



Parkrose School District No. 3

10636 NE Prescott Street
Portland, Oregon 97220-2699
www.parkrose.k12.or.us

Agenda

Board of Education Regular Business Meeting

Boardroom

10636 NE Prescott St
Portland, OR 97220

#Meeting_Date_long_weekday#
6:30 PM

1. Executive Session - 6:15pm

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2. Call to Order - Regular Board Meeting - 6:30pm to 9:00pm

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3. Approve Agenda (2 minutes)

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4. Presentations

¹The timelines may be extended upon written agreement between both parties.
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A. ASB Report (5 minutes presentation, 5 minutes Q&A)

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5. PFA Monthly Report - Zachary Melzer (5 minutes report, 5 minutes Q&A)

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6. OSEA Monthly Report - Richard Doyle (5 minutes report, 5 minutes Q&A)

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7. Non-Agenda or Consent Item Patron Comments (3 minutes each)

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8. Consent Agenda (5 minutes)

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A. Personnel

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1. Resignations

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- a. Michelle Vance, Middle School
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2. Retirements

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- a. Patricia Nissen, Middle School
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B. Extended Travel

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1. Request for 61 Educators to attend AVID Summer Institute, August 2-5, 2020 in San Francisco, California

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C. Business/Finance

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1. Monthly Financial Report

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9. Student Success Investment Application Draft

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A. Equity & School Improvement Committee Report

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10. Board of Education (10 minutes)

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A. Regional Board Equity Team - Kirby & McKenzie

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B. OSBA Board of Directors & Color Caucus Update - McKenzie

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C. Parkrose Educational Foundation Committee Liaison Report

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D. Legislative Update

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11. District Business

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A. Superintendent Reports (5 minutes report, 5 minutes Q&A)

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1. Committee Reports

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2. Confirm July Organizational Meeting Date

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3. COVID-19 Update

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B. Human Resources - Mary Bradbury Jones (5 minutes presentation, 5 minutes Q&A)

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1. Extensions & Renewals

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12. Agenda Item Patron Comments (3 minutes each)

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13. Action Items (5 minutes)

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A. Accept/Reject Extensions & Renewals 2020-2021

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14. Discussion/Future Agenda Items (8 minutes)

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15. Correspondence/Announcements (2 minutes)

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A. Correspondence

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B. Upcoming Meetings

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1. Board Special* Session, Monday, March 30, 2020 PSD Boardroom, 6:30pm

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2. Board Working Session, Monday, April 13, 2020 PSD Boardroom, 6:30pm

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3. Board Business Meeting, Monday, April 27, 2020 PSD Boardroom, 6:30pm

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C. Upcoming Budget Meetings

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1. Budget Committee Training Meeting, Wednesday, April 15th 6:30pm

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2. Organizational Budget Committee Meeting, Wednesday, April 29th 6:30pm

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3. Second Budget Committee Meeting, Wednesday, May 13th 6:30pm

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4. Optional* Third Budget Committee Meeting, Wednesday, May 27th 6:30pm

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D. Upcoming Events

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1. No School K-8 Grading Day, March 6, 2020

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2. Sunday, March 8th, 2020 Daylight Savings Time

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3. Secondary AVID Showcase March 10th, 9am-2pm

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4. No Middle School March 12th, Conferences

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5. Opening Night, The Music Man, March 13th

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6. No Elementary School March 12th and 13th, Conferences

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7. Classified Appreciation Week March 16th-20th, 2020

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8. PMS Spring Band Concert, March 17th, 2020 7-8pm

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9. Spring Break, No School, March 23rd-27th, 2020

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10. CANCELED - Parkrose Arts Festival, Wednesday April 22, 2020 - CANCELED

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11. Parkrose Educational Foundation Dinner/Auction, Saturday, April 25th 5:30 – 9:30pm

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16. Adjournment

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Parkrose School District Board meetings are held in accordance with open meeting laws and with accessibility requirements. If accommodations for individuals with disabilities or for groups exceed boardroom capacity are required, please contact Board Secretary Andrea Stevenson at least two full business days prior to the Board

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meeting. Contact phone: (503)408-2114 Contact e-mail: andrea_stevenson@parkrose.k12.or.us Contact address:
10636 NE Prescott Street, Portland, Oregon 97220-2699

Parkrose School District prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status or veterans' status of any other persons with whom the individual associates.

Full policies and complaint forms can be requested from your school, the district office or accessed online at www.parkrose.k12.or.us.

Persons having questions about civil rights, equal opportunity and nondiscrimination should contact: Julie Sams, Director of Student Services at julie_sams@parkrose.k12.or.us or 503-408-2118.

Mission: Close the achievement gap by preparing all students for college readiness and success in a global society.

Vision: Every child reads, thinks critically, and graduates ready for college and career.



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Code: BDDH-AR
Adopted: 10/23/95
Revised: 1/30/13

PUBLIC PARTICIPATION IN BOARD MEETINGS

1. Time is set aside on the Board's meeting agenda for Citizen Comments at Regular Board Business meetings. The purpose of this specified time frame is to encourage public involvement in its school district and at the same time allow enough time for the Board to conduct the necessary business for which it is legally responsible.
2. A group of visitors with a common purpose should designate a spokesperson for the group.
3. Discussion or presentation concerning a published agenda item, other than announced items, is limited to its designated place on the agenda, unless otherwise authorized by the chair.
4. A visitor may introduce a topic not on the published agenda. However, the Board of Education, at its discretion, may require that a proposal, inquiry, or request be submitted in writing and reserves the right to refer the matter to the administration for action or for study and to report at a subsequent meeting. The Board shall make a decision at the meeting where information is presented only if the issue is considered an emergency by the Board.
5. At the discretion of the Board chair, when meetings are large or controversial, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing information to the board secretary on a citizen comment card prior to the meeting. This will help the chair provide adequate time for each agenda item and remain within the established time frame.
6. Statements by members of the public should be brief and concise. The chair may, at his/her discretion, establish a time limit on discussion or oral presentation by a visitor on any topic to ensure compliance with the established time frame.
7. Speakers may offer objective criticism of school operations and programs but the Board will not hear complaints concerning specific school personnel. The chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.
8. These procedures will be published on the back of every Board meeting agenda.



Parkrose School District No. 3

10636 NE Prescott Street
Portland, Oregon 97220-2699
www.parkrose.k12.or.us

Code: **KL**
Adopted: 10/23/95
Revised: 12.11.17

Public Complaints* (Version 4)

Board members recognize that complaints about schools may be voiced by employees, students, parents and community members from time-to-time. When such complaints are made to a Board member, the Board member shall refer the person making the complaint to the superintendent or designee. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual board member has no authority to do so.

A complaint of retaliation against a student or a student's parent or guardian who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should be made to the superintendent or designee.

A person may initiate a complaint by discussing the matter with the appropriate administrator. That administrator shall attempt to resolve the complaint or identify the reasons for not resolving the issue. In the event a complaint is not resolved within 10 working days at the building level, the complainant may file a written complaint with the superintendent or designee. The superintendent or designee will attempt to resolve the complaint. If the complaint remains unresolved after 10 working days of receipt by the superintendent or designee, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. Any written complaint bearing the signature of a complainant, and which is presented to the Board, may be considered by the entire Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board chooses not to hear the complaint, the superintendent's or designee's decision is final.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the administrator.⁶¹

The district may offer mediation or an other alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Complaints against the principal may be filed with the superintendent or designee. The superintendent or designee will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The

⁶¹The timelines may be extended upon written agreement between both parties.



Parkrose School District No. 3

10636 NE Prescott Street
Portland, Oregon 97220-2699
www.parkrose.k12.or.us

written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board decides an investigation is warranted, Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board. A final written decision regarding the complaint shall be made by the Board within 20 working days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. Once the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session what action, if any, is warranted.

A complainant must file a complaint within the later of either time limit set below, in accordance with State law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

The final decision for a complaint processed under this Board policy that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), ORS 339.285 to 339.383 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and the complaint is not resolved through the complaint process above, the complainant may have appeal rights with the Deputy Superintendent of Public Instruction as outlined in OAR 581-002-0040.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

END OF POLICY

Legal Reference(s):



Parkrose School District #3
As Per Board Policy DLC/DLC-AR
Request for Extended Travel
(Travel Outside 200 Miles)

The Parkrose School Board asks that extended travelers (or their supervisors) present for a few minutes at a Board meeting following their conference. Please make arrangements with the Board Secretary.

NAME: PHS Staff – 22 --- PrMS Staff – 13 --- Prescott Elementary Staff – 6 ---- Sacramento Elementary Staff – 6
Shaver Elementary Staff – 6 ---- Russell Elementary Staff – 6 --- District Office Staff – 2 ---- Total Staff: 61

DATE February 18, 2020 **DEPT/BUILDING** District Office, Elementary, Middle School and High School

PURPOSE: 2020 AVID Summer Institute

TRAVEL DETAILS: 1. DESTINATION: San Francisco, CA
2. DATES: August 2-5, 2020

ESTIMATED EXPENSES:	DESCRIPTION	COST
TRAVEL	Airline \$204.00 x 61	\$ 12,444.00
LODGING	Hilton San Francisco Union Square \$265.00 x31 rooms x 3 day (without tax)	\$ 24,645.00
PER DIEM	Conference Provides: August 3 - Breakfast ----- Aug. 2 B,L,D \$66.00 -- Aug. 3: L,D \$50.00 Aug. 4:B,L,D \$66.00 -- Aug. 5: B,L,D \$66.00 ----- Total \$248.00 x 61 staff	\$ 15,128.00
REGISTRATION	Early Bird \$850.00 x 61	\$ 51,850.00
OTHER	Shuttle Service \$34.00 round trip x 61	\$ 2,074.00
TOTAL		\$ 106,141.00

BUDGET SOURCE(S) NAME & TRAVEL BUDGET CODES

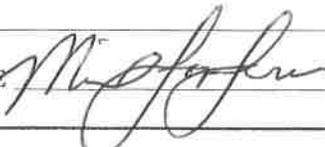
School	Registration Fund	Travel Fund	Total
PHS	Nike (6 staff) M98 (11 staff) Title SL (5 staff)	Nike (6 staff) M98 (11 staff) Title SL (5 staff)	Reg. \$18,700.00 Travel \$19,437.00
PrMS	Title SL (6 staff) M98 (7 staff)	Title SL (6 staff) M98 (7 staff)	Reg. \$11,050.00 Travel \$11,883.00
Prescott	IV 19-20 (5 staff): Admin. PD (1 staff) 100.2240.0244.100.330.000	IV 10-20 (5 staff): Admin. PD (1staff) 100.2240.0342.100.330.000	Reg. \$5,100.00 Travel \$5,301.00
Russell	IV 19-20 (3 staff): Admin PD (1staff): 100.2240.0244.100.330.000 IIA Carryover (2 staff):215.2240.0641.100.330.136	IV 10-20 (3 staff): IIA (18-19) (2 staff): Carryover:215.2240.0342.100.330.136 Admin. PD (1 staff): 100.2240.0342.100.330.000	Reg. \$5,100.00 Travel \$5,301.00
Sacramento	IIA-Carryover (5 staff):215.2240.0641.100.330.136 Admin. PD (1 staff): 100.2240.0244.100.330.000	IIA (18-19) (5 staff) Carryover:215.2240.0342.100.330.136 Admin. PD (1 staff): 100.2240.0342.100.330.000	Reg. \$5,100.00 Travel \$5,301.00
Shaver	IIA-Carryover (5 staff): 215.2240.0641.100.330.136 Admin. PD: 100.2240.0244.100.330.000	IIA (18-19) (5 staff): 215.2240.0342.100.330.136 Admin. PD: 100.2240.0342.100.330.000	Reg. \$5,100.00 Travel \$5,301.00
District Office	IIA Carryover (2 staff): 215.2240.0641.100.330.136	IIA (18-19) (2 staff): 215.2240.0342.100.330.136	Reg. \$1,700.00 Travel \$1,767.00
		TOTAL	\$106,141.00

BUSINESS SERVICES DIRECTOR SIGNATURE:  **DATE:** 2/24/20

SUPERVISORS RECOMMENDATION AND COMMENTS:

SUPERVISOR SIGNATURE _____ DATE: _____

SUPERINTENDENT/DESIGNEE RECOMMENDATIONS/COMMENTS:

SUPERINTENDENT/DESIGNEE SIGNATURE  DATE: 2/28/20

BOARD ACTION: _____ **APPROVED** 21 **DISAPPROVED** _____ **DATE:** _____



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2020 AVID
SUMMER INSTITUTE

[LOCATIONS](#) [STRANDS](#) [SCHEDULE](#) [FAQ](#)

[Registration](#)

Day 0	Day 1	Day 2	Day 3
AVID Merchandise Sales 2:00 - 5:00 pm	Check-In 6:30 - 8:00 am	AVID Merchandise Sales 9:30 am - 5:30 pm	AVID Merchandise Sales 7:00 - 10:00 am
Check-in/Help & Info 2:00 - 5:00 pm	AVID Merchandise Sales 6:30 am - 3:30 pm	Morning Coffee 7:00 - 8:00 am	Morning Coffee 7:00 - 8:00 am
	Help & Info Desk 6:30 am - 5:00 pm	Help & Info Desk 7:00 am - 5:00 pm	Help & Info Desk 7:00 am - 3:00 pm
	Grab & Go Breakfast 7:00 - 8:00 am	Strands 8:00 - 9:30 am	Strands 8:00 - 9:30 am
	Site Teams 8:00 - 9:30 am	Coffee Break 9:30 - 10:00 am	Coffee Break 9:30 - 10:00 am
	Coffee Break 9:30 - 10:00 am	Strands 10:00 am - 12:00 pm	Strands 10:00 am - 12:00 pm
	Strands 10:00 am - 12:00 pm	Lunch (on your own) 12:00 - 1:15 pm	Lunch (on your own) 12:00 - 1:15 pm
	Lunch (on your own) 12:00 - 1:15 pm	Site Teams 1:15 pm - 3:30 pm	Site Teams 1:15 pm - 3:30 pm
	Strands 1:15 pm - 2:30 pm	General Session 4:00 - 5:00 pm	
	Snack Break 2:30 - 3:15 pm		
	Strands 3:15 pm - 5:00 pm		

Dallas Summer Institute

Please note that Dallas Summer Institute has an alternate schedule.

Day 0	Day 1	Day 2	Day 3
AVID Merchandise Sales 2:00 - 5:00 pm	Check-In 6:30 - 8:00 am	AVID Merchandise Sales 9:30 am - 5:30 pm	AVID Merchandise Sales 7:00 - 10:00 am



AVID SUMMER INSTITUTE

We're looking forward to seeing you at an AVID Summer Institute! These annual professional learning events are where AVID's partner schools come to experience the latest in AVID methodologies and strategies to successfully implement AVID and help all students become college and career ready. You will hear directly from students, alumni, and educators whose lives have been impacted by this work and leave Summer Institute excited to implement all you've learned on your campus.

Registration

AVID Summer Institute registration opens on February 11 and will stay open as long as space is available. Seating is limited, so we recommend you register for your preferred



Summer Institute early to secure a spot in your desired strand. Early Bird pricing ends on May 1. Full details on pricing and registration are available on [MyAVID](#). If this will be your first AVID Summer Institute, please connect with the AVID leaders on your campus or in your district to discuss registration and Summer Institute plans.

Accommodations

AVID has negotiated group rates for participants at hotels. The room reservation links are available on the Summer Institute city pages on [MyAVID](#). Participants who stay at contracted hotels will receive complimentary Wi-Fi in their guest rooms. It is the participant's responsibility to make, change or cancel hotel and airfare reservations. Hotel and airfare reservations do not guarantee registration for an event.

Strand Offerings

We offer more than 50 strands for educators to choose from, covering a wide range of topics. To Explore the strand options that are the best fit for you and your team, review the new, searchable, interactive [AVID Summer Institute Strand Guide](#).

Learn More About Your Summer Institute on MyAVID



Full details about each Summer Institute, including locations, schedule, accommodations, food, and things to do are available on [MyAVID](#). If you don't know your MyAVID login, contact our AVID Care Team at 1-833-284-3227 or AVIDCare@avid.org.

Dallas | June 15-17

San Diego 1 | June 22-24

Orlando | June 29-July 1

Denver | June 30-July 2

Tampa | July 7-9

San Antonio | July 8-10

Anaheim | July 15-17

Seattle | July 20-22

Philadelphia | July 22-24

San Diego 2 | July 28-30

Minneapolis | July 29-31

San Francisco | August 3-5

**Dates and locations are subject to change.*

You may review the [cancellation policy](#) if needed. If you have questions, please contact the AVID Care team at



Parkrose SIA Proposed Investments for 20-21

Focused strategies for Student Investment Account

The following strategies are a synthesized list of needs that were shared by students, staff, and the Parkrose community. This is the first year of an extended strategic plan to address the specific needs of our historically underserved students and families and to increase social and emotional supports for all students.

- ***Increased social-emotional supports and interventions*** for our most vulnerable and historically underserved students.
- ***Increasing support for a more inclusive learning environment*** for students with disabilities and emerging bilingual students.
- ***Expansion of elective courses*** at our Middle School and elementary schools with a long term goal of more equitable access to physical education and arts education K-12.
- ***Culturally specific student and family supports*** and expanded ***community partnerships***.
- ***Develop a teacher pathway program*** to specifically recruit and retain staff of color in Parkrose.
- **Develop curriculum plans** to provide opportunities that are more relevant to our students.
- **Increase opportunities for youth activities and engagement** in the community.

Activities to address the strategies:

Increased social-emotional supports and interventions:

- Add 5.0 FTE of certified staff focused on equity and inclusion in all core classrooms (4 at Elementary and 1 at Middle School)
 - Train and support staff with community building in their core classrooms
 - Develop and support MS homeroom curriculum to support social-emotional learning
 - Support instruction and interventions for historically underserved students
 - Monitor discipline and academic data to provide direct support to classroom teachers
 - Train and support staff with restorative practices for all students
 - Train and support staff with culturally responsive and incisive practices in their classrooms
 - Support counselors by providing more core support so counselors can provide more specific interventions for students.
- Add 4.0 FTE of Educational Assistant support for social and emotional support during academic time, recess time and transitions during the school day.
- Increase educational assistant time to .875 FTE (35 hours per week) for current educational assistants to provide additional support to students in all schools.
- Add 1.0 FTE of Educational assistant support for social-emotional support at Parkrose Middle School.

Parkrose SIA Proposed Investments for 20-21

Increasing support for a more inclusive learning environment

- Add 1.0 FTE of certified Special Education support at Parkrose High School
- Add a new district special education classroom for 3rd-6th students focused on communication support.
 - Add 1.0 FTE for certified Special Education support at a district elementary school
 - Add 2.0 FTE Special Education Assistants
- Add .5 FTE of certified English Language Learner support at elementary.
- Add .5 FTE of certified English Language Learner support at Middle School and High School.
- Senate Bill 13 Native American focused and mandated curriculum implementation including collaboration with culturally specific organizations.

Expansion of elective courses

- Add 1.0 FTE of certified Art teacher at Parkrose Middle School
- Add 4.0 FTE of certified Physical Education teachers at all elementary schools

Culturally specific student and family supports and expanded community partnerships

- Add 5.0 FTE for family engagement specialists at elementary and middle schools
- Invest in culturally specific mentoring at elementary schools for historically underserved students

Develop a teacher pathway program

- Invest in the recruitment and retention of staff of color
 - Provide scholarship program for classified employees to become teachers
 - A bachelor's degree cohort and master's degree cohort
 - Create and develop a student pathway program at Parkrose High School

Develop curriculum plans to be more relevant and inclusive of all students

- Implement SB 13 Native American Studies
- Implementation of Ethnic Studies
- Develop and implement Physical Education curriculum at elementary
- Begin cohort to train on Universal Design for Learning (Specifically to support teachers differentiating instruction for all students, specifically those who are traditionally underserved)
- Additional resources to school libraries

Increase opportunities for youth activities and engagement

- Partner with Community based organization Playworks for consultation support for elementary recess and afterschool programming
- Add 2 Middle School sports (fall and winter)

Integrated Planning Tool

This tool is designed to help align strategies and desired outcomes to concrete activities and their associated expenditures.

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

The strategies entered in this tab will autopopulate to the Activities & Expenditures tab.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan?

Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Student Investment Account

Activities and Expenditures

This tab pulls the articulated strategy into the top of the page. Below are a series of entries for planned activities and a dropdown box to connect the activity to the most tightly linked strategy.

The date ranges help track the anticipated number of years the activity will span and provides space to project both first year costs as well as three-year projected costs. These amounts are totaled and set in line with the strategies above.

Object codes can be populated manually.

The priority field includes a drop down box to designate the activity as a high, medium or low priority.

Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Every K-12 educator analyzes and uses and reviews student learning data and school climate information with an equity lens (i.e. disaggregating by race) on a routine basis.	X	X			X
Outcome	Middle school staff will be implementing strategies to support diverse learners through culturally-responsive classroom practices, e.g. WICOR strategies, including language scaffolding, as evidenced by classroom walkthroughs.	X	X		X	
Outcome	Technology improvements create a more flexible, responsive, engaged, and differentiated learning experience.		X			X
Outcome	8th grade students treat each other well and report a sense of belonging, identity, and safety at school.	X		X	X	
Outcome	Targeted class size reductions in grades K-3 can be linked with positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency.	X		X		

Strategy #1	Braid Racial Equity and Social Justice strategies into our instructional core work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student.
Strategy #2	Ensure pedagogy and standards-based curriculum integrates the respectful consideration of culture, disability, race, gender, and language with equitable learning supports and opportunities.
Strategy #3	Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.
Strategy #4	Provide academic and career & college readiness supports for Emerging Bilinguals and Latinx students.
Strategy #5	Invest in technology, assessment tools and professional development for English Language Development and social emotional learning enhancements.

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST
Strategy 1	Increased social and emotional supports and interventions. Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.	\$ 1,247,000.00	\$ 3,741,000.00
Strategy 2	Increased support for a more inclusive learning environment, including culturally relevant curriculum development. Ensure pedagogy and standards-based curriculum integrates the respectful consideration of	\$ 450,000.00	\$ 1,350,000.00
Strategy 3	Expansion of elective courses and opportunities for staff and students, including the development of a teacher pathway program.	\$ 700,000.00	\$ 2,100,000.00
Strategy 4	Culturally specific student and family supports, including expanding community partnerships	\$ 380,000.00	\$ 1,140,000.00
Strategy 5			

Total YEAR 1 Budget
\$ 2,777,000.00

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire Equity and Inclusion coaches (5FTE) to support social emotional curriculum development and delivery, create systems and routines in core classrooms that	S1	X	X	X	\$560,000	\$ 1,680,000.00		
2	Hire Educational assistant support for each elementary (4FTE) and our middle school (1 FTE) to support positive behavior supports, response to instruction, and	S1	X	X	X	\$ 305,000.00	\$ 915,000.00		
3	Hire Special Education teacher at Parkrose High School to lower case load and increase core classroom support for students with disabilities.	S2	X	X	X	\$ 113,000.00	\$ 339,000.00		
4	Hire an art teacher for Parkrose Middle School to provide more comprehensive educational activities to students.	S3	X	X	X	\$ 113,000.00	\$ 339,000.00		
5	Hire special education teacher and educational assistant at elementary to support a communication focused classroom to provide a continuum of service to special	S2	X	X	X	\$ 174,000.00	\$ 296,000.00		
6	Hire additional Emerging Bilingual teachers to support newcomers to English in Parkrose	S2	X	X	X	\$ 113,000.00	\$ 339,000.00		
7	Hire 4 elementary Physical Education teachers to provide physical education, health and nutrition education to all elementary students, includes curriculum	S3	X	X	X	\$ 462,000.00	\$ 1,386,000.00		
8	Develop teacher and assistant cohort to train and implement Universal Design for Learning in core classrooms to support all students, but specifically to support	S2	X	X	X	\$ 50,000.00	\$ 150,000.00		
9	Bring current educational assistants in Parkrose schools up to 35 hours a week to provide more direct academic and social support to students in all grades.	S1	X	X	X	\$ 372,000.00	\$ 1,116,000.00		
10	Hire 5 family engagement specialists at .875 FTE for elementary and middle schools	S4	X	X	X	\$ 305,000.00	\$ 915,000.00		
11	Develop scholarship program for teacher pathway program for classified staff to recruit and retain staff of color in Parkrose.	S3	X	X	X	\$ 65,000.00	\$ 195,000.00		
12	SB 13 curriculum support to implement Native American Studies into all schools.	S1	X	X	X	\$ 10,000.00	\$ 30,000.00		
13	Add two middle school sports to provide additional comprehensive activities in fall and winter	S3	X	X	X	\$ 25,000.00	\$ 75,000.00		
14	Add to School library resources for equitable access to books and media at all schools	S3	X	X	X	\$ 35,000.00	\$ 105,000.00		
15	Community Partnership for social emotional support	S4	X	X	X	\$ 75,000.00	\$ 225,000.00		
16						\$2,777,000			
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Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	All school staff will be implementing strategies and culturally relevant curriculum to support diverse learners through culturally-responsive practices, e.g. WICOR strategies, including language scaffolding. Universal Design for Learning as evidenced by classroom walkthrough and school					
Outcome	Targeted caseload reduction and support will provide additional support for students with disabilities in the core classroom and result in increases in academic achievement in their Individual Education Plans, local district assessments, and state wide assessments, and attendance.					
Outcome	Targeted support for English Language Learners to increase support for newcomer students at all schools. This targeted support will include family engagement to help families and students to feel included and supported at school and in the community.					
Outcome	Increased academic and elective opportunities for or historically underserved students and families, including an emphasis physical wellness and safety.					
Outcome	Create and support a Teacher Pathway program to recruit and retain staff of color in Parkrose.					

Strategy #1	Strategy 1: Increased social and emotional supports and interventions
Strategy #2	Strategy 2: Increased support for a more inclusive learning environment, including culturally relevant curriculum development
Strategy #3	Strategy 3: Expansion of elective courses and opportunities for students and staff, including the development of a teacher pathway program
Strategy #4	Strategy 4: Culturally specific student and family supports, including expanding community partnerships
Strategy #6	

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST
Strategy 1	Strategy 1: Increased social and emotional supports and interventions	\$ -	\$ -
Strategy 2	Strategy 2: Increased support for a more inclusive learning environment, including culturally relevant curriculum development	\$ -	\$ -
Strategy 3	Strategy 3: Expansion of elective courses and opportunities for students and staff, including the development of a teacher pathway program	\$ -	\$ -
Strategy 4	Strategy 4: Culturally specific student and family supports, including expanding community partnerships	\$ -	\$ -
Strategy 5	⁰	\$ -	\$ -

Total Budget
\$ -

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
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RESOLUTION GRANTING OF CONTRACT STATUS TO TEACHERS WHO HAVE SUCCESSFULLY COMPLETED THE THREE YEAR PROBATIONARY PERIOD

WHEREAS, the following-named teachers have been employed as regularly appointed teachers for not less than three successive years; and

WHEREAS, the board of Education has now considered the evaluations and reports regularly made to the Board as to such teachers and finds them to be favorable and the qualifications of such teachers to be satisfactory; and

WHEREAS, the Superintendent of Schools has submitted these names for election as **CONTRACT** teachers of the Parkrose School District,

NOW, THEREFORE, BE IT RESOLVED, that the following-named teachers are elected as **CONTRACT** teachers of the Parkrose School District beginning with the 2020-2021 school year and classified pursuant to ORS 342.815 and 342.934 as follows:

Campbell, Jalia
Davis, Megan
Estrada, Andres
Friedman, Brian
Higgins, Shawn Patrick
Levy, Stuart
Malarkey, Susannah
Mascarinas, Monique

McLean, Adelle
Metz, Karl
Moldovan, Doina
Perez, Carrie
Schnell, Dana
Simmons, John
Soule, Linda
Wilson, Amber

PROVIDED, that the election and continued employment of the teachers enumerated hereinabove are subject to all of the laws of the State of Oregon and all rules and regulations pertaining to the employment of teachers and their rights, duties, and obligations, heretofore or hereafter duly adopted by the Parkrose School District or by the State Board of Education, and is conditioned upon full compliance therewith on the part of the teacher.

**RESOLUTION GRANTING OF TWO YEAR CONTRACTS
FOR CONTRACT TEACHERS**

WHEREAS, the following-named teachers have been employed as regularly appointed teachers for not less than three successive years; and

WHEREAS, the board of Education has now considered the evaluations and reports regularly made to the Board as to such teachers and finds them to be favorable and the qualifications of such teachers to be satisfactory; and

WHEREAS, the Superintendent of Schools has submitted these names for election as **CONTRACT** teachers of the Parkrose School District,

NOW, THEREFORE, BE IT RESOLVED, that the following-named teachers are elected as **CONTRACT** teachers of the Parkrose School District and classified pursuant to ORS 342.815 and 342.934 as follows:

Alexander, Sara	Ennis, Molly	Johnson, Janet	Poore Bentley, Jennifer
Alfrey, Whitney	Fennema, Niesha	Jones, Rebecca	Putsch, Carrie
Alleman, Stephanie	Fischer, Jamie	Killion, Anna	Radocy, Kim
Amato, Angie	Floyd, Heather	Koffler, Nicole	Read, Christa
Anderson, David	Flynn, Padraic	Kravetz, Tracey	Robinson, Andrew
Anderson, Lisa	Folkedahl Eppolito, Jody	Kutter, Michelle	Robison, Lisa
Anderson, Tamara	Foreman, Jennifer	Lamb-Christensen, Sarah	Rondhuis, Jacquelyn
Aschenbrenner, Mary Ann	Fout, Samuel	Langdahl, Alaina	Scott, Diana M
Ashlock, Ryan	Francis, Karen Lynn	Langston,Carolynn	Shaffer-Ortiz, Bradley
Baird, Alan	Franken, Catherine	Larson, Kristian	Shaikh, Kate
Ballou, Scott	Fuhrmann, Maria	Lawrence, Karen	Shojinaga, Jasmine
Blair, Jacqueline	Goodlett, Casey	Lee, Keija	Small, Emma
Block, Heather	Gordon, Jennifer	Leury-Duckworth, Renee	Snow, Jonathan
Borman, Debra	Grant, Tracy	Lozano, Angela	Stamp, Tammy
Brown, Abbey	Grove, Jennifer	Marsh, Eric	Starr, Christina
Burgess, Sarah	Gutierrez, Lisa	Mastne, Cassandra	Stupak, Alicia
Burton, Amanda	Hagood, Mary	Mattern, Brooke	Todd, Melissa
Cappleman, Grace	Handley, Danielle	McElhaney, Daleen	Trumbull, Corinne
Caudle, Sara	Handsaker, Jennifer	McIntyre, Sarah	Tucker, Jody
Christiaansen, Britt	Hanson, Carol	Melzer, Zachary	Ugarte, Julie
Cole, Lynn	Hayward, Melinda	Mutschler, Courtney	Valway, Scott
Conklin, Sarah	Healy, Amanda	Newton, Jennifer	Vance, Michelle
Cosby, Curtis	Heikes, Jennifer	Nissen, Patricia	Vraneza, Sarah
Curry, Rosalind	Henderson, Kerryn	Nuno, Penelope	Wagner, Aron
Cyphers, Marci	Hingley, Nell	O'Leary, Kristin	Weidlich, Caroline
Dadfarma, Stacy	Hobbs, Nicholas	Ormiston, Wendy	Wilson, J Carter
Davidson, Brett	Hume, Craig	Osberger, Elizabeth	Wood, Jacqueline
Dugan, James	Iwersen, Beau	Parrett, Pauline	Woolley, Rickie
Dye, Shane	Jackson, Christopher	Pershall, Roscoe	
Ediza, Nerissa	Jacobson, Wenna	Phelps, Jonelle	
English, Richard	Johnson, Amber	Pincus, Alana	

PROVIDED, that the election and continued employment of the teachers enumerated hereinabove are subject to all of the laws of the State of Oregon and all rules and regulations pertaining to the employment of teachers and their rights, duties, and obligations, heretofore or hereafter duly adopted by the Parkrose School District or by the State Board of Education, and is conditioned upon full compliance therewith on the part of the teacher.

**RESOLUTION GRANTING OF RENEWAL AND NON-RENEWAL OF
ONE YEAR CONTRACTS FOR PROBATIONARY TEACHERS**

WHEREAS, the following-named teachers have been employed as regularly appointed teachers in the 2018-2019 school year,

Be it resolved that the Board accept the recommendation of the Superintendent for the renewal of licensed staff for the 2020-2021 school year and pursuant to ORS 342.815 and 342.934 as follows.

Renewal:

Baik, Jessica (Year 3)
Baker, Cameron (Year 2)
Bentley, Lauren (Year 3)
Blankenship, Kaye (Year 3)
Chan, Jessica (Year 2)
Dorr, Jacob (Year 3)
Flegal, Joelle (Year 3)
Fonville, Earl (Year 3)
Garcia, Katherine (Year 2)
Gross, Matthew (Year 2)
Harwood, Alina (Year 2)
Hearst, Ivy (Year 2)
Herrera, Elena (Year 3)
Hoschouer, Anastasia (Year 3)
Jewell, Remy (Year 3)
Kirkpatrick, Shannon (Year 2)
Lian, Abigail (Year 2)
Marino, Antonia (Year 2)
Marks, Allison (Year 2)
McKenna, Jessica (Year 2)

Messling, Alexandria (Year 2)
Montas, Margaret (Year 3)
Mosenden, Mara (Year 2)
Mount, Nathan (Year 3)
O'Neal, Karen (Year 2)
Palioca, Emma (Year 3)
Prete, Samuel (Year 2)
Rhodes, Amy (Year 3)
Schmitz, David (Year 3)
Skjervem, Amber (Year 3)
Sloanes, Nikki (Year 3)
Smith, Jessika (Year 2)
Speiser, Danielle (Year 3)
Stickel, Kelly (Year 3)
Stuhlmuller, Blair (Year 3)
Walker, Emily (Year 2)
Weems, Lacinda (Year 2)
Yoda, Ruth (Year 3)
Zekry, Eva (Year 2)

PROVIDED, that the election and continued employment of the teachers enumerated hereinabove are subject to all of the laws of the State of Oregon and all rules and regulations pertaining to the employment of teachers and their rights, duties, and obligations, heretofore or hereafter duly adopted by the Parkrose School District or by the State Board of Education, and is conditioned upon full compliance therewith on the part of the teacher.

**RESOLUTION GRANTING OF CONTRACT STATUS TO ADMINISTRATORS WHO
HAVE SUCCESSFULLY COMPLETED THE THREE YEAR PROBATIONARY
PERIOD**

WHEREAS, the following-named administrator has been employed as a regularly appointed administrator for not less than three successive years; and

WHEREAS, the Board of Education has now considered the evaluations and reports regularly made to the Board as to such administrator and finds them to be favorable and the qualifications of such administrator to be satisfactory; and

WHEREAS, the Superintendent of Schools has submitted these names for election as **CONTRACT** administrators of the Parkrose School District,

NOW, THEREFORE, BE IT RESOLVED, that the following-named administrators are elected as **CONTRACT** administrators of the Parkrose School District during the 2020-2021 school year and classified pursuant to ORS 342.815 and 342.934 as follows:

Harrison, Antoinette

Assistant Principal – Middle School

PROVIDED, that the election and continued employment of the administrator enumerated hereinabove is subject to all of the laws of the State of Oregon and all rules and regulations pertaining to the employment of administrators and their rights, duties, and obligations, heretofore or hereafter duly adopted by the Parkrose School District or by the State Board of Education, and is conditioned upon full compliance therewith on the part of the administrator.

**RESOLUTION GRANTING OF ONE YEAR CONTRACT
FOR PROBATIONARY ADMINISTRATORS**

WHEREAS, the following-named administrators have been employed as regularly appointed administrators, and

WHEREAS, the Board of Education has now considered the evaluations and reports regularly made to the Board as to such administrators and finds them to be favorable and the qualifications of such administrators to be satisfactory; and

WHEREAS, the Superintendent of Schools has submitted these names for election as a **PROBATIONARY** administrators of the Parkrose School District,

NOW, THEREFORE, BE IT RESOLVED, that the following-named administrators are elected as **PROBATIONARY** administrators of the Parkrose School District during the 2020-2021 school year and classified pursuant to ORS 342.815 and 342.934 as follows:

Name	Range
Filiault, Megan	Principal – Elementary School (Year 3)
Ragaisis, Samantha	Principal – Elementary School (Year 3)
Gallagher, Ryan	Assistant Principal – High School (Year 2)
Greer, Trevor	Assistant Principal – High School (Year 2)

PROVIDED, that the election and continued employment of the administrators enumerated hereinabove are subject to all of the laws of the State of Oregon and all rules and regulations pertaining to the employment of administrators and their rights, duties, and obligations, heretofore or hereafter duly adopted by the Parkrose School District or by the State Board of Education, and is conditioned upon full compliance therewith on the part of the administrator.

**RESOLUTION GRANTING OF THREE YEAR CONTRACTS
FOR ADMINISTRATORS**

WHEREAS, the following-named administrators have been employed as regularly appointed administrators, and

WHEREAS, the board of Education has now considered the evaluations and reports regularly made to the Board as to such administrators and finds them to be favorable and the qualifications of such administrators to be satisfactory; and

WHEREAS, the Superintendent of Schools has submitted these names for election as **CONTRACT** administrators of the Parkrose School District,

NOW, THEREFORE, BE IT RESOLVED, that the following-named administrators are elected as **CONTRACT** administrators of the Parkrose School District during the 2020-2021 school year and classified pursuant to ORS 342.815 and 342.934 as follows:

Blouke, Christine	Director of Technology, Student Info & Assessment
Goodlow, Andre	Assistant Principal – High School
Goodman, Laura	Principal – Elementary School
Maranto, Sam	Principal – Elementary School
Ouche, Molly	Principal – High School
Sweeney, Annette	Principal – Middle School

PROVIDED, that the election and continued employment of the administrators enumerated hereinabove are subject to all of the laws of the State of Oregon and all rules and regulations pertaining to the employment of administrators and their rights, duties, and obligations, heretofore or hereafter duly adopted by the Parkrose School District or by the State Board of Education, and is conditioned upon full compliance therewith on the part of the administrator.

**RESOLUTION GRANTING ONE YEAR EXTENSION OF
CONTRACT FOR NON-LICENSED MANAGEMENT, SUPERVISORY,
SUPPORT STAFF AND CONFIDENTIAL STAFF**

WHEREAS, the following-named staff members have been employed as regularly appointed non-licensed management, supervisory, support staff and confidential staff, and

WHEREAS, the board of Education has now considered the evaluations and reports regularly made to the Board as to such staff and finds them to be favorable and the qualifications of such staff to be satisfactory; and

WHEREAS, the Superintendent of Schools has submitted these names for extension of contract for non-licensed management, supervisory, and confidential staff of the Parkrose School District,

NOW, THEREFORE, BE IT RESOLVED, that the following-named staff members shall receive a one-year extension of contract for the 2020-2021 school year:

Lewis, Sharie	Director of Business Service and Operations
Bradbury Jones, Mary	Director of Human Resources
Booth, Tami	Accountant
Coatney, Patty	Administrative Assistant for Human Resources
Dufresne, Tom	Supervisor of Maintenance
Hooper, Teresa	Supervisor of Transportation
Maynard, Nicole	High School Office Manager
Sams, Julie	Director of Student Services
Strode, Kady	Accountant
Smith, Jayson	Digital Media Specialist
Stevenson, Andrea	Administrative Assist/Super-Board
Thran, Donna	Payroll Specialist

RESOLUTION APPROVING NOTIFICATION TO TEMPORARY

WHEREAS, the following-named teachers have been employed as **TEMPORARY** teachers during the 2018-2019 school year, and

WHEREAS, the Board of Education is just beginning the budget process for the 2018 - 2019 school year and does not know what the need for teachers will be, and

WHEREAS, the Superintendent of Schools has submitted these names for notification that there will be no positions available for them after June 30, 2020.

NOW, THEREFORE, BE IT RESOLVED, that the following-named **TEMPORARY** teachers shall receive a letter notifying them of their nonrenewal at the end of 2019-2020 school year, expressing appreciation and acknowledging their service to the students of Parkrose School District, and encouraging them to apply for any available positions during the 2020-2021 school year:

Bott, Joshua
Burns, LoriJane
Cape, Brian
Conley, Kaitlyn
Correa, Christine
Meekhof, Corrine
McDavid, Amber
Mondejar-Palazon, Antonia

Regenstreif, Cara
Robinson, Debra
Schoning, Chris
Smith, Michelle
Snyder, Sonny
Straubinger, Tara
Tokarski, Stephen

PARKROSE HIGH SCHOOL THEATRE PRESENTS

MEREDITH WILLSON'S

**THE
MUSIC
MAN**

**MARCH 13TH, 14TH, 19TH,
20TH ★ 7:00PM
MARCH 15TH AND 21ST
★ 2:00PM**

**\$5 FOR STUDENTS/SENIORS
\$7 FOR ADULTS**

**BOOK, MUSIC AND LYRICS BY
MEREDITH WILLSON**

**STORY BY
MEREDITH WILLSON AND
FRANKLIN LACEY**

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