Putnam-Almaguer	020533
Julianne	Quigley	019825
Kelly	Read	020390
Jeremy	Reinholt	017905
Barbara	Riggin	020637
Evelyn	Rivera	020577
Miles	Rooklyn	020393
Darlene	Rosteck	020364
Tiffany	Sahib	013729
Adam	Sanchez	019948
Quinn	Sanford	020413
Sarah	Serven	019955
Shaunice	Silas	020189
Kathryn	Stilwell	020508
Naomi	Sumiya	020472
Shawn	Swanson	020441
Moira	Tofanelli-Dougherty	020409
Bren-Marie	Trask	015506
Kirsten	Truman	020562
Candice	Vickers	018576
Elise	Weigandt	017945
Liza	Whitaker	013579
Tarehna	Wicker	018446
Amy	Widmer	019871
Suzanna	Wilcox	018204
Jamie	Williams	020005
Sharese	Williams	020538
Mark	Wilson	020405
Lavell	Wood	015439
Julie	Wright	018993
Danni	Wu	020496

S. Murray

## RESOLUTION No. 4725

### 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 Teacher.

#### RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Contract teachers for the school year 2013-2014 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
Aaker	Daniel	020057
Aalto	Johanna	019059
Alongi	Aleta	019774
Anderson	Louise	003566
Arias	Erin	016594
Armendariz	Febe	017305
Auda-Capel	Laurel	015828
Bennett	Adele	018355
Bennon	Brady	018773
Benton	Sean	014244
Biello	Gena	019005
Bottman	Tereza	000802
Breen	Samantha	018949
Brinks	Harmony	019727
Brown	Julie	019064
Bulow	Annelies	011313
Burny	Alana	018994
Camara	Nicole	011368
Campanella	Christine	019855
Champlain	Cheryl	015154
Christy	Ross	018968
Collinge	Amy	019762
Collins	Diana	018775
Collins	Julia	016830
Cope	Barbara	020058

Last	First	ID
Daley	Sara	019666
Dang	Tina	018399
Dawson	Elizabeth	019298
Denlinger	Seth	016874
Diaz	Meriba	019664
Dillavou	Leslie	019822
Dodson	Kirk	020060
Doern	Margie	018967
Dunn	Melissa	019752
Dunn	Ria	019767
Dutchuk	Ryan	019121
Early	Elisabeth	005236
Espinoza	Renee	019192
Ewing	Shauna	019749
Ferguson	Joseph	019669
Finamori	Melody	020037
Flores	Yolanda	001409
Fredericks	Sarah	016959
Gaede	Adam	016811
Gale	Melinda	000410
Gallusser	Megan	019764
Gierer	William	019670
Gildersleeve	Nathan	019717
Glascocock	Gregory	017548
Green	Kelsey	019814

Last	First	ID
Greenidge	Whitney	019705
Griesdorn	Catherine	019168
Grohn	Michela	018012
Guildner	Dawn	019808
Gunderson	Kristin	019065
Hammond	Melenie	019987
Hardy	Rosina	000220
Harkness	Devin	019724
Heaton	Jennifer	017963
Herman	Matthew	019157
Hildner	Benjamin	019757
Holm	Claire	016167
Holstine	Janice	008125
Hughes	Melody	018918
Huntington	Gregory	019780
Jones	Sandra	007513
Joy	Kelli	019056
Kempster	Karen	019874
Kennedy	Pamela	014340
Kimball	Katharine	019772
Kittrick	Shannon	019782
Klaus	Julia	017818
Knoblich	Jeffrey	019706
Koenig	Misty	019769
Kraig-Turner	Gretchen	019581
Krekorian	Maria	019783
Lehmkuhl	Caroline	018961
Lizaola	David	019564
Loewen	Katherine	019662
MacNeill	Marla	017126
Mack	Catherine	019729
Mafara	Kathleen	009209
Maier	Elizabeth	018016
Marquardt	Amy	018120
Marquardt	Christopher	015700
Mayo-Hudson	Kathryn	019781
McBride	Amy	016977

Last	First	ID
McCarty	Christine	019016
McClure	Melissa	020130
Meyers	Craig	019125
Meyers	Michael	019765
Morales-Vazquez	Karina	019663
Mullen	Elaine	007388
Noakes	Kianne	018013
ONeal	Shawna	019665
Omey	Denise	019255
Osterlund	Diann	020023
Pawol	Shannon	019759
Radler-Okby	Cynthia	019989
Rainey	John	015536
Ramirez	Maria	004222
Reeves	Jennifer	018983
Reid	Anne-Marie	019058
Relaford	Rosemary	019820
Revay	Akiko	019173
Rhoades	Trisha	016903
Rintoul	Richard	019128
Rodriguez	David	019758
Rozman	Linda	015675
Rundle	Kelly	018699
Russell	Jessica	019761
Sanders	Caitlin	019704
Schares	Stephanie	017992
Scheiman	Anne	019523
Scheller	Mackinsey	019982
Schulze	Timothy	019091
Sellers	Andrew	019823
Sexton	Merry	019732
Shelman	Caitlin	019753
Sherman	Martha	019763
Shuler-Krause	Elizabeth	019598
Sinner	Kyle	019760
Skyles	Adam	019775
Smith	Catherine	019818

Last	First	ID
Smith	Suzanne	013297
Solomon	Pylaar	019673
Speer	Natalie	018948
Speicher	Julia	017304
Standish	Sarah	019708
Sterry	Claudia	019718
Sullwold	Marcy	019786
Thomas	Erin	018917
Thompson	Rory	006150
Tinling	James	019734
Tovar Valdes	Nayibe	019360
Trinh	Bich	019892
Vandenburgh	Lauren	019483
Victorine	Lisa	018969
Walker	Susanna	016906
Washington	Andre	019788
Watson	Nathan	019668
Watson	Nicole	019787
Wendel	Kara	019797
Werts	Kristin	017923
Williams	Kenneth	020019
Woods	Tanan	016944
Yang	Xiaonan	018915
Zook	Daren	019235

*S. Murray*



## RESOLUTION No. 4726

### 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 through June 30, 2015, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

First	Last	ID
Brian	Aase	006784
Karen	Aase	008567
Kimberly	Abel	004653
Nancy	Abens	002275
Lisa	Abramovic	005938
Dana	Absgarten	003567
Lisa	Adajian	015175
Edith	Adam-Howard	014867
Allison	Adams	017428
Melodie	Adams	016448
Nadene	Adams	005058
Debra	Adamski	000612
Camille	Adana	002453
Daniel	Adkisson	017886
Rodrigo	Aguirre	017704
Sean	Ahern	018836
Folashade	Ajayi	000473
Scott	Aker	006404
Rana	Akhavein	000041
Miriam	Al Faiz	018789
Erika	Alabarca	017835
Amy	Alderman	010907
Cheryl	Allbaugh	004095
Cynthia	Alleman	008586
Hanna	Allen	017735

First	Last	ID
Janis	Allen	005656
Jerry	Allen	001365
Kelly	Allen	013812
Thomas	Allen	018839
Ingrid	Almada	009240
Amanda	Alonso	011894
Ricardo	Alonso Jr	011929
Kimberley	Altig	008025
Francisca	Alvarez	016651
Kevin	Alvord	010670
Harris	Ambinder	002799
Amy	Ambrosio	005626
Brett	Anderson	008699
Daniel	Anderson	008885
Dayle	Anderson	006688
James	Anderson	004725
Jeanne	Anderson	006131
Katherine	Anderson	013952
Kathryn	Anderson	008637
Kathy	Anderson	008554
Kent	Anderson	007810
Lucia	Anderson	007236
Robert	Anderson	006475
Graham	Anderson-Dana	015447
Atsuko	Ando	002194

First	Last	ID
Barbara	Andrews	012711
Kelly	Andrews	016473
Rosalyn	Andronesco	000099
Susan	Anglada Bartley	013044
Frances	Ankeny	008310
Megan	Annen	001287
Nicole	Ansara-Henderson	008476
Amanda	Ansell	017111
Melissa	Appollo	008314
Wendy	Archibald	001101
Carol	Arneson	005650
Katrina	Arras	011555
Daniel	Arrayan	000212
Beth	Atagabe	000930
William	Aubrecht	017795
David	Augustine	010768
Ken	Austin	010878
Linda	Austin	007400
Janice	Avidan	008057
James	Avison	012299
Marla Ann	Baber	018791
Ella	Backer	017048
Annette	Bacon	011276
Michael	Bacon	000978
Matthew	Bacon-Brenes	012759
Sarah	Bacus	016013
David	Bailey	003422
Nancy	Bailey	008162
Devon	Baker	007027
Karen	Baker	006457
Rebekka	Baker	014658
Shannon	Baker	001146
Annette	Balestreri-Culbertson	004970
Michael	Ball	006819
Joseph	Ballman	017275
Cinnamon	Bancroft	009146

First	Last	ID
Renee	Banks	005474
Michal	Barasch	018887
Michael	Barber	005758
Julie	Barbour	006957
Richard	Barde	004153
Paul	Barkett	007661
Rebecca	Barlow	010766
Aaron	Barnes	016569
Dereck	Barnes	000838
Julie	Barnes	011911
Sharon	Barnes	014781
Rebecca	Barone	003114
Christine	Barrar	006863
Elena	Barry	012526
Patricia	Barry	007073
Joanne	Barta	006662
Christopher	Bartlo	018760
Kori	Bass	017761
Peggy	Bates	007634
Derrick	Batliner	015355
Jennifer	Batsch	001097
Michael	Bauer	011816
Suzanne	Bauer	017759
Kerry	Bayne	011829
Susan	Beaird	011437
Thomas	Beatty	003855
Susan	Becic	010164
Lucinda	Beck	017763
Robert	Becker	016573
Thomas	Beckett	012447
Adrienne	Bee	014716
Allen	Beebe	007939
Mary Jo	Beeber	001245
Rachel	Belcher	008731
Marie	Bellavia	004977
Christine	Bemrose	013233
Andrew	Benhardt	013801

First	Last	ID
Eric	Bennett	005264
Grace	Bennett	000529
Jennifer	Bennett	008559
Roseann	Bennett	014718
Torrey	Bennison	000744
Diana	Bentley	004693
Jean	Berg	003661
Jeanne	Berg	007241
Marta	Berg	017695
Barbara	Berger	008281
Molly	Bergin	006025
Greta	Bergren-Dizon	012673
Kelly	Bergstrom	018020
Linda	Bergstrom	006379
Carol	Berkley	010072
Camille	Bernal	000085
Elizabeth	Bernard	011082
Carolyn	Berning	001192
Michelle	Bernt	009322
Kimberly	Bertelsen	000894
Anne	Berten	010827
Carla	Bertolone-Logan	008380
Ann	Berton	015039
Serene	Bertram	012459
Antony	Bertrand	016582
Kimberly	Bess	012643
Soumountha	Bessas	005258
Shawna	Beutler	008820
Beth	Biagini	014881
Timothy	Biamont	000088
Robin	Bibles	005989
Carla	Bickett	008622
Candice	Bielman	008982
John	Bigelow	008265
Chuck	Billedeaux	007961
John	Billups	003771
Marika	Bilster	012838

First	Last	ID
Patrick	Binder	012988
Kaoru	Bjornstad	000869
Jennifer	Birch	015381
Sharon	Bird	006183
Colleen	Birkey	014689
Kileen	Birmingham	001552
Laura	Birt	000779
Bella	Bishop	016515
George	Bishop	008241
Jerae	Bjelland	018695
Tim	Black	008763
Thomas	Blakely	007358
David	Blanchard	006560
Julia	Blattner	015492
Joseph	Blowers	008335
Rafael	Bobenrieth	013672
Philomena	Bode	007028
Micaela	Boesche	000244
Rachel	Bogdanoff	003696
Laura	Boitano	006305
Mary	Bokoske	001120
Emily	Boldman	017642
Elizabeth	Bolger	012730
Shirley	Bolsinger	005088
William	Boly	004862
Terri	Bonbright	006369
Sandra	Boon	005254
Olessia	Bordioug	017700
Cheri	Borst	002994
Jessica	Bostick	015383
Jeannie	Botelho	000452
Hannah	Bourcier	010771
Cynthia	Bowie	008137
Jane	Bowker	004188
Matthew	Bowman	016696
Heather	Boyd	003917
Kathryn	Boyea	009027

First	Last	ID
Matthew	Boyer	015322
Terra	Brackmann	010784
Daniel	Bradach	015476
Amber	Bradley	000183
Elise	Bradley	017609
Rachael	Bradley	000385
David	Brady	008747
Tara	Branham	000418
Michael	Brannon	007107
Christina	Braun	013883
Kristen	Brayson	000968
Mark	Brazo	009016
Brandon	Breeden	015541
Jill	Brenan	009084
Conni	Brenner	002715
Brittanie	Brewer	001367
Tracey	Briggs	015435
Susan	Brighthouse	000343
Karin	Bright	011843
Thomas	Bright	005026
Adrienne	Briones	014268
Beth	Brod	012172
Denise	Brooks	011655
S Ellen	Brotherson	014109
Barbara	Brown	011841
Gail	Brown	007317
Gregory	Brown	014659
Jamie	Brown	016553
Keith	Brown	001069
ReShawn	Brown	012674
Richard	Brown	011848
Sahjo	Brown	007434
Susan	Brown	007386
Kurt	Brucato	005778
Tina	Bruce	010607
Eugene	Brunak	013749
Jennifer	Buchanan	000897

First	Last	ID
Anne	Buckley-Logue	008713
Steven	Buckmaster	007776
Jessica	Bucknam	002184
Kristie	Buckowski	014674
Nicholas	Budge	012963
Laura	Bulinski	003896
Laura	Bullock	005552
Karen	Bunnell	005114
Gail	Burak	008726
Leslie	Burgoine	016068
Christopher	Burke	004843
Jody	Burkholder	003713
Nathan	Burks	018367
David	Burmester	012136
Kristi	Burnham	007878
Bradi	Burns	017966
Christopher	Burns	018826
Elizabeth	Burns	007734
Scott	Burns	012111
Lisa	Burson	007920
Kevin	Bush	012975
Daphne	Bussey	015544
Trevor	Butenhoff	016633
Lori	Butler	012604
Andrew	Butterfield	000496
Ann	Button	001033
Aaron	Byer	015903
Margaret	Byrkit	014302
David	Cahill	003317
Sofia	Calderon	018691
Benjamin	Caldwell	006026
Meredith	Caldwell	006868
Nicholas	Caldwell	014943
Michael	Callahan	004267
Suzanne	Callan	004170
Marilyn	Calli	007227
Sara	Callies	016465

First	Last	ID
Patricia	Calvillo	005214
Nancy	Cameron	006909
Scott	Cameron	004650
Charles	Camp	008390
Ian	Camp	017608
Linda	Campillo	009137
Anthony	Cantwell	008492
Sarah	Cantwell	018724
Julia	Cardwell	017772
Ceyriss	Caron	015374
Jaimie	Carr	017597
Jonathan	Carr	012626
Maricruz	Carrera-Padilla	012508
Robert	Carstensen	008398
Susan	Carter Anderson	010706
Lisabeth	Carter-Widyaratne	002458
Heather	Casciato	014373
Allyson	Casey	000119
Suzanne	Cash-Phelps	008435
Jennifer	Caslavka	016965
Gene	Casqueiro	004159
Christine	Caton	012398
Angela	Cerney	014222
Lucila	Cervantes-Campbell	010651
Barbara	Cervantes-Gautschi	004405
Richard	Cha	015820
Heatherle	Chambers	001273
Judith	Champion	005102
Heather	Chaney	015396
Nicole	Chaplin	016679
Danelle	Chapman	013758
Gaye	Chapman	012113
Xavier	Chavez	013600
Shannon	Chedester	010511
Thomas	Cheek	015406
Kerri	Cheney	000042

First	Last	ID
Richard	Cherry	006632
Michelle	Chevallier	007943
David	Child	002998
Sandra	Childs	008716
Elaine	Chin	007319
Gary	Chin	006895
May	Chin	007283
Jennifer	Choate	013815
Joanne	Chow	003862
Jennifer	Christ	000866
Dianna	Christensen	007052
Shana	Christman	005262
Bryan	Chu	017157
Kingsley	Chun	006739
Mary Elizabeth	Chun	016360
James	Clark	008016
Kristen	Clark	010838
Melanie	Clark	013755
Alfred	Clark II	006458
Dezire	Clarke	016667
Ellen	Clarke	002089
Gregory	Clarkson	007800
Lionel	Clegg	001295
Stephanie	Clevinger	014734
Teresa	Clifford	006044
Barth	Clooten	007951
Anthony	Clouse	008651
Gail	Cloutier	000794
Robert	Coats	007185
Shelley	Cockburn	008192
Daniel	Coffey	013616
Daniel	Cogan	015629
Suzanne	Cohen	012983
Isabelle	Colard-Tyler	017873
Linda	Cole	006159
JoAnna	Coleman	012443

First	Last	ID
Roxanne	Coleman	006554
Ashley	Collins	002136
Erika	Collins	003910
Lynda	Collmer	003979
Paul	Colvin	007863
Vivian	Colvin	007223
Victoria	Conable	018353
David	Conine	006843
Anna	Connors	001255
Kevin	Conroy	015756
Tom	Conry	010936
Mary	Consani	006652
Patricia	Conway	002467
Clara	Cook	008317
Heather	Cook	017722
Kyle	Cooke	016967
Patricia	Cooke	008001
Jennifer	Coomes	015373
Roberta	Cooper	006935
Robin	Cooper	007137
Therese	Cooper	008161
Shannon	Cooper-Campagna	006103
Ann	Cornely	006746
Emily	Cornet	013534
Lindsay	Cornet	015551
Gayle	Corpron	018907
Caryn	Corwin	008015
Karen	Cosper	007728
Susan	Costa	000414
Catherine	Cowherd	006356
Leslie	Cowley	016055
Kelly	Cox	013963
Stephanie	Cox	017785
Jennifer	Coyne	013873
Amy	Craig-McFarland	001252
Helen	Crandell	006719
Stephanie	Cranley	016595

First	Last	ID
Stephen	Crawford	003858
Paula	Creamer	002045
Karanja	Crews	012381
Mary	Crittenden	010162
Vanessa	Crock	014107
Debra	Crockett	005224
Cora	Crossen	006321
Shawn	Croteau	011699
Julie	Crouser	007460
Martin	Crouser	000012
Elizabeth	Crow	018854
Caley	Crowder	018028
Kimberly	Crowell	013030
Wendy	Crozier	018886
Jessica	Cudjoe	011248
Eleanor	Culhane	004591
Michael	Cullerton	005300
Lori	Culley	018840
Victor	Cummings	005984
Stephen	Curley	015583
Clela	Currie	016755
Carly	Cusack	017868
Julie	Cushing	007046
Caryn	Cushman	013688
Stephanie	D'Cruz	003633
Beverly	Daggett	002054
Joseph	Dagostino	016572
Sherry	Dahlen	003766
Janet	Dakin	004571
Cadie	Daley	015440
Catherine	Daley	008221
Nancy	Dalla Corte	013792
Alan	Damon	006898
Julie	Daniels	010485
Andre	Danielson	000588
Teri	Danielson	008580
Kellie	Danzer	008757

First	Last	ID
Lynda	Darling	005674
Amy	Davidson	012704
Donna	Davidson	004893
Elizabeth	Davidson	000979
Lisa	Davidson	000346
Anna	Davila-Marquez	014760
Ann	Davis	004114
Anna	Davis	015432
Carol	Davis	007072
Gabriela	Davis	008168
Kimberly	Davis	004280
Alexander	Dawson	013846
Lorelle	Day	018397
Patricia	Day	009285
Sean	Day	000289
Meghan	DeNiro	014721
Ashley	DeSanno	012812
Carolyn	DeSantis	002890
Peter	DeVry	013750
Lindsay	Deacon	016655
Diane	Dean	002479
Erin	Dec	017009
Mary	Del Rio	007853
Kimberly	Delgado	015471
Meghan	Delwisch	008966
David	Demaris	002551
Cameron	Denney	010361
Kevin	Denney	000564
Carol	Dennis	004698
Paula	Dennis	008663
Franki	Dennison	007044
Thaddeus	Dennison	004651
John	Devine	007310
Robbin	Deweese	006921
Kathleen	Diamond	006542
Jeremy	Dickerson	007971
Anne	Dierker	016193

First	Last	ID
Colleen	Digiovanna	003478
Lynnette	Diller	019075
Mary	Dilles	002009
Melinda	Dillon	010484
Kate	Dilworth	018692
Eileen	Dineen	006774
John	Ditmore	001205
Timothy	Dittmer	003410
Colleen	Dixon	008764
Donald	Dixon	000067
Jacqueline	Dixon	014655
Maggie	Dixon	016936
Michele	Dobos	006760
Sarah	Doherty	007540
Karlyn	Doht-Barron	000348
Malcolm	Doi	005135
Heather	Dolberg	008000
Marie	Dolson	002157
Kathleen	Domingue	007620
Patrick	Donahoe	000755
Janalee	Donald	003930
Lilia	Doni	003591
Paul	Donkers	001158
Sandra	Donnelly	007563
Rebecca	Dorn-Medeiros	015790
Kent	Dorsey	006654
Teresa	Doss	007251
Susan	Douglass	008952
Bonnie	Doyle	002123
Elizabeth	Draper	005827
Rachel	Draper	012624
Ted	Dreier	005639
Nancy	Drentlaw	003722
Judith	Drexler	008791
Christian	Dreyer	000349
Elizabeth	DuBois	004299
Jan	Dubuar-Barkhurs	006586

First	Last	ID
Michael	Duchow-Pressley	008834
Elena	Dudareva	018696
Barbara	Dugan	003967
Andrew	Duggan	007718
David	Dugo	007534
Liza	Duilio	014962
Cynthia	Dulcich	004973
Marie	Dunn	000164
Lynn	Dunnam	018899
Joseph	Duran	000991
Anna	Durocher	009403
Steven	Dustin	015758
James	Dyal	003162
Casey	Dyer	008553
Carlyn	Eames	001154
Margaret	Earl	010167
Rebecca	Eastman	004537
Gerald	Eaton	000936
Monica	Eckrich	006185
Jennifer	Edelson	011782
Linda	Edington	013796
Jennifer	Edler	017705
Mila	Edwards	017723
Tamara	Edwards	001571
Leonard	Edwards Jr	002874
Theresa	Egan	010822
Jane	Eggert	007970
Ingela	Ekelof	012801
Ann	Eldredge-Burns	012171
Benjamin	Ellenwood	017771
Georgia	Ellis	006587
Peaches	Eltagonde	015480
Sterling	Eltagonde	007323
Donald	Elwell Jr	008090
Karen	Emanuel	007554
Amy	Embler	011753
James	Emig	005991

First	Last	ID
Donald	Enfield	017797
Deborah	Engelstad	009026
Eileen	England	004495
Sarah	Epstein	009556
Brian	Erbach	016592
David	Erickson	004684
Kristian	Erickson	006792
Thor-Aage	Esbensen	011357
Bianca	Espinosa	015402
Elizabeth	Essex	000187
Jennifer	Estevez	015920
Marcia	Esther	005498
Monica	Estrada-Meza	000322
Linda	Evans	008153
Morgan	Evans	006529
Nancy	Evans	013580
Joseph	Evers	012718
Cindy	Ewers	014560
Meghan	Ewing	017080
Margot	Faegre	002351
Paula	Fahey	007055
Mary	Fahrer	006729
Brian	Fain	013644
Charles	Fall	010552
Rochella	Farnand	000397
Sarah	Farrell	013747
Eric	Fass	013740
Jennifer	Fast	010906
Kathryn	Favali	017634
Julie	Feikert-Aquilizan	007398
Shava	Feinstein	014669
Matthew	Feitelberg	013664
Felissa	Feldman	005329
Laurel	Feldman	008465
Amy	Feller	008712
Laura	Feltz	008186
Emily	Ferguson	015786



First	Last	ID
Jane	Ferguson	004597
Leesa	Ferguson	008625
Lourdes	Fernandez	010978
Rebecca	Fernandez	003928
Elaine	Ferrell-Burns	006003
Lisa	Feuz	003008
Frank	Fields	000170
Nicole	Fig	013593
Michele	Fillman	000047
Thomas	Finch	012672
Kathleen	Fink	009297
Barbara	Finn	005591
Nancy	Fiorante	005389
Jonathon	Fischer	010875
Gretchen	Fiscus	015453
Richard	Fisher	015733
Theresa	Fisher	005636
Kris	Fisher-Spurlock	004206
Charles	Fitz	005624
Kevin	Fitzgearld	008154
J	Fitzpatrick	000522
Lara	Fitzsimons	015437
Bryan	Fitzwater	015928
Eric	Flagel	006864
Mary	Flamer	007373
Julie	Fleming	015441
Gregory	Flenniken	018725
Donna	Fletcher	012708
Hannah	Flinn	017372
Marian	Flood	005042
Eleanor	Flores	008829
Chadrick	Flowerday	000144
Dianne	Fode	005648
Stacey	Foiles	016575
Krista	Foley	010779
Maia	Foley-Weintraub	016816
Colleen	Forbes	005187

First	Last	ID
Connie	Ford	006391
Emma	Ford	000505
Jaclyn	Ford	012611
Sharon	Forrest	000185
Michael	Forstag	008163
Joshua	Forsythe	015077
Garth	Fossen	012760
Emily	Foster	002784
Ann	Fournier	000335
Fred	Fox	017471
Maura	Fox	005415
Steven	Fradkin	002497
Ariel	Frager	013622
Anthony	Franciscone	005953
David	Frankunas	004676
Brian	Fraught	009168
Daniel	Fredgant	012147
Kari	Freeman	006609
Sierra	Freeman	010843
Vickie	Frick	007454
Susan	Frisby	008176
Molly	Frisch	015742
Minori	Fukushima	011136
Debra	Fuller	004084
Kathryn	Fuller	015499
Leanne	Gabriel	006419
Angela	Gadbois	000634
Emily	Gaffney	004165
Kathleen	Gaitan	006761
Yolanda	Gallegos-Cortes	011824
Lynne	Gammon	008471
Gretchen	Ganey	008532
Alfonso	Garcia Arriola	012690
Elena	Garcia-Velasco	002201
Fabiola	Garcie	016699
Michael	Garcie	013581
Brian	Gardes	000480

First	Last	ID
Elizabeth	Gardner	016648
Kendra	Gardner	009194
MaryLynn	Gardner	008131
Rachel	Gardner	012621
Sara	Gardner	001181
N Lynne	Gardner-Allers	001391
Heather	Garo	016604
Pamela	Garrett	010698
Phillip	Garver	005820
Jocelyn	Gary	010611
Adolfo	Garza-Cano	015534
Stephen	Gaspar	008038
Mark	Gast	011067
Donald	Gavitte	006499
Holly	Gayler	000716
Alicia	Geiger-Baker	000659
James	Geisler	000286
Steve	Geiszler	010524
Michelle	Gemmet	000045
Anna	Gender	010960
Jeff	Gentile	005985
William	Gerald III	006020
Amber	Gerber	000946
Jennifer	Gerlach	000290
Suzanne	Germaneri-Clarkson	004238
Susan	Germundson	006281
Brett	Gernhart	007186
Jeremy	Geschwind	011077
Tom	Gevurtz	010148
Leila	Ghods	010530
Kimberley	Giarelli	006657
Gail	Gibbard	019230
Craig	Gibson	003098
Neil	Gibson	019229
Robert	Gibson-Cairns	003805
Kathryn	Giffert	005183

First	Last	ID
Darrel	Gilbert	008729
Nancy	Gilbertz	008193
Nancy	Gilkey	012675
Bryn	Gillem	007033
Matthew	Gilley	000769
Laura	Gillies	007898
Vickie	Gilliland	006043
Jeffrey	Gilpin	002186
Brian	Gilroy	008005
Maria	Gilson	011788
John	Glover	008342
Joanne	Godfrey	001267
Diane	Goff	002724
Stefanie	Goldbloom	010927
John	Golden	005331
Kathryn	Golden	012529
Timothy	Goldhammer	007268
Lilia	Goldman	001545
Howard	Goldstein	001909
Dianne	Gollhofer	000594
Kelly	Gomes	013395
Jenny	Gonzales	005773
John	Gonzales	004663
Steve	Gonzales	008295
Marisel	Gonzalez	016425
Adelle	Goodrich	013531
Saima	Goodrich	014372
Thomas	Goodrich	007847
Alex	Gordin	006261
Brenda	Gordon	009043
Paul	Gouveia	013095
Lisa	Goyne	016533
Timothy	Graham	012888
Todd	Graham	000239
Brittany	Grahn	017316
Gilbert	Gramson	013100
Derek	Grant	015611

First	Last	ID
Jeanne	Grant	005458
Sally	Grant	000394
Emily	Grant-Molina	016567
Richard	Graves	006501
Gina	Gray	016660
Mary	Green	004730
Victoria	Green	005477
William	Green	002051
Deborah	Greene	003814
Debra	Greene	003017
Jan	Greene	006802
Priscilla	Greene	011390
Rebecca	Gregor	017074
Garin	Gregory	008551
Sherri	Grewell	004796
William	Griffin	003273
Amy	Griffith	000770
Laura	Grimes	015601
Tod	Grobey	000247
Emily	Gromko	014703
Roger	Groom	006228
Tracy	Groom	006272
Martha	Gross	002866
Benjamin	Grosscup	003370
Deena	Grossman	014509
Fred	Grossman	013131
Thomas	Grove III	003232
Amy	Grover	003965
Alexandra	Guerra-Sundberg	017692
Natalia	Gunther	001998
Laura	Guthrie	008880
Scott	Guthrie	008044
Jordan	Gutlerner	006395
Karen	Gwaltney	013157
Pamela	Gwynn	005920
Lynn	Haatia	008214
Joseph	Habes	003074

First	Last	ID
Blair	Haddon	011020
Caitlin	Haglund	017793
Pamela	Haines	002352
David	Hakam	016687
Erin	Hale	013542
Susanna	Hale	004220
Charlotte	Hales	000629
Ellen	Hall	015757
Portia	Hall	007406
Ronda	Hall	014699
Janice	Haller	002804
Sheila	Hallinan	000873
Mark	Halpern	003552
Betsy	Halvorson	009332
Natalia	Hamalainen	011871
Marcelle	Hammel	004112
Emi	Hanawa	007334
Rachel	Hanes	001710
Amy	Hansen	011063
Bernie	Hansen	004776
Mark	Hansen	010844
Tammy	Hansen	010792
James	Hanson	000675
Karen	Hanson	006888
Mary	Harbolt	007410
Amy	Hardin	007541
Timothy	Hardin	002448
Karen	Harding	010705
Charles	Hardy	005801
Amy	Hargrave	013217
Jane	Harold	007153
Stacey	Harold-Golden	008594
Anne	Harper	016656
Lindsey	Harrah	018875
Terri	Harrington	008014
Angie	Harris	000617
Gaelle	Harris	015712

First	Last	ID
Donna	Harris-Wastradowski	000793
Fred	Harsman	002381
Carol	Hart	007215
Sydney	Hart	005518
Janice	Hart-Davis	010605
Eric	Hartmann	002702
Janice	Harvey	002761
Dayna	Hasart	007202
Norman	Hascall III	003013
James	Hashimoto	004655
April	Haskell	018260
Elisabeth	Hass	008323
Chisao	Hata	006071
Janice	Hauser	003249
Kristin	Havermann	018825
Joanne	Havran	007305
Elizabeth	Hawes	008799
Theresa	Hawkins	007851
Anjanette	Hawksford	008412
Melinda	Hawley	007475
Virginia	Hayter	004004
Todd	Haywood	016539
Laurel	Hazzard	014687
Alice	Headley	011294
Patricia	Heard-Hopson	001131
Jennifer	Hefty	015448
Deborah	Heggem	016601
Margaret	Heilman	005433
Tracy	Heinrich	008267
Marion	Heins	002442
Mike	Heisler	000508
Martha	Heller	007914
Kathryn	Henderson	017745
Linda	Hendricks	006800
James	Hendrickson	007499
Holly	Henning	018929

First	Last	ID
Amy	Henry	007913
Susan	Henry	004692
Gregg	Heppner	006309
Robert	Herder	007011
Sandra	Herder	000844
Rachel	Hermansen	016675
Stephen	Hermens	010793
Rita	Hernandez	003484
Kimberly	Heron	001960
Patricia	Herrington	006570
Leeanne	Heuberger	000723
Carol	Hewig	004541
Lisa	Hibbert	006620
Jan	Hicks	007845
Susan	Hicks	004990
Jason	Hieggelke	011821
Keith	Higbee	000777
Keri	Higginbottom	011099
Amber	Hilbourne	010813
Alison	Hildebrant	015390
Joanne	Hilderbrand	013433
Katherine	Hill	000108
David	Hillis	013671
Susan	Himelhoch	006492
Kara	Hinderlie	006742
Paul	Hippe	016596
Mercedes	Hjorth	013537
Brian	Hobbs	017734
Ellen	Hodell	018720
Jason	Hoerauf	011936
Andrea	Hoffelt	017778
Dana	Hoffer	002741
Melinda	Holben	012691
Nicole	Holden	016435
John	Holenstein	007918
Lewis	Holland Jr	007903
Walter	Hollands	007570

First	Last	ID
Danielle	Holloway	016578
Jessica	Hollyfield-Melz	011922
David	Holm	018436
Kathleen	Holman	006817
Priscilla	Holman	000369
Joellen	Holmes	001293
Rickey	Holte	008200
Lashell	Holton	017121
Jamie	Homberg	017784
Chad	Honl	016353
Kathryn	Hook	005863
Carrie	Hooten	008189
Christine	Hopkins	010933
Margaret	Horgan-Harms	008922
Margaret	Horn-Courtney	000391
Martha	Horner	010938
Samae	Horner	012764
Michael	Horrigan	010811
Sara	Hotchkiss	013734
Suzanne	House	006982
Diane	Houser	006556
Geraldine	Howard	006012
Kimberly	Howard	007668
Susan	Howard	014664
Wendy	Howard	011826
Lynsey	Howatt	001370
Timothy	Hryciw	006908
James	Hryniewicz	004508
Dave	Huckaba	007708
Christopher	Hudson	006579
Karla	Hudson	008182
Hilary	Huerta	015451
Ronald	Huff II	000105
Katherine	Huffman	007430
Michele	Huffman	008018
Mari	Hufford	003494
Liduan	Hugel	001838

First	Last	ID
Keri	Hughes	007888
Sarah	Hughes	018913
Vanessa	Hughes	014690
Angel	Humphrey	009108
Laura	Humphrey	014817
Joy	Hunt	006659
Kathryn	Hunt	008864
Nicole	Hunt	012462
Jesse	Hunter	017649
Kimberly	Hunting	001099
Joni	Huntley	006248
Rose	Hurner	008856
Nancy	Husbands	003728
Jess	Hutchison	018373
Lisa	Hyde	015377
Simeon	Hyde III	013517
Joyce	Iliff	006523
Melissa	Immesoete	012890
Doug	Ingamells	003934
Janice	Ingersoll	004411
Cynthia	Irby	009154
Michelle	Irons	010582
Kristin	Irwin	012861
Jill	Iverson	006871
Amy	Jackson	014879
Caleb	Jackson	016650
Dawn	Jackson	003909
Eileen	Jackson	007446
Laura	Jackson	007021
Glen	Jacobs	006498
Tina	Jacobs	014677
Dana	Jacobsen	008047
Jessica	Jacobsen	012699
Mary	Jacobson	006099
Anthony	Jamesbarry	007331
Sarah	Jamesbarry	009326
Michael	Jansa	018837

First	Last	ID
Patricia	Janson	007940
Andrew D	Jaquiss	008155
Michael	Jaramillo	018762
Douglas	Jenkins	017900
Eleanor	Jensen	005369
Kendall	Jensen	018928
Martha	Jensen	015647
Rachell	Jensen	001266
Rose	Jensen	006142
Elizabeth	Jensvold	003328
Paula	Jeppesen	008599
Eric	Johansson	005783
Bradley	Johnson	017777
Daniel	Johnson	016565
Emily	Johnson	018697
Gina	Johnson	009092
Jeffrey	Johnson	006763
Jeffrey	Johnson	008247
Justin	Johnson	000995
Katharine	Johnson	000537
Katie	Johnson	013970
Kimberly	Johnson	004225
Leah	Johnson	016987
Megan	Johnson	001521
Melissa	Johnson	008797
Melissa	Johnson	018710
Rebecca	Johnson	008530
Sean	Johnson	016954
Alvin	Johnson Sr	008148
Kimla	Johnson-Koziuk	004891
Carole	Johnson-Smith	015547
Craig	Johnston	016689
Kim	Johnston	008300
Melinda	Johnston	007150
Bonnie	Jones	001339
Karen	Jones	000889
Keith	Jones	015317

First	Last	ID
Kelli	Jones	000907
Richard	Jones	014806
Sherri	Jorgensen	008550
Chelyn	Joseph	011705
Jennifer	Joyalle	013356
Lynn	Jugel	000152
Mary	Jurisons	007824
Matthew	Kabza	015367
Meghan	Kahn	017867
Jeramie	Kaiser	014089
Yoshiko	Kamata	002198
Lee	Kamery	002887
Therese	Kamoshita	002038
Thomas	Kane	008367
Patrick	Kanealey	015555
David	Kaplan	000934
Anna	Kapranos	017646
Jaina	Kapranos	010963
Nicholas	Kapranos	008962
Dana	Karki	017786
Stephanie	Karpouzes	015365
Kristy	Karsten	015442
Amy	Kasch	014629
John	Kavanaugh	007380
Debbie	Keefer	000647
Benjamin	Keller	000916
Suzanne	Keller	006881
Jennifer	Kelley	001340
David	Kelly	013539
Nancy	Kelly	006431
Terese	Kelly	006644
Ahmed	Kelso Velarde	010806
James	Kemp	011715
Keska	Kemper	014902
Carol	Kennedy	016588
Joseph	Kennedy	012001
Robert	Kennewell	004315

First	Last	ID
Michelle	Kenney	011741
Maureen	Kenny	003350
Kimberly	Kenyon	013735
Christine	Ketel	001485
John	Keyser	013722
Natalya	Khvilivitzky	001833
Karina	Kidd	005926
Jinnie	Kim	016665
Lauren	Kimlinger	018029
Kathy	Kincaid	006407
Amber	King	015434
Christine	King	017710
Kristyn	King	006892
Linea	King	004484
Alexis	Kinner	006449
Joana	Kirchhoff	005484
Karey	Kirk	012991
Elizabeth	Kirkaldie	015444
Megan	Kirsch-McMaster	010850
Leah	Kirschner	010898
Kristin	Kjome	009079
Richard	Klee	007771
Christine	Klein	018626
Kathryn	Klein	008679
Shara	Klein	017593
Jennifer	Kline	015715
Artie	Knight	007910
Timothy	Kniser	000825
Kristin	Knutsen	000795
Elaine	Ko	006726
Lisbeth	Kobs	009011
Markeeta	Koch	000721
Sarah	Kohn	012954
Melissa	Kolb	000446
Richard	Kolinsky	002728
Jill	Koning	008454
Elin	Kordahl	002992

First	Last	ID
Elizabeth	Koshy	011095
Andrea	Kozil	019188
Kristen	Kozlowski	011501
Shelby	Kray	009570
Sara	Kreuzer	006340
Darcy	Kriska	008054
Kurt	Krohn	006874
Daniel	Kropp	008424
Paul	Kroswek	015545
Diana	Kruger	016225
Ethel	Krum	005862
Kristi	Kucera	003287
Britt	Kuether	017594
Peri	Kuhl	008778
Carrie	Kuhlman	017746
Andrew	Kulak	004529
Megan	Kurkinen	016442
Carolyn	Kurtz	010385
Chris	Kurtz	009147
Joseph	Kurtz	005841
Barbara	Kutasz	004409
Kirstin	Labudda	007831
Michelle	Lacaden	007964
Tina	Lageson	013730
Monica	Lagos-Anker	010741
Rick	Lagreide	001243
Bernard	Lahart	002979
Sheryl	Lahey	003207
Stephen	Lambert	005887
Judy	Lamkins	013982
Lisa	Lammert	013684
Michelle	Lamoreaux	013582
Christopher	Lamp	002735
Steven	Lancaster	012701
Michele	Lanctot	000524
Kali	Landis	018637
Chris	Lane	009095

First	Last	ID
Jeffrey	Lane	010171
Jo	Lane	000556
Cassandra	Lang	008188
Michael	Lang	006550
Timothy	Lang	009200
Alison	Langigan	000380
Elizabeth	Lannigan	009112
Cassandre	Lanzas	012715
Nancy	Lapotin	008341
Felipe	Lara	010869
Abby	Largo	016613
Katherine	Lariza	006247
Deanne	Larsell	004167
Anne	Larsen	007441
Penelope	Larsen	008620
Jamie	Larson	018018
Kristin	Lasher	008804
John	Lasley	008100
Chrysanthius	Lathan	016571
Fei	Lathrop	015183
Koren	Latocha	013113
Drew	Laurence	013442
Leslie	Lauretti	011863
Janelle	Laurila	009032
Beth	Lawler	014868
Margaret	Lawler	011328
Deborah	Lawrence	008068
Mildred	Layman	006483
Jack	Lazareck	005272
Dominic	Le Fave	014197
Christina	LeBlanc	008450
Angela	LeVan	011834
Sam	Leach	010400
Dianne	Leahy	005806
Lynne	Leake	007596
Victoria	Leary	004179
Suzanne	Lebaron	007946

First	Last	ID
Cathryn	Lebsack	004420
Amy	Lebus	012723
Min	Lee	003916
Dylan	Leeman	011861
Lorana	Leeson	009351
Aaron	Lefitz	013763
Heidi	Leineweber	006069
Laura	Lemma	017709
Verna	Leong	014701
Jodene	Lepley	009055
Patricia	Leroy	002805
Deborah	Leshner	000829
Natalie	Leslie	011064
Charlene	Letson	012322
Karen	Lettner	005992
Ian	Levear	006853
Eric	Levine	004028
Nicole	Levine	017402
Nina	Levine	012761
Christopher	Lewis	010876
Connie	Lewis	006540
Diane	Lewis	017306
Mark	Lewis	006861
Shardon	Lewis	003674
Silvia	Lewis	003610
Sandra	Liberator	006301
Kathryn	Libke	004326
David	Lickey	005381
Anne	Licurse	012724
Eve	Liebman	000191
David	Lifton	002116
Kiva	Liljequist	008693
Patricia	Linck	004868
Amy	Lindahl	013543
Suzanna	Lindeman	001342
Tamara	Lindemann	007901
Patrick	Lindenmeyer	010590



First	Last	ID
John	Linder	006859
Sheryl	Lindquist	006411
Edmund	Lipscomb	005708
Andrew	Lipson	003286
Danielle	Liscia	002716
David	Llewellyn	009244
Benita	Lloyd	006467
Kathy	Lloyd	006260
Karrie	Locke	007351
Pamela	Loeb	007715
Eric	Lofquist	013724
Cheri	Logan	000358
Jamin	London Tinsel	009294
Cori	Longstreet	016092
Katharine	Longstreth	013633
Gwen	Loomis	001859
Liberty	Looney	007442
Alodie	Lopez	013726
Luis	Lopez	017595
Colleen	Loprinzi	012965
Lisa	Loske	007037
Pardis	Lovatt	000073
James	Loveland	011061
Jennifer	Loveland	012599
Timothy	Loveless	012849
Patricia	Lovely	005382
Chrysann	Lowe	013111
Marianne	Lowery	009401
Yanping	Lu	015584
Tessa	Luk	009435
Deirdre	Luke-Brown	008892
Lisa	Lum	009235
Sally	Lundberg	008610
Heidi	Lunde	017758
Kimiko	Lupfer	018903
Alexandra	Luria	016684
Mary	Luthy	000087

First	Last	ID
Jessica	Lyerla	014482
Tracie	Lynch	006926
William	Lynch	011846
Rodney	Maack	002746
Eric	MacCartney	015937
Dorie	MacCormack	012677
Derek	MacDicken	001208
Amy	MacKinnon	012964
Stephanie	Macdonald	016597
Vivian	Mackay	007991
William	Macklin	012892
Barbara	Macon	015460
Jill	Macy	007875
Joseph	Maddocks	009064
Debra	Madore	004713
Brenda	Mahaney	015475
Elizabeth	Mahlum	012590
Marsha	Mahon	006922
Michael	Mahurin	000683
Christine	Maier	007408
Korey	Mak	014030
Jamie	Makara	012695
Jolynn	Maleah	007797
Peggy	Maloney	005972
Lynn	Malzahn	006803
Patrick	Mangan	017769
Robyn	Mann	006885
Mike	Mantia	006708
Louise	Marandas	007403
Matthew	Marchyok	013743
Kristine	Marcus-McEwen	007026
Jason	Margolis	009197
Emily	Markewitz	000460
Kevin	Marquardt	016520
Kelly	Marsh	010311
Melissa	Marsland	010604
Andrea	Martin	018891

First	Last	ID
Cathleen	Martin	006461
David	Martin	004608
Dawn	Martin	007635
Elisabeth	Martin	012813
Janice	Martin	001862
Joshua	Martin	013533
Rebekah	Martin	009060
Emily	Martine	015084
Carolina	Martinez	000574
Matilde	Martinez	007369
Kara	Marx	012710
Jeanetta	Mashia	008678
Charles	Masi	012613
Sheila	Masters	007077
Kiya	Masunaga	012293
Manuel	Mateo	003102
Judy	Matsumoto	008421
Marcia	Matsuo	006663
Caitlin	Matthews	018754
Naomi	Matthews-Fisher	008941
D	Mattox	000318
Geri	Matyiko	013578
Robin	Mauldin	010759
Randall	Maves	015431
Ann	Maxwell	005600
Ralph	Maxwell	004922
Anne	May	011913
Robin	May	007199
Elizabeth	Mayer	001036
Allyson	Maynard	000590
Jamie	Maynard	012725
Cynthia	McAdams	007704
Rebecca	McAlister	008197
Barbara	McArthur	006210
Martha	McArthur	003601
Raymond	McBeth	005123
Luke	McCann	014199

First	Last	ID
Andrea	McCarter	012686
Thomas	McCarthy	007978
Layne	McCartney	017762
Scott	McCarty	000888
Brandan	McClain	012654
Judith	McClain	016653
Karen	McClelland	014931
Marianne	McClenaghan	006910
William	McClendon III	007444
Clare	McClincy	008264
Cheryl	McClure	001347
Mary	McCormick	008415
Patrick	McCormick	004439
Rosalind	McCormick	006270
Caroline	McCoy	015403
Melinda	McCrosen	005472
Caroline	McCulloch	002699
Natalia	McDonald	001288
Laurie	McDowell	006383
Richard	McElroy	005798
Karen	McEwan	000973
Shalonda	McGhee	018798
Lorison	McGlone-Shuell	007102
Andrea	McGrady	001993
Patrick	McGrady	007157
Maureen	McGuinness	000115
Saneun	McHaley Foley	011833
Teresa	McIntosh	013988
Laurie	McIntyre	006875
Linda	McIntyre	008315
Sarah	McKee	000209
Terry	McKelvey	008705
Valerie	McKenzie	005625
Darci	McKibben	012993
Donald	McKie	018765
John	McLaughlin	004797
Shannon	McLaughlin	001284

First	Last	ID
Daisy	McLean	005782
Reese	McLean	019038
Linda	McLellan	007927
Palmyra	McLellarn	008893
Gayle	McLernon	004254
Michael	McLeron	016606
Jill	McMahon	012750
Shawn	McMahon	016599
James	McNeely	006178
Nicole	McNutt	010999
Anneliese	Meadows	004279
John	Mears	005826
Sara	Mease	008816
Robert	Mecalis Jr	011903
Kevin	Mechling	001210
Ethan	Medley	003637
Mary	Megivern	003343
Rian	Meguire	016694
Karen	Meier	002698
Richard	Melling	012349
Anita	Mention	001986
Stacy	Mercer	008306
Carol	Merriman	008565
Anne	Mesch	004294
John	Meskimen	000052
Kathleen	Metz	004599
Michael	Metz	008363
Jennifer	Meyer	015360
Katherine	Meyer	006733
Marie	Meyer	016498
Mia	Meyer	007422
Susan	Meyer	008216
Thomas	Meyers	004749
Jorge	Meza	011862
Wenrong	Mi	014930
Janet	Michael	010089
Mary	Michael	002284

First	Last	ID
Rose	Michels	013695
Elizabeth	Middleton	015617
Marjory	Mildenberger	007156
Anne	Miles	004911
Darryl	Miles	016220
Douglas	Miles	007437
Kelly	Milford	016564
Dena	Milich	006403
Hannah	Miljkovic	017285
Alain	Millar	001326
Barton	Millar	007047
Brandi	Miller	013416
Christia	Miller	008796
Dana	Miller	012606
Deborah	Miller	006767
Jamie	Miller	013072
Jeffrey	Miller	007080
John	Miller	013723
Jolinda	Miller	008444
Karen	Miller	008187
Lynn	Miller	007124
Marcia	Miller	003810
Merrie	Miller	006758
Alla	Minkin	001567
Kehaulani	Minzghor	000862
Tonya	Mjelde	014626
Connie	Mode	000638
Eriko	Mogi	006275
Dennis	Moist	000329
Jose	Molina	015624
David	Molloy	006337
Mary-Lynne	Monroe	003224
Melanie	Monroe	005742
Irene	Montano	006965
Aaron	Monteith	001218
Alex	Montfort	017943
Karen	Moon	003016

First	Last	ID
Kristin	Moon	008743
Darrell	Moore	005522
Janice	Moore	007990
Kathryn	Moore	013787
Roland	Moore	015103
Ruthann	Moore	006569
Michael	Moren	017887
Aaron	Moreno	015438
Darci	Morgan	015877
Debra	Morgan	003603
Jennifer	Morgan	013193
Laura	Morgan	011041
Melissa	Morgan	000207
David	Morley	016580
Lisa	Morrell	001150
Carolyn	Morris	005408
Jacy	Morris	010608
Mary	Morris	008261
Melanie	Morris	007421
Rhonda	Morris	007034
Shae	Morris	013590
Cynthia	Morse	013794
Matthew	Moule	010852
Kristi	Mowe	005617
Dawn	Mower	002204
Robert	Moxley	016664
Megan	Moyer	018879
Adriana	Moyola	017817
Julie	Muchow-Martens	007114
Kevin	Muir	007392
Bridget	Mullaney	016589
Molly	Mullins	015034
Ashley	Muncie-Jarvis	018921
Alan	Mundal	006120
Avril	Munro	002430
Jessica	Murchison	018174
Melinda	Murdock	009305

First	Last	ID
Rose	Murdock	005562
Margaret	Murer	009116
Stacy	Murphy	003891
Brooke	Murphy-Hecht	015004
Catherine	Murray	012087
Steven	Musaeus	006683
Keisuke	Musashino	006794
Barbara	Mutnick	002406
David	Myers	011101
Tonya	Myers	016634
Chad	Naberhaus	018726
Ariel	Nadel	001248
Kate	Naganuma	001254
Steve	Naganuma	007665
Andrea	Nahurski	012591
David	Nally	002205
Hyung	Nam	007934
Deborah	Nass	000370
Christopher	Naze	012415
Craig	Naze	000089
Carolyn	Neal	006176
William	Nee	015580
Benton	Needham	008596
Lisa	Neeley	016996
Margrit	Neff	007038
Suzanne	Neff	001086
Amanda Jane	Nelson	015353
Bethany	Nelson	017687
Cheryl	Nelson	013172
Dawn	Nelson	008091
Heather	Nelson	000058
Jeannette	Nelson	012800
Susan	Nelson	000246
Susan	Nelson	013096
Amy	Nelson-Cahill	008351
Sandra	Nelson-Owusu	007560
Zsuzsa	Nemeth	001052

First	Last	ID
Margaret	Nesbitt	001935
Teri	Neufeld-Griffin	007536
Beverly	Neun	017801
Barbara	Newmark	005663
Lillian	Ngai	001247
Nguyen	Nguyen	004174
Thuy	Nguyen	005923
Linda	Nichenko	007262
Alicia	Nicholl	017874
Deborah	Nicholson	007967
Todd	Nicholson	011915
Briggette	Niebergall	008529
Christopher	Niebergall	008572
Jeffrey	Niebergall	007876
Marc	Niebergall	006372
Matthew	Niebergall	006371
Christopher	Niebergall- Eltagonde	015472
Keala	Niebergall- Eltagonde	018841
Sally	Niedermeyer	007246
Stephen	Nims	000022
Michael	Nolan	001162
Christine	Nomeland	004000
Genevieve	Nordwall Keller	000997
Hanna	Nowakowski	002505
Nanci	Noyer	003768
Elaine	Nussbaum	005520
Jennifer	Nutter	010839
Jeanne	O'Brien	015386
Lisa	O'Brien	008151
Margo	O'Connell	010177
Mark	O'Doherty	007598
Christine	O'Donovan	004375
Grace	O'Hanlon	003539
Mary	O'Hara	018084
Megan	O'Leary	014725
Tamara	O'Malley	015433

First	Last	ID
Michael	O'Neill	012097
Steven	O'Neill	000405
Patricia	O'Shea-Betker	005301
Juliana	O'Neill	000468
Carla	Oesterle	001286
Cheryl	Ogburn	007288
Jose	Olavarrieta	013532
Claire	Olberding	013166
Richard	Oleksak	002584
Matthew	Oleson	017738
Christine	Olivera	019312
Aaron	Olsen	001093
Martin	Olsen	008940
William	Olson	015905
John	Oppedisano	001877
Lisa	Orcutt Kane	009479
Kirk	Ordway	000063
Constance	Ormerod	005654
Steven	Orndorff	003648
Esteban	Ortiz	010532
Nancy	Osborne	008561
Andrew	Oshea	007083
Mijail	Otero	010923
Ann	Ott-Cooper	002147
Sara	Outcalt	011057
Linda	Owen-Cooper	006074
Jason	Owens	000926
Jennifer	Owens	007588
Barbara	Page	000326
Kazuko	Page	002128
Lauren	Page	016530
Aubrey	Pagenstecher	014698
Kaveh	Pakseresht	014810
Sirena	Palici	011316
Christine	Pallier	000707
Brooke	Palmer	017679
Julie	Palmer	003359

First	Last	ID
Rosamma	Palmer	000184
Raymond	Panagopoulos	018763
Yelena	Pankratova-Kniep	003293
Catherine	Pao	003920
Chrysiis	Pappas	017701
Thrina	Parent	006362
Teri	Parente	016557
Martina	Paris-Fully	018894
Catherine	Parker	013990
Robert	Parker	015961
Susan	Parker	005347
Kylene	Parks	015469
Kristan	Parman	011778
Charlene	Parr	008733
Gary	Parr	007523
Craig	Parrott	013715
Kirsten	Parrott	010868
Michiko	Parshalle	016698
Patricia	Patterson	007556
Colleen	Pattiani	008919
Janice	Pauley	007264
Lisa	Paxton	008254
Katherine	Paxton-Williams	005186
David	Peake	007204
Mary	Peake	007557
Michelle	Peake	014665
Stephanie	Pearl	013149
Melissa	Pearson	015595
Julia	Peattie	003547
Julie	Pedersen	006477
Ryan	Pederson	010931
Randee	Peek	006613
Jeffrey	Peeler	011384
James	Peerenboom	007304
Kenneth	Peirce	008404
Matthew	Pellico	007061
Jeanette	Pelster	017766

First	Last	ID
George	Penk	007243
Shelley	Penny	012412
Margarett	Peoples	000478
Andrea	Pepitone	016958
Lisa	Perkins	006346
Heidi	Perry	004110
Sky	Peterka	014831
Diana	Peters	001030
Ingrid	Petersen	013219
Anna-Kate	Peterson	014395
Lucinda	Peterson	008209
Russell	Peterson	007779
Stacy	Peterson	015054
Kelly	Petrin	005493
Cara	Pettit	000114
Arlie	Peyton	016132
Susan	Pfohman	006459
Michael	Pham	000886
Lynne	Phelps	002897
Lisa	Piantes	015424
Melisa	Pieren	006618
Patrice	Pierre	018156
Paul	Pierson	000023
Carol	Pinegar	004381
Baret	Pinyoun	016638
Shyla	Piper	012318
Regina	Pirruccello	006594
Teresa	Pitts	007877
Emily	Pixley	016605
Cynthia	Plank	011847
Julie	Plato	006847
Linda	Plaza	005077
Michael	Plein	016583
Rochelle	Pluymers	008584
Zita	Podany	007782
Jennifer	Podichetty	000983
Karen	Polis	003732

First	Last	ID
Laura	Polkow	005586
Kenneth	Polson	015035
Joshua	Porter	001206
Kristina	Porter	000678
Patrisha	Porter	007751
Rachel	Porter	012990
Margarita	Portillo	013623
Brian	Post	016602
Anastacia	Postema	016607
Jennifer	Potegal	013793
Michael	Potestio	006716
Michele	Potestio	007804
Charity	Powell	012000
Ina	Powell	002423
Thom	Powell	002326
Jennifer	Prakken	017647
Beth	Pressman-Olson	007017
Robert	Price	013742
Stephanie	Pringle	007905
Alicia	Provost	003942
Marsha	Pruitt	008226
Tami	Pruitt	007496
Brian	Prusynski	011835
Melanie	Pryor	009007
Kimberly	Puckett	007786
Peter	Puhvel	012955
Tracy	Pulford	000043
Teresa	Purpura	004264
Julie	Putney	006313
Greg	Qualey	013698
Julenne	Qualls	006672
Alexander	Quan	008887
Brian	Quinn	008294
Erin	Quinton	002703
Alexander	Rabchuk Jr	004864
Margaret	Raczek	007953
Jessica	Rader	008406

First	Last	ID
Helen	Radow	008900
Eddie	Railey	013841
Elizabeth	Raisman	010807
Guiza	Ramirez	015364
Jeffrey	Ramsey	006116
Melanie	Ramsey	005884
Mr	Raspberry	005253
Tracy	Rattelman	010958
Chris	Raujol	006958
Rachel	Ray	011773
Stephen	Reardon	005535
Susan	Reavis	016535
Jill	Rebholz	008926
Isabel	Recht	016146
Bonnie	Redd	000560
Julianne	Reddekopp	008725
Joshua	Reed	015380
Paul	Reetz	005362
Gage	Reeves	000333
Thomas	Rehm	007520
Burton	Reif	007998
Mirabai	Reimuller	016591
Deanna	Reisman	000365
Bruce	Reiter	002665
Molly	Renauer	006839
Marta	Repollet	004806
Chris	Retherford	008873
Donald	Reynolds	004834
Barbara	Rhiger	005942
Louise	Richards	011137
Christian	Richman	011573
Geoffrey	Richman	010835
John	Richter	002393
Amy	Ridabock	008848
Francine	Riechers	005865
June	Riehl	000799
Richard	Rier	006727

First	Last	ID
Julie	Rierson	008826
Paul	Rinehart	010071
Kim	Rinier	013148
Jean	Rischiotto	004735
Nichole	Riscol	001028
Melissa	Ritter	015080
Anibal	Rivera	006322
Leslie	Rizzo	013402
Bonnie	Robb	008179
Amy	Robbins	010580
Rodney	Robert	007983
Dawn	Roberts	013670
Teresa	Roberts	008958
Blake	Robertson	015665
Christina	Robertson	002057
Elisabeth	Robertson	015600
Heather	Robertson	009393
Nora	Robertson	011740
Patricia	Robertson	002325
Shelley	Robertson	009387
Drew	Robinson	017839
John	Robinson	005448
Tor	Rockness	011193
Melody	Rockwell	012806
Aaron	Roddis	016559
Mary	Rodeback	012605
Casey	Rodhe	016007
James	Rodriguez	007885
Marisol	Rodriguez	001348
Agaryvette	Rojas	008542
Robin	Rolfe	003225
Thomas	Rollins	005619
Joanne	Romanaggi	008830
Mike	Romanaggi	002925
Jeffrey	Rood	015105
David	Root	005553
Abigail	Rose	003907

First	Last	ID
Donald	Rose	013629
Judith	Rose	000054
Keri	Rose	016426
Jennifer	Roser	008972
Jane	Roska	018287
Sarah	Rosman	016524
Stacy	Rosoff	000421
Carmel	Ross	012821
Laurie	Ross	004449
Laurie	Ross	012658
Sarah	Ross	014862
Kathleen	Rossitto	015357
Cathy	Rossmann	008232
Kathryn	Rosson	005785
Abigail	Roth	015393
Rebecca	Rothery	000850
Kristina	Rothwell	012748
Judith	Roumpf	012413
Karen	Rouse	001376
Michael	Rowell	005376
Diana	Rowey	016693
Gretchen	Rowland-Horrigan	017589
Scott	Rozell	003921
Joseph	Rozewski	015430
Stephen	Runion	005442
Erik	Running	006024
Pamela	Russell	009091
Jody	Rutherford	001258
Michael	Ryan	006224
Catherine	Ryan-Dolan	013106
Kari	Ryckebosch	016713
John	Ryzek	007320
Rachel	Ryer	015025
Regina	Sackrider	010377
Jacquelyn	Sage	008156
Brian	Sahler	011719
Tai	Said-Hall	008108



First	Last	ID
Harold	Sairanen	018723
Shirley	Salley	008587
Michael	Salmon	014096
Douglas	Sammons	001704
Kimberly	Sammons	010924
Mathew	Sancomb	011868
Leanne	Sander	013226
Barbara	Sandhorst	007035
Shannon	Sandri	006285
Amy	Sands	006452
Merritt	Sansom	016550
Maria	Santana	001463
Scott	Santangelo	008509
Anna	Sapienza	013783
Luke	Saporito	004480
Douglas	Saulter	000932
Erin	Savage	012720
Stephanie	Savage	016523
Nancy	Scevola	002296
Melissa	Schachner	000449
Sarah	Schacker	000432
Bryan	Schalk	007982
Angela	Schar Becker	011779
E	Schardt	007738
Karen	Scherlie	008007
Marjorie	Schertzer	002034
Eric	Scheuering	018822
Stephanie	Schiada	001480
Stephanie	Schiavo	008237
Dawn	Schlegel	016741
Fern	Schlesinger	005368
Robert	Schlichting	010773
Jessica	Schlosser	012671
Andrea	Schmidt	010767
Jerod	Schmidt	016455
Kylea	Schmidt	013035
Rachel	Schmidt	017939

First	Last	ID
Elizabeth	Schmidtke	011949
Erika	Schneider	015352
Diana	Schneider-Barne	007524
Peggy	Schoettle	010758
Eric	Schopmeyer	001038
Sally	Schouten	006409
Mona	Schraer	017712
Jane	Schrepping	000180
Tessalie	Schulte	013834
Kristine	Schultz	011619
Sylvia	Schultz	005391
Julie	Schumann	006915
Terry	Schwartzkoph	007872
Emilia	Schwing	018625
Linda	Scott	008635
Michael	Scott	001462
Dina	Scottel	010945
Angela	Scotto	017586
Steven	Scoville	009028
Anthony	Scribner	007152
Sarah	Sedlock	018927
Nancy	Segovia	004919
Teresa	Seidel	017715
David	Seifert	016447
Karen	Sele	010781
Christina	Self	009174
Leslie	Seligman	007144
Jill	Semlick	002686
Nina	Senaga-Freauff	005166
Kari	Serkland	015821
Pamela	Sesar	007675
Suzanne	Setterholm	008985
Mike	Shanahan	010769
Joel	Shapiro	006539
Mehrnaz	Sharifi-Tehrani	003032
Gwendolyn	Sharp	001001
Andrea	Shatz	014691

First	Last	ID
Elizabeth	Shaughnessy	006736
Clifford	Shaw	017716
Vangie	Shaw	007610
Karen	Shay	003472
Cheri	Shea	009039
Susan	Shea	004214
Polly	Sheckels	013708
Suzanne	Sheldon	008095
Katherine	Shelton	012522
Wendy	Shelton	000626
Yin	Shen	001356
Rosalyn	Shenker	006491
David	Sherden	002346
Jeremy	Shetler	000868
Laurie	Shonkwiler	005439
Alla	Shore	001544
Richard	Short	013786
Rina	Shriki	015542
Robin	Shue	006764
Margaret	Shultz	009123
Lori	Shumway	007059
Jose	Siam	003289
Kent	Siebold	006858
Jennifer	Siegel	014034
Heather	Siegfried	006566
Helene	Siegfried	007602
Kate	Silver	015496
Michael	Simmons	007295
Paul	Simon	012602
Shelley	Simonsen	009208
Catherine	Simpson	005549
Crystal	Simpson	017341
Kristine	Sinclair	018686
Linda	Singingbird-Grant	002592
Daniel	Siprian	000535
Wendy	Siri	009155
Brian	Sisk	009098

First	Last	ID
Caroline	Siu	012633
Catherine	Skach	007658
Claire	Skelly	016531
Leslie	Skybak	014811
Lauren	Skye	010812
Amy	Slaughter	014853
Gary	Sletmoe	012899
Charles	Slusher	012623
Alicia	Smith	015280
Amy	Smith	012687
Bridget	Smith	009002
Bryan	Smith	010783
Bryan	Smith	011886
Jason	Smith	014661
Judith	Smith	003502
Julie	Smith	008669
Julie	Smith	013620
Kathryn	Smith	005736
Nancy	Smith	006110
Vanessa	Smith	013869
Tija	Smith-Wallis	014675
Christine	Snodgrass	005825
Andrea	Snowadski	000694
Susan	Snyder	003556
Christopher	SnyderBrown	016672
Dawn	Soderquist	005981
Ronald	Soliz	001853
Andrew	Sorensen	012589
Kelly	Sorg	015716
Carrie	Sorric	016806
Richard	Sossel	015902
Jacob	Soto	015745
James	Sours	001874
Lisa	Souther	012753
Julie	Sparling	014226
Lesley	Spector	012698
Jane	Speerstra	013498

First	Last	ID
Sarah	Spella	006627
David	Spencer-Mylet	012717
Tanya	Spring	009005
Liza	Springgate	012595
Amy	Spunaugle	000624
Melissa	St Clair	007659
Matthew	Staab	009221
Rachel	Stagner	018931
Lynn	Staley	006307
Maryanne	Stalnaker	004202
Melissa	Standley	017347
Patricia	Stanich	004429
Anita	Stark	016801
Lindsay	Stark	017880
Loran	Starr	002632
Mollie	Starr	008144
Daniel	Steagall	007316
Janet	Stearns-Gannett	007835
Andrea	Steinberg	005113
Sarah	Steiner	008774
Jonathan	Steinhoff	004942
Amanda	Stelter	017112
Samuel	Stember	010567
Matthew	Sten	010331
Karen	Stephens	005715
Megan	Stephens	011906
Sally	Stephenson	008414
Virginia	Stern	003240
Heather	Stevens	008220
Ann	Stevenson	018932
Robert	Stewart	008548
Todd	Stewart-Rinier	008908
Sara	Stiles	016686
Martha	Stoeger	007842
Susan	Stone	012305
Lindell	Stone Jr	013526
Geoff	Stonecipher	000127

First	Last	ID
Barbara	Stonecypher	000831
Jill	Storie	016641
Mary	Straub	007134
Renee	Straube	015597
Anna	Streano	009303
Thomas	Streckert	002880
Richard	Street Jr	005760
Norman	Stremming	018868
Janet	Stride	006190
Michelle	Strobel	006785
Alison	Strom	012754
Anne	Stronko	003886
Laura	Struble	004795
Roberta	Stubbs	000462
Cynthia	Stubenrauch	007502
James	Stultz	008470
Jeffrey	Sturges	014497
Jianying	Su	015467
RaeAnn	Suckow	013472
Bernadette	Suh	002893
Gwendolyn	Sullivan	008375
Kathleen	Sullivan	007544
Nancy	Sullivan	002456
Lindsay	Summerton	018843
Vickie	Sumner	008640
Richard	Sunshine	008202
Gabrielle	Sussman	010321
Amy	Sutton	012201
Jacqueline	Sutton	011900
Brian	Swan	004215
Gail	Swanson-Wright	007183
Lisa	Sweeney	017884
Eric	Swehla	005349
Timothy	Swinehart	017787
Craig	Switalla	004975
Kathleen	Tabor	004054
Lynn	Talent	007448

First	Last	ID
Yuki	Tanaka	017739
Gabrielle	Tanner	012614
Amy	Taramasso	012669
Ivan	Tarnowski	011838
Raymond	Tate	011772
Shelley	Tate	018871
Claudia	Tautfest	015464
Ginger	Taylor	012855
Lorie	Taylor	007438
Marie	Taylor	000074
Mary	Taylor	013538
Henise	Telles-Ferreira	011473
Jackie	Tellis	003816
Tracy	Temple	005954
Louis	Terrones	016726
James	Terry	014341
Sandra	Tetzloff	006202
Nicole	Tews	017782
Catherine	Therault	002545
Elizabeth	Thiel	012823
Jeremy	Thomas	013769
Molly	Thomas	005482
Marcia	Thomason	002614
David	Thompson	009172
Elsie	Thompson	000708
Jeffrey	Thompson	010940
Laura	Thompson	008373
Raeann	Thompson	011122
William	Thompson	009314
Caralee	Thygeson	000514
Daniel	Tibbetts	008987
Erin	Tierney	015497
Betsy	Tighe	018159
Mary	Tillery	009316
Peter	Timmons	018716
Margaret	Tims	010145
Susan	Tims	002902

First	Last	ID
Jill	Tobey	000695
Rachel	Todd	015814
Trisha	Todd	008665
Anna	Tofel	017284
Heidi	Tolentino	001699
Emily	Toll	002881
Ana	Tomblin	015356
Melissa	Toren Hrin	016671
Julana	Torres	018934
Kristin	Trad	017781
Ailien	Tran	010854
Hoang	Tran	013807
Nadine	Trincherro	012661
Hung	Trinh	013511
Tara	Triplett	010772
Tearale	Triplett	000510
Keri	Troehler	011714
Thomas	Trosko	005665
David	Trotter	008491
Patricia	Trump	009086
Veronique- Thu	Truong	008904
Yen	Truong	001414
Mark	Tucker	010508
Roslyn	Tucker	016608
Ruth	Tucker	014615
James	Tucker II	006548
Brooke	Tuggle	000303
Danielle	Turley	012922
Janine	Turley	013914
Maryanne	Turner	008229
Theresa	Turner	000513
Valerie	Turner	015459
Denise	Tuttle	006508
Phoebe	Tyeskey	010977
Sumiko	Uchida	002018
Amanda	Uerlings	015449

First	Last	ID
Eduardo	Ugarte	015429
Rebecca	Underhill	006674
Barbara	Underwood	004964
Jennifer	Uppendahl	015491
Diane	Urbano-Neilson	004849
Eric	Urke	007890
Thomas	Ustach	001460
Kristine	Vala	010925
Michael	Valenti	007474
Juli	Valeske	008165
Brian	Valley	007276
Lisa	Van Clock	012920
Jane	Van Dam	000018
Vonda	Van Farowe	009139
Jennifer	Van Kopp	012441
Melanie	Van Witzenburg	000608
Elizabeth	VanEngel	007415
Gayle	VanLehman	015362
Richard	VanMarter-Sanders	013944
Madonna	Vancleve	006860
D	Vandervelde	010903
Jonquil	Vann-Tessmer	017682
Luis	Vasquez	006551
Peter	Vaughn	015575
Holly	Vaughn-Edmonds	001925
Isobel	Veen	015612
Alma	Velazquez	018719
Mary	Ventura	011597
Jonalee	Vercher	015307
Margaret	Verhaeghe	005460
Susan	Verheyleweghen	002490
Zachary	Vestal	013718
Debra	Vigna	008648
Heather	Vinal	006890
Renee	Vineyard Stahl	010900
Dana	Vinger	000208
Patricia	Vo	016538

First	Last	ID
Michael	Vogel	003042
Clifton	Vogl	017902
Kim	Vorasai	000554
Michael	Vossen	017814
David	Wade	012653
JoAnn	Wadkins	012302
Wendy	Wager	008681
Robyn	Wagner-Matsunaga	006374
Kathryn	Wagner-West	017706
Helen	Wahl-Stephens	011123
Lauren	Wahl-Stephens	013826
Jennifer	Waldorf	000299
Teresa	Waldron	012622
Derrell	Walker	015841
Jennifer	Walker	016883
Jerrine	Walker	008493
Joseph	Walker	008760
Lisa	Walker	008417
Molly	Walker	012824
Phillip	Walker	008347
Margaret	Walker-Byrne	007981
Gregory	Wall	016544
Helen	Wall	014985
Linda	Wall	005690
Scott	Wall	008680
Kristin	Wallace	015376
Jacquelyn	Wallace Sosa	018189
Steven	Walmer	008807
John	Walrod	014048
Julianne	Walrod	016532
Nicole	Walsh	014508
Sandra	Walterbach	002317
Douglas	Walters	008198
Rhonda	Walters	010432
Julie	Ward	008814
Jenna	Warden	017648
Virginia	Warfield	001173

First	Last	ID
Kenneth	Washington	010777
Debra	Wasserman	012758
Shannon	Wasson	000263
Bradley	Waters	016628
Lily	Watkins	012119
Mary	Watkins	012997
Terresa	Watkins	008086
Kerrie	Waymire	013825
Lisa	Weatheroy	006240
Susan	Webb	007029
Richard	Weber	006867
Clark	Webster	008249
Randall	Webster	010919
Lurena	Weesner	016674
Paula	Weidner	000006
Toni	Weil	003743
Laurie	Weimer	005990
Kenneth	Weinberg	012721
Joshua	Weiner	002692
Alice	Weinstein	009233
Ann	Weis-Swanson	007196
Tina	Weitman	017822
Cory	Wellington	013476
Patricia	Wells	006945
Melissa	Wenger	015680
Ellen	Werner	013179
Anna	Wessinger	012765
Kerri	West	009258
Tammy	West	008806
Tara	West	011258
Annie	Westfall	008886
Amy	Wethington	013727
Ellen	Whatmore	018998
Christen	Wheeler	016517
Megan	Whisnand	007865
Rosa	White	014666
Steven	White	018758

First	Last	ID
Mitchell	Whitehurst	002167
Carole	Whitmore	006776
Gwendolyn	Whitmore	003245
Amy	Wick	000387
Jennifer	Wickham	007184
Marilynn	Wieneke	002864
David	Wierth	009232
William	Wiesner	000399
William	Wigmore	002670
Sheila	Wilcox	000398
Susan	Wilcox	006823
Rose	Wilde	008361
Katy	Wilebski	018717
Joan	Wilke	002064
Laurel	Wilkins	005610
Lisa	Wilkins	008503
Anne	Williams	012598
Diane	Williams	010668
Jane	Williams	008913
Joan	Williams	011426
Kathleen	Williams	002975
Kathryn	Williams	009290
Lori	Williams	017775
Michael	Williams	000776
Takiyah	Williams	007022
Anne	Williamson	016598
Cassandra	Wilson	007233
Courtney	Wilson	017596
Daniel	Wilson	017041
Holly	Wilson	017770
John	Wilson	011993
Jon	Wilson	007551
Kimberlee	Wilson	012523
Laura	Wilson	015596
William	Wilson	007397
Curtis	Wilson III	000981
Stephanie	Windham	001473

First	Last	ID
Lilly F	Windle	002654
Elaine	Winn	014808
Larisa	Wisdom	001006
Elliot	Witherspoon	018842
Benjamin	Wixon	012597
Cynthia	Wojack	002920
James	Wolf	007123
Margarita	Wolf	001553
Marsha	Wolfe	006000
Stephanie	Wolfer	016357
Kathryn	Wolff	016521
Desiree	Wolff-Myren	016712
Elisa	Wong	001082
Amy	Wood	007852
Cynthia	Wood	003256
Daphne	Wood	008334
Leslie	Woodhouse	014418
Bree	Woodruff	000395
Kenneth	Woods	008350
David	Woodsworth	008141
Lauren	Wooten	014495
Cecile	Wortham	008067
Steven	Wren	006008
Theodore	Wrenn	013928
Deborah	Wright	006254
Emily	Wright	017418
Robert	Wright	005753
Tracey	Wyatt	004399
Ernest	Yago	008583
Amanda	Yampolsky	004962
Winnie	Yan	004322
Katherine	Yarlott	013842
Cathlyn	Yarne	004064
Nancy	Yates	014631
Nicholas	Yoder	016427
Stephanie	Yoder-Corvi	013043
Anna-Sophia	York	013797

First	Last	ID
Michelle	York	000044
Sydney	York	008823
Lainie	Yoshida	000989
Reiko	Yoshida	003914
Mariko	Yoshiwara	014592
Gerald	Young	011859
Megan	Young	008867
Richard	Young	008234
Chiung-Chen	Yu	015305
Christina	Zabo	011130
Dina	Zadoff	014352
Yuliya	Zakharchenko	016502
Kent	Zakoura	007583
James	Zartler	003080
Daniel	Zelazek	015561
Joshua	Zeller	011877
Jeffrey	Zerba	009141
Joshua	Ziady	012586
Sarah	Zimmer	009164
Mark	Zimtbaum	010336
Kathleen	Zipp	000420
Brianne	Zogas	018362
Cynthia	Zrinyi	005178
Jan	Zuckerman	009140

S. Murray

**RESOLUTION No. 4727**

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 school year 2013-14 the following persons, according to the employment terms and conditions set out in the standard District contract.

<b>First</b>	<b>Last</b>	<b>ID</b>
Kara	Mortimer	000071
Jennifer	McCalley	000893
Chrystal	Watros	002195
Ginger	Taylor	010293
Lajena	Broadous	010509
Edward	Krankowski	011066
Amy	Whitney	015845
Lydia	Poole	016349
Joseph	LaFontaine	020999
Ayesha	Freeman	021029
Gladys	Garcia	021033
Diane	Berthoin-Hernandez	021119

*S. Murray*



## RESOLUTION No. 4728

### 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 2013-2014 school year the following persons, according to the employment terms and conditions set out in the standard District contract.

First	Last	ID
Sarah	Jones	000157
Rebecca	Wagner	000291
Pamela	Van Der Wolf	000336
Lisa	Newlyn	000527
Nalota	Herms	000857
Oscar	Gilson	000863
Tammy	Jackson	004723
Joy	Williams	004916
Evelyn	Flowers	006010
Carol	Campbell	006359
Brandi	Streeter	007887
Sandra	Ndubisi	008332
Kevin	Taylor	013594
Susan	Kosmala	013974
Kathleen	Ellwood	019983
Filip	Hristic	020334
Cherie	Kinnersley	020369
Gina Elisa	Roletto	020370
Karen	Bailey	020371
Silvia	Asson	020372
Nilka	Rager	020387
Kristyn	Westphal	020503
Vanessa	Martinez	020525

**RESOLUTION No. 4729**

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 as Contract Administrators the following persons, according to the employment terms and conditions set out in the standard District contract.

<b>First</b>	<b>Last</b>	<b>ID</b>
Bradley	Pearson	000495
Sara	Hahn	008460
Marylyn	John	012719
Celina	Garrido	013725
Edmund	Fuller	015558
Carla	Gay	016065
Matthew	Goldstein	016647
Martha	Diaz	016654
Vivian	Orlen	019537
Ewan	Brawley	019595
Ivonne	Dibblee	019636
Rebecca	Torres-Wilhelm	019658
Koreen	Barreras-Brown	019667
Eryn	Bagby	019826

*S. Murray*

## RESOLUTION No. 4730

### 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 through June 30, 2016, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

First	Last	ID
Kevin	Crotchett	000681
Shwayla	James	000898
Conrad	Hurdle	000922
Tina	Acker	001996
Curtis	Wilson Jr	002200
Karl	Newsome	002436
Donald	Bivens	002630
Lauretta	Manning	002709
Jeffrey	Brown	002961
Brian	Anderson	003111
Peyton	Chapman	003294
Ava	Morrison	003755
Eileen	Isham	003977
Molly	Chun	004022
Veronica	Magallanes	004233
Beth	Shelby	004295
Radislav	Lurie	004458
Melissa	Dragich	004614
Teri	Geist	004621
John	Walden	004901
Stephen	Powell	005152
Andrea	Porter-Lopez	005386
Leslie	O'Dell	005608
Sarah	Lewins	005653
Catherine	Boyce	005695
Susan	Foxman	005895

First	Last	ID
Cynthia	Roby	005929
Jane	Fielding	006017
Frederic	Locke Jr	006056
Bonita	Hobson	006298
Paul	Cook	006668
Kristen	Meyer	006790
Susan	McElroy	007018
Lori	Buedefeldt	007133
Tamala	Newsome	007139
Linda	Moon	007141
Lisa	Blount	007333
Margaret	Calvert	007468
Pamela	Joyner	007571
Barry	Phillips	007605
Marshall	Haskins	007630
Petra	Callin	007641
Vern	Marshall	007762
Carlos	Galindo Jr	008097
Cameron	Neal	008343
Ladrena	Rhodes	008396
David	Snyder	008437
Gregory	Ross	008568
Ann	Tabshy	008692
Lori	Clark	008756
Mary	Pearson	009118
Beverly	Pruitt	009506

First	Last	ID
Lavert	Robertson	010831
Jill	Sage	010921
Jonathan	Williams	011212
Jason	Breaker	011710
John	Ferraro	011786
Brian	Chatard	012531
Tanya	Ghattas	013368
Elizabeth	Madison	013468
Macarre	Traynham	013477
Teresa	Sing	013588
Lisa	McConachie	013601
Mark	Van Hoomissen	013662
Maude	Lamont	013690
Lana	Penley	017591
Lisa	McCall	017614
Ricky	Allen	017615
Andrew	Dauch	017616
Thu	Truong	017620

*S. Murray*

**RESOLUTION No. 4731**

Notice of Non-Renewal of Probationary Teachers

**RECITAL**

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below not be re-employed.

**RESOLUTION**

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby does not renew the contracts of the probationary teachers listed below. The Human Resources Department is instructed to notify such teachers that their employment is not renewed for the 2013-2014 school year and that their contracts will terminate June 30, 2013.

Employee ID
019979
020171
018209

*S. Murray*

**RESOLUTION No. 4732**

Notice of First Time Non-Extension Contract Teachers

**RECITAL**

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below not be re-employed.

**RESOLUTION**

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby does not extend the contracts of the contract teachers listed below. The Human Resources Department is instructed to notify such teachers that their employment is not extended for the 2014-2015 school year and that their contracts will terminate June 30, 2014.

Employee ID
008485
011938
018030
013651
001338
008581
006869
012884
015375

*S. Murray*

**RESOLUTION No. 4733**

Notice of Second Time Non-Extension Contract Teachers

**RECITAL**

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the teachers listed below not be re-employed.

**RESOLUTION**

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby does not extend the contracts of the contract teachers listed below. The Human Resources Department is instructed to notify such teachers that their employment is not extended for the 2013-2014 school year and that their contracts will terminate June 30, 2013.

Employee ID
000302
000146

*S. Murray*

**RESOLUTION No. 4734**

Withdrawn

Other Matters Requiring Board Action

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4735 and 4736

## **RESOLUTION No. 4735**

### Resolution to Recognize Classified Employees Appreciation Week March 4-8, 2013

#### **RECITALS**

- A. Portland Public Schools' Classified employees are essential members of our educational team. They are often our ambassadors to the public as well as caring, familiar people in the lives of our students. On the front lines and behind the scenes, they create a positive learning environment for our students by assisting them in the classroom; preparing and serving meals; caring for their physical needs; transporting them; keeping them safe, and aiding their families. They keep our administrative and school offices humming; attend to our buildings and grounds; help us communicate with each other and our community; shepherd supplies and equipment, and so much more. We are grateful for their support.
- B. The Board of Education for Portland Public Schools acknowledges and applauds Portland Public Schools' Assistive Tech Practitioners, Attendance Monitors, Book Clerks, Bookkeepers, Bus Drivers, Campus Monitors, Clerks, Community Agents, CNA's, Custodians, Educational Assistants (ESL, Headstart, Gen Ed), Food Service Assistants, Instructional Tech Assts., Library Assistants, Maintenance Workers, Nutrition Services, Orthopedic Equip Techs, Occupational and Physical Therapists, Para Educators (Special Ed), Secretaries, Security Techs, Sign Language Interpreters, and Transportation Route Schedulers.
- C. For their efforts on behalf of the 47,000 students in our Portland Public Schools, the classified employees deserve recognition and thanks.

#### **RESOLUTION**

- 1. The Board of Education declares March 4-8, 2013 Classified Employees Appreciation Week in recognition of the many daily services provided to enrich and ensure student achievement in Portland Public Schools.

*S. Murray / T. Burton*



## **RESOLUTION No. 4736**

### Resolution Encouraging Water Fluoridation

#### **RECITALS**

- A. At Portland Public Schools, we know that the health of our students has a direct impact on their ability to learn.
- B. In the Tri-County area, 21% of children suffer from untreated dental decay. As a result, many children suffer severe pain and infection and needlessly miss school days, impacting their education and their future. This rate is 40% higher than the City of Seattle. The principal difference between Seattle and Portland is that Seattle has fluoridated water.
- C. Fluoride is a naturally-occurring mineral found in nearly all water supplies. A small increase of fluoride in Portland's water supply will provide children with the optimal level of dental protection. Adding fluoride to drinking water is the most effective and most affordable way to address dental health for every Portlander. Fluoridation will reduce tooth decay in Portland by at least 30%.
- D. Fluoridation is a safe and effective way to reduce tooth decay and improve oral health. The Centers for Disease Control calls water fluoridation one of the most important public health advances of the 20th Century.
- E. Water fluoridation is supported by the National Centers for Disease Control, the American Academy of Pediatric Dentistry, the American Society of Dentistry for Children, the American Academy of Pediatrics, and many others. In Oregon, fluoridation is supported by the Oregon Academy of Family Physicians, the Oregon Academy of Pediatric Dentistry, the Oregon Dental Association, the Oregon Dental Hygienists Association, the Oregon Medical Association, the Oregon Nurses Association, the Oregon Pediatric Society, and more.
- F. Water fluoridation is an equity issue. Dental decay disproportionately impacts low-income families and children, many of whom are uninsured or underinsured. Low income children suffer twice the rate of untreated decay and nearly three times the rate of rampant decay (cavities in seven or more teeth) than children from higher-income families. Low income children have less access to preventive health care and lose 12 times more school days due to dental disease than children from higher-income families. Dental disease accounts for 30% of all health care costs for children.
- G. More than 70% of Americans are connected to a fluoridated public water system. In Oregon, only about 20% of residents receive fluoridated water. Oregon ranks 48<sup>th</sup> in water fluoridation among all states.
- H. Of the largest 50 cities in the United States, Portland is one of only two cities that does not fluoridate its water. In Oregon, water fluoridation occurs in several cities including Salem, Beaverton and Forest Grove.

#### **RESOLUTION**

1. The PPS Board of Education supports water fluoridation as a means of reducing tooth decay and improving the oral health of children. Fluoridation provides every child with access to improved health, regardless of their income. Improved oral health will lead to improved school attendance.

2. The PPS Board of Education supports Measure 26-151 appearing on the May 21, 2013 ballot. The measure requires fluoridation at levels recommended by the Centers for Disease Control and the Oregon Health Authority.
3. The PPS Board of Education thanks the Mayor of Portland and the Portland City Council for placing this measure on the ballot as a means to improve the health of our city's children.