

Special Meeting and Work Session
Tuesday, March 31, 2026 6:00 PM

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

Agenda

1. 6:00 pm - Call to Order and Introductions
2. 6:05 pm - Consent Agenda (Resolutions 7280 through 7284) Vote - Public comment accepted
 - 2.(a) Resolution 7280 - Expenditure Contracts
 - 2.(b) Resolution 7281 - Revenue Contracts
 - 2.(c) Resolution 7282 - Appointment of Bond Accountability Committee (BAC) Members
 - 2.(d) Resolution 7283 - 2026-27 Standard Inter-District Student Transfers
 - 2.(e) Resolution 7284 - Adoption of the Minutes
3. 6:10 pm - Memorandum of Understandings between Labor Unions and School District No. 1J, Multnomah County, Oregon Vote - Public comment accepted on each
 - Portland Association of Teachers (PAT) (Resolution 7285)
 - Service Employees International Union (SEIU) (Resolution 7287)
 - Portland Federation of School Professionals (PFSP) (Resolution 7288)
 - Amalgamated Transit Union (ATU) (Resolution 7289)
4. 6:25 pm - Revised 2025-26 School Calendar (Resolution 7286) Vote- Public comment accepted
5. 6:40 pm - Budget Work Session
6. 7:10 pm - Growing Great Schools-Rightsizing
7. 7:45 pm - Data Dive Winter 2026: 2025-26 Successful Schools Survey Results
8. 8:00 pm - Board Committee and Conference Reports
 - Audit Committee
 - Facilities Improvement Oversight Committee
 - Policy Committee
 - Teaching, Learning, & Enrollment Committee
9. 8:15 pm - Other Business and Future Agenda Items
10. 8:20 pm - Adjourn

RESOLUTION No. 7280

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Ednetics	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Material Requirements MR 97628	Wireless Access Points Invitation to Bid 2025-042	\$5,594,251.91	T. Odgers Funding Source Varies	No
Ednetics	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Material Requirements MR 97627	Ethernet switching devices Invitation to Bid 2025-035	\$8,228,996.50	T. Odgers Funding Source Varies	No
Scott Edwards Architecture	4/1/2026 Through 12/31/2026	Architecture ARCH 97594	Benson Follow On Projects Design Informal Request for Proposals 2025-1-215	\$178,350	J. Franco Fund: 456 Dept: 5511	No
Harper Houf Peterson Righellis	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Engineering ENG 97651	Master contract for as-needed Structural and Civil Engineering Request for Proposals 2026-007	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
IMEG Consultants Corp	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Engineering ENG 97658	Master contract for as-needed Structural and Civil Engineering Request for Proposals 2026-007	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
KPFF, Inc.	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Engineering ENG 97661	Master contract for as-needed Structural and Civil Engineering Request for Proposals 2026-007	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
Miller Consulting Engineers	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Engineering ENG 97662	Master contract for as-needed Structural and Civil Engineering Request for Proposals 2026-007	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
ZCS, Inc.	4/1/2026 Through 3/31/2027	Engineering ENG 97663	Master contract for as-needed Structural and Civil Engineering Request for Proposals 2026-007	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
	Option to renew for four additional one-year terms through 3/31/2031					
Carlson Testing, Inc.	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Related Services RS 97631	Master contract for as-needed Construction Materials Testing Request for Proposals 2026-005	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
Certerra Northwest	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Related Services RS 97664	Master contract for as-needed Construction Materials Testing Request for Proposals 2026-005	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
Columbia West Engineering, Inc.	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Related Services RS 97630	Master contract for as-needed Construction Materials Testing Request for Proposals 2026-005	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
Professional Service Industries	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Related Services RS 97629	Master contract for as-needed Construction Materials Testing Request for Proposals 2026-005	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
Terracon Consultants, Inc.	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Related Services RS 97650	Master contract for as-needed Construction Materials Testing Request for Proposals 2026-005	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
Central Engineering Services	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Engineering ENG 97606	Master contract for as-needed Geotechnical Engineering Request for Proposals 2026-002	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	VBE
Certerra Northwest	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Engineering ENG 97656	Master contract for as-needed Geotechnical Engineering Request for Proposals 2026-002	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
Columbia West Engineering, Inc.	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Engineering ENG 97622	Master contract for as-needed Geotechnical Engineering Request for Proposals 2026-002	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
Geotechnical Resources, Inc.	4/1/2026 Through 3/31/2027 Option to renew for four additional one-year terms through 3/31/2031	Engineering ENG 97608	Master contract for as-needed Geotechnical Engineering Request for Proposals 2026-002	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No
Terracon Consultants, Inc.	4/1/2026 Through 3/31/2027 Option to renew for four additional	Engineering ENG 97649	Master contract for as-needed Geotechnical Engineering Request for Proposals 2026-002	Not to Exceed \$3,000,000	J. Franco Funding Source Varies	No

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
	one-year terms through 3/31/2031					

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

NEW COOPERATIVE PURCHASING AGREEMENTS

No New Cooperative Purchasing Agreements

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount; New Contract Amount	Responsible Administrator, Funding Source	Certified Business
Panorama Education	7/1/2026 Through 6/30/2027	Digital Resources DR 96444 Amendment 1	Amendment extends services for one year of survey platform used to conduct annual Successful Schools Survey. Software and Hardware Maintenance and Upgrades PPS 47-02887(11)	\$138,610.80 \$275,228.56	R. Adams Fund: 101 Dept: 5439 & 5464	No
MBI Capital Projects Consulting	4/1/2026 Through 6/30/2028	Personal Services PS 96782 Amendment 3	Amendment adds funds to continue analysis and evaluation of disputed PPS school construction delays. Direct Negotiation – Unique Knowledge or Expertise - PPS-46-0525(4)	\$100,000 \$345,000	S. Toncray Fund: 101 Dept: 5460	No
Bora Architects	4/1/2026 Through 12/31/2030	Architecture ARCH 94130 Amendment 12	Amendment extends contract and begins Phase 2 Design Services for Ida B. Wells HS Modernization - Construction Documents through Closeout. Request for Proposals 2023-037	\$14,577,435 \$31,003,942	J. Franco Fund: 459 Dept: 5511	No
Vickers Plass	4/1/2026 Through 6/30/2027	Legal Services LS 97616 Amendment 1	Amendment adds funds and extends contract date for continuation of legal services. Direct Negotiation – Legal Services	\$160,000 \$300,000	S. Toncray Fund: 101 Dept: 5460	ESB WBE

RESOLUTION No. 7281

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
Portland General Electric	2/27/2026 Through 9/30/2037	Revenue R 97682	Grant for the acquisition of one Type A electric school bus to be driven on routes in Portland General Electric’s service area. Funds cover the difference between a gas bus and equivalent electric bus.	\$191,697.31	T. Odgers

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
State of Oregon Department of Education	7/1/2025 Through 6/30/2027	Intergovernmental Agreement / Revenue IGA/R 97639	Secondary Career Pathways Grant	\$442,684.10	K. Howard

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Revenue Contracts

RESOLUTION No. 7282

Appointment of Bond Accountability Committee Members

RECITALS

- A. The Board of Education in Resolution 4651 called for the creation of a community oversight committee to assist the Board in monitoring the planning and progress of the 2012 Capital Bond program.
- B. Since then, the Bond Accountability Committee, through volunteer members appointed by the Board, has overseen and continues to assist the Board with monitoring the various PPS bond programs through the Board-approved Committee charter.

RESOLUTION

The Board of Education approves the appointment of Brian Harper, Kelly Wingard, and Chris Poulsen to the Bond Accountability Committee through December 2027.



PORTLAND PUBLIC SCHOOLS

OFFICE OF OPERATIONS

501 North Dixon Street / Portland, OR 97227 Telephone:

(503) 916-2000

Mailing Address: P. O. Box 3107 / 97208-3107

STAFF MEMO

Date: March 20th, 2026
To: Board of Education
From: Dr. Jon Franco, Senior Chief of Operations
Subject: Bond Accountability Committee Membership

Background

The 2012 General Obligation Bond ballot measure and explanatory statement language was referred to the Multnomah Elections Division on August 21, 2012. The measure's summary statement identified the requirement for PPS to provide citizen accountability and oversight. With the passage of the 2012 Capital Construction Bond, staff developed a Bond Accountability Committee (BAC) charter with Board input to address this requirement. As noted in the charter, the BAC consists of approximately 7 - 10 individuals with a good reputation in the community for fairness and transparency and people with a combination of experience in building design; construction; construction financing; public contracting, budgeting and/or auditing.

The BAC has 3 vacancies. These vacancies occurred mid 2024 when 3 committee members withdrew from serving on the BAC due to new employment conflicts. In October, PPS initiated a public recruitment process to fill these open positions. After engaging with several highly qualified candidates, the Real Estate Infrastructure and School Enhancements (RISE) Office recommends the following individuals for appointments to the Bond Accountability Committee:

Brian Harper

Brian brings more than two decades of expertise in procurement, contract management, and pre-development, with a strong track record of ensuring transparent, accountable, and community-informed processes. Much of this experience comes from work in the public sector which gives him specific knowledge in the work the committee oversees.

Kelly Wingard

Kelly is a seasoned engineering leader with deep expertise in managing large-scale federal infrastructure projects, bringing years of experience in project delivery, regulatory compliance, and complex stakeholder coordination. Her background spans public-sector project management, federal procurement, and industrial engineering, giving her a strong foundation in both technical execution and oversight of multimillion-dollar programs.

Chris Poulsen

For the past 30+ years Chris has been involved with and led the investigation, design, procurement and construction of private and public projects involving environmental site remediation, storm and wastewater treatment, and associated facilities.

Staff Recommendation

Staff recommend the appointment of Brian Harper, Kelly Wingard, and Chris Poulsen to the

committee for the following term durations:¹

- Brian Harper, 2-year term expiring December 2027
- Kelly Wingard, 2-year term expiring December 2027
- Chris Poulsen, 2-year term expiring December 2027

Resources

- Bond Accountability Committee Charter: <https://www.pps.net/Page/464>

¹ Committee memberships are filling the remaining 2 years of the 3 year term vacancies.

RESOLUTION No. 7283

2026-27 Standard Inter-District Student Transfers

RECITALS

- A. State law requires district school boards to decide each year whether to participate in the standard inter-district transfer process, including:
1. The maximum number of resident students, if any, who will be released to schools in other district,
 2. The maximum number of non-resident students, if any, who will be accepted for enrollment in district schools,
 3. The priorities that will apply in a random lottery, in the event that there are more requests than maximum number of slots for releases or approvals, and
 4. The length of time that agreements will be in effect for non-resident students who transfer into district school.
- B. More than 1,400 PPS students are residents of other districts, comprising 3.3% of district enrollment. Approximately 250 current PPS students who live in other districts will need standard inter-district transfers in order to remain in PPS schools next year.
- C. For the 2026-27 school year, Superintendent Armstrong recommends the PPS Board of Directors approve the following plan for accepting residents of other districts into PPS through the standard inter-district transfer process, so long as they have received permission from their home districts:
1. An unlimited number of students will be allowed to transfer into PPS if they apply by September 15, 2026 and meet at least one of the following priorities
 - a. Students who had a legal change of residence out of the PPS boundary during the past year will be allowed to remain enrolled at their current PPS schools.
 - b. Students who have siblings already enrolled in PPS will be accepted, so long as space is available at the requested schools.
 - c. Students who have reached the highest grade of their current PPS schools and wish to continue at the next school level (such as elementary to middle school or middle to high school) will be allowed, so long as space is available at the requested schools.
 2. Additionally, up to 100 students who do not qualify for any of the above priorities will be admitted to PPS, so long as space is available at the requested schools.
 - a. If there are more applicants than slots a random number will be used as a tie-breaker.
 3. New transfers will remain in effect through the highest grade of the approved school, subject to conditions described in PPS 4.10.090-AD.
- D. Superintendent Armstrong recommends the PPS Board of Directors approve the following plan for releasing PPS resident students to schools in other district through the standard inter-district transfer process:
1. An unlimited number of students will be released out of PPS if they apply by September 15, 2026 and meet at least one of the following priorities:
 - a. Students who had a legal change of residence into the PPS boundary during the past year will be released from PPS in order to remain enrolled in their current districts.
 - b. Students not yet enrolled in a different district will be released from PPS if they have siblings who attended the requested districts during the 2025-26 school year and will remain enrolled there during 2026-27.
 2. In accordance with state law, releases to other districts remain in effect through 12th grade.

3. No transfer slots are allocated for resident students who do not meet the above criteria.
- E. Superintendent Armstrong directs staff to develop timelines and procedures to assist families with successfully participating in the standard inter-district transfer request process.

RESOLUTION

The Board of Directors for Portland Public Schools hereby accepts the Superintendent's recommendation for accepting non-resident students into PPS schools and releasing PPS resident students to other districts.

**STANDARD INTER-DISTRICT TRANSFERS APPROVED IN AND OUT OF PPS
2020-21 through 2025-26 School Years**

School District	2025-26			2024-25			2023-24			2022-2023			2021-2022			2020-21		
	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET	OUT	IN	NET
Beaverton	13	13	0	4	18	14	5	32	27	1	24	23	3	25	22	7	21	14
Centennial	4	29	25	3	19	16	1	32	31	5	22	17	0	29	29	1	23	22
David Douglas	33	100	67	44	85	41	36	98	62	20	134	114	47	109	62	14	70	56
Gresham-Barlow	3	6	3		7	7	0	17	17	0	0	0	1	13	12	0	6	6
Hillsboro	3	2	-1	1	5	4	4	2	-2	0	7	7	2	3	1	3	0	-3
Lake Oswego	12	3	-9	13	1	-12	12	3	-9	6	4	-2	10	3	-7	20	2	-18
North Clackamas	4	47	43	3	39	36	2	60	58	4	58	54	9	54	45	5	25	20
Parkrose	12	19	7	10	17	7	13	21	8	5	14	9	10	23	13	9	11	2
Reynolds	6	27	21	3	35	32	8	28	20	0	20	20	1	38	37	1	32	31
Riverdale	4		-4	7	3	-4	5	1	-4	5	1	-4	5	1	-4	6	1	-5
Scappoose	3		-3	1	2		1	1	0	3	5	2	1	1	0	0	1	1
Tigard-Tualatin	13	7	-6	3	1	-2	7	1	-6	0	9	9	5	8	3	1	11	10
All others*	4	6	2	5	7	2	2	17	15	5	15	10	4	12	8	9	5	-4
Total	114	259	145	97	239	142	96	313	217	54	313	259	98	319	221	76	208	132

Notes:

Does not include transfers into PPS charter schools, CBOs or transfers through the emergency/hardship or Right to Return process

*Other districts includes Banks, Canby, Corbett, Estacada, Forest Grove, Gladstone, Lebanon, Marcola, Molalla, Newberg, North Marion, North Wasco, Oregon City, Oregon Trail, Rainier, Salem-Kaiser, St. Helens, Paisley, Silver Falls, Silverton, WL/Wilsonville, Woodburn, Yamhill-Carlton



PORTLAND PUBLIC SCHOOLS ENROLLMENT & TRANSFER CENTER

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3205 / Fax: (503) 916-3699

Date: March 20, 2026
To: School Board
From: Margaret Calvert, Asst Superintendent, School Planning and Modernization
Judy Brennan, Director, Enrollment and Transfer
Subject: 2026-27 Inter-District Transfers

BACKGROUND

Oregon School Boards are required by law to determine annually the standard inter-district transfers procedures for their districts. This memo summarizes the outcomes of the 2025-26 standard interdistrict transfer process and provides information about emergency/hardship transfers, for context.

For the 2026-27 school year, staff recommends a continuation of the following standard inter-district transfer procedures:

1. An unlimited number of non-resident students currently attending PPS schools will be allowed to return to the same schools next year, or to change to a different PPS schools where space is available.
2. An unlimited number of non-resident applicants who have siblings currently attending PPS schools will be allowed to enroll in PPS, if space is available at their requested schools.
3. Up to 100 additional students will be allowed to enroll in PPS, so long as space is available at their requested schools.
4. An unlimited number of students will be released to remain in the districts they are currently attending, if they moved into the PPS district within the past twelve months..
5. An unlimited number of PPS resident students will be released to other districts where their siblings are currently enrolled.

In addition to these standard interdistrict procedures, PPS will continue the Right to Return transfer partnership which was launched in 2023. Right to Return offers students who live in David Douglas, Parkrose and Reynolds school districts a simplified transfer process into most North/Northeast Portland Public schools, in recognition of the generational harmful effects of urban renewal and gentrification.

RELATED POLICIES/BEST PRACTICES

PPS 4.10.040-P, Inter-District Transfers

ANALYSIS OF SITUATION

Overview

Inter-district transfers are an important tool for providing educational continuity for such students, as well as others seeking specialized programs not available in their home districts. The proportion of PPS students who live in other districts has increased slightly over the past ten years, from 2.3% to 3.3%. Most students who attend PPS schools while living in other districts started as resident students and then moved out of the PPS boundary.

Table 1: District and Non-resident enrollment comparison: 2015-16 and 2025-26 school years

	2015-16	2025-26	Change
PPS students who reside in other districts	1,163	1,432	+269
Total enrollment	49,075	43,479	-5,596
Percentage of all students	2.3%	3.3%	+1.0%

Source: [PPS Research, Assessment & Accountability](#), October, 2025

Students who attend PPS schools and live in other districts are more racially and ethnically diverse than the overall PPS population, as shown in the table below. Furthermore, 48% of PPS students who live in other districts qualify for free meals through direct certification, versus 31% of the overall district population. The rate of Emerging Bilingual (ELL) students who live in other districts and attend PPS schools is 21%, more than twice the district average of 10%.

Table 2: Race/Ethnicity of PPS students residing in other districts, compared to district averages

	Asian	Black	Latino	Multiple - Other	Multiple - Asian/ White	Native American	Pacific Islander	White
District Average (43,479)	6%	8%	18%	7%	6%	1%	1%	53%
All Non-PPS Students (1,432)	13%	14%	23%	8%	4%	1%	1%	36%

Source: [PPS Research, Assessment & Accountability](#), School and Neighborhood Enrollment Details by Ethnicity and Programs, October 2025

Demographic information for non-resident students is provided for context only as state law prevents school districts from considering race, home language, economic status, disability or other factors when deciding standard inter-district transfers.

PPS schools with the highest number of non-resident students include charter schools (exempt from the standard inter-district transfer process), high schools with boundaries close to bordering districts, and language immersion programs.

Table 3: 2024-25 Schools and programs with the most students who live in other districts

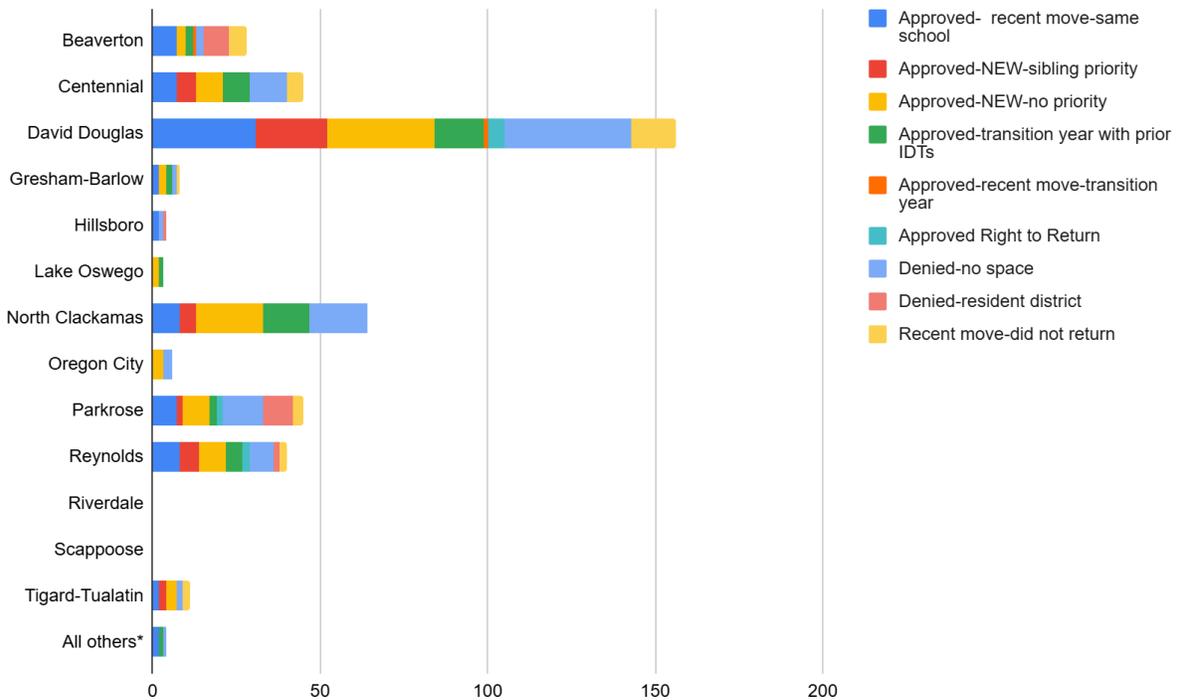
School or program	Students living in other districts	Percent of total school or program enrollment
Kelly ES - Russian Immersion	98	69%
McDaniel HS - all programs	85	5%
Portland Village School Charter	105	24%
Arthur Academy Charter	71	43%
Franklin HS - all programs	47	3%
Benson HS	54	5%
Lincoln - all programs	39	2%
Kairos PDX Charter	40	22%
Roseway Heights MS - all programs	33	6%
Rose City Pk-Vietnamese Immersion	36	17%

The data above pertains to all PPS students who live in other districts, while the charts below describe the outcome of standard inter-district transfer requests for the 2025-26 school year.

Standard Inter-district Transfers

To date, Enrollment and Transfer staff have processed 405 standard inter-district transfer requests into PPS for the 2025-26 school year, and 162 standard transfers out of PPS to other districts. David Douglas remained the district with the most students applying both in and out of PPS. See the attached [table](#) for a comparison of standard inter-district transfer approvals by district for recent years.

Chart 1: 2025-26 Standard Inter-district transfer applications INTO PPS



Compared to the prior year, the rate of new, non-resident applicants into PPS schools grew by 13%. Additionally the rate of denials into PPS schools due to space limitations increased this year. The top schools that denied new inter-district transfer applicants were Benson (17), Franklin (11), Grant (8) and DaVinci (8).

Table 4: Comparison of Transfer Requests INTO PPS by Result and Reason: 2024-25 vs 2025-26

	Approved-recent move	Approved-sibling	Approved-space available	Approved-transition year	Total Approved	Denied-no space	Denied-by resident district	Recent move-did not return	Total Applicants
2025-26	76	42	89	52	259	95	20	31	405
2024-25	73	34	88	44	239	84	7	29	359
Difference	+3	+8	+1	+8	+20	+11	+13	+2	+46

Meanwhile, standard inter-district transfers out of PPS remained very similar to the prior year, with 114 students receiving transfers through this process while 48 were denied transfers.

Chart 2: 2025-26 Standard Inter-district transfer applications OUT of PPS

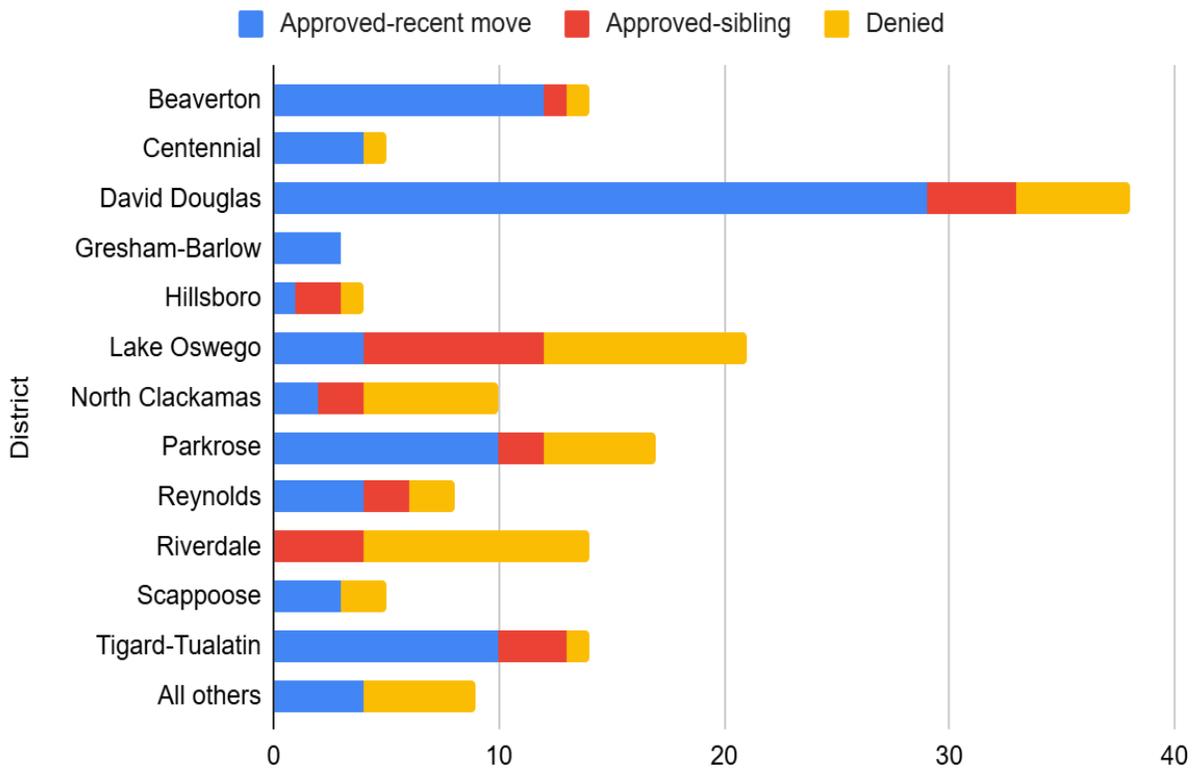


Table 5: Comparison of Transfer requests OUT of PPS by Result and Reason: 2024-25 vs 2025-26

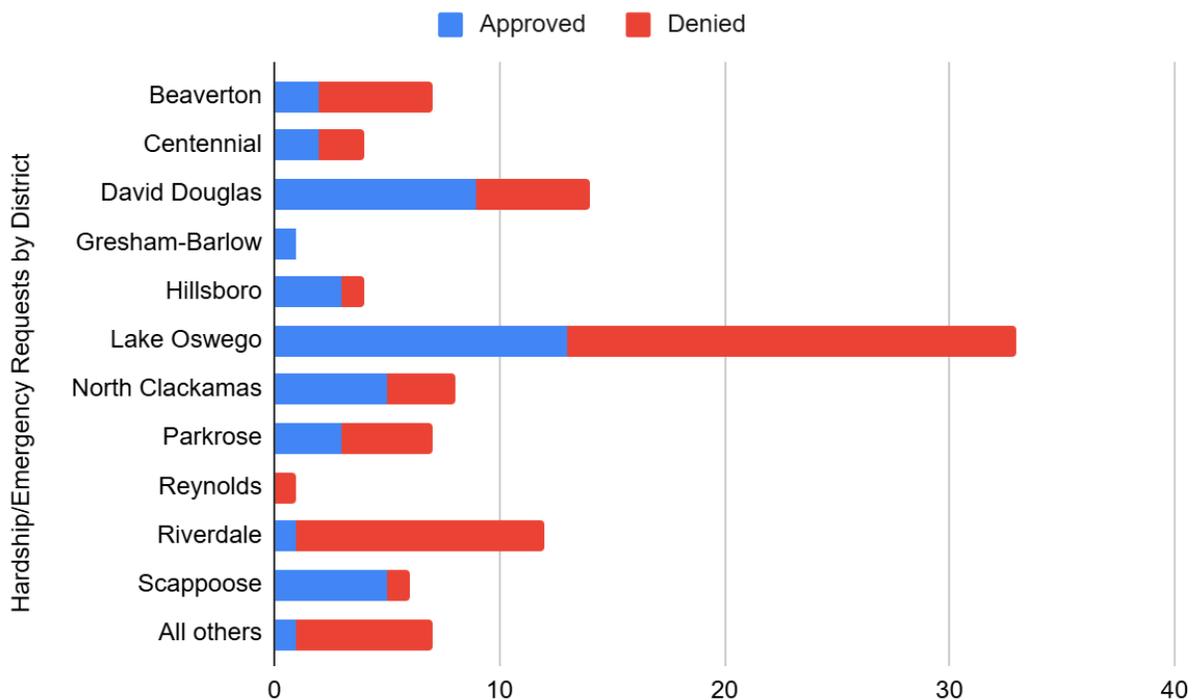
	Approved-recent move	Approved -sibling	Total Approved	Denied-did not meet criteria	Total Applicants
2025-26	86	28	114	48	162
2024-25	69	28	97	58	155
Difference	+17		+17	(10)	+7

Emergency/Hardship Inter-District Transfers Out of PPS

The Emergency/Hardship Inter-district process provides a way for families who do not meet the standard process criteria to request transfer to a different district. At least two staff from Enrollment and Transfer and a Senior Director of Schools reviews each Emergency/Hardship request. The Oregon Department of Education’s criteria for emergency/hardship transfers is very narrow and many requests are denied, particularly if parents initiate transfers to other districts without first trying their neighborhood school or other PPS options.

PPS received 97 Emergency/Hardship transfer applications out of PPS. Results by requested district are shown below.

Chart 3: Emergency/Hardship Transfer Applications OUT of PPS



Right to Return Inter-District Transfers Into PPS

Right to Return is an enrollment opportunity intended to address some of the harmful impacts of gentrification and urban renewal practices in North/Northeast Portland. Families who were displaced from North/Northeast Portland neighborhoods and now live in the David Douglas, Parkrose or Reynolds school districts can transfer through a single application and enroll in one of nineteen North/Northeast PPS schools, based on space availability. Once enrolled, students

may remain through the highest grade and then move with their cohorts to the neighborhood schools serving the next level.

The program was called for by African-American community leaders and is generally based upon the City of Portland's [North/Northeast housing priority](#). David Douglas, Parkrose and Reynolds signed onto the agreement in early 2023, and the Right to Return application and [website](#) was launched in April 2023. The information was shared with partner districts, schools located in the Right to Return zone and community partners.

PPS received eight Right to Return applications for the 2025-26 school year. All were students who had moved out of PPS over the past year, and all were approved to remain at their same PPS schools.

FISCAL IMPACT

State school funds are transferred into or out of PPS for students approved through the standard inter-district transfer process.

COMMUNITY ENGAGEMENT

Families who have moved out of PPS within the past twelve months will receive customized transfer information through email and/or regular mail and phone calls, including links to applications and contact information for their new home districts. Information is posted on the Enrollment and Transfer website, and the application is available online in five supported languages. Lists of students who need to obtain inter-district transfers in order to remain in PPS schools are shared with principals, secretaries, and counselors so they can help inform families through the application process.

TIMELINE FOR IMPLEMENTATION

March 31:	PPS Board of Education Standard Inter-District Transfer vote
April 6:	Inter-District transfer applications available
April 30:	Early notice results provided to districts with <u>May 1</u> deadlines (applications must be submitted by April 24)
May 29:	Early notice results provided to districts with <u>May 31</u> deadlines (applications must be submitted by May 20)
June 1-Sept 15:	Rolling decisions and notices continue

BOARD OPTIONS WITH ANALYSIS

The Board could choose to expand or eliminate any of the categories listed in the staff recommendation, including adding or deleting transfers for students who have not experienced recent moves or who are siblings of enrolled students.

STAFF RECOMMENDATION

Staff recommends continuation of the following standard inter-district transfer priorities for School Year 2026-27:

Transfer priority for applications INTO PPS	Details
Students enrolled in PPS who move to a different district and wish to remain in their current school	<ul style="list-style-type: none"> ● No limit ● Not subject to space availability ● Effective through the highest grade of the current school
Siblings of students enrolled in PPS in 2025-26, who will remain enrolled in 2026-27	<ul style="list-style-type: none"> ● No limit ● Subject to space availability ● Effective through the highest grade of the new school
Students who live in other districts, are completing their highest grade in a PPS school this year, and apply for the next school level	<ul style="list-style-type: none"> ● No limit ● Subject to space availability ● Effective through the highest grade of the new school
New students who do not qualify for above priorities	<ul style="list-style-type: none"> ● Limited to 100 approvals into all schools ● Subject to space availability ● Effective through the highest grade of the new school
Transfer priority for applications OUT OF PPS	Details
Students who moved to a PPS address within the past twelve months and wish to remain in their current district	<ul style="list-style-type: none"> ● No limit ● Transfers good through 12th grade (state law)
Siblings of students enrolled in the requested district in 2025-26, who will remain enrolled in 2026-27.	<ul style="list-style-type: none"> ● No limit ● Transfers good through 12th grade (state law)

Attachments: [Standard IDT chart](#)

RESOLUTION No. 7284

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- March 10, 2026 – Regular Meeting



Meeting Minutes

(Draft for Approval)

INDEX

Meeting Location and Attendance	02
Call to Order	02
Classified and Non-Represented Appreciation Week (Resolution 7257)	02
Superintendent's Report	02
Student Representative's Report	02
Student and Public Comment	02
Quarterly Bond Accountability Committee (BAC) Report	03
Seismic Prioritization	03
Growing Great Schools	03
Finance Focus and Budget Update	04
Bond Update	04
First Reading: Public Contracting Rules	04
Board Committee and Conference Reports.....	05
Consent Agenda – Resolutions 7258-7279	05
Other Business, Committee Referrals, and Future Agenda Items.....	05
Adjournment.....	05
Resolutions as adopted.....	06

In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at:

<https://www.youtube.com/@ppsboardofeducation>

Pursuant to notice made by posting to the Board's public notices webpage and emailed to persons on the mailing list, a Regular Meeting of the Portland Public Schools Board of Education was held at Dr. Matthew Prophet Education Center - Board Auditorium, 501 N. Dixon St, Portland, OR 97227 and streamed live at: <https://www.youtube.com/@ppsboardofeducation/live>

Attendance

Present:

Chair Eddie Wang; Vice-Chair Michelle DePass; Directors Rashelle Chase-Miller, Stephanie Engelsman, Virginia LaForte, Christy Splitt, and Patte Sullivan; Student Representative Ian Ritorto; and Superintendent Kimberlee Armstrong

Call to Order / Opening

The meeting was called to order at 6:10 pm by Board Chair Eddie Wang.

Classified and Non-Represented Appreciation Week (Resolution 7257)

Time: 6:11 pm

Staff: Dr. Angela Freeman – Chief Resources Officer

Superintendent Armstrong outlined the essential roles classified and non-represented staff perform throughout the District. Dr. Freeman expressed appreciation for classified employees, highlighting the specific ways they build meaningful connections with students.

Actions:

- Director Splitt moved and Director Chase-Miller, DePass and Sullivan seconded the motion to adopt Resolution 7257, Classified and Non-Represented Appreciation Week. The motion was put to a voice vote and passed (7 yes – 0 no – 0 abstain)

Chase-Miller: Yes; DePass: Yes; Engelsman: Yes; La Forte: Yes; Splitt: Yes; Sullivan: Yes; Wang: Yes; Student Representative Ritorto: Yes (unofficial)

Superintendent's Report

Time: 6:17 pm

Superintendent Armstrong presented her report, including appreciation for classified, non-represented staff, and school counselors, alongside updates on bond projects and math proficiency. She honored PPS Legacy Avel Gordly and shared a video spotlighting Markham Principal Dr. Traniece Brown-Warrens.

Student Representative's Report

Time: 6:28 pm

Student Representative Ian Ritorto noted that there are only a couple of District Student Council Meetings (DSC) meetings remaining in the school year, noting that they will be considering curriculum and planning for the student summit.

Student and Public Comment

Time: 6:29 pm

Student Comment:

- Anusha Abdul Rahim: Highlighted their positive experience with the Yes to College program, expressing support for it and all multiple pathways to graduation programs.
- Cameron Shafer: Shared why he chose the Yes to College program, including ways the program is unique and necessary. He urged the Board to maintain funding for Community Based Organizations (CBOs).

General Public Comment

- Edward Thomas LeClaire: Urged the Board to adopt a robust bike policy to support "bike trains" and requested an assessment of current practices to better facilitate school-level participation.
- Paul Haugland: Expressed concerns regarding an unprofessional and unhealthy work environment at PPS and inquired about the District's plan to restore staff trust.
- Kevin Boudreau: Reported frequent incidents of violent behaviors at Beverly-Cleary and requested the implementation of a formalized notification system for families regarding classroom incidents and room clears across all schools.
- Jennifer Anderson-Kapke: Detailed safety concerns affecting her student's well-being and called for increased support for students with special needs, staff training on communication protocols, and improved principal and staff accountability for reporting incidents.

Quarterly Bond Accountability Committee (BAC) Report

Time: 6:50 pm

Presenters: Sarah Norman - Executive Director, Procedeo and Greg DiLoreto – Bond Accountability Committee (BAC) Chair

Bond Accountability Committee (BAC) Chair Greg DiLoreto introduced himself and provided an overview of the Committee's work and recent quarterly report. He highlighted progress in reconciling the 2012, 2017, and 2020 bond accounts and shared the Committee's confidence that bond funds have been appropriately spent and remain sufficient to complete all projects. He also addressed the recent Moody's bond rating downgrade, noting it is due to a lower fund balance and declining enrollment, however it is not concerning because the primary funding source for the bond program remains secure. Additional updates included potential supply chain delays, improved reporting to the Committee, and a special meeting in April to review the Committee's charter.

Board Members provided comments and asked questions regarding the financial impact of the credit rating, remaining funds from the 2012 and 2017 bonds, and the timing of student career learning activities at Cleveland. Discussion also included delay mitigation strategies, such as using early release packages to secure materials and partnering with the City of Portland to streamline permitting and land use timelines. Clarification was provided on the progress of the Grice Adair Center, the impact of state reputation on enrollment, and the benefits of bringing trade partners into the design process early. The update concluded with appreciation for Portland voters' continued support of the bond programs.

Seismic Prioritization

Time: 7:11 pm

Staff: Dr. Jon Franco – Senior Chief of Operations and Sarah Norman - Executive Director, Procedeo

Presenters: Jennifer Eggers – Homles Construction

Staff presented an overview of the framework for seismic retrofit prioritization, outlining a weighted scoring model used to identify two comprehensive and seven targeted retrofits. Staff clarified that the current model excluded schools with fewer than 300 students to align with the "Growing Great Schools" right-sizing initiative, though they emphasized this does not reflect a lack of commitment to safety at those sites nor does it mean that all of those schools will be impacted by the right-sizing process. Jennifer Eggers provided details on each of the planned retrofits.

Board member questions and discussion topics included the criteria for school selection, seismic prioritization, and the impact of school right-sizing on project selection. Staff explained that construction contracts are designed as a flexible pool, where contractors are not assigned to a specific school but rather to a broad scope of work, allowing for adjustments after right-sizing decisions are made in December. Additional discussion focused on the use of swing spaces, the pursuit of annual grant funding for complete seismic retrofits, and the potential impact of future tariffs on project sequencing. There was a request for a formal seismic prioritization document and for future reports to explicitly state whether a school's seismic needs are considered fully addressed.

Break: 8:15 pm – 8:26 pm

Growing Great Schools

Time: 8:27 pm

Staff: Dr. Jon Franco – Senior Chief of Operations and Margaret Calvert – Assistant Superintendent, School Planning and Modernization

Superintendent Armstrong introduced the Growing Great Schools initiative as a multi-phased effort to right-size schools and ensure all students have access to well-resourced learning environments. She noted that this current phase is focused on establishing direction, with final decisions anticipated in late fall 2026. Staff provided an overview of the phased approach, timeline, and lessons learned from past boundary work.

The Board discussed process sequencing and provided input on key questions related to timeline, public engagement, and scope. Board members expressed a desire for a comprehensive, districtwide approach, including robust and inclusive community engagement like was done for the Jefferson Rising process. They emphasized the need for clear communication regarding the purpose and educational benefits of the work. Some Board members expressed interest in considering the elimination of K-8 models and focus-option schools, as well as a desire to overlay these decisions with facilities improvements and transportation efficiencies. There was further discussion regarding whether to utilize the Facilities Improvement and Oversight Committee to advance the work or to hold all deliberations during full Board meetings, along with how and when to develop guiding principles. Superintendent Armstrong concluded the session by confirming the District would move forward with a comprehensive, high-engagement framework, aiming for a final recommendation by October to allow for a December vote.

Finance Focus – Budget Update

Time: 9:56 pm

Staff: Michelle Morrison – Chief Financial Officer

Staff provided a historical summary of the current budget status, tracing key decisions and presentations. The overview included an analysis of reserve fund balance decisions, current projections, and illustrations of fund balance fluctuations over the past five to ten years. Staff also reviewed budget variances in the 2025-26 budget since the initial adoption. There was a request to continue to improve ongoing public communication efforts.

The Board postponed the Public Employee Retirement System (PERS) update to a future meeting. Staff requested that Board members review the linked instructional video on budget fundamentals prior to the next session.

Bond Update

Time: 10:15 pm

Staff: Jessica Day – Senior Internal Controls Manager, Procedeo; Joanna Evenson – Director, Project Management & Construction; TJ Hopkins – Sr. Director, Bond Program; and Sarah Norman – Executive Director for PPS, Procedeo

Staff provided an update on bond programs, including progress across bond cycles and key project updates, noting that the 2017 bond is largely closed out while several 2025 bond projects have progressed from pre-planning to the design phase. Staff clarified that all bond funded roof projects will include seismic improvements. Board Members asked questions and shared concerns related to project timing and community impacts such as fencing. There was a request to provide targeted communication regarding groundbreaking to incoming Jefferson High School students and their families.

First Reading: Public Contracting Rules

Time: 10:34

Policy Committee Chair Michelle DePass provided a summary of the background and proposed revisions to the 2026 Public Contracting Rules. She noted that the updates are designed to remove duplicative reporting requirements for amendments without impacting the Board's underlying approval authority, and authorizes the Superintendent, their designee, and General Counsel to approve settlements up to \$75,000 without additional reporting. The Draft 2026 Portland Public Schools Public Contracting Rules will be posted on the Board Policy webpage and remain open for public comment until at least March 31, 2026.

Board Committee and Conference Reports

Time: 10:42 pm

All committee and conference reports were moved to the next meeting except for the Community Budget Review Committee (CBRC) report.

- Community Budget Review Committee (CBRC): At the most recent meeting, committee members elected leadership and received a budget update from the Chief Financial Officer (CFO). The Committee will next meet on March 31, 2026 in a joint work session with the Board.

Consent Agenda: Resolutions 7258 through 7279

Time: 10:39 pm

There was a question regarding whether the district tracks employee dismissals and layoffs by gender and race. It was noted that the district does track data based on protected class and analysis is done if the category pool is large enough.

Actions:

- Director Sullivan moved and Director Engelsman seconded the motion to adopt the Consent Agenda, including Resolutions 7258 through 7279. The motion was put to a voice vote and passed (7 yes – 0 no – 0 abstain)
Chase-Miller: Yes; DePass: Yes; Engelsman: Yes; La Forte: Yes; Splitt: Yes; Sullivan: Yes; Wang: Yes; Student Representative Ritorto: absent (unofficial)

Other Business, Committee Referrals, and Future Agenda Items

Time: 10:44 pm

Chair Eddie Wang shared considerations for future agenda planning, including exploring a structure with two regular meetings per month and expanded opportunities for public comment, and invited additional input from Board Members. The Board discussed a request to revisit the adopted 2026–2027 school calendar and voted not to add the topic as a future agenda item. There was an interest in receiving information about the development of the Board’s budget, which may be shared digitally.

Actions:

- Director La Forte requested that the Board consider revising the 2026-2027 School Calendar at a future meeting. The request was put to a voice vote and failed (2 yes – 5 no – 0 abstain)
Chase-Miller: No; DePass: No; Engelsman: Yes; La Forte: Yes; Splitt: No; Sullivan: No; Wang: No; Student Representative Ritorto: absent (unofficial)

Adjourn

The meeting was adjourned at 10:55 pm by Board Chair Eddie Wang.

Submitted by:

Kara Bradshaw
Executive Assistant/Board Clerk
Portland Public Schools

Resolutions As Adopted

No.	Title	Page
7257	Resolution to Recognize Classified and Non-Represented Employee Appreciation Week March 2-6, 2026	07
7258	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority	08
7259	Revenue Contracts that Exceed \$150,000 for Delegation of Authority	09
7260	Resolution to Appoint Student Representative to a Portland Public Schools Board of Education Committee	10
7261	Dismissal of a Contract Educator	11
7262	Contract Extension for Teachers	12
7263	Election of Contract Teachers	77
7264	Election of Second Year Probationary Teachers	82
7265	Election of Third Year Probationary Teachers	85
7266	Approving a Recommendation for Non-Renewal of a Probationary Educator	90
7267	Approving a Recommendation for Non-Renewal of a Probationary Educator	91
7268	Approving a Recommendation for Non-Extension of a Contract Educator	92
7269	Approving a Recommendation for Non-Extension of a Contract Educator	93
7270	Approving a Recommendation for Non-Extension of a Contract Educator	94
7271	Approval of Head Start Policy Council Recommendation	95
7272	Approval of Head Start Policy Council Recommendation	96
7273	Approval of Head Start Policy Council Recommendation	97
7274	Approval of Head Start Policy Council Recommendation	98
7275	Approval of Head Start Policy Council Recommendation	99
7276	Contract Extension for Administrators	100
7277	Election of Contract Administrators	103
7278	Contract Renewal for Probationary Administrators	104
7279	Adoption of the minutes	105

RESOLUTION No. 7257

Resolution to Recognize Classified and Non-Represented Employee Appreciation Week March 2-6, 2026

RECITALS

- A. Classified and Non-Represented employees in Portland Public Schools are invaluable members of our educational team. From the moment a student boards a school bus each morning, their learning experience is shaped by the efforts of these employees. Whether providing direct or indirect student support, they play a crucial role in influencing our school communities. These dedicated staff members help create a positive learning environment by assisting students in the classroom, preparing and serving meals, caring for their physical needs, ensuring their safety, providing transportation, and supporting their families. Additionally, they maintain our school and administrative offices, care for our buildings and grounds, facilitate communication within the school and with the community, and manage supplies and equipment, among many other responsibilities. We are deeply grateful for their essential contributions and ongoing support.
- B. Classified employees include members of our valued labor partners, including the Amalgamated Transit Union (bus drivers), District Council of Unions (skilled maintenance such as painters, electricians, carpenters, and others, warehouse workers, drivers, and television services), Portland Federation of School Professionals (including administrative assistants, call center reps, certified drug and alcohol counselors, educational assistants, school administrative assistants, paraeducators, finance clerks, site technology specialists, bookkeepers, campus safety associates, SPED records clerks, community agents, transportation route schedulers, and many others), and Service Employees International Union (nutrition services and custodians).
- C. The Classified and Non-Represented employees deserve our heartfelt recognition and gratitude for their dedicated efforts in support of the more than 42,000 students in the Portland Public Schools community.

RESOLUTION

- 1. The Board of Education declares last week, March 2-6, 2026, as Classified and Non-Represented Employee Appreciation Week, in honor of the essential services provided daily to enrich and support students in Portland Public Schools, helping them reach their highest potential.
- 2. Be it further resolved, that the Board encourages the Portland Public Schools community to come together in honoring Classified and Non-Represented Employees for their positive impact on our students and our community.

RESOLUTION No. 7258

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Office of General Counsel Network	3/11/2026 Through 6/30/2027	Legal Services LS 97579	Legal services for continuity of service	\$180,000	S. Toncray Fund: 101 Dept: 5460	WBE

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

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source
BH Photo	3/11/2026 Through 9/30/2028 Option to renew through 9/30/2030	Region 4 Education Service Center COA 97549	Provides photo, video, and pro audio supplies on an as-needed basis via PPS Private Marketplace.	\$400,000	M. Morrison Funding Source Varies

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 7259

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

RECITAL

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

RESOLUTION

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

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source
Procedeo, LLC	2/23/2026 Through 2/28/2029	Lease Agreement / Revenue LA/R 97611	Lease agreement for space in 1 North Building	\$197,162.43	J. Franco

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New Intergovernmental Agreements

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments to Existing Revenue Contracts

Resolution No. 7260

Resolution to Appoint Student Representative to a Portland Public Schools Board of Education Committee

RECITALS

- A. The Portland Public Schools Board of Education Policy 1.20.014-P Board Committees authorizes Board committees to appoint, subject to Board approval, advisory members from the student body or community in order to obtain internal and external stakeholder input; and to determine the length of term for such advisory members.
- B. Policy 1.20.014-P also states that advisory members may not be counted toward quorum requirements and may not vote on recommendations made to the Board.
- C. Additionally, 1.20.012-P Student Representative and District Student Council Policy states that the Student Representative shall present opportunities to members of the District Student Council (DSC) to advise Board and District committees and task forces on issues of significance to the DSC and to Portland Public Schools students.
- D. The Portland Public Schools Board of Education values student voice and seeks to strengthen student voice and engagement in the work of Board committees by appointing a Student Representative member from the District Student Council.

RESOLVED

The Portland Public Schools Board of Education hereby appoints Alexander Olbeter, District Student Council Representative, to serve as a student advisory member on the Board of Education Facilities Improvement and Oversight Committee through June 30, 2026

RESOLUTION No. 7261

Dismissal of a Contract Educator

RECITALS

The Board has reviewed the evidence submitted along with the Superintendent's recommendation for the dismissal of a contract educator.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to dismiss the contract teacher from employment with PPS. The District will notify the employee in writing of the Board's decision.

RESOLUTION No. 7262

Contract Extension for Teachers

RECITAL

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

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby extends the employment contracts of the following persons until June 2028, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Aaker	Daniel
Aaron	Alana
Aaron	Olufemi
Abbott	Danielle
Abel	Abigail
Abel	Tivon
Abney	Kandice
Abusiewiez	Leah
Accuardi	Nicole
Aceves	Anthony
Aceves	Lisa
Ackerman-Harvie	Adrian
Acuna	Miguel
Acuna-Lujan	Richard
Adams	Lisa
Adams	Ramey
Adams	Sadie
Adams-Brown	Christina
Adamski	Debra
Adana	Camille
Adkisson	Daniel
Afenegus	Biniam
Afryl	Marni
Agre	Ashley
Aguilar	Fredy
Aguirre	Rodrigo
Ahern	Sean
Ajarapu	Elijah
Akin	Kayoko
Aksay	Evin
Al Faiz	Miriam
Alabarca	Erika

Albright	Rebecca
Alderman	Amy
Alekel	Carly
Alex	Lindsay
Alfrey	Alivia
Allen	Hanna
Allen	Maleka
Allen	Noelle
Allen	Quiana
Allen	Thomas
Almazan-Lopez	Oscar
Almeida	Richard
Alonso	Amanda
Alonso	Ricardo
AlSuhaimi	Miriam
Altman	Christopher
Alvarez	Francisca
Alvarez	Leticia
Alvarez	Vanessa
Alvarez Ruberte	Jose
Alvstad	Rebecca
Amato	Olga
Amaya-Gonzalez	Berenice
Amundson	David
Andanen	Graham
Anderson	Caryn
Anderson	Celina
Anderson	Haley
Anderson	Jeffrey
Anderson	Katharine
Anderson	Kent
Anderson	Kimberly
Anderson-Rubin	Heidi
Anello	Heather
Angell	Amy
Anglada-Cordero	Pedro
Angulo	Caitlyn
Anishchenko	Natalia
Annen	Megan
Ansara-Henderson	Nicole
Ansell	Aram

Aquino	Emmanuel
Arce	Denley Michael
Archer	Megan
Ardila Vega	Maira Alejandra
Arellano	Rosario
Arias	Adora
Arias	Bianca
Arias	Erin
Arias	Laura
Armgardt	Emily
Armstrong	Jami
Arney	Jessica
Arras	Katrina
Arthur	Laura
Arthurs	Erica
Arze Torres Goitia	Camila
Asare	Alexis
Askari-Tamu	Malaika
Atagabe	Beth
Atkinson	Sarah
Aubrecht	William
Aubry	Dominique
Aucutt	Christina
Auda-Capel	Laurel
Audel	Steffanie
Aung	Myat
Austrie	Amanda
Avila	Chloe
Avila	Obdulia
Avila	Yudy
Avison	James
Awo	Hafsa
Axon	Laura
Axtman	Lisa
Ayala	Kelly
Ayala	Lauren
Aye	Stacie
Azzaro-Budak	Gina
Baca	Carlos
Bach	Robert

Backer	Ella
Backner	William
Bacon	Annette
Bae	SeungJin
Baez Hernandez	Selene
Baier	Brian
Baier	Kellie
Baik	Jessica
Bailey	Kathryn
Bailey	Torrey
Baker	Courtney
Baker	Katherine
Baker	Kimberly
Bakker-Gbordzoe	Zoe
Baldauf-Wilcox	Suzanna
Baley	Tatiana
Ballman	Joseph
Bamer	Jennifer
Bander	Adam
Bangura	Carrie
Bannon	Kelly
Barajas	Monica
Barber	Ricardo
Bardeschewski	Andrew
Barlow	Rebecca
Barnes	Brian
Barnes	Dereck
Barnes	Julie
Barnes	Sharon
Barnett	Henry
Barnhardt	Alana
Barnhart	Lydia
Barrentine	Scott
Barron	Christian
Barrow Strange	Kealy
Barry	Patricia
Barry	Sean
Bartlett	Casey
Bartlett	Jacqueline
Bartlo	Christopher

Bartos	Kari
Bass	Kori
Bassaloff	Kristin
Batchelor	Laura
Batsch	Jennifer
Batten	Sarah
Battison	Maximillian
Battle	Lynda
Bauer	Michael
Baxter	Jarryd
Bayne	Kerry
Beals	Carmen
Bean	Andrea
Bearre	Benjamin
Beck	John
Beck	Nathan
Beck	Sara
Beckler	David
Beeler	Natasha
Belcher	Rachel
Belknap	Rebecca
Beltz	Lillian
BenAziz	Randa
Bengtson	Erik
Benner	Gretchen
Bennett	Emilie
Bennett	Jennifer
Bennett	Katherine
Bennett	Kenneth
Bennett	Michael
Bennett	Neressa
Bennett	Remy
Bennon	Brady
Benny Leo	Cara
Benoit	Hilary
Benson	Mikael
Berg	Marta
Bergren-Dizon	Greta
Berkowitz	Marcy
Berman Beeck	Sydney
Bernardo	Anna
Berning	Carolyn

Bernt	Michelle
Berryman	Kendra
Berten	Anne
Bertolone-Logan	Carla
Bessas	Soumountha
Best	Duane
Best	May
Bestor	Sarah
Bettinger	Cory
Bevan	Ashley
Bewley	Travis
Biagini	Beth
Bibb	Rumi
Bibo	Cassidy
Bickford	Jessica
Bidney	Jacqueline
Biehl	Gina
Biello	Gena
Bielman	Candice
Bingham	Tracy
Bjornstad	Kaoru
Birt	Laura
Bishop	Bella
Bishop	Sylvie
Bitzer	Mary
Blackford	Elicia
Blackwood	Charlie
Blair	Chelsea
Blake	Michael
Blakemore	Amanda
Blanton	Kristina
Blattner	Julia
Blechman	Nicholas
Blei	Jessica
Blevins	Scott
Bliss	Kim
Bloch	Andrea
Block	Abby
Blocker	Bradley
Bloemink	Bastiaan
Bloom	Lisa
Blount	Melissa

Blue	Bobi
Blum	Carolyn
Blumhardt-Braga	Tammy
Boardman	Rosemary
Bockelman	Samara
Boehm	Andrew
Bogdanoff	Rachel
Bokoske	Mary
Bolden	Kawanna
Boldman	Emily
Bolgioni	Dawn
Bolich	Amanda
Bonetti	Gary
Bonhomme	Kendra
Bonilla	Angela
Bookman	Emily
Bordioug	Olessia
Bordwell	Holly
Borean	Jacqueline
Bossard	Maureen
Bostick	Jessica
Bostwick	Lindsey
Bottman	Tereza
Bowe	Elizabeth
Bowen	Eric
Boyd	Christine
Boyd	Heather
Boyea	Kathryn
Boyeas	Megan
Boyer	Matthew
Braaten	Leslie
Bradach	Daniel
Bradley	Amber
Braia	Anne
Brandt-Lazar	Matthew
Branham	Tara
Brant	Mary
Braun	Christina
Breaker	Jason
Breaux	Laura
Brennan	Caitlin
Brennan	Rhonda

Brenner	Conni
Brent	Rachel
Brewer	Brittanie
Brey	Taylor
Bridges	Keixa
Brilman	Larissa
Brinks-Detzer	Harmony
Brinton-Anderson	Kristina
Brisbee	Emily
Brislin	Jeffrey
Broadwell	Emily
Brockmann	Jennifer
Brockway	Shannon
Broderick	Sarah
Brooks	Ashlee
Brooks	Nora
Brooks	Yulia
Brown	Alec
Brown	Amber
Brown	Christina
Brown	Cole
Brown	Gabriel
Brown	Hillary
Brown	Kayleigh
Brown	Kristin
Brown	Sahjo
Brown	Tara
Brown	Tracey
Brucato	Kurt
Bruce	Tina
Bruer	Ilsa
Brunak	Eugene
Brunson	Mary
Bryan	Martha
Bryant-Capellas	Alexa
Bryson	Ronette
Bubl	Paul
Buchanan	Jennifer
Buchanan	Kristin
Bucknam	Jessica
Buckwald	Alex

Buehler	Christopher
Buell	Alexis
Buelow	Elizabeth
Buhler	Kristen
Bui	Huy
Bui	Van Anh
Bullard	Laura
Bullock	Treothe
Bulow	Annelies
Bund	Wayne
Bundu-Kamara	Isata
Bundy	Elizabeth
Burchell	Cain
Burger	Erica
Burgess	Jill
Burgess	LeeAnne
Burke	Brandon
Burke	Erin
Burke	Rosario
Burkhead	Gregory
Burmester	David
Burnham	Blaine
Burns	Bradi
Burny	Alana
Burton	Mandy
Bush	Elsa
Bush	Kevin
Bussey	Dana
Butcher	Bryan
Buted	Micaiah
Butenhoff	Trevor
Button	Ann
Buvinger-Wild	Gabrielle
Byer	Aaron
Byers	Colton
Byrkit	Margaret
Byrne	Michela
Cady Russell	Michael
Cahill	Kelly
Cain	ShaShuna
Calderon	Adrian
Caldwell	Benjamin

Caldwell	Nicholas
Caleal	Katherine
Calley	Katherine
Callis	Paul
Camacho	Rhianna
Camelio	Natalie
Cameron Miller	Bradleigh
Camp	Ian
Campanella	Christine
Campbell	Gwen
Campbell	Kara
Campeau	Matthew
Canales	Cassandra
Canales Reyes	Andres
Cancro	Chad
Cannon	Elizabeth
Cano	Raul
Canseco-Gomez	Angelina
Canterberry	Sarah
Capistran	Mayra
Capps	Kali
Carabajal	Melina
Caraboa	Brittney
Caravia-DeGroot	Monica
Cardenas	Kali
Cardwell	Colin
Carlson	Matthew
Carmichael	Tara
Carolan	John
Caron	Ceyriss
Carpenter	Brenda
Carr	Jonathan
Carranza	Duncan
Carranza	Samara
Carrera Padilla	Maricruz
Carrigg	Amanda
Cartagena	Max
Carter	Robert
Cary	Susan
Casciato	Heather

Casey	Allyson
Cash	Colleen
Casillas	Omar
Casper	Hillary
Cassell	Santha
Catabay	Monty
Caton	Christine
Causey	Jayme
Centerwall	Sarah
Cha	Mary
Cha	Richard
Chalich	Lacey
Challender	Matthew
Chamberlain	Rhiannon
Chaney	Heather
Chaplin	Nicole
Chapman	Gaye
Chapman	Katherine
Charlston	Katie
Chase	Richard
Chasse	Loren
Chavez	Alisha
Chedester	Shannon
Chenot	Anne
Chimuku	Denetia
Chou	William
Christensen	Tracy
Christy	Ross
Clark	Andrew
Clark	Jordan
Clark	Kristen
Clark	Lisa
Clark	Molly
Clay	Adam
Cleary	Jennifer
Cleary	Megan
Clegg	Lionel
Clement	Christen
Cleveland	Heather
Close	Amy
Clyde	Chelsea
Coffey	Daniel

Coffman	Lisa
Cohen	Dylan
Cohen	Rebecca
Cohen Glebe	Rose
Coholan	Caroline
Coia	Margaret
Colard-Tyler	Isabelle
Colby	Trask
Coleman	Crystal
Coleman	JoAnna
Coleman	Kendra
Colon	Elizabeth
Condron	Kimberly
Cone	Christina
Conley	Sarah
Connelly	Elisabeth
Connelly	Kyle
Connelly	Meghan
Conner	Emily
Connolly	Kelly
Connolly	Wendy
Connors	Anna
Connors	Rachel
Conroy	Kevin
Cook	Nancy
Cooke	Kyle
Coombs	Jimmy
Cooper	Heather
Cooper	Suzanne
Copacino	Allyson
Corbett	Claire
Corenthal	Michael
Cornet	Lindsay
Cornett	E
Cortinas	Leticia
Corwin	Caryn
Costa	Susan
Coste	Aurel
Costello	Nicole
Cottrell	Allison
Cowley	Leslie
Cowley	Maurice

Coyne	Jennifer
Craft	Selma
Craig-McFarland	Amy
Cranley	Stephanie
Crawford	Debra
Crawford	Jacqueline
Crews	Deborah
Criswell	Erinn
Crock	Vanessa
Cronen	Susanna
Croney	Alyson
Crosby	Valerie
Crosman	Nathaniel
Cross	Shianne
Croteau	Shawn
Crouser	Julie
Crouser	Martin
Crow	Elizabeth
Cuda	Matthew
Cudjoe	Jessica
Cunningham	Jaclyn
Cunningham	Jennifer
Cunningham	Kevin
Cunningham	Molly
Cunningham-Parmeter	Kendall
Curl	Tricia
Curley	Stephen
D'Aurora	Shannon
D'Cruz	Stephanie
Da Rosa	Gladis
Da Rosa	Jeremy
Dagostino	Joseph
Dahl	Ingrid
Dai	Daniel
Daley	Cadie
Dalla Corte	Nancy
Dallaire	Stephanie
Dang	Tina
Daniel	Kristin
Daniell	Zachary
Daniels	Darlene

Daniels	Matthew
Danielson	Andre
Danon	Eva
Danzer	Kellie
Darling	Jessica
Darling-Budner	Rebecca
Date	Brooke
David Ochoa	Rita
Davidson	Amy
Davidson	Elizabeth
Davidson	Lisa
Davis	Elizabeth
Davis	Jessica
Davis	Mary
Davis	Mary Gage
Davis	Stephanie
Dawson	Alexander
Day	Sean
de Boer	Jennifer
de Boer	Katrina
De La Cruz	Tina
De Lagrave	Nicole
De Lara-Vargas	Melissa
Decker	Joshua
Deede	Sara
Dekker	Betsy
Del Buono	Mary Anne
dela Houssaye	Philip
Deland	Anthony
DeLashmutt	Max
Delgado	Deanna
Dell	Jeremy
Delwisch	Meghan
Deming	Chandler
DeMonte	Scott
DeNiro	Meghan
Denison	Emily
Deniston	Nicole
Denlinger	Seth
Denney	Alicia
Dennis	Kathryn
Dennison	Franki

Dennison	Thaddeus
Denton	Charles
Derrickson	Sara
DesCamp	Margaret
DeTurk	Bethany
Devicq	Devon
Dewson	Nichole
Deych	Yulia
Diamond	Kathleen
Diaz	Jessica
Dicker	Ryan
Dickerson	Aaron
Dickerson	Jeremy
Dickinson	Heather
Dickstein	Galen
Diemand-Yauman	Katelyn
Dilg	Kevin
Dillavou	Leslie
Diller	Lynnette
Dillon	Melinda
Dilworth	Kate
DiPasquale	Angela
Dishman	Carolyn
Dixon	Jacqueline
Dixon	Maggie
Do	Janet
Docken	Elizabeth
Dodson	Kirk
Doern	Margie
Doersam	Karen
Doht-Barron	Karlynn
Doiel	Zachary
Doler	Nicole
Dominguez Lopez	Gabriel
Donaldson	Mikaila
Donkers	Paul
Donovan	Stacey
Dorresteyn	Ian
Dorris	Brittany
Doughty	Marlene
Douglass	Martin

Downing	Emma
Downs	Hannah
Doyle	Jessica
Draper	Rachel
Drew	Amy
Drexler	Judith
Droge	Elyssa
Duckwell	James
Dudareva	Elena
Duff	Ryan
Dugan	Christine
Duggan	Andrew
Dulin	Heather
Dunn	Marie
Duong	Don
Duran-Martinez	Josefina
Durant	Erika
Durham	Amy
Durocher	Anna
Dutter	Michael
Dwan	Elizabeth
Dwight	Kelly
Dyer	Brian
Dykman	Bryan
Dysinger	Pamela
Dyste	Sarah
Eames	Carlyn
Early	Elisabeth
Earnest	Carolyn
Eaton	Gerald
Echenique Arduz	Lily
Edgar	Mehera-Rosa
Edington	Linda
Edler	Jennifer
Edwards	DeAngelo
Edwards	Mila
Egan	Theresa
Eichman	Katharine
Eickmeyer	Christina
Eigo	Meghan
Einarsson	Samantha

Eisemann	John
Eisenberg	Rebecca
Ekberg	Calley
Ekelof	Ingela
Eldredge-Burns	Ann
Ellenwood	Benjamin
Eller-Isaacs	Jessica
Elliott	Amanda Jane
Elliott	Susan
Ellsworth	Alison
Elobt	Emilie
Eltagonde	Peaches
Elwell	Donald
Elwer	Aarika
Emenina	Eka
English	Kelly
Engstrom	Christopher
Engstrom	Kristina
Enyeart	Jason
Epifano	Lauren
Epp	Mackenzie
Ereckson	Ezra
Erickson	Kristian
Erickson	Sarah
Erksa	Brian
Esbensen	Thor-Aage
Escalada	Helena
Escovedo	LaPrincea
Espinoza	Renee
Estrada	Brianna
Estrada	Monica
Estrella-Diaz	Arturo
Etcheverry	Natalie
Eustice	Ellen
Evers	Joseph
Eversole	Danielle
Everton	Adrienne
Ewers	Cindy
Extine	Melissa
Fadel	Todd
Fagan	Alexandra
Fain	Brian

Fale	Kelly
Fanning	Michael
Fantz	Travis
Fantz-Sands	Kayla
Farrell	Miki
Fass	Eric
Fast	Jennifer
Fealk	Rachel
Fedorenko	Anna
Feitelberg	Matthew
Fell	Erin
Fellers	Heather
Fenger	Nicholas
Fennema	Brian
Ferguson	Allison
Ferguson	Joseph
Ferguson	Joseph
Ferguson	Leesa
Fernandez	Rebecca
Ferns	Hope
Ferrer Tamayo	Margarita
Feutrier	Meggie
Fields	Frank
Fields	Jennifer
Fig	Nicole
Figueroa	Denesyn
Files	Lauryn
Finamori	Melody
Finch	Benjamin
Finch Contreras	Thomas
Finke	Jennifer
Finley	Aaron
Finnigan	Ruth
Fischer	Jonathon
Fisher	Carolyn
Fisher	Hannah
Fisher	Laura
Fisher	Samantha
Fisher	Samuel
Fitzgerald	Lara
Fitzhenry Juarez	AnnMarie

Flanagan	Claire
Flechas Chaparro	Juliana
Fleegle	Bradley
Fleischman	Katia
Fleming	Julie
Flores	Melody
Flores	Moises
Flores	Samantha
Flores	Sarah
Flores-Herrera	Ivonn
Flowerday	Chadrick
Floyd	Jessica
Floyd	Sherman
Flye	Travis
Fogg	Julia
Foley-Weintraub	Maia
Foltz	Emily
Ford	Joel
Ford	Windy
Foreman	Jessica
Forrest	Sharon
Forsberg	LeAnne
Forsythe	Joshua
Fosik	Kristina
Fossen	Garth
Foster	David
Foster	Emily
Fox	Ami
Foxley	Shannon
Frager	Ariel
Frager	Maureen
Francis	Brad
Francis	Katie
Franklin	Krista
Franks	Chase
Fransen	Jacqueline
Fraser	Denholm
Fraser	Eric
Fraser	Eva
Frazee	Ayn
Frederick	Kathryn

Freeman	Allanah
Freeman	Cheyenne
Freeman	Laura
Freeman	Sierra
Fretel	Pamela
Friedman	Levia
Friend	Adrienne
Frisby	Barry
Frisch	Molly
Frisina	Salvatore
Fritz	Julia
Fronk	Anthony
Fuentes	Lauren
Fujiwara	Adelyn
Fujiwara	Ritsuko
Fuller	James
Fuller	Mary
Furrer-Hatzikos	Patricia
Furtado	Nicolas
Gadbow	Kenneth
Gaede	Adam
Gaiero	Meghan
Galen	Marcus
Gallusser	Megan
Ganey	Gretchen
Gao	Ruiyuan
Garcia	Francisco
Garcia	Greg
Garcia	Lesly
Garcia	Merri
Garcia Arriola	Alfonso
Gardiner	Stephen
Gardner	Alyssa
Gardner	Elizabeth
Gardner	Jesse
Gardner	Natalie
Gardner	Sara
Garvey	Molly
Garza-Cano	Adolfo
Gassner	Sarah
Gavitte	Donald
Gawronski	Peter

Gay	Christina
Gayler	Holly
Gaynor	Sarah
Gebbie	Lindsay
Geiger-Baker	Alicia
Geiszler	Steve
Geller	Kasey
Gellert	Sarah
Gelrod	Lia
Gemperle	Alison
Gentile	Jeff
Geoghegan	Patrick
George	Lourdes
Georgetta	Emma
Georgilas	Nicole
Gerber	Brian
Gerolami	Mark
Gershuny	Jason
Gervais	Breanna
Gervich	Asa
Ghan	Ryan
Giackino-Baisch	Tiffany
Gibson	Neil
Gilbertson	Amelia
Giles	Jason
Gilkey	Nancy
Gill	Darshanpreet
Gilley	Kerry
Gilmore	Melissa
Gilson	Kirey
Gilson	Maria de la Luz
Gintz	Makenzie
Glasgow	Samuel
Goad	Spencer
Godoy	Robin
Goertzen	Heide
Goh	Fong
Goldbloom	Stefanie
Golden	Cedar
Golden	John
Golden	Kathryn

Golden	Whitney
Golden-Fields	Emily
Goldstein	Adam
Goldstein	David
Goldstein	Meagan
Goldstone	Jeremy
Gomes	Kelly
Gomez	Virginia
Gonzales	Steve
Gonzalez	Ana
Gonzalez	Mario
Good	Kaitlin
Goodman	Bich
Goodman	Kala
Goodrich	Saima
Goodwin	Ria
Gordon	Brenda
Gordon	Dawn
Gordon-Koven	Samuel
Gorman	Bronwynn
Gothard	Margarita
Goudiaby	Adama
Gouveia	Paul
Graham	Amanda
Graham	Holly
Graham	Timothy
Grant	Sally
Grassmeyer	Chelsea
Gray	Gina
Gray	Rhonda
Green	Alisha
Green	Amber
Greenberg	Liliana
Greene	Geoffrey
Greenfield	Katherine
Gregerson	Elena
Gretencort	Amy
Gretzinger	Jessica
Griffin	Abigail
Griffin	Kay
Griffin	Luke
Griffith	Jessica

Griffith	Margaret
Grigg	Christopher
Grigori	Cassandra
Grillo	Carolyn
Grillo	Megan
Grimm	Gillian
Grivel	Julien
Grohn	Michela
Gromko	Emily
Groom	Roger
Grosscup	Benjamin
Guin	Margaret
Guitron Commeree	Edith
Gunderson	Mark
Gunn	Sean
Gunther	Natalia
Gunvalson	Stephen
Gustafson	Ian
Gustafson	Maalaea
Gustin	Mitchell
Guth	Jacob
Guthrie	Andrea
Guthrie	Laura
Guthrie	Melanie
Gutierrez	Kathleen
Gutierrez Valiente	Mario
Gutlerner	Jordan
Guzman	Arlene
Haas	Stephanie
Hackman	Marion
Haddon	Blair
Haffenreffer	Moriah
Hagen	Alexandra
Haight	Allison
Hakam	David
Halberg	Brian
Halbig	Rebecca
Hale	Erica
Hale	Erin
Hale	Phillip
Hales	Charlotte

Hall	Brandi
Hall	Johnathan
Hall	Ronda
Hall Rockne	Portia
Hallinan	Sheila
Hallman	Craig
Halpern	Mark
Halvorson	Betsy
Hamler	Adam
Hammel	Marcelle
Hammericksen	Melanie
Hammett	LeeAnn
Hampton	Madelyn
Hanashian	Sophie
Hanawa	Emi
Hanawalt	Joel
Hanawalt	Oona
Hanes	Rachel
Hanlon	Kathryn
Hanna	Skye
Hansen	Amy
Hansen	Audrey
Hansen	Ky
Hanson	Ann
Hara	Sujata
Harbolt	Mary
Hardaway	Michelle
Harding	Karen
Harding	Tara
Hardy	Ashley
Hardy	Sarah
Hargaden	Christina
Hargrave	Amy
Harkness	Devin
Harkness	Edward
Harold-Golden	Stacey
Harper Nimmers	Norelle
Harpster	Clinton
Harrah	Lindsey
Harrelson	Evan
Harrington	Terri
Harris	Gaelle

Harris-Wastradowski	Donna
Harrison	Benjamin
Harrold	Elysia
Harrop	Kelsey
Hartel	Nicholas
Hartfelder	Miles
Hartle	Jennifer
Hartley	William
Hashimoto	James
Haskell	April
Hatzipavlou	Athanasia
Havermann	Kristin
Havner	Keira
Havran	Joanne
Hawk	Rebecca
Hawking	Christopher
Hawkins	Colin
Hawkins	Lauren
Hawksford	Anjanette
Hay	Susan
Hayes	Jessica
Hazard	Paige
Hazen	Alicia
Hazzard	Laurel
Headley	Alice
Heard	Martha
Heath	Derek
Heath	James
Heaton	Jennifer
Hedlund	Karin
Heeney	Kevin
Heggem	Deborah
Hehn	Andrea
Heisler	Mike
Held	Laureen
Heller	Chelsea
Hellis	Jacqueline
Henderson	Alexis
Henderson	Kathryn
Hennessy	Blair
Hennrich	Shannon
Henry	Marissa

Hensley	Emily
Herbage	Jennifer
Herman	Matthew
Hermansen	Rachel
Hermes	Leah
Hernandez	Cesar
Hernandez	Josuee
Hernandez-Solis	Janeth
Hessney	Joseph
Heyerly	Logan
Heywood	Molly
Hidalgo	Elaine
Hidle	Caley
Hieggelke	Jason
Higbee	Keith
Hilbers	Mikalene
Hilbourne	Amber
Hildebrant	Alison
Hildner	Benjamin
Hill	Olivia
Hill	Robert
Hill	Zachary
Hillenberg	Jamie
Hilsen	Rachel
Hilton	Kimberly
Hilyard	Kevin
Himmelstein	Julia
Hinatsu	Melia
Hirata	Marisa
Hirth	Sydney
Hjorth	Mercedes
Hoang	Michael
Hobby	Holly
Hockett	Jacob
Hoda	Stephan
Hoeflein	Andrew
Hoemmen	Caitlin
Hoerauf	Jason
Hoffelt	Andrea
Holben	Melinda
Holcomb	Tara

Holden-Williams	Demetria
Holdren	Caitlin
Holladay	Sailor
Holland	Casey
Holland	Monnica
Holloway	Danielle
Hollyfield-Melz	Jessica
Holsclaw	Dina
Holstein	Kirsten
Holstine	Janice
Holt	Cale
Holt	Meredith
Holt-Seavy	Grady
Homberg	Jamie
Honeyman-Colvin	Katherine
Hood	Angeline
Hook	Ryan
Hooper	Jennifer
Hopkins	Jennifer
Hopson Hicks	Anyika
Hopson-Willis	Chanell
Horner	Martha
Horrigan	Michael
Horton	Elizabeth
Horton	Kyle
Horton	LaTasha
Hoshi	Keiko
Hotchkiss	Luke
Houghton	Mary
Howard	Adrienne
Howard	Branic
Howard	Kaylee
Howard	Kimberly
Howard	Ruth
Howard	Susan
Howdyshell	Jill
Hryniewicz	James
Huang	Nuan
Huber	Erica
Huckaba	Dave

Huerta	Hilary
Huerta	Javier
Huerta Murphy	Casandra
Hughes	Jennifer
Hughes	Keri
Hughes	Veronica
Hughes-Bond	Kasey
Hui	Stefanie
Huizar	Ginger
Hull	Megan
Huls	Jessica
Hummel	Addison
Humphrey	Laura
Humphreys	Megan
Hunt	Kyle
Hunt-Warren	Nicole
Hunter	Grace
Hunter	Jesse
Hunter	Kyle
Huntington	Gregory
Huntley	Ian
Hutchison	Jess
Hutsell	Kennedy
Hytowitz	Teresa
Ibrahim	Bashar
Immesoete	Melissa
Incorvia	Jamie
Ingraham	Jessica
Inman-Balanzar	Paula
Interian	Michele
Interian Ucan	Mario
Irikawa	Michael
Irons	Michelle
Irwin	Kristin
Irwin Acosta	Alicia
Ivester	Elizabeth
Iwamoto	Keli
Jablon	Joel
Jablonski	Anna
Jacobs	Kelly
Jacobs	Tina
Jaeger	Haleigh

Jahn	Candace
James	William
Jamesbarry	Anthony
Jamesbarry	Sarah
Jansa	Michael
Jarad	Ruqayya
Jardine	Dawn
Jarvis	Kimberly
Jaynes	David
Jeffery	Julie
Jeffrey-West	James
Jendrzek	Jessica
Jenkins	Brittney
Jenkins	Jennifer
Jeness	Laura
Jensen	Mercadiez
Jensen	Rachell
Jensen	Sonya
Jeppesen	Paula
Jepson	Lucas
Jett	Wilma
Judy	Melanie
Jewel	Sharese
Jewell	Remy
Jin	Anne
Joglekar	Surabhi
Johansson	Eric
Johnsen	Holly
Johnson	Alexis
Johnson	Bradley
Johnson	Daniel
Johnson	Erika
Johnson	Franchesca
Johnson	Justin
Johnson	Katharine
Johnson	Kenneth
Johnson	Melissa
Johnson	Melissa
Johnson	Nicholas
Johnson	Rebecca
Johnson	Sean
Johnson	Thomas

Johnson-Greenough	Noah
Johnson-Medinger	Tara
Johnston	Colleen
Johnstone	Ian
Jonas-Closs	Jacob
Jones	Chelsea
Jones	Hang
Jones	Jessica
Jones	Joshua
Jones	Keith
Jones	Kelly
Jones	Kira
Jordan	Amanda
Joseph	Teri
Joshi	Gillian
Juarez	Katarina
Jue	Meredith
Jugel	Lynn
Kabza	Matthew
Kahn	Meghan
Kaiser	Jeramie
Kaleshnik	Kelly
Kaller	Susan
Kaller	Venus
Kallfelz	Karen
Kaman	Emily
Kamata	Yoshiko
Kane	Ethan
Kane	Teresa
Kangas	Molly
Kanof	Kimberly
Kanz	Holly
Kaplan	Alexandra
Kaplan	David
Kaplan	Molly
Kaplan-Miner	Haven
Kaplin	Gwendolyn
Kapranos	Jaina
Kapranos	Nicholas
Kassouf	Suzanna
Kaufman	Michael

Kauzer	Case
Kavehrad	Christina
Kawasaki	Osamu
Keefer	Debbie
Keeler	Tara
Keene	Carson
Keener	John
Keil	Virginia
Keith	Althea
Keith	Lesley
Kellar	Michele
Keller	Allison
Keller	Damon
Kellermann	Sonia
Kelley	Robert
Kelley	Stephanie
Kelley	Wade
Kellogg	Kelli
Kelly	Heather
Kelso	Shelah
Kemp	James
Kemper	Keska
Kempster	Karen
Kendall	Megan
Kendall	Sheila
Kennedy	Ana
Kennedy	Christopher
Kennedy	David
Kenny	Maureen
Kennybrew	Adam
Kennybrew	Melissa
Kenyon	Kimberly
Keo	Kelly
Kerr	Shawn
Kertesz	Matthew
Kessler	Addy
Ketel	Faith
Keudell	Allyson
Khalsa	Nam Kirn
Khrustalyov	Andriy
Kidder	Maria
Kiernan	Elizabeth

Kilgour	Kevin
Kilkenny	Sarah
Kilmer	Mark
Kilpatrick-White	David
Kim	ReCher
Kimball-Martinez	Brittney
Kimlinger	Lauren
Kincaid	Diana
Kincaid	Matt
Kindred	Megan
King	Andrew
King	Emily
King	Torin
Kinigopoulos	Maria
Kinney	Emily
Kino Harris	Mariko
Kiriazis	Nicole
Kirk	Alexa
Kirk	Karey
Kirkelie	Maia
Kirkpatrick	Julia
Kirsch	Elizabeth
Kirsch-McMaster	Megan
Kittrick	Shannon
Kjome	Kristin
Klein-Wolf	Lisa
Knauss	Ian
Kniser	Timothy
Knoblich	Jeffrey
Knochel	Kate
Knoerzer	Catrina
Knowlton	Aubin
Knutsen	Kristin
Kobak	Jared
Kobs	Lisbeth
Koelbel	Jennifer
Koenig	Misty
Kohn	Sarah
Kolb	Melissa
Kondylis	Katherine

Kordahl	Elin
Korn Becerra	Karin
Kosher	Lisa
Koshy	Elizabeth
Kosmas	Pantelis
Kouchek-Hoseini	Anahita
Kowalski	Amy
Koyama Lane	Tiffany
Kozil	Andrea
Krakow	David
Kray	Shelby
Kreuz	Cameron
Kreuzer	Sara
Krom	Julie
Kugler	Shelby
Kuhlman	Joseph
Kuhlman	Lih
Kuhn	Jennifer
Kulak	Andrew
Kumanchik	Jennifer
Kuntz	Erin
Kurzer	Micah
Kutchinsky	Alon
Kuznetsov	Michael
Kwintner	Jennifer
Kwong	Chelsea
Kyriss	Rachel
Lageson	Tina
Lake	Bea
Lam	Carol
Lamanna	Tina
Lambert	Stephen
Lammert	Lisa
Lamoreaux	Michelle
Lampus	John
Lancaster	Steven
Lancaster	Valoree
Lane	Jeffrey
Lane	Jo
Laney	Joel
Laney	Renee
Langton	Bradley

Lanigan	Alison
Lanners	Eric
Lannigan	Elizabeth
Lannom	Samantha
Lanzas	Cassandre
LaPorte	David
Largo	Abby
Larkin Miller	Jennifer
LaRosa-Peters	Amy
Larriva	Amanda
Larsen	Penelope
Larson	Carl
Larson	Jamie
Lathrop	Fei
Laurence	Drew
Laurent	Stephen
Lauretti	Leslie
Law	Duncan
Law	Elayne
Law	Iris
Lawhon	Kevin
Lawler	Beth
Lawrence	Tracy
Le	Thuy-Linh
Le Chevallier	Grace
Le-Hui	Van Anh
Leahy	Dianne
Leatham	Cory
LeDoux-Leos	Sheree
Lee	Aaron
Lee	Jennifer
Lee	Min
Lee	Sarah
Lee	Sitti
Leech	Andrea
Leeman	Dylan
LeeWehage	Elizabeth
Lefere	Karen
Lefor	Bridget
Lehman	Samuel
Leishman	Rosalie
Leitch	Sarabeth

LeMay	Adrienne
Lemen	Elizabeth
LeMeune	Kieran
Lemma	Laura
Lendo	Nicole
Lenon	Alexander
Leon Moreno	Karen
Leong	Verna
Lepore	Melinda
Lepp	Adina
Leslie	Natalie
Lesniak	Melissa
Levine	Eric
Levine	Nina
Lewis	Grace
Lewis	Jack
Lewis	Kari
Lewis	Matthew
Lewis	Sarah
Liao	Karen
Licurse	Anne
Lieberman	Lori
Liesinger	Madison
Liggio	Stephen
Lightbourne-Maynard	Susannah-Jean
Lile	Amy
Limb	Daniel
Lin	Yuzhen
Linah	Sai
Lind	Patrick
Lindstrom	Kari
Lingenfelter	Jessica
Lingo	Rosalie
Lipson	Andrew
Lipson	Dana
Lisensky	Laura
Liu	Ye
Livengood	Elysia
Livesay	Kimberly
Livingood	Ashley
Lloyd-Knox McDonald	Kendra

Locarno	Jenny
Locascio	Kevin
Locke	Britni
Lockett	Christina
Lodore	Christopher
Loebs	Jennifer
Lofquist	Eric
Logan	Cheri
Lommen	Hannah
London Tinsel	Jamin
Longanecker	Kayla
Longfellow	Jay
Longstreet	Cori
Longstreth	Katharine
Looney	Liberty
Lopez	Alodie
Lopez	Ashley
Lorenzo Vento	Arien
Losoya	Jose
Lossner	Christi
Loupe	Kristin
Love	Elise
Loveland	Jennifer
Loveless	Timothy
Lowe	Chrysann
Lowery	Anthony
Lozano	Mehira
Luboff	Alexander
Lundgren	Nicole
Luria	Alexandra
Luther	Erika
Lyerla	Jessica
Lyle	Jamie
Lyons	Pamela
Mabry	Mellissa
Mac	Frank
MacDicken	Derek
MacDonald	Rachel
Macdonald	Stephanie
Maceo	Jorge
Machado	Michele
Machuca	Eliana

Mack	Catherine
Mackaness	Kate
Mackenzie	Lyndsey
MacKinnon	Amy
Macklin	William
MacMillan	Connor
MacNeill	Marla
Macy-Gustafson	Ericka
Madden	Peter
Maddy	Courtney
Madrid	Fernando
Maestas	Marlena
Mafara	Kathleen
Mafchir	Anna
Magee	Mackenzie
Magee-Jenks	Patrick
Mahony	Erin
Mahrt	Alexandra
Mahurin	Michael
Maier	Christine
Maier	Elizabeth
Mainwaring	Julie
Mak	Korey
Makowski	Rayne
Maletz	Abraham
Mandell	Doug
Manian	Mark
Mankowski	Heather
Mann	Kathrine
Mann	Robyn
Manson	Wesley
Mansour	Michael
March	Ayako
Marchello	Rustin
Marchyok	Matthew
Margerum	Amanda
Margolis	Jason
Mariano	Krystal
Marienburg	Nicole
Markewitz	Emily
Markey	Maureen
Markovich	Elizabeth

Marquardt	Kevin
Marquardt	Serena
Marquis	Carissa
Marrinan	Jennifer
Marron	Deanna
Marsh	David
Marshall	Ty
Martin	Joseph
Martin	Joshua
Martin	Kara
Martin	Rachel
Martin	Sara
Martin	Sara
Martinez	Matilde
Martinez Bustos	Juan
Martins	Sara
Marx	Kara
Mashia	Jeanetta
Mask	Mark
Masters	Nicole
Mathews	Frank
Matsen	Jeremy
Matteri	Dominic
Mauney	Amelia
Maurer	Hannah
Maurer	Ian
Maves	Randall
May	Kellie
Mayer	Elizabeth
Mayer	Keelin
Mayik	James
Maynard	Allyson
Mayo	Alexander
Mayo	Jennifer
Mayock	Steven
Maza	David
Mazur	Julia
McAdams	Amy
McAleer	Brittney
McAlexander	Stephanie
McArthur	Martha
McBride	Amy

McBride	Haylee
McCann	Luke
McCants	Ryan
McCarthy	Elizabeth
McCarthy	Ellen
McCartney	Kathryn
McCarty	Christine
McCarty	Scott
McClain	Brandan
McClain	Stephanie
McClanen	Meredith
McClary	Alan
McClellan	Jedidiah
McCleave	Bruce
McCollister	Wakana
McCormack	Marieta
McCormick	Glenn
McCoy	Caroline
McCoy	Stephanie
McCracken Ferro	Erin
McCrary	Jennifer
McCulloch	Caroline
McCurdy	Christopher
McDaid	Heather
McDermott	Ryan
McDonald II	Robert
McDowell	Elizabeth
McFadden	Morgan
McFaul-Amadoro	Sunshine
McGarvey	Zachary
McGee	John
McGlothlin	Ellen
McGlotten	James
McGlynn	Justin
McGowan	Maya
McHaley Foley	Saneun
McIntyre	Brian
McKay	Andrew
McKay	Diana
McKay	Michelle
McKee	Sarah

McKelvey	Da'Anyel
McKenzie	Sharitha
McKie	Donald
McKie	Jessica
McKinney-Heiney	Hilary
McKinstry	Samuel
McLaughlin	John
McLaughlin	Shannon
McLawhorn	Susan
McLean	Oksana
McMahon	Jill
McMaster	Matthew
McMillan	Julie
McMillan	Michelle
McNairy	Michaela
McNeal	Jeffrey
McNeely	James
McNulty	Erin
McNulty	Teri
McNutt	Nicole
McQueen	Adam
McShane	Joyce
McSherry	Danielle
McVicar	Laura
Mead	Christopher
Mease	Sara
Meditz	Cori
Medrano	Naomi
Mehretab	Temerza
Mella	Douglas
Mellgren	Erik
Mello	Brittney
Melson	Alexander
Melton	Julia
Mendels	Sharon
Mendez-Rodriguez	Demetrio
Mendola	Adam
Mendro	Jacqueline
Menke-Thielman	Forest
Mermelstein	Catherine

Merrill	Gracia
Merrill	Kelly
Merz	Emily
Mesa Falcon	Lisandra
Meskimen	John
Meskin	Brielle
Metcalf	Megan
Metz	John
Meyden	Yukiko
Meyer	Brian
Meyer	Catherine
Meyer	Elizabeth
Meyer	Jennifer
Meyer	Jessica
Meyer	Kendra
Michel-Midelfort	Siri
Michels	Rose
Mickanen	Nicole
Mico	Kristen
Middleton	Elizabeth
Mikolitch	Jessica
Milford	Kelly
Miller	Brandi
Miller	Elena
Miller	Hilary
Miller	Jamie
Miller	Jason
Miller	John
Miller	Julie
Miller	Julie
Miller	Seth
Millerman	Brandy
Millis	Stephanie
Millon	Claire
Milton	Elizabeth
Miner	Amy
Miracle	Kathrin
Miranda	Tracy
Mirsepassi	Eric
Misi	Madison
Misumi	Angela
Mitchell	Daniela

Mitchell	Jill
Mitchell	Kelli
Mitchell	Timothy
Mitchell McVay	Angela
Mogi	Eriko
Mohamed	Mohamed
Mohler	Kevin
Moist	Dennis
Moldovan	Doina
Moller	Erika
Monroy Benitez	Laurel
Montanaro	Scott
Montejo	Julia
Montfort	Alex
Moog	Leah
Moore	Christopher
Moore	Darrell
Moore	Kathryn
Moore	Michael
Moore	Rachel
Mootz	Sophia
Mora	Kayla
Morales	Paola
Morales-Galicia	Brenda
Morano	Jenna
Morden	Donna
Morell-Hart	Daniel
Moren	Michael
Morgan	Jennifer
Morgan	Robert
Morgan	Ronald
Morioka	Hannah
Morley	David
Morlock	Leigh
Morrell	Lisa
Morris	Jacy
Morris	Melanie
Morrison	Tracy
Morrow	Jasper
Morse-Rao	Cynthia

Morton	Rebecca
Moser	Victor
Mosqueda	Martha
Mote	Ashley
Moule	Matthew
Moye	Damian
Moyer	Megan
Moyers	Sahnzi
Mulvihill	Michele
Munana	Anabel
Muncie-Jarvis	Ashley
Munoz	Deborah
Munteanu	Crina
Muralidharan	Sruthi
Muraoka	Kenneth
Murchison	Jessica
Murdock	Melinda
Murphy	Brooke
Murphy-Cairns	Daniel
Murray	Jessica
Murray-Balto	Kayci
Musgnung	Noel
Muska	Sarah
Mussio	Sarah
Myers	Carolyn
Myers	Thomas
Mykkanen	Sarah
Nagarajan	Surya
Nagle	David
Nahurski	Andrea
Napoli	Michael
Nary	Megan
Nations	Katherine
Navarrete	Rubendario
Navarro	Neomi
Nealon	Sarah
Nearing	Patrick
Neary-Hills	Rhys
Neff	Suzanne
Nelson	Courtney
Nelson	Heather
Nelson	Kasey

Nelson	Susan
Nemesi	Emily
Neufeld-Griffin	Teri
Newport	Elyse
Ngai	Lillian
Nguyen	Alyssa
Nguyen	Catherine
Nguyen	Rich
Nguyen	Thuy
Nguyen	Tyler
Nicholas	Timothy
Nicholl	Alicia
Nichols	Katherine
Nicola	Jill
Nicola	Michelle
Niebergall-Eltagonde	Christopher
Niebergall-Eltagonde	Keala
Nielsen	Nancy
Noble	Heather
Noel	Anna
Nogueira	Julia
Nohner	Nicholas
Noonan	Kristen
Nordstrom	Elizabeth
Nordstrom	Lisa
Nordwall Keller	Genevieve
Norgaard	Kasandra
Norquist	Melissa
Nossaman	Cali
Nowak	Carri
Nowland	Sean
Nunn	Amy
Nutter	Jennifer
Nweke	ReShawn
O'Barrow	Salaad
O'Brien	Jeanne
O'Connor	Jessica
O'Doherty	Megan
O'Halloran	Deanna
O'Hara	Mary

O'Leary	Alicia
O'Leary	Elizabeth
O'Leary	Megan
O'Loughlin	Emily
O'Neill	Juliana
O'Neill	Michael
O'Shanecy	Emelia
O'Toole	Carrie
Ocon	Erin
Oeding	Emory
Ogletree	Derek
Oleson	Matthew
Olivares	Anna
Olsen	Aaron
Olsen	Martin
Olson	William
Olson-Mosby	Holly
Olsson	Janet
Omey	Denise
Onnis	Nicola
Orchard	Janell
Ordaz	Maggie
Ordway	Kirk
Orellana	Jocelyn
Oriard	Colin
Orr	Sofia
Ortega	Fanny
Ortiz	David
Ortiz	Gloria
Ortiz	Melissa
Oster	Cameron
Osuna Mondragon	Hector
Otero	Mijail
Otten	Michal
Overlund	Margaret
Owens	Jason
Padua	Irynne
Pagenstecher	Aubrey
Palmer	Courtney
Palmer	Megan
Palmer	Ryan
Pan	Andrew

Pan	Michelle
Parada	Kelsey
Parada	Renato
Parish	Graham
Park	Nathaniel
Parker	Catherine
Parker	Emily
Parker	Kira
Parker	Matthew
Parker	Sarah
Parker	Shoko
Parker	Trevor
Parks	Kylene
Parks	Laura
Pasion-Yang	Abigail
Patterson	Craig
Patterson	Jacob
Patterson	Lindsay
Patterson	Miles
Patterson de Tarr	Gavriel
Paul	Jessica
Paulson	Alex
Payne	James
Pazmino	Maria
Peacock	Valerie
Peake	Michelle
Pearl	Stephanie
Pearson	Marie
Pearson	Melissa
Peck	Scott
Pedersen	Julie
Pederson	Ellen
Peloquin	Sara
Pena	Izabella
Pennington	Phillip
Penoncello	Nicole
Peoples	Margarett
Pepper	Kristin
Pepperwood	Paige
Perez	Nahir
Perez	Susan
Perez Vargas	Celene

Perez-Gonzalez	Nelson
Perkins	Audrienne
Perry	Ronald
Pesicek	Mindy
Peterka	Sky
Peters	Diana
Peters	Paul
Petersen	Irene
Petersen	Maya
Peterson	Gabrielle
Peterson	Russell
Peterson	Stacy
Petraglia	Anthony
Petrocchi	Timothy
Pettit	Cara
Phan	Anne
Phan	Cristal
Phan Mende	Chau
Phillips	Maurice
Phommachack	Crissy
Picton	Sophie
Pier	Nathan
Pierce	David
Pierce	Xavier
Pierre	Patrice
Pierson	Benjamin
Pila Beltran	Wesme
Pill-Kahan	Lili
Pine	Michael
Pineo	Angie
Pinkston	Scott
Piper	Shyla
Pires	Wendy
Pittock	Suzanne
Pixley	Emily
Plank	Cynthia
Plein	Michael
Polansky	Sarah
Pollock	Sean
Polzin	Amy
Ponz	Ana
Pope	Jodi

Porter	Joshua
Porter	Kelsey
Porter	Kristina
Porter	Patrisha
Post	Brian
Potasznik	Alyssa
Potestio	Michele
Powell	Charity
Powell	Iris
Prahl	Alexandria
Prahl	Isaac
Prakken	Jennifer
Pratt	Emily
Prelosky	Madeline
Price	Evan
Price	Margaret
Priddy	Sarah
Proctor	Michelle
Prohaska	Holli
Puhvel	Peter
Qian	Kun
Qualey	Greg
Quigley	Julieanne
Quinlan	Shea
Quinonez	Alexis
Quintana	Gabrielle
Quiros	Yailine
Rabe	Rheta
Raczek	Margaret
Radler-Okby	Cynthia
Raffaele	Michael
Rainbow	Allegra
Raisman	Elizabeth
Ramirez	Daniel
Ramos	Brenda
Ramos	Brigette
Ramos	Jason
Ramstead	Holly
Rangel	Gregorio
Rangel	Natalie
Ranjani	Krishnan
Ransom	Christopher

Rappaport	Jennifer
Rasmussen	Maijah Ellisiv
Raspone	Sara
Rau	Coren
Rau	Elsbeth
Rawls	Brandon
Ray	Dawn
Ray	Rachel
Rebholz	Jill
Rebischke	Tammy
Rechner	Mary
Recker	Laura
Redd	Bonnie
Reddekopp	Julianne
Redhead	Clare
Redmond	Cynthia
Redmond-Davenport	Kathleen
Redrejo	Jean
Reed	Brennon
Reed	Nicole
Reed	Taylor
Reep	Olivia
Reese	Karin
Reeser	Ellen
Reeves	Jennifer
Refvem	Emilee
Reich	Rachel
Reid	Anne
Reid	Anne-Marie
Reid	Kathleen
Reilly	Allison
Reinholt	Jeremy
Relaford	Rosemary
Remington	Erewyn
Renauer	Molly
Rentz	Gina
Revay	Akiko
Rey	Krista
Reyes Herrera	Jesus
Reyes Simon	Greidys
Reynolds	Alix
Reynolds	Koll

Reynolds	Mark
Reynolds	Matthew
Rhoades	Jessica
Rhoades	Trisha
Riccardi	Jerry
Richardson	Emily
Richardson	Kevin
Richman	Christian
Richman	Melissa
Riedel	Gavin
Riffel	Lisa
Riggs	Tyler
Riler	Gary
Rindfusz	Laura
Rintoul	Richard
Riscol	Nichole
Rishel	Jay
Rissetto	Kristina
Ritter	Alexander
Rittman	Michael
Ritzinger	Karen
Rivera	Toshiko
Rivera Coca	Evelyn
Robayo Trujillo	Gloria
Robb	Bonnie
Robbins	Amy
Roberts	Dawn
Roberts	Kenneth
Roberts	Ryan
Robertson	Courtney
Robertson	Heather
Robins	Emily
Robinson	Miles
Robinson	Sean
Rocha	Michael
Rochford	Melissa
Rockness	Karen
Rockness	Tor
Rockwell	Melody
Rode	Jane
Rodecap	Zachary
Rodgers	Victoria

Rodhe	Casey
Rodriguez	Ana
Rodriguez	David
Rodriguez	Kate
Rodriguez	Marisol
Rodriguez Marin	Cecilia
Rodriguez Salinas	Romina
Rodriguez-Adair	Ermila
Roix	Clair
Rolfe-Redding	Ian
Romero-Corral	Juan
Rood	Jeffrey
Rooklyn	Miles
Roosevelt	Adam
Roosevelt	Kristen
Rosales	Krista
Rosales	Laura
Rosario	Eduardo
Rose	Ashley
Rosemus	Miranda
Roser	Jennifer
Roska	Jane
Rosoff	Stacy
Ross	Carmel
Ross	Rivkah
Rossington	Donald
Rosteck	Darlene
Roth	Alexandra
Rothery	Rebecca
Rothwell	Kristina
Routtenberg	Yael
Rowan	Christine
Rowe	Joseph
Rowey	Diana
Roy	Rosalyn
Rozell	Scott
Rozewski	Joseph
Rozman	Linda
Ruberte	Karina
Rudnick	Darcy

Ruebenson	Kate
Rueck	William
Rueppell	David
Ruhoff	Kathryn
Ruiz Riehl	June
Rundle	Kelly
Russell	Marie-Louise
Russell	Shannon
Russell	Susan
Ryan	Lori
Ryan	Samantha
Ryczek	John
Rydberg	Rebecca
Ryland	Justin
Sabga	Melissa
Saffer	Daniel
Safranek	Nicole
Sahler	Brian
Sakai	Yuki
Salem	Aml
Salmon	Michael
Salvador	Joseph
Salvatore	Holly
Sammons	Kimberly
Sams	Marci
Sams	Markelle
Sanborn	Emily
Sanchez	Kathryn
Sanchez Marquez	Rosa
Sanders	Gretchen
Sandri	Shannon
Sanford	Quinn
Sansom	Merritt
Sapienza	Anna
Satoorian	Stephanie
Satter	Rachel
Sauer	Charles
Savage	Magdalene
Sawyer	Jessica
Sayler	Laura
Scantling	Jeanette
Schacker	Sarah

Schaedig	Liesl
Schalk	Bryan
Schardt	E
Scheiman	Anne
Scheirer	Andrew
Scheller Fronk	Mackinsey
Scher	Alexis
Scherzinger	Jennifer
Schiavo	Stephanie
Schlegel	Elizabeth
Schlosser	Jessica
Schlottmann	Kelly
Schmidt	Andrea
Schmidt	Gillian
Schmidt	Jeremy
Schmidtke	Elizabeth
Schmuck	Kate
Schneider	Erika
Schoening	Barbette
Scholten	David
Schopmeyer	Eric
Schreib	Zachary
Schroth	Andrew
Schulte	Tessalie
Schultz	Kristine
Schulze	Timothy
Schweizer	Christopher
Schwing	Emilia
Scott	Josephine
Scott	Randy
Scott	Stacee
Scott	Sylvia
Scoville	Steven
Scrutchions	Gerald
Sedita	Jeremy
Seeley	Nicole
Seifert	David
Selivanova	Anna
Selter	Sherron
Senge	Amina
Setter	Victoria
Shalman	Seamus

Shanley	Kaeli
Sharp	Gwendolyn
Shaw	Cameron
Shaw	Clifford
Shay	Karen
Shearer	Thomas
Sheean	Molly
Shelley	Adam
Shelton	Sarah
Shelton	Wendy
Shemer	Noah
Sheridan	Brenna
Sheridan	Katherine
Sherman	Courtney
Sherman	Martha
Sherwood	Patrick
Shetler	Jeremy
Shiels	Vanessa
Shipe	Ryan
ShIPLEY	Julia
Shippy	Lori
Shiryayev	David
Shoemaker	Kathryn
Shohet	Revital
Shore	Alla
Short	Andrea
Short	Richard
Shoukas	Anthony
Shue	Robin
Shull	Danielle
Sichel	Kumar
Siddiqui	Aysha
Sides	Caprial
Siegel	Douglas
Siegel	Jennifer
Siegfried	Heather
Silenzi	Vicki
Silkey	Ami
Sill-Turner	Brittany
Silvernail	Daniel
Simonetti	Leslie
Simonoff	Malcolm

Simonoff	Miranda
Sinauskas	Cristine
Sipes	Emily
Siprian	Daniel
Sisk	Brian
Siu	Caroline
Skorohodov	Elizabeth
Sky	Anna
Skybak	Leslie
Skye	Lauren
Slane	Kirsten
Slater	Molly
Slusher	Charles
Smetana	Shannon
Smith	Amy
Smith	Angela
Smith	Bridget
Smith	Bryan
Smith	Christopher
Smith	Jason
Smith	Jennifer
Smith	Julie
Smith	Kimberly
Smith	Lauren
Smith	Raya
Smith	Sarah
Smith	Steven
Smith	Trevor
Smith Sisbach	Heather
Smyth	Anne
Smyth	Colleen
Sneed	Joseph
Snowadski	Andrea
Snyderbrown	Christopher
Sogo	Wakako
Solitaria	Michael
Sollman	Jennifer
Sommo	Elizabeth
Sooper	Justin
Sorcinelli	Jennifer
Sorensen	Andrew
Sorensen	Dena

Sorg	Kelly
Soriano	Lora
Sossel	Richard
Soto	Jacob
Soto Millan	Luis
Soto-Dairy	Angelina
Soulas	Kara
South	Marie
Souther	Lisa
Souza	Adam
Spain	Madelyn
Speer	Matthew
Spieler Compton	Connie
Sprecher	Heidi
Springgate	Liza
Sprints	Elijah
St Amant	Anne
Staab	Matthew
Stafford	Dylan
Stahlecker	Michele
Stanciu	Sarah
Standish	Cortney
Standley	Melissa
Stanfield	Shirley
Stanion	Daniel
Stark	Anita
Starlinger	Arica
Starr	Leah
Stasi	Jodie
Stauffer	Daniel
Stearns	Heather
Steel	Amy
Steele	Kendall
Steeves	Amy
Stegner	Alexander
Stein	Tania
Steinbach	Sonja
Stellpflug	Heather
Stelter	Amanda
Sten	Matthew
Stenger	Patrick
Steranko	James

Stevens	Christopher
Stevens	James
Stevens	Julianne
Stevens-Krogh	Mary
Stinson	Christine
Stoffan	Jade
Stohl	Joshua
Stoker	Keith
Stolte	Kayla
Stone	Carolyn
Stone	Stephen
Stone	Zachary
Stonecipher	Geoff
Storm van Leeuwen	Janine
Stovall	Gloria
Straub	Mary
Straube	Heather
Streano	Anna
Street	Michael
Street	Treasa
Stremming	Norman
Strobel	Michelle
Stroman	Kara
Stroup	David
Strube	Matthew
Studt	Ryan
Sturges	Jeffrey
Sturges	Maren
Stutzman	Thomas
Su	Jianying
Suckow	RaeAnn
Sudermann	Richard
Suehiro	Jamie
Sullivan	Catherine
Sullivan	Christine
Sullivan	Gwendolyn
Sullivan	Kathleen
Sullivan	Lindsey
Sullivan	Nancy
Sumiya	Naomi
Surber	Norma
Surits	Zoya

Sussman	Gabrielle
Sutter	Jeremy
Sutton	Hannah
Sutton	Jonathon
Swagerty	Julia
Swan	Amber
Swanson	Shawn
Swapp	Claudia
Sweeney	Michelle
Swehla	Eric
Swerdlik	Anthony
Swift	Laurel
Swinehart	Timothy
Swinford	Heather
Switalla	Craig
Sykes	Carolyn
Symons	Jami
Szabo	Heather
Szok	Ann Marie
Szucs	Chase
Tabshy	Joshua
Tagomori-Lai	Kali
Tait	Erin
Tamez	Noel
Tanner	Gabrielle
Tapio	Katharine
Taramasso	Amy
Tarnowski	Ivan
Tate	Raymond
Tatone	Jennifer
Taya	Minori
Taylor	Kari
Taylor	Pamela
Tegethoff	Lisa
Tellez-Gomez	Elsa
Tello	Gabriela
Tetrick	Allison
Tew	Stacie
Tews	Nicole
Tharp	Jonathan
Thiel	Elizabeth
Thomas	Brenda

Thomas	Christina
Thomas	Cynthia
Thomas	Erin
Thomas	Jennifer
Thomas	Jeremy
Thomas	Paige
Thompson	Christina
Thompson	Heather
Thompson	Nicholas
Thompson	Raeann
Thompson Ponti	Haley
Thomsen	Dardn
Tiet	Karen
Tilgner	Jered
Tillery	Mary
Tilt	Amy
Timmerman	Christian
Timmons	Kirsten
Tischleder	Bree
Tobler	Kalin
Tobon Olguin	Maria
Todd	Rachel
Todd	Trevor
Todd	Trisha
Toderick	Krystal
Tofel	Anna
Tolentino	Heidi
Tong	Bao Ngoc
Toohey	Caitlin
Toole	Joshua
Toone	Juliann
Toren Hrin	Melissa
Torres	Samantha
Tovar Valdes	Nayibe
Tracy	Elizabeth
Tran	Ailien
Tran	Connie
Tran	LeDung
Tran	Lien
Tran	Mindy
Trapido	Sarah
Trask	Samantha

Travers	Carolyn
Trent	Candice
Tretter	Sara
Trezise	Maxwell
Trincherro	Nadine
Trinh	Hung
Triplett	Tara
Triplett	Tearale
True	Jason
True	Michael
Trujillo	Adrian
Trujillo	Jose
Truman	Kirsten
Truong	Anh Lam Benson
Truong	Veronique-Thu
Truong	Yen
Tuan	Cynthia
Tucker	Catherine
Tuggle	Brooke
Turley	Janine
Turner	Theresa
Turner	Valerie
Twining	Julie
Twiss	Daniel
Tyler	Sid
Uchida	Sumiko
Underwood	Barbara
Urbina	Lonzo
Ustach	Thomas
Valenti	Michael
Valentine	Mark
Valenzuela	David
Van Clock	Lisa
Van Dam	Jane
Van de Water	Allen
Van Egeren	Sara
Van Kopp	Jennifer
Van Zandt	Shannon
Vance	Breana
Vandeventer	Simeon
Vane	Paige
Vang	Pao

Vann	Jonquil
Vasey	Vicky
Vaterlaus	Meredith
Vaughn-Edmonds	Holly
Velasquez	Erik
Velazquez	Carmen
Ventura	Ricardo
Verbon	Nicholas
Vercher	Jonalee
Verhoeff	Parker
Verissimo	Britney
Vidmar	Sarah
Villanueva Villarreal	Jasmin
Vineyard	Renee
Vinger	Dana
Virlouvet	Ellie
Vo	Chau
Vogel	Jonathan
Vogel	Monica
Vogl	Clifton
Volponi	Catherine
Volsky	Lyubov
Von Ahn	Rochelle
Vonada	Abigail
Vorasai	Kim
Vosler	Lizzie
Vrana	Maria
Vuong	Alisa
Wacker	Eric
Wadnizak	Mark
Wager	Wendy
Wages	David
Wagner	Jessica
Wagner	Kimberly
Wagner	Rebecca
Wagner	Sarah
Wahl-Stephens	Jeremy
Wahl-Stephens	Lauren
Waiwaiole	Poeko
Walden	Sarah
Walker	Coral

Walker	Derrell
Walker	Emily
Walker	Molly
Walker	Susanna
Walker-Byrne	Margaret
Wallace	Candor
Wallace	Kristin
Wallace Sosa	Jacquelyn
Waller	Michael
Walmer	Steven
Walrod	John
Walrod	Julianne
Walsh	Bridget
Walsh	John
Walsh	Stephen
Walters	Rhonda
Walters	Sidney
Waltner	Kyoko
Wang	Mo
Ward	Dana
Ward	Sarah
Warinner	Jamie
Warner	Mark
Wasdo	Laura
Washington	Andre
Washington	Kenneth
Wasson	Shannon
Waters	Bradley
Waterworth	Tammy
Watkins	Mary
Watson	Christopher
Watson	Nathan
Waymire	Kerrie
Weatherill	Megan
Weaver	Kevin
Webb	Abigail
Weber	Chris
Weber-Welch	Amanda
Weesner	Lurena
Weidner	Paula
Weigandt	Elise
Weinberg	Kenneth

Weir-Mayorga	Willow
Weist	Kurt
Welle	Alexa
Weller	Stephen
Wellington	Cory
Wellington	Heidi
Wendel	Kara
Wenger	Melissa
Wenner	Martha
Werschkul	Kelly
West	Kimberly
West	S
West	Tara
Whatmore	Ellen
Wheeler	Shawna
Whisler	Casey
Whisnand	Megan
Whitaker	Jennifer
Whitaker	Julie
Whitaker	Meghan
White	Amy
White	Benjamin
White	Laura
White	Linda
Whitt Smith	Wintry
Wich	Katherine
Wiers	Taiya
Wiesner	William
Wilde	Rose
Wilebski	Katy
Wilkins	Jayne
Wilkins	Paul
Wilkinson	Jack
Wilkinson	Marrla
Williams	Alexander
Williams	Ciara
Williams	Erin
Williams	Evan
Williams	Halla
Williams	Jamie
Williams	Lilly
Williams	Lori

Williams	Michael
Williams	Tabitha
Williams	Takiyah
Williams	Todd
Williams	Wendi
Williamson	Carlin
Willie	Janessa
Willis	Emily
Willis	Kernan
Wilson	Claire
Wilson	Courtney
Wilson	Daniel
Wilson	Gina
Wilson	Holly
Wilson	John
Wilson	Kimberlee
Wilson	Kinsey
Wilson	Reuben
Wilson	Samuel
Wilson	William
Windle	Lilly F
Winicki	Frank
Winkler	Amanda
Winkler	James
Winn	Elaine
Winterbower	Ryan
Wirtheim	Taylor
Wisher	Tracy
Wixon	Benjamin
Wolfe	Catherine
Wolfe	Joshua
Wolfer	MaLynda
Wolfer	Stephanie
Wolff-Myren	Desiree
Wolfstone	Anne
Wonder	Annaleah
Wong	Elisa
Wood	James
Woodhouse	Leslie
Woods	Cari
Woods	Tanan
Wozniak	Regan

Wray	Jessica
Wright	Julie
Wright	Katherine
Wrobel	Francesca
Wu	Yuxuan
Yago	Ernest
Yagolnikov	Reyanna
Yang	Xiaonan
Yarne	Lynn
Yeager	Jesse
Yenni	Christine
Yin	Aiyun
Yocum	Katherine
Yoder	Nathan
Yoder	Nicholas
York	Anna-Sophia
Yoshida	Lainie
Young	Chrystal
Young	Gerald
Young	Kimberly
Young	Megan
Younie	Gail
Yovu	Christine
Yu	Beyoung
Zadoff	Dina
Zambrano	Kerry
Zapeta	Kedin
Zeller-Williams	Lavonna
Zenger	Sharon
Zeno	Shalonda
Zepeda Martinez	Heidi
Zhang	Xiaolan
Zhu	Yuan
Ziady	Joshua
Zibelman	Michael
Ziehl	Loan
Zimmer	Sarah
Zimtbaum	Mark
Zinc-Pearl	Clair
Zipp	Kathleen
Zizzo	Charles
Zook	Daren

RESOLUTION No. 7263

Election of Contract Teachers

RECITAL

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

The list of teachers include those who would qualify for contract status per the new changes to HB2900.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Contract teachers for the 2026-2027 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

List of teachers who have completed three years of probationary employment:

Last	First
Alberti	Andre
Alcerro	Zachary
Allott	Audrey
Altieri	Olivia
Anderson	Alexandria
Anderson	Destiny
Anderson	Wade
Arick	Nicole
Autry	Breanna
Baker	Leah
Barnum	Daphne
Bauer	Emily
Bellas	Victoria
Bo-Linn	Sarah
Bonfiglio	Brent
Boslough	Jameson
Boubel	Lauren
Brant	Emily
Cape	Brian
Castor	Emily
Cavill	Joanne
Chavez	Cee
Choi	Annie
Clawson	Frances
Coates	Katharine
Coffee	Moriah
Coggins	Amanda
Coit	Erinne
Cole	Audrey
Cunningham	Sean

Dean	Tristin
DeBoer	Nicholas
Dose	Jennifer
Downen	Trevor
Dumas	Jessica
Dunlap	Jolene
Dunlap	Lisa
Durham	Haley
Dwyer	Molly
Dyer	Brooks
Dyett	Trevor
Eade	Anna
Eberly	Scott
Egli	Joel
Elliott	Janet
Evans	Nathan
Feeney	Ariel
Feller	Amy
Fesler	Elisabeth
Flowers Minner	Tiffany
Foote Allen	Rachel
Foster	Amy
Foster	Jake
Fuhrmann	Maria
Fulmer	Lilla
Funderburg	Leslie
Galeano Lopez	Modesto
Gannett	Roberta
Garrott	Claire
Gault	Sarah
Gilbert	Jackson
Goforth	Kelly
Goosen	Matthew
Gostovich	George
Grimm	Bonnie
Gysland	Cami
Hamada	Sakura
Harbauer	Zacharyah
Harp	Diana
Harris	Cassandra
Hasser	Neil
Hellman	Kaya
Herzfeld-Copple	Shannon
Hester	David
Hill	Sierra

Hindley	Laura
Hoepfner	Heather
Hopkins	Catherine
Huck	Jaimie
Hunt	Heather
Hyman	Cassandra
Ivester	Dean
Jacinto	Jose
Jarquin	Christian
Jellis	David
Jouno	Jamison
Kana	Talula
Kienzle	Taylor
Kimmich	Todd
Lahtinen	Johnmichael
Larson	Nicole
Lingenbrink	Hannah
Linton	Daniel
Livingston	Sara
Lowe	Lyric
Lukens	Gregory
Lumbard	Emilee
Maass	Gary
Macindoe	Amanda
Macke	Alexander
Madison	Kelsey
Masini	Diane
McClure	Cheryl
McHill	Madeleine
McLaughlin	Katherine
McVicar	Shawn
Meek	Jonathan
Menagh	Karey
Mencher	Stephanie
Mendez	Maritza
Mesquiti	Daniel
Meza	Jessica
Mihelic	Benjamin
Miller	Nicole
Mira	Kriya
Morgan	Martha
Morgan-McLeod	Emma
Morin	Sherry
Morris	Loehn
Mortensen	Matthew

Mulligan	McKenzie
Murphy	Sydney
Naanee	Kilsa
Newton	Rabia
Odom	Courtney
Olsen	Kylie
Olson	Karl
Orzali	Peter
Overvold	Elena
Pettit	Jennifer
Pham	Quyen
Pickett	Caroline
Pomposo	Giovanni
Ponce	Rebecca
Queen	Chaz
Rainsmyth	William
Richardson	Maria
Salo	Gabriel
Sandell	Graeme
Scarborough	Jill
Schropp	Danielle
Shaw	Hannah
Sheldrake	Gregg
Simmons	Katey
Small	Gabrielle
Smith	Claire
Soloway	Molly
Sorel	Lucie
Sorensen	Bjorn
Stevens	Crystal
Stewart	Jonathan
Stoakley	Catherine
Sundberg	Andrew
Tanji	Sondra
Targett	Charles
Tate	Megan
Titmus	Edward
Tomic	Katherine
Troll	Corinna
Ulrich	Shane
Vargas	Francisco
Ventres-Pake	Peter
Vera	Collin
Vestal	Zachary
Villagomez	Laura

Walker	Anika
Webb	Jacqueline
Wick	Amy
Wile	Scot
Williams	Lauren
Wilson	Megan
Wilson	Meredith
Wissler	Kathrin
Worsham	Kimberly
York	Matthew
Young	Jessica

List of teachers who qualify for contract status per changes to HB2900:

Last Name	First Name
Cintron	Pilar
Harrison	Daniel
Johnston	Scott
Kelly	David
Wilson	Megan

RESOLUTION No. 7264

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 2026-2027 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Anthony	Caroline
Balladares	Maria
Barry	Emma
Batarce	Preston
Beck	Aisha
Bewick	Alyssa
Blea	Alyssa
Boehnke	Chelsey
Branner	Chelsey
Brown	Leslie
Caceres	George
Caslick	Colin
Casteline	Taylor
Cogan	Daniel
Coogler	Chelsea
Corbitt	Carla
Cross	Libby
Delphinidae	Finn
Duff	Ali
Dugan	Kevin
Duncan	Hayley
Durant	Kathryn
Esene	Osadonor
Esteban	Kerem
Fale-Olsen	Ashley
Fletcher	Jasmine
Forstag	Michael
Galat	Danielle
Gelhar	Angela
Goehler	Emma
Goldman	Kimberly

Greene-Rhodes	Asia
Hardt	Andrew
Hassell	Brack
Hein	Allisen
Henry	Heather
Ho	Dat
Hoang	Michele
Hornor	Heather
Howell	Amy
Jacobson	David
Jenkinson	Adam
Jimenez-Hatchel	Nicholas
Johnson	Anancia
Johnson	Andrew
Johnson	Emily
Kauth	Cecelia
Kennedy	Kristin
Lawrence	Carol
Layton	Kristen
Leith	Jason
Lindsey	Daniel
Lovell	Elizabeth
Maki	Amy
McCaffrey	Dennis
McCarter	Andrea
McCool	Aaron
McCudden	Ashli
McDonald	Breen
McHan	Matthew
McKercher	Kristy
McMillan	Shelahn
McNiven	Thomas
Meyers	India
Millevolte	Ricki
Montgomery	Adele
Moore	Cassadie
Moore	Kevin
Morris	Thomas
Moyer	Todd
Narrow	Joshua
Nesmith	Mary
Newton	Jennifer

Nguyen	Quan
Nowak	McKenna
Nuss	Grace
Orellana Lima	Jessica
Orofino	Douglas
Perez-Rodriguez	Francisco
Peterson-vanKanegan	Collin
Pogue	Trevor
Ramirez Velazquez	Stefania
Readus	Terrence
Richard	Demarcus
Rossitto	Kathleen
Ruiz Hoyos	Andrea
Ryan	Kristen
Sandoval	Roxana
Santos	Carrie
Schreiber	Arianna
Sellers	Andrew
Smyth	Joanne
Steele	Heidi
Stockstad	Kimberly
Stone	Sarah
Swenson	Sharon
Taub	Jacob
Trueblood	Nicole
Value	John
Vance	Vienna
Ventura	Julia
Waksman	Laura
Wilkinson	Samantha
Wille	Sophia

RESOLUTION No. 7265

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 2026-2027 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Armstrong	Scott
Arreola	Christina
Asay	Kiera
Ayers	Nicholas
Baek	Sung
Barnlund	Tiffany
Baumer	Bethany
Beaty	Morgan
Bennett Brown	Katrina
Berglund	Dana
Bertsch	Gynett
Black	Lynn
Black	Steffany
Black-Eggleston	Jesse
Blythe	Rachel
Boicourt	Jessica
Booker	Ricky
Borrero	Maria
Bynum	Christan
Cermak	Rachel
Chapman	Kevin
Chavez-Martinez	Xochiquetzal
Cheers	Brenna
Christian	Kiana
Cintron	Pilar
Clearman	Amy
Clemens	Ashley
Conahan	Hannah
Cox	Samantha
Creel	Isaiah
D'Amico	Salvatore
Darshay	Bryan

De Alba-Reinberg	Chelsy
Desimone	Hayley
Doak	Emily
Doe	Melissa
Dulcich	Sarah
Durkin	Mary
Eldridge	Daniel
Emerson	Caitlin
Endicott	Jennifer
Facchini	Jaimie
Fiorante	Megan
Forbes	Kimberly
Franklin	Dareyion
Friedman	Brian
Fukushima	Minori
Gilchrist	Meredith
Gilmore	Thomas
Goslin	Jennifer
Green	Andrew
Grund	Emily
Hamilton	Norma
Harrison	Daniel
Hawbecker	Shelley
Hawkins	Kendall
Hervey	Zachary
Hewitt	Joseph
Hines	Madeleine
Hoffman	Kathryn
Hogan	Megan
Houser	Graham
Huber Bernal	Karen
Jacobs	Haley
Jaramillo Lizama	Britany
Johnson	Jaydra
Johnston	Scott
Jones	Khadija
Kelly	David
Kelly	Thomas
Kern	Madison
Kesterke	Stephanie
Kidd	Karina
Kirk	Kevin

Klein-Leong	Christine
Konneker	Camille
Krohn	Jessica
Kunz	Pearson
Kunze	Katharine
Kurzhal	Mikhela
Lane	Giacomo
Larson Nguyen	Sean
Ledington	Katherine
Lee	Nicole
Lekakh	Veida
Lillywhite	Emily
Lindenmeyer	Martin
Lloyd	Mary
Lokeno	Joshua
Lozano Guzman	Stefanie
Macarty	Jennifer
Macdonald	Max
Madison	Courtney
Marovich	Olivia
Mayer	John
McDaniel	Krysta
McKnight	Rebecca
Mechling	Melinda
Michet	Amy
Mickola	Gabriel
Morales	Victor
Moran	Christina
Moran	Star
Morrison	Matthew
Nelson	Derek
Nims	Tom
Noil	Wryor
Norman	Rebecca
Noto	Kayla
Ongbongan	Heidi
Park	Claire
Peters	Casey
Peters	Kate
Petrik	Frank
Piers-VanderPloeg	Samantha
Pinizzotto	Michele

Pitstick	Anna
Podichetty	Jennifer
Porta	Lynn
Poss	Mary
Pugsley	Andrea
Quesenberry-Gunson	Gabriel
Ramirez	Guiza
Reed	Brent
Reed	Catherine
Rich	Arthur
Richard	Jennie
Rincon Garcia	Miledy
Rose	Holly
Rosett	Erin
Salcido	Bailie
Sanekane	Deanna
Sawtelle	Rhiannon
Schoonover	Leah
Schuck	Cherith
Schuett-Hames	Joy
Schulte	Kaitlyn
Scott	Katie
Seckinger	Laura
Selway	Hoan
Sharma	Pratima
Shubin	Tori
Silber	Kylee
Spiegel	Caleb
Takalo	Nicole
Tirapelle	Claire
Tobin	Thadeus
Torres	Julana
Tracy	Jarrett
Tran	Peter
Treick	Shelby
Trinh	Avalon
Truss	Xochitl
Valdez Monroy	Julio
Vallance	Dineen
Velazquez	Rosario
Villalpando	Marisol
Wahl	Alexandra

Watson	Wendi
Welch	Cameron
Welter	Dixie
Werthamer	Ari
Westlake	Garrett
Witteborg	Shaina
Wright	Mary Elise
Wulferdingen	Christine
Yonamine	Moe

RESOLUTION No. 7266

Approving a Recommendation for Non-Renewal of a Probationary Educator

RECITALS

- A. In accordance with ORS 342.845(5) the Board may non-renew the employment contract of a probationary educator for any cause the Board in good faith considers sufficient.
- B. The Board has reviewed the Superintendent's recommendation for non-renewal. This document is confidential and will be kept in the employee's personnel file.
- C. The Board will notify the employee in writing of the outcome of the Board's decision.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to non-renew the employee.

ID: 035076

RESOLUTION No. 7267

Approving a Recommendation for Non-Renewal of a Probationary Educator

RECITALS

- A. In accordance with ORS 342.845(5) the Board may non-renew the employment contract of a probationary educator for any cause the Board in good faith considers sufficient.
- B. The Board has reviewed the Superintendent's recommendation for non-renewal. This document is confidential and will be kept in the employee's personnel file.
- C. The Board will notify the employee in writing of the outcome of the Board's decision.

RESOLUTION

The Board of Education affirms the Superintendent's recommendation to non-renew the employee.

ID: 037833

RESOLUTION No. 7268

Approving a Recommendation for Non-Extension of a Contract Educator

RECITALS

- A. In accordance with ORS 342.845(5) the Board may non-extend the employment contract of a contract educator for any cause the Board in good faith considers sufficient.
- B. The Board has reviewed the Superintendent's recommendation for non-extension. This document is confidential and will be kept in the employee's personnel file.
- C. The Board will notify the employee in writing of the outcome of the Board's decision.

RESOLUTION

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

ID: 030854

RESOLUTION No. 7269

Approving a Recommendation for Non-Extension of a Contract Educator

RECITALS

- A. In accordance with ORS 342.845(5) the Board may non-extend the employment contract of a contract educator for any cause the Board in good faith considers sufficient.
- B. The Board has reviewed the Superintendent's recommendation for non-extension. This document is confidential and will be kept in the employee's personnel file.
- C. The Board will notify the employee in writing of the outcome of the Board's decision.

RESOLUTION

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

ID: 035650

RESOLUTION No. 7270

Approving a Recommendation for Non-Extension of a Contract Educator

RECITALS

- A. In accordance with ORS 342.845(5) the Board may non-extend the employment contract of a contract educator for any cause the Board in good faith considers sufficient.
- B. The Board has reviewed the Superintendent's recommendation for non-extension. This document is confidential and will be kept in the employee's personnel file.
- C. The Board will notify the employee in writing of the outcome of the Board's decision.

RESOLUTION

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

ID: 000449

RESOLUTION No. 7271

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. The Head Start Program Performance Standards outlines requirements and procedures for the Child Abuse & Neglect reporting. All staff and adults in our program are responsible for mandated reporting in accordance with the program policy, district standards of conduct, and state requirements.

RESOLUTION

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

RESOLUTION No. 7272

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Early Learners (Head Start) does not provide transportation services. In some cases, children who qualify under the McKinney-Vento Homeless Assistance Act may be eligible for transportation provided by the PPS Student Transportation Department.

RESOLUTION

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

RESOLUTION No. 7273

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. PPS Early Learners enrolls students in Head Start according to Section 645 of the Head Start Act. The guidelines are issued each year in the Federal Register, and as such, the program must provide an annual training to the Parent Policy Council and board on their Eligibility, Recruitment, Selection, Enrollment and Attendance procedures and Enrollment Selection Criteria for the following school year.

RESOLUTION

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

RESOLUTION No. 7274

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. PPS Head Start is required to submit a Budget Workbook as part of its Department of Early Learning and Care (DELIC), Oregon Prenatal – Kindergarten (OPK) biennium grant application. This assists PPS Head Start claims to the DELIC grant management system.

RESOLUTION

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

RESOLUTION No. 7275

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. The annual Self-Assessment is a central tenet of continuous quality improvement for Head Start programs. The goal of the Self-Assessment is to meet Head Start Program Performance Standards and move toward program excellence in serving children and families. The process provides programs the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services and supports delivered to children and families.

RESOLUTION

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

RESOLUTION No. 7276

Contract Extension for Administrators

RECITAL

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

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby extends the employment contracts of the following persons until June 2028, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Adams	Allison
Ahmann	Tiana
Armendariz	Debora
Ayala	Nicole
Bancroft	Cinnamon
Barron	Emily
Benjamin Samuels	Loretta
Berg	Eryn
Berry	Rebecca
Bourland	Tara
Brant	Alyson
Brida	Christopher
Bromberg	Anthony
Brown-Warrens	Traniece
Bryant	Jill
Buno	Jerry
Carbone	Jeandre
Cardona	Isaac
Collins	Diana
Corona	Gabriel
Cota	Danielle
Dillingham	Angela
Ditto	Lisa
Earle	Heidi
Flamoe	Sabrina
Freeman	Maria Roma
Froehlich	Deanne
Garrido	Celina
Gassert	Crystal
Gerber	Amber
Gianotti	Maria
Glasgow	Emily
Goldstein	Matthew

Green	TaLisa
Gregoricka	Gary
Gregory	Garin
Guzman	Marquita
Hawking	Lisa
Holm	David
Hristic	Filip
Huggins	Elise
Hunt	Jill
James	Cheryl
Jeans	Jonathan
Jefferson	Camedra
Johnson	Travis
Johnson	Niki
Joyce	Tina
Karsten	Kristy
Keefer	Benjamin
Keller	Benjamin
Kieffer	Cynthia
Kruger	Diana
LaCarrubba	Christopher
Langdahl	Alaina
Lathan	Chrysanthus
Lefferts	Karly
Lewis	Christopher
Liddle	Jill
Mahlum	Elizabeth
Martin	Elizabeth
Martinez	David
McMillen	Alicia
Munoz Nabielski	Risa
Naegele	Zulema
Newlyn	Lisa
Olivas	Ambar
Pakseresht	Kaveh
Parman	Kristan
Peeler	Jeffrey
Pierce	Nancy
Robertson	Blake
Roepel	Jason
Roosevelt	Scott
Sandilands	Mark
Seidel	Teresa

Self	Denise
Shriki	Rina
Skyles	Adam
Sun	Regina
Van Der Wolf	Pamela
Vawter	Julie
Vimegnon	Harriette
Wall	Scott
Wardrop	Shannon
Waters	Jeffrey
West	Kerri
Williams	Karmin
Wilson	Curtis
Wilson	Elizabeth
Woods	Patrice

RESOLUTION No. 7277

Election of Contract Administrators

RECITAL

On the advice of the Chief Human Resources Officer, the Superintendent recommends that the Administrators listed below who have been employed by the District as regularly appointed Administrators for three successive school years be elected as Contract Administrators.

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby elects as Contract Administrators for the 2026-2027 school year the following persons, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

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

RESOLUTION No. 7278

Contract Renewal for Probationary Administrators

RECITAL

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

RESOLUTION

The Board of Education accepts the Superintendent's recommendation and by this resolution hereby renew the employment contracts of the following persons until June 2027, subject to the employment terms and conditions contained in the standard form contract approved by the legal counsel for the District.

Last	First
Alexander	Sabrina
Baird	Michael
Benice	Laura
Brown	Jennifer
Carpenter	Daniel
Charles	Kelli
Coronado	Nadia
Davis	Anna
Drescher	Michael
Hudson	Ashlee
Jackson	Dawn
Knapp	Jennie
Lim	Melissa
Loewen	Katherine
Magnett	Jessika
Malone	Sheryl
Marchyok	Terry
Mauldin	Robin
Mejia	Paul
Orbase	Sheryll
Roberti	Carmen
Starkovich	Leah
Tibbs	Jamaal
Tofanelli-Dougherty	Moira
Tyner	Cezanne
Wiles	Matthew
Willis	Ketina
Yee	Angela

RESOLUTION No. 7279

Adoption of the Minutes

The Following Minutes are offered for Adoption:

- February 10, 2026 – Regular Meeting
- February 24, 2026 – Work Session w a vote on Consent Agenda

RESOLUTION No. 7285

Memorandum of Understanding between Portland Association of Teachers and School District No. 1J, Multnomah County, Oregon

RESOLUTION

The Superintendent is authorized and directed to execute the Memorandum of Understanding between the Portland Association of Teachers, representing licensed personnel, and School District No. 1J, Multnomah County, Oregon, attached hereto as Exhibit A.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is between Portland Public School District 1J, Multnomah County, Oregon, Portland Public Schools ("PPS") and the Portland Association of Teachers ("the Association").

Recitals:

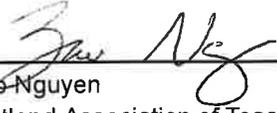
- PPS is facing an extraordinary and immediate budget shortfall.
- Both Parties want to work together to meet the financial needs and address the budget shortfall.

The Parties therefore agree to the following:

1. The Association has agreed that bargaining unit members will take four (4) furlough days prior to the end of the 2025-26 school year.
2. Furlough days are unpaid time and cannot be supplemented by paid time off.
3. Employees on furlough may not perform any work-related tasks, including checking email, unless explicitly authorized in advance and in writing by their supervisor.
4. The designated furlough days are May 1, May 25, June 9, and June 10, 2026. May 25 is a paid holiday but will now be designated as a non-work, unpaid furlough day.
5. The four (4) furlough days will be equally distributed on employees' March, April, May, and June paychecks.
6. Given June 9 and June 10, 2026 will be furlough days, June 8, 2026 will be a grading day.
7. Employees can voluntarily take more than the designated four (4) furlough days, with advance approval by Human Resources. Voluntary furlough days will be reflected on the paycheck associated with the date the furlough day was taken.
8. Employees who elect to retire at the end of the 2025-26 or 2026-27 school year and officially submit their retirement declaration by April 3, 2026, will be exempt from taking furlough days. If furlough days occur on a PPS-wide closure day, these employees will be expected to work and perform duties as assigned by their supervisor. If PPS is open, these employees will be expected to work and perform their normal duties.
9. Human Resources will provide a list of employees who are exempt from furlough days as a result of their retirement declaration no later than April 10, 2026.
10. Employees may file for unemployment insurance, however, PPS does not determine eligibility. Unemployment claims are processed through the State of Oregon Employment Department.
11. Employees will not suffer any loss of health insurance benefits as a result of furlough days.
12. Educators will have the right to choose to work remotely on Planning and Grading days (April 3, April 6, June 8) for the remainder of the school year.
13. High Schools will only have one (1) staff meeting per month for the remainder of the 2025-2026 school year.
14. The late arrivals/early release days (April 22 and May 13) will become full instructional days for the 2025-2026 school year.

15. For the rest of the 2025-2026 school year, ELD Educators at K-5 and K-8 schools will have the option of pushing in/pulling out students for ELD services provided this does not conflict with or violate state or federal laws/standards.
16. The District agrees that any potential layoffs applicable to the 2025-2026 school year will be eliminated as a result of the furloughs.
17. The Parties acknowledge that this Memorandum of Understanding is subject to ratification by the PAT Bargaining Unit and by the PPS Board.

PORTLAND ASSOCIATION OF
TEACHERS

By: 
Bao Nguyen
Portland Association of Teachers

Date: March 20, 2026

PORTLAND PUBLIC SCHOOLS

By: 
Dr. Angela Freeman
Chief Human Resources Officer

Date: March 20, 2026

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is between Portland Public School District 1J, Multnomah County, Oregon, Portland Public Schools ("PPS") and the Portland Association of Teachers ("the Association").

Recitals:

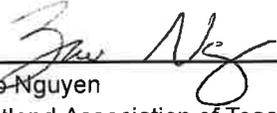
- PPS is facing an extraordinary and immediate budget shortfall.
- Both Parties want to work together to meet the financial needs and address the budget shortfall.

The Parties therefore agree to the following:

1. The Association has agreed that bargaining unit members will take four (4) furlough days prior to the end of the 2025-26 school year.
2. Furlough days are unpaid time and cannot be supplemented by paid time off.
3. Employees on furlough may not perform any work-related tasks, including checking email, unless explicitly authorized in advance and in writing by their supervisor.
4. The designated furlough days are May 1, May 25, June 9, and June 10, 2026. May 25 is a paid holiday but will now be designated as a non-work, unpaid furlough day.
5. The four (4) furlough days will be equally distributed on employees' March, April, May, and June paychecks.
6. Given June 9 and June 10, 2026 will be furlough days, June 8, 2026 will be a grading day.
7. Employees can voluntarily take more than the designated four (4) furlough days, with advance approval by Human Resources. Voluntary furlough days will be reflected on the paycheck associated with the date the furlough day was taken.
8. Employees who elect to retire at the end of the 2025-26 or 2026-27 school year and officially submit their retirement declaration by April 3, 2026, will be exempt from taking furlough days. If furlough days occur on a PPS-wide closure day, these employees will be expected to work and perform duties as assigned by their supervisor. If PPS is open, these employees will be expected to work and perform their normal duties.
9. Human Resources will provide a list of employees who are exempt from furlough days as a result of their retirement declaration no later than April 10, 2026.
10. Employees may file for unemployment insurance, however, PPS does not determine eligibility. Unemployment claims are processed through the State of Oregon Employment Department.
11. Employees will not suffer any loss of health insurance benefits as a result of furlough days.
12. Educators will have the right to choose to work remotely on Planning and Grading days (April 3, April 6, June 8) for the remainder of the school year.
13. High Schools will only have one (1) staff meeting per month for the remainder of the 2025-2026 school year.
14. The late arrivals/early release days (April 22 and May 13) will become full instructional days for the 2025-2026 school year.

15. For the rest of the 2025-2026 school year, ELD Educators at K-5 and K-8 schools will have the option of pushing in/pulling out students for ELD services provided this does not conflict with or violate state or federal laws/standards.
16. The District agrees that any potential layoffs applicable to the 2025-2026 school year will be eliminated as a result of the furloughs.
17. The Parties acknowledge that this Memorandum of Understanding is subject to ratification by the PAT Bargaining Unit and by the PPS Board.

PORTLAND ASSOCIATION OF
TEACHERS

By: 
Bao Nguyen
Portland Association of Teachers

Date: March 20, 2026

PORTLAND PUBLIC SCHOOLS

By: 
Dr. Angela Freeman
Chief Human Resources Officer

Date: March 20, 2026

RESOLUTION No. 7287

Memorandum of Understanding between Service Employees International Union and School District No. 1J, Multnomah County, Oregon

RESOLUTION

The Superintendent is authorized and directed to execute the Memorandum of Understanding between the Service Employees International Union, and School District No. 1J, Multnomah County, Oregon, attached hereto as Exhibit A.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is between Portland Public School District 1J, Multnomah County, Oregon, Portland Public Schools (“PPS”) and the Service Employees International Union (“SEIU”), Local 503.

Recitals:

- PPS is facing an extraordinary and immediate budget shortfall.
- Both Parties want to work together to meet the financial needs and address the budget shortfall.

The Parties therefore agree to the following:

1. SEIU has agreed that bargaining unit members will take one (1) furlough day prior to the end of the 2025-26 school year.
2. Furlough days are unpaid time and cannot be supplemented by paid time off.
3. Employees on furlough may not perform any work-related tasks, including checking email.
4. The designated furlough day is May 1, 2026 and will be reflected on the May paycheck.
5. Employees can voluntarily take more than the designated one (1) furlough day, with advance approval by Human Resources. Voluntary furlough days will be reflected on the paycheck associated with the date the furlough day was taken.
6. Employees who elect to retire at the end of the 2025-26 school year and officially submit their retirement declaration by April 3, 2026, will be exempt from taking furlough days. If furlough days occur on a PPS-wide closure day, these employees will be expected to work and perform duties as assigned by their supervisor. If PPS is open, these employees will be expected to work and perform their normal duties.
7. Human Resources will provide a list of employees who are exempt from furlough days as a result of their retirement declaration no later than April 10, 2026.
8. Employees may file for unemployment insurance, however, PPS does not determine eligibility. Unemployment claims are processed through the State of Oregon Employment Department.
9. Employees will not suffer any loss of health insurance benefits as a result of furlough days.
10. The Parties acknowledge that this Memorandum of Understanding is subject to PPS Board approval.

SERVICE EMPLOYEES
INTERNATIONAL UNION

By: Philip Shilts
Philip Shilts
Service Employees International Union

Date: 3/23/26

PORTLAND PUBLIC SCHOOLS

By: Dr. Angela Freeman
Dr. Angela Freeman
Chief Human Resources Officer

Date: March 21, 2026

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is between Portland Public School District 1J, Multnomah County, Oregon, Portland Public Schools ("PPS") and the Service Employees International Union ("SEIU"), Local 503.

Recitals:

- PPS is facing an extraordinary and immediate budget shortfall.
- Both Parties want to work together to meet the financial needs and address the budget shortfall.

The Parties therefore agree to the following:

1. SEIU has agreed that bargaining unit members will take one (1) furlough day prior to the end of the 2025-26 school year.
2. Furlough days are unpaid time and cannot be supplemented by paid time off.
3. Employees on furlough may not perform any work-related tasks, including checking email.
4. The designated furlough day is May 1, 2026 and will be reflected on the May paycheck.
5. Employees can voluntarily take more than the designated one (1) furlough day, with advance approval by Human Resources. Voluntary furlough days will be reflected on the paycheck associated with the date the furlough day was taken.
6. Employees who elect to retire at the end of the 2025-26 school year and officially submit their retirement declaration by April 3, 2026, will be exempt from taking furlough days. If furlough days occur on a PPS-wide closure day, these employees will be expected to work and perform duties as assigned by their supervisor. If PPS is open, these employees will be expected to work and perform their normal duties.
7. Human Resources will provide a list of employees who are exempt from furlough days as a result of their retirement declaration no later than April 10, 2026.
8. Employees may file for unemployment insurance, however, PPS does not determine eligibility. Unemployment claims are processed through the State of Oregon Employment Department.
9. Employees will not suffer any loss of health insurance benefits as a result of furlough days.
10. The Parties acknowledge that this Memorandum of Understanding is subject to PPS Board approval.

SERVICE EMPLOYEES
INTERNATIONAL UNION

By: Philip Shilts
Philip Shilts
Service Employees International Union

Date: 3/23/26

PORTLAND PUBLIC SCHOOLS

By: Angela Freeman
Dr. Angela Freeman
Chief Human Resources Officer

Date: March 21, 2026

RESOLUTION No. 7288

Memorandum of Understanding between the Portland Federation of School Professionals and School District No. 1J, Multnomah County, Oregon

RESOLUTION

The Superintendent is authorized and directed to execute the Memorandum of Understanding between the Portland Federation of School Professionals, and School District No. 1J, Multnomah County, Oregon, attached hereto as Exhibit A.

This Memorandum of Understanding is between Portland Public School District 1J, Multnomah County, Oregon, Portland Public Schools ("PPS") and the Portland Federation of School Professionals ("PFSP"), Local No. 111.

Recitals:

- PPS is facing an extraordinary and immediate budget shortfall.
- Both Parties want to work together to meet the financial needs and address the budget shortfall.

The Parties therefore agree to the following:

1. PFSP has agreed that bargaining unit members will take three (3) furlough days prior to the end of the 2025-26 school year.
2. Furlough days are unpaid time and cannot be supplemented by paid time off.
3. Employees on furlough may not perform any work-related tasks, including checking email.
4. The designated furlough days for 192 employees are May 1, June 8, and June 9, 2026. All other employees (202, 210, 225, 260) will furlough on 5/1, 6/9, and 6/10.
5. PPS will work with PFSP to determine if it is possible, under all applicable laws, to distribute the earnings value of three (3) furlough days equally between the employees' April, May, and June paychecks.
6. Employees can voluntarily take more than the designated three (3) furlough days, with advance approval by Human Resources. Voluntary furlough days will be reflected on the paycheck associated with the date the furlough day was taken.
7. Employees who elect to retire at the end of the 2025-26 school year and officially submit their retirement declaration by April 3, 2026, will be exempt from taking furlough days. If furlough days occur on a PPS-wide closure day, these employees will be expected to work and perform duties as assigned by their supervisor. If PPS is open, these employees will be expected to work and perform their normal duties.
8. Human Resources will provide a list of employees who are exempt from furlough days as a result of their retirement declaration no later than April 10, 2026.
9. Employees may file for unemployment insurance, however, PPS does not determine eligibility. Unemployment claims are processed through the State of Oregon Employment Department.
10. Employees will not suffer any loss of health insurance benefits as a result of furlough days.
11. The Parties acknowledge that this Memorandum of Understanding is subject to PPS Board approval.

PORTLAND FEDERATION OF SCHOOL PROFESSIONALS

PORTLAND PUBLIC SCHOOLS

By: 
 Elizabeth Held
 Portland Federation of School Professionals

By: 
 Dr. Angela Freeman
 Chief Human Resources Officer

Date: March 31, 2026

Date: 3-31-26

This Memorandum of Understanding is between Portland Public School District 1J, Multnomah County, Oregon, Portland Public Schools ("PPS") and the Portland Federation of School Professionals ("PFSP"), Local No. 111.

Recitals:

- PPS is facing an extraordinary and immediate budget shortfall.
- Both Parties want to work together to meet the financial needs and address the budget shortfall.

The Parties therefore agree to the following:

1. PFSP has agreed that bargaining unit members will take three (3) furlough days prior to the end of the 2025-26 school year.
2. Furlough days are unpaid time and cannot be supplemented by paid time off.
3. Employees on furlough may not perform any work-related tasks, including checking email.
4. The designated furlough days for 192 employees are May 1, June 8, and June 9, 2026. All other employees (202, 210, 225, 260) will furlough on 5/1, 6/9, and 6/10.
5. PPS will work with PFSP to determine if it is possible, under all applicable laws, to distribute the earnings value of three (3) furlough days equally between the employees' April, May, and June paychecks.
6. Employees can voluntarily take more than the designated three (3) furlough days, with advance approval by Human Resources. Voluntary furlough days will be reflected on the paycheck associated with the date the furlough day was taken.
7. Employees who elect to retire at the end of the 2025-26 school year and officially submit their retirement declaration by April 3, 2026, will be exempt from taking furlough days. If furlough days occur on a PPS-wide closure day, these employees will be expected to work and perform duties as assigned by their supervisor. If PPS is open, these employees will be expected to work and perform their normal duties.
8. Human Resources will provide a list of employees who are exempt from furlough days as a result of their retirement declaration no later than April 10, 2026.
9. Employees may file for unemployment insurance, however, PPS does not determine eligibility. Unemployment claims are processed through the State of Oregon Employment Department.
10. Employees will not suffer any loss of health insurance benefits as a result of furlough days.
11. The Parties acknowledge that this Memorandum of Understanding is subject to PPS Board approval.

PORTLAND FEDERATION OF SCHOOL PROFESSIONALS

PORTLAND PUBLIC SCHOOLS

By: 
 Elizabeth Held
 Portland Federation of School Professionals

By: 
 Dr. Angela Freeman
 Chief Human Resources Officer

Date: March 31, 2026

Date: 3-31-26

RESOLUTION No. 7289

Memorandum of Understanding between the Amalgamated Transit Union and School District No. 1J,
Multnomah County, Oregon

RESOLUTION

The Superintendent is authorized and directed to execute the Memorandum of Understanding between the Amalgamated Transit Union, and School District No. 1J, Multnomah County, Oregon, attached hereto as Exhibit A.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is between Portland Public School District 1J, Multnomah County, Oregon, Portland Public Schools ("PPS") and the Amalgamated Transit Union ("ATU").

Recitals:

- PPS is facing an extraordinary and immediate budget shortfall.
- Both Parties want to work together to meet the financial needs and address the budget shortfall.

The Parties therefore agree to the following:

1. ATU has agreed that bargaining unit members will take one (1) furlough day prior to the end of the 2025-26 school year.
2. Furlough days are unpaid time and cannot be supplemented by paid time off.
3. Employees on furlough may not perform any work-related tasks, including checking email.
4. The designated furlough day is May 1, 2026 and will be reflected on the May paycheck.
5. Employees can voluntarily take more than the designated one (1) furlough day, with advance approval by Human Resources. Voluntary furlough days will be reflected on the paycheck associated with the date the furlough day was taken.
6. Employees who elect to retire at the end of the 2025-26 school year and officially submit their retirement declaration by April 3, 2026, will be exempt from taking furlough days. If furlough days occur on a PPS-wide closure day, these employees will be expected to work and perform duties as assigned by their supervisor. If PPS is open, these employees will be expected to work and perform their normal duties.
7. Human Resources will provide a list of employees who are exempt from furlough days as a result of their retirement declaration no later than April 10, 2026.
8. Employees may file for unemployment insurance, however, PPS does not determine eligibility. Unemployment claims are processed through the State of Oregon Employment Department.
9. Employees will not suffer any loss of health insurance benefits as a result of furlough days.
10. The Parties acknowledge that this Memorandum of Understanding is subject to PPS Board approval.

AMALGAMATED TRANSIT UNION

PORTLAND PUBLIC SCHOOLS

By: Bruce Hansen
Bruce Hansen
Amalgamated Transit Union

By: Angela Freeman
Dr. Angela Freeman
Chief Human Resources Officer

Date: 3-31-2026

Date: March 21, 2026

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is between Portland Public School District 1J, Multnomah County, Oregon, Portland Public Schools ("PPS") and the Amalgamated Transit Union ("ATU").

Recitals:

- PPS is facing an extraordinary and immediate budget shortfall.
- Both Parties want to work together to meet the financial needs and address the budget shortfall.

The Parties therefore agree to the following:

1. ATU has agreed that bargaining unit members will take one (1) furlough day prior to the end of the 2025-26 school year.
2. Furlough days are unpaid time and cannot be supplemented by paid time off.
3. Employees on furlough may not perform any work-related tasks, including checking email.
4. The designated furlough day is May 1, 2026 and will be reflected on the May paycheck.
5. Employees can voluntarily take more than the designated one (1) furlough day, with advance approval by Human Resources. Voluntary furlough days will be reflected on the paycheck associated with the date the furlough day was taken.
6. Employees who elect to retire at the end of the 2025-26 school year and officially submit their retirement declaration by April 3, 2026, will be exempt from taking furlough days. If furlough days occur on a PPS-wide closure day, these employees will be expected to work and perform duties as assigned by their supervisor. If PPS is open, these employees will be expected to work and perform their normal duties.
7. Human Resources will provide a list of employees who are exempt from furlough days as a result of their retirement declaration no later than April 10, 2026.
8. Employees may file for unemployment insurance, however, PPS does not determine eligibility. Unemployment claims are processed through the State of Oregon Employment Department.
9. Employees will not suffer any loss of health insurance benefits as a result of furlough days.
10. The Parties acknowledge that this Memorandum of Understanding is subject to PPS Board approval.

AMALGAMATED TRANSIT UNION

By: Bruce Hansen
Bruce Hansen
Amalgamated Transit Union

Date: 3-31-2026

PORTLAND PUBLIC SCHOOLS

By: Angela Freeman
Dr. Angela Freeman
Chief Human Resources Officer

Date: March 21, 2026



PORTLAND PUBLIC SCHOOLS

YOUR DEPARTMENT HERE

501 North Dixon Street / Portland, OR 97227

Telephone: (503) 916-2000

Mailing Address: P. O. Box 3107 / 97208-3107

STAFF REPORT

Date: March 24, 2026

To: PPS School Board

From: Dr. Isaac Cardona, Chief of Schools

Subject: Revision of the 2025-26 Calendar

Staff is submitting a revision to the 2025-26 School District Calendar for the Board to consider and vote on at the March 31, 2026 Board meeting.

Last week, Portland Association of Teachers (PAT) members voted to ratify a Memorandum of Understanding (MOU) that includes four furlough days for the remainder of the 2025–26 school year. This agreement reflects a shared effort to address the district's current budget shortfall while maintaining stability in our schools.

The changes to the calendar align with the Memorandum of Understanding between PAT and Portland Public Schools (PPS), and includes several adjustments to the school calendar and work schedules for the remainder of the year, including:

- May 1, 2026 - No school
- May 13, 2026 - Full day of school (converted from a late start/early release day)
- April 22, 2026 - Full day of school (converted from a late start/early release day)
- June 5, 2026 - Last day of school for students

PPS recognizes that furloughs represent a real impact for our educators and school communities. At the same time, this decision reflects a collective effort to protect classroom continuity and minimize disruption for students during a challenging financial period.

Staff recommends adopting this proposed calendar now so that staff and families may plan for the remainder of the year.

ATTACHMENTS

- A. Revised 25-26 school year calendar

RESOLUTION No. 7286

Resolution to Approve the Revised 2025-26 School District Calendar

RESOLUTION

The Board of Education hereby adopts the revised 2025-26 School District Calendar.



Portland Public Schools 2025-26 District Calendar

JULY 2025						AUGUST 2025						SEPTEMBER 2025																												
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F																								
	1	2	3	4						1		1	2	♥ K	3	4.	♥ PK	5																						
7	8	9	10	11		4	5	6	7	8		8	9	**	10	11	12																							
14	15	16	17	18		11	12	13	14	15		15	16	*	17	18	19																							
21	22	23	24	25		18	19	20	21	22		22	23	*	24	25	26																							
28	29	30	31			25	26	27	28	29		29	30	*																										
OCTOBER 2025						NOVEMBER 2025						DECEMBER 2025																												
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F																								
		1	2	3		3	4	**	5	6	7		1	2	**	3	4	5																						
6	7	8	9	10	▲	10	11	12	13	14		8	9	*	10	11	12																							
13	14	**	15	16	17		17	18	*	19	20	21		15	16	*	17	18	19																					
20	21	*	22	23	24		24	25	+	26	27	28		22	23	24	25	26																						
27	28	*	29	30	31	📅								29	30	31																								
JANUARY 2026						FEBRUARY 2026						MARCH 2026																												
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F																								
			1	2								2	3	+	4	5	6																							
5	6	**	7	8	9		2	3	**	4	5	6		9	10	*	11	12	13																					
12	13	*	14	15	16		9	10	*	11	12	13		16	17	*	18	19	20																					
19	20	*	21	22	23	◆	16	17	*	18	19	20		23	24	25	26	27																						
26	27	📅	28	29	30		23	24	25	26	27		30	31	*																									
APRIL 2026						MAY 2026						JUNE 2026																												
M	T	W	T	F		M	T	W	T	F		M	T	W	T	F																								
		1	2	3	✓					1	F																													
6	7	*	8	9	10		4	5	**	6	7	8		1	2	**	3	4	5	★◆																				
13	14	**	15	16	17		11	12	*	13	14	15		8	9	F	10	F	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
20	21	*	22	23	24		18	19	*	20	21	22		22	23	24	25	26																						
27	28	*	29	30			25	26	27	28	29		29	30																										

	Schools closed due to holiday or break period	🕒	Early Release Days (not high schools): 9/17, 10/22, 12/10, 1/14, 2/11, 3/11
★	First/last day of school for students (8/26 & 6/5); 7th-8th & 10th-11th grade at comprehensive middle schools and high schools start on 8/27	◆	End of quarter: 10/29, 1/23, 4/2, 6/5
+	Day/evening conferences (no school for students): 11/24, 11/25	📅	Planning day (no school for students); Planning days always occur after the end of a quarter: 8/20 (Half-Day), 8/25, 10/31, 1/27, 4/6
▲	Statewide inservice (no school for students): 10/10	☀️	Possible snow make-up day: 2/16, 6/10, 6/11, 6/12
♥ K/PK	Kindergarten first day (9/2); Kindergarten Ramp Up Aug 26 - Aug 29; K Students attend 1 day between Aug. 27 - Aug. 29 in small groups. Pre-Kindergarten/Head Start first day (9/4)	✓	Grading Day (no school for students): 10/30, 1/26, 4/3, 6/8
↩️	Mid-Term Progress Reports: 9/25, 12/11, 2/26, 5/7	* OR **	* Staff meeting for high schools only ** Staff meeting for all schools (K-8 gr. 6-8 dismiss 15 min early; Middle Schools start 15 min late)
📅	New Educator Orientation: 8/12, 8/13. Make-up date: 10/10	📅+	Additional Professional Development Day(s) for Designated CSI & TSI Schools will be on the following dates: 8/19, 3/2
☐	Indicates a major religious or cultural holiday or event to avoid scheduling conflicts. For holidays lasting multiple days, only the first and last day are indicated. See back page for details.	F	Furlough day (no school for students): 5/1, 5/25, 6/9, 6/10

Major Religious Holidays and Cultural Events 2025-26

Schools work to avoid scheduling special school events on major religious holidays and cultural events to be inclusive of all students. This includes the scheduling of field trips, back-to-school night, outdoor school, assemblies, major tests, PTA and site council meetings, student performances, etc. This list of holidays/events does not include all students' traditions and there may be other dates to avoid scheduling conflicts for students.

Sep. 22 - 24 Rosh Hashanah*	Feb. 18 Ash Wednesday
Oct. 1-2 Yom Kippur*	Feb. 17 - Mar. 18 Ramadan*
Oct. 13 Indigenous Peoples' Day	March 2-3 Purim*
Oct. 21 Diwali	Apr. 3 Good Friday
Nov. 28 Native American Heritage Day	Apr. 5 Easter
Dec. 14 - 22 Hanukkah*	Mar. 19 - 22 Eid al-Fitr*
Dec. 25 Christmas	April 1-9 Passover*
Dec. 26. - Jan. 1 Kwanzaa	May 26-27 Eid al-Adha*
Feb. 17 Lunar New Year	June 19 Juneteenth

**Observance of Jewish and Muslim holidays begin at sundown on the first day listed and end at nightfall on the last date specified.*

Board of Education Meeting

Budget Update



PORTLAND

Public Schools

March 31, 2026



LARGEST DISTRICT IN OREGON

DISTRICT INFORMATION

BOARD MEMBERS

Zone 1
Christy Splitt

Zone 5
Virginia La Forte

Zone 2
Michelle DePass
(Vice-Chair)

Zone 6
Stephanie Engelsman

Zone 3
Patte Sullivan

Zone 7
Edward (Eddie) Wang (Chair)

Zone 4
Rashelle Chase-Miller

Student Representative
Ian Ritorto

STUDENT ENROLLMENT

44,086

 TOTAL

41,630

STUDENTS IN DISTRICT SCHOOLS

794

STUDENTS IN COMMUNITY BASED PROGRAMS

356

STUDENTS IN SPECIAL SERVICES PROGRAMS

1,306

STUDENTS IN PUBLIC CHARTER SCHOOLS

NUMBER OF SCHOOLS

45

ELEMENTARY



10

HIGH

11

K-8

14

MIDDLE

1

K-12

District Continuous Improvement Plan
GOAL AREAS



ATTENDANCE



LITERACY

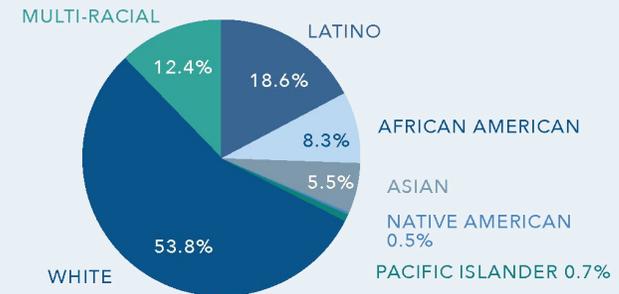


MATH



9th Grade SUCCESS

STUDENT INFORMATION



RECEIVE ESL SERVICES

10%

ELIGIBLE FOR FREE MEALS via direct certification

31.3%
2023-24 school year

RECEIVE SPED SERVICES

17%

*Numbers are approximate



TOGETHER,

WE RISE

WITH EXCELLENCE. WITH PURPOSE.

Agenda

- **Current year update**
- **2026-27 Year Outlook**
- **CBRC Member Feedback**
- **Preview Community Engagement Tool**
- **Next Steps**

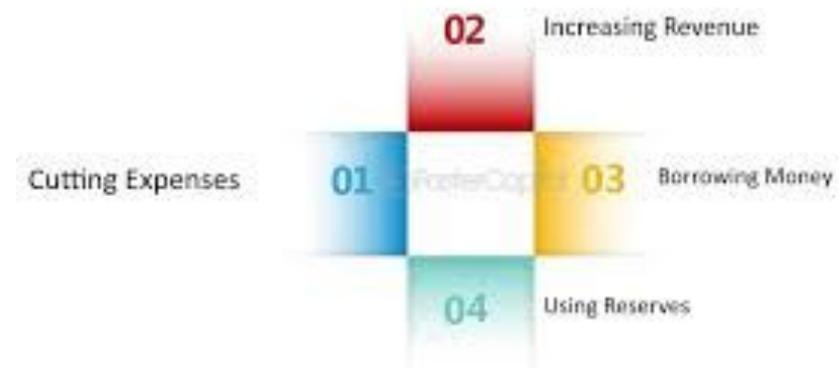


Current Year Budget Update

The Q2 Budget Gap of \$22.5 million has been closed by:

- Mid-year controls for all discretionary spending (\$10.5 million) March-June
- Furlough days at various levels across all staff (\$12 million)
- Preliminary Q3 data is on target*

Traditional Solutions to Budget Shortfalls



Furlough day agreements are preventing staff reductions in addition to the preliminary recommendation for 2026-27.

2026-27 Year Outlook

- Preliminary estimate of \$50 million is the minimum based on current year data
 - Levy revenue down \$5 million
 - Expenses up \$7.5 million (continued controls for discretionary* spending)
- Preliminary Recommendation for Reductions *plus additional strategies* will be included in the Proposed Budget on April 28, 2026

***Discretionary spending means not required by state, federal, or local regulations, and/or life-safety operational requirements**

Examples	
Mandatory	Discretionary
Minimum student instructional hours	Some staff travel and Professional Development
Free and Appropriate Public Education (FAPE) for students with IEP's	Use of some substitutes, overtime, and other supplemental staffing
Home to school transportation over 1 mile	Some technology and instructional materials

Ongoing 2026-27 Budget Engagement

- Engagement and Outreach
 - Principal Recommendations
 - Union Partners Updates
 - Staff/Educators
 - Community Partners
 - Students and Families
- Preliminary Recommendation for Reductions is under circulation
- Feedback used to inform school staffing
- Transparency Website and Video Series



Roles in Budget Development

Superintendent

Define vision and priorities; set and staff organizational structure; propose budget

Cabinet Leaders

Inform and enable vision and priorities; lead coordinated initiatives

Cross-Functional Teams

Coordinate process and produce deliverables

Principals

Inform priorities; implement staffing and budget



Board of Education

Set direction; serve as Budget Committee; approve levies and appropriations; receive public comment

Community Budget Review Committee

Review budget and local option levy; make recommendations to the Board

Tax Supervising and Conservation Commission

Certify approved budget and tax levies

Students, PPS Teams, Community Members, Partners

Inform priorities, elevate insights and impacts

Budget Principles

Principles create a shared understanding of the overarching values that underpin budget development.

- Providing students with an exceptional educational experience and ensuring their academic success should drive the budget process
- Decisions should be driven by data
- Base resourcing decisions on cost-effectiveness
- Prioritize the Core Program in all schools
- Critically re-examine patterns of spending
- Provide every student with equitable access
- Take a long-term perspective
- Be transparent

District Continuous Improvement Plan: Four Goal Areas



ATTENDANCE



LITERACY



MATH



**9TH GRADE
SUCCESS**

CBRC Charter

MISSION

The mission of the Community Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC serves as an advisory group to the elected members of the Board.

STRUCTURE

The CBRC is composed of eight to thirteen volunteer members. From an applicant pool, members are selected and appointed by the Board to a three-year term, and may serve up to three terms. Student members are appointed to one-year terms.

Community Budget Review Committee (CBRC) Initial Feedback

Aaron Cronan	Julia Plowman
Adriel Person, Co-Chair	Karanja Crews, Co-Chair
Andy Jacob	Keira Toll (Student Member)
Angela Bonilla, Vice Chair	Laura Hernandez
Anne Cherry	Minyana Bishop
Eli Posada (Student Member)	Paxton Tomczyk (Student Member)
Emma Lee (Student Member)	Rhonda Gray
Jen Grey-O'Connor	Shain Corey
Jiaying (Sirena) Chen (Student Member)	Shannon Staley

***Dear Board of Directors,
I would like to share what I hope to see in the upcoming budget from the lens of _____ and representative of the CBRC.
(3 minutes or less)***



TOGETHER,

WE RISE

WITH **EXCELLENCE**. WITH **PURPOSE**.

Preview Community Engagement Tool

FY 27 Custom Interactive Engagement Tool

The screenshot displays the 'BUDGET HOLD'EM for DISTRICTS' interface. At the top, a navigation bar includes 'About ERS', 'Our Approach', 'Tools & Publications', 'News', 'Donate', 'Careers', 'Sign In', and 'Explore My ERS'. A green banner on the left reads 'BUDGET HOLD'EM for DISTRICTS'. A progress indicator shows '0%' and 'Your Budget Impact: Neutral' with a target of '-6.00%' and 'Substantial Savings'. The main content area is titled 'Round: Investments | Deal: 1 of 9' and features five deal cards:

- Deal 1:** INSTRUCTIONAL TIME, +1.2% BUDGET. Offer four weeks of high-quality summer learning to 35% of students districtwide. Button: WHY?
- Deal 2:** INSTRUCTIONAL TIME, -0.4% BUDGET. Reduce 1 school day to the school year. Button: WHY?
- Deal 3:** INSTRUCTIONAL TIME, +0.4% BUDGET. Add one day to the school year. Button: WHY?
- Deal 4:** INSTRUCTIONAL TIME, -1.3% BUDGET. Changing the daily schedule can limit how many electives a student can take and significantly increases the number of students a teacher is responsible for throughout the day. Button: OK
- Deal 5:** PERSONALIZED ATTENTION, +0.1% BUDGET. Provide 780 intensive tutoring slots. These slots should serve students until they successfully reach proficiency, at which point the slot will be ... Button: WHY?

At the bottom, three large circular buttons are labeled 'YES', 'MAYBE', and 'NO'.

Budget Calendar and Activities

March 10, 2026	<i>Budget Update</i>
March 31, 2026	<i>School Board Budget Work Session with CBRC</i> Presentation on proposed strategic initiatives, community engagement findings, Q/A, facilitated discussion with CBRC
April 14, 2026	<i>Budget Committee Training (Full Board)</i>
April 28, 2026	<i>Budget Committee Meeting (School Board Work Session)</i> <i>CBRC in attendance</i> <u>Proposed Budget:</u> Superintendent delivers 2026-27 Proposed Budget message and presentation
May 12, 2026	<i>School Board Meeting</i> <i>CBRC presents 2026-27 Proposed Budget Report to the Board</i> Board discussion and feedback focused on the budget
May 19, 2026	<i>Budget Committee Meeting and Budget Work Session</i> Board conducts a public hearing and work session on the Proposed Budget
May 26, 2026	<i>Budget Committee Meeting</i> <u>Approved Budget:</u> Board as Budget Committee approves 2026-27 Proposed Budget
June 23, 2026	<i>TSCC Hearing (pending TSCC confirmation)</i> TSCC certifies 2026-27 Approved Budget <i>Budget Committee Meeting (School Board Meeting)</i> <u>Adopted Budget:</u> Board conducts a public hearing, adopts budget, makes appropriations, and imposes taxes

Questions?

Michelle Morrison
Chief Financial Officer
mimorrison@pps.net

Strategies to increase revenue, reduce costs, or adjust your budget assumptions and targets



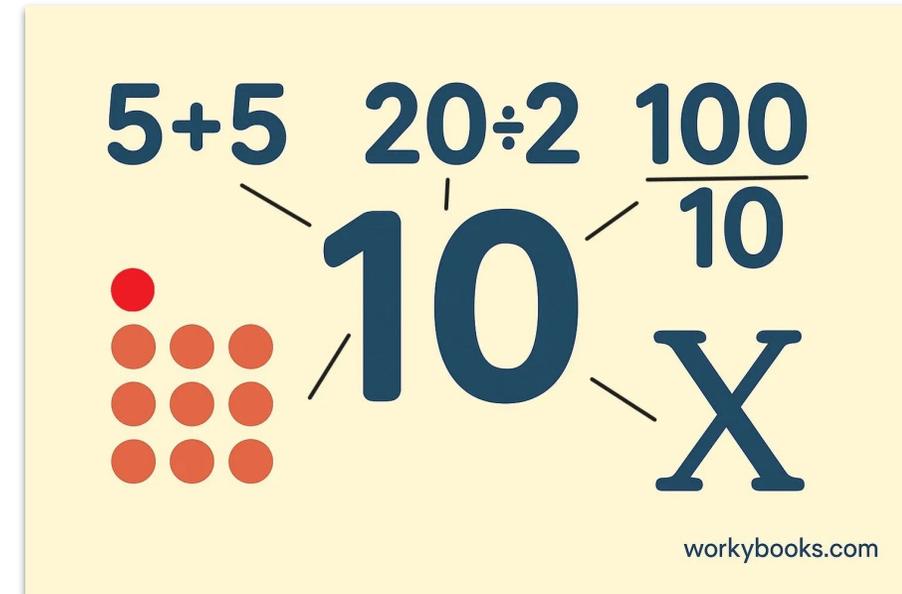
Appendix

Prior period highlights and reference slides.

\$50 million Budget Gap for 2026-27

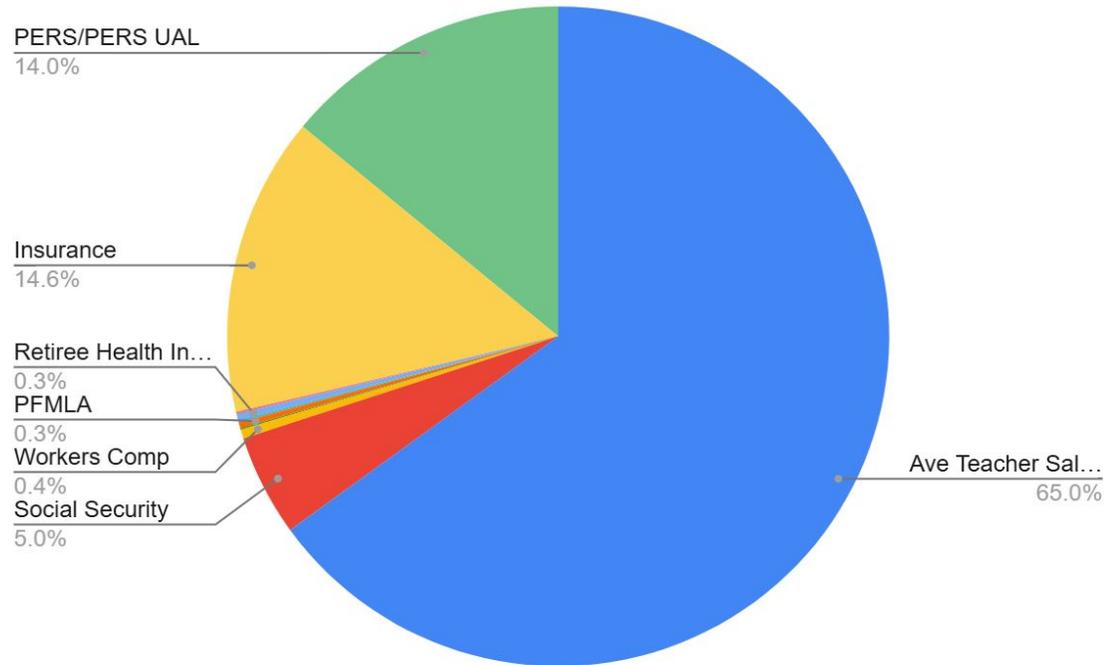
Equivalent Values:

- \$1,179 per student (42,404 students)
- 14.5 school days (\$3.5 million each)
- 312.5 Educator FTEs (\$160k each)
- 650 Paraeducators/Instructional Assistant FTE
- 12.5 Annual Elementary School operating budgets (\$4.0 million each)
- + 3.0 Student to Classroom Teacher Ratio (averaged across system)



Board Information Requests

2025-26 Adopted Budget- Average Teacher Cost Components



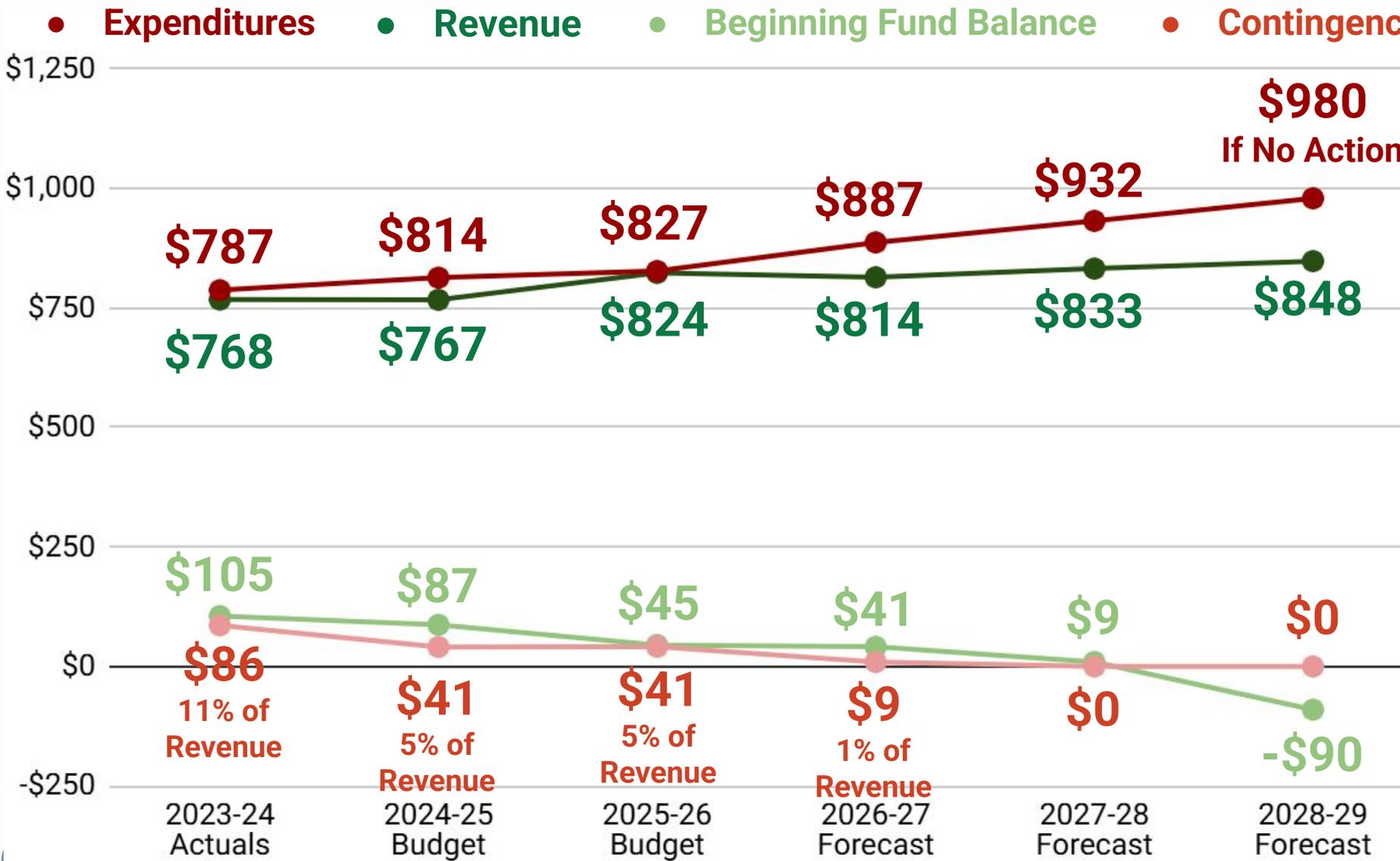
Ave Teacher Salary	\$104,579
Social Security	\$8,000
Workers Comp	\$711
Unemployment Comp	\$105
PFMLA	\$471
Other Employer Paid Benefits	\$188
Retiree Health Insurance	\$492
Early Retirement Benefits	\$167
Insurance	\$23,561
PERS/PERS UAL	\$22,578
Total Cost Per FTE	\$160,851

Unfunded Mandates and Valuation

- Research based on COSA Legislative Reports
 - [2025](#), [2024](#)
 - [2023](#), [2022](#), [2021](#)
- Long-standing rules
 - [Division 22 Requirements](#)
 - [FAPE \(Free and Appropriate Education\)](#)
 - Participation in the [Public Employee Retirement System](#)
 - Providing equitable access and instruction to [English Learners](#)
 - [Student Transportation](#) and Access



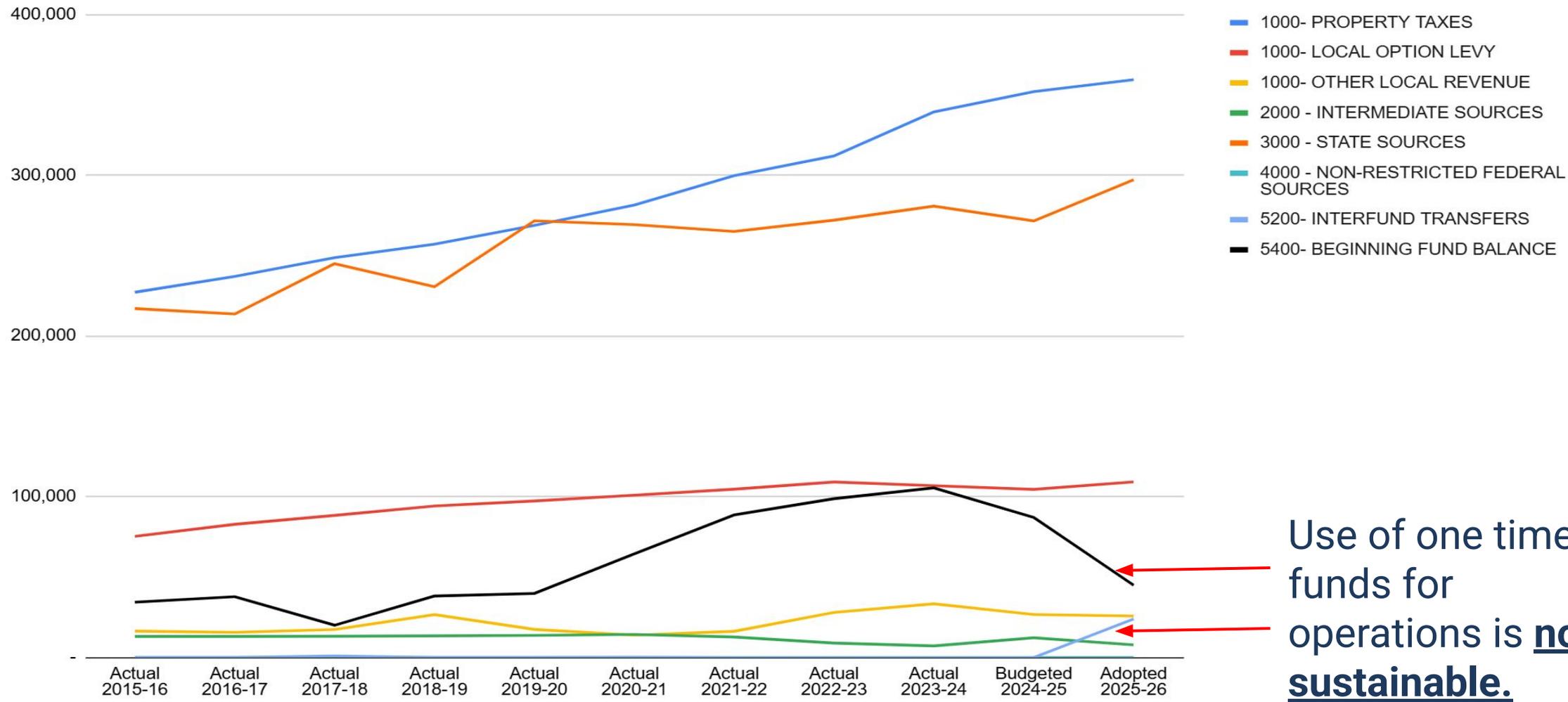
2025-26 Projected General Fund (In Millions)



Expenses are increasing while revenue declines. If no action is taken, reserves are depleted and the budget deficit will compound every year.

DRAFT: Estimates are preliminary.

2015-16 to 2025-26 General Fund Revenue (In Thousands)



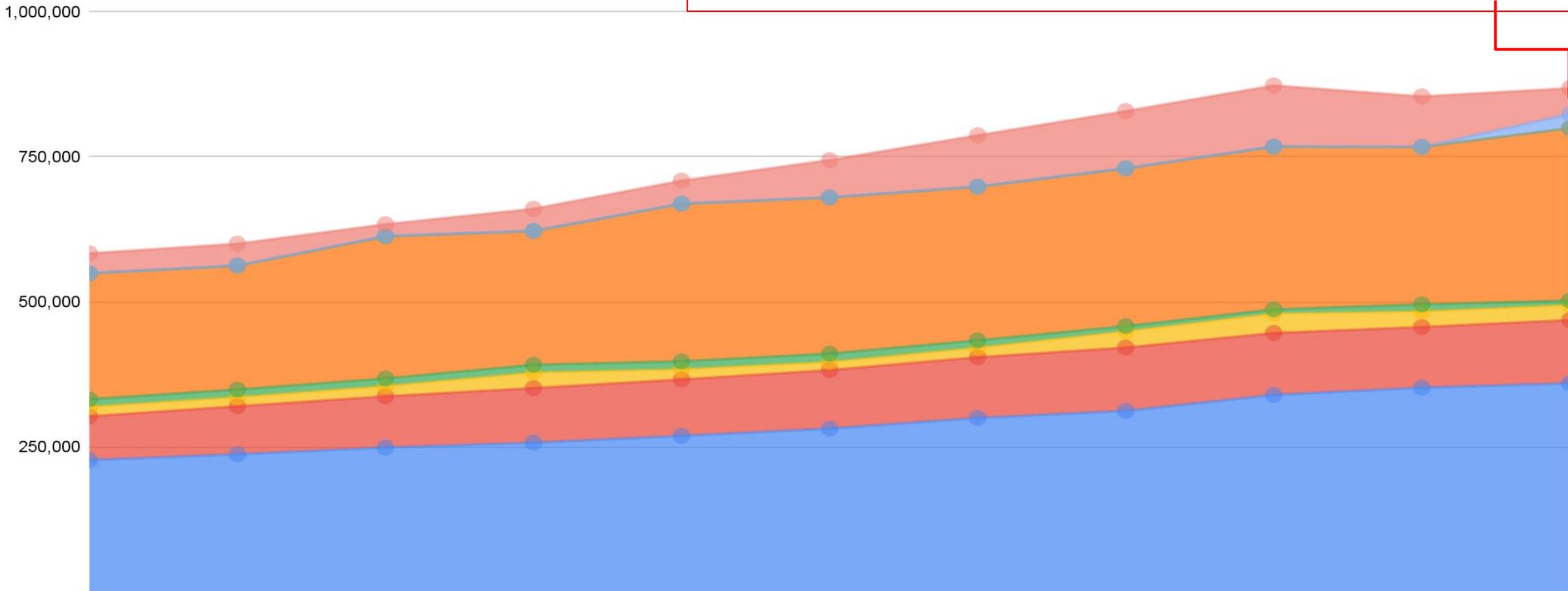
Use of one time funds for operations is **not sustainable.**

Resources

2015-16 to 2025-26 General Fund Revenue (In Thousands)

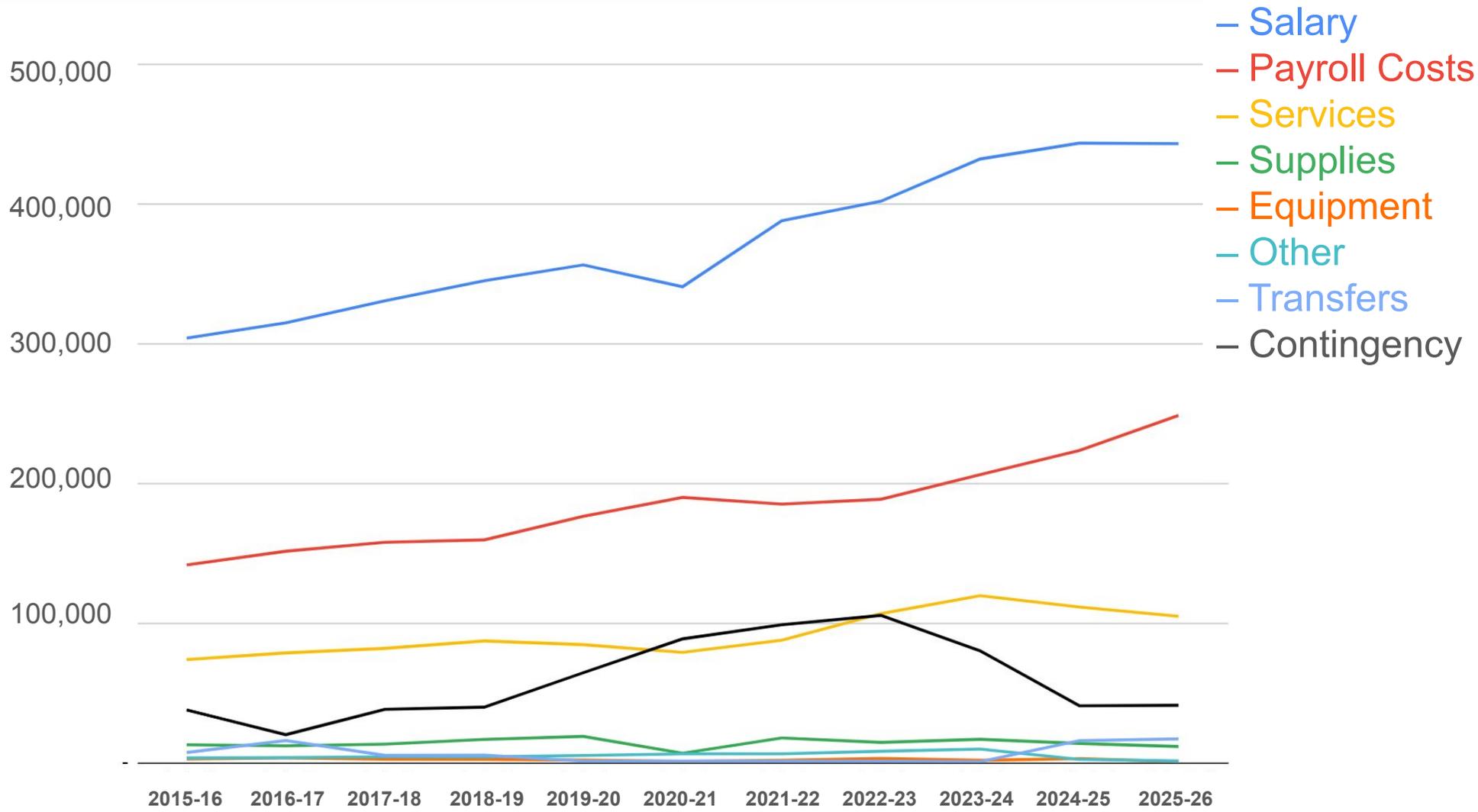
2025-26 transfer of full reserves as fund balance reached the minimum.

General Fund Composition



- 5400- BEGINNING FUND BALANCE
- 5200- INTERFUND TRANSFERS
- 4000 - NON-RESTRICTED FEDERAL SOURCES
- 3000 - STATE SOURCES
- 2000 - INTERMEDIATE SOURCES
- 1000- OTHER LOCAL REVENUE
- 1000- LOCAL OPTION LEVY
- 1000- PROPERTY TAXES

2015-16 to 2025-26 General Fund Expenses (In Thousands)



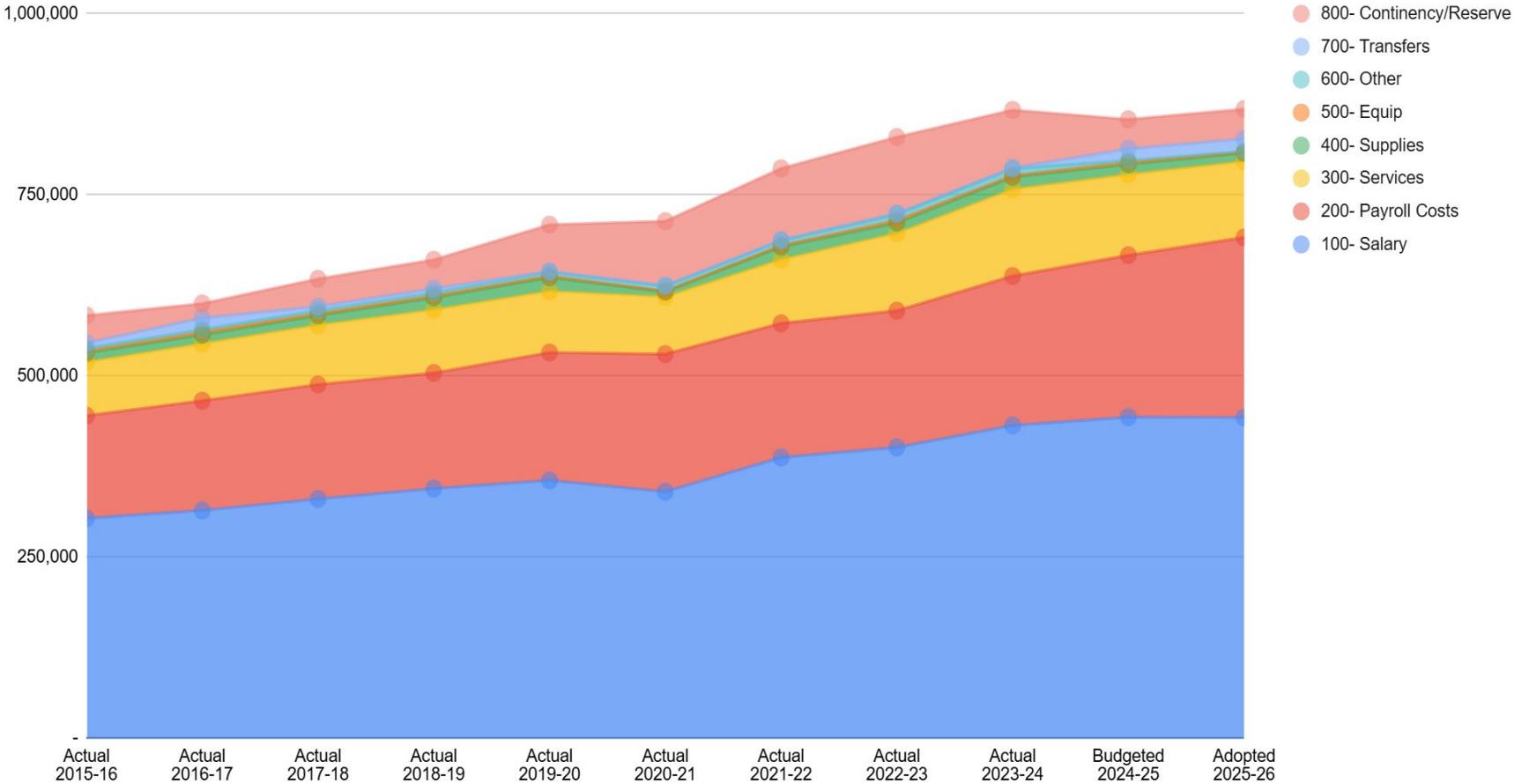
→ Expenses for staffing have been rising, even with reductions to FTE

→ Contingency has been reduced to the minimum target of 5%

→ Contingency funds are one-time and should not be used for regular staffing or operations

2015-16 General Fund Spending Stacked (In Millions)

General Fund Composition



- ▶ Expenses for staffing have been rising, even with reductions to FTE
- ▶ Note: contingency has been reduced to the minimum target of 5%
- ▶ Contingency funds are one-time and should not be used for regular staffing or operations



GROWING GREAT SCHOOLS

Rightsizing





TOGETHER,

WE RISE

WITH EXCELLENCE. WITH PURPOSE.

Growing Great Schools: Rightsizing

Board Work Session - March 31, 2026

Learning Targets and Success Criteria

Learning Targets



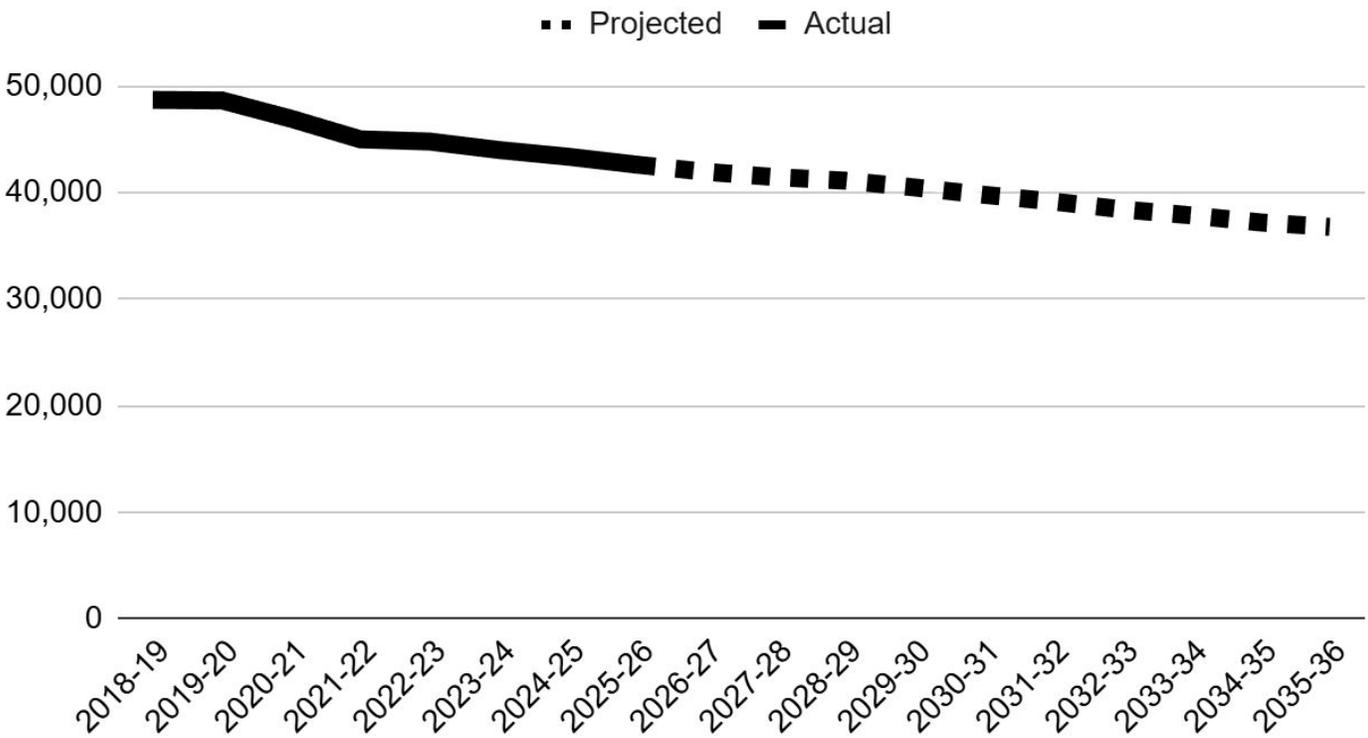
Success Criteria

- I am examining key trends and patterns in enrollment, utilization, and program distribution across PPS.
 - I am learning about best practices and how other PK-12 systems have approached enrollment decline, consolidation, and school portfolio redesign.
- I can describe multi-year enrollment trends and explain how program offerings and building capacity are currently distributed across the system.
 - I can identify key best practices and begin to consider what may or may not be applicable to PPS' rightsizing effort.

Data Trends & Drivers

Current & Future Enrollment

Projected enrollment change over time



Enrollment Change

2018-19 to 2025-26

↓ 12%

Forecasted Enrollment Change

2025-26 to 2035-36

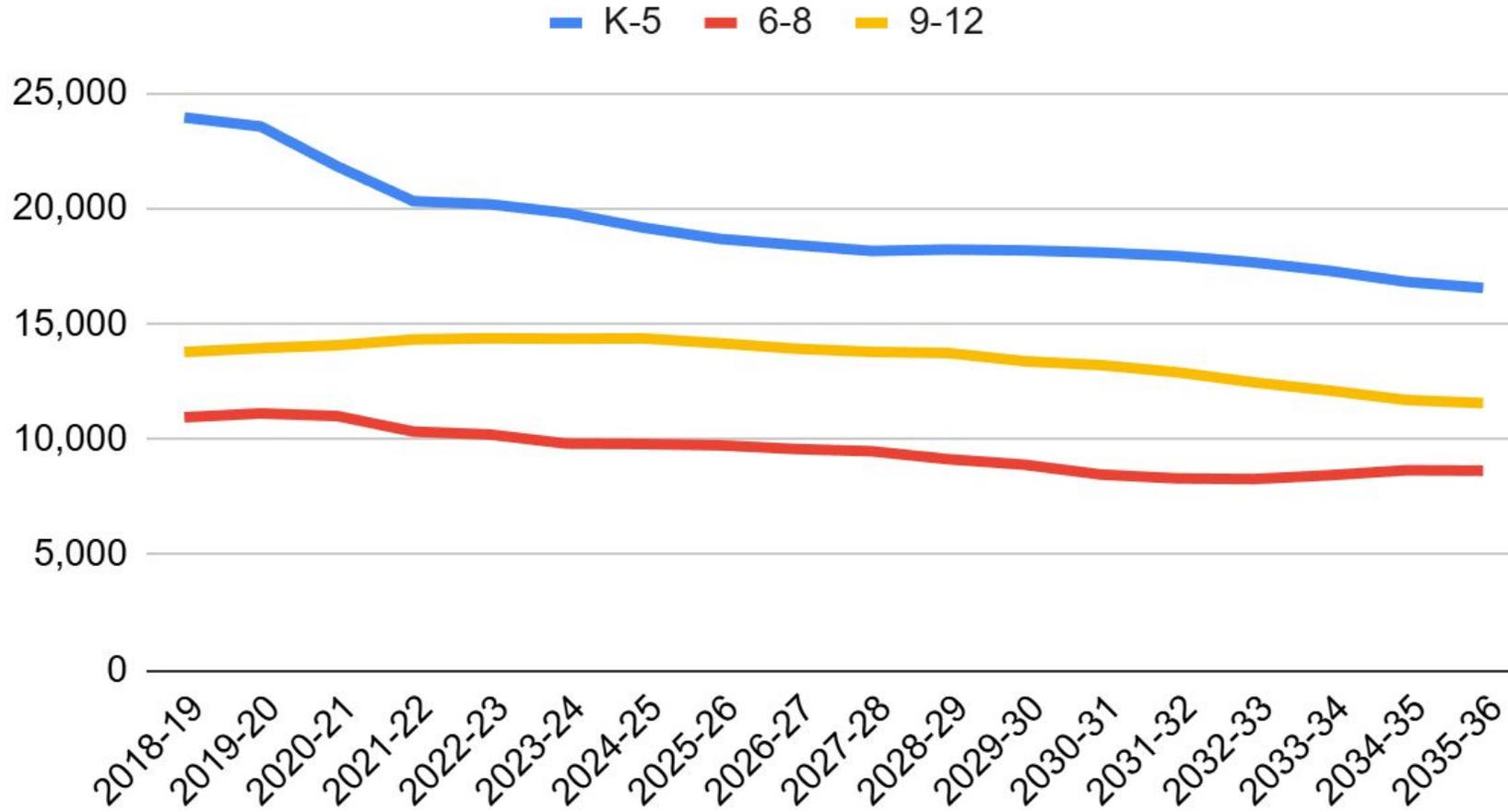
↓ 12%

Enrollment: Median and Range

As of October 2025	# of Schools or Pgms	Median Enrollment	Range
K-5	45	269	560 - 160 = 400
K-8	11	446	610 - 207 = 403
Middle	15	447	689 - 358 = 331
Alternative	3	275	324 - 217 = 107

Current & Future Enrollment

Enrollment change by grade band



Enrollment Change

2018-19 to 2025-26

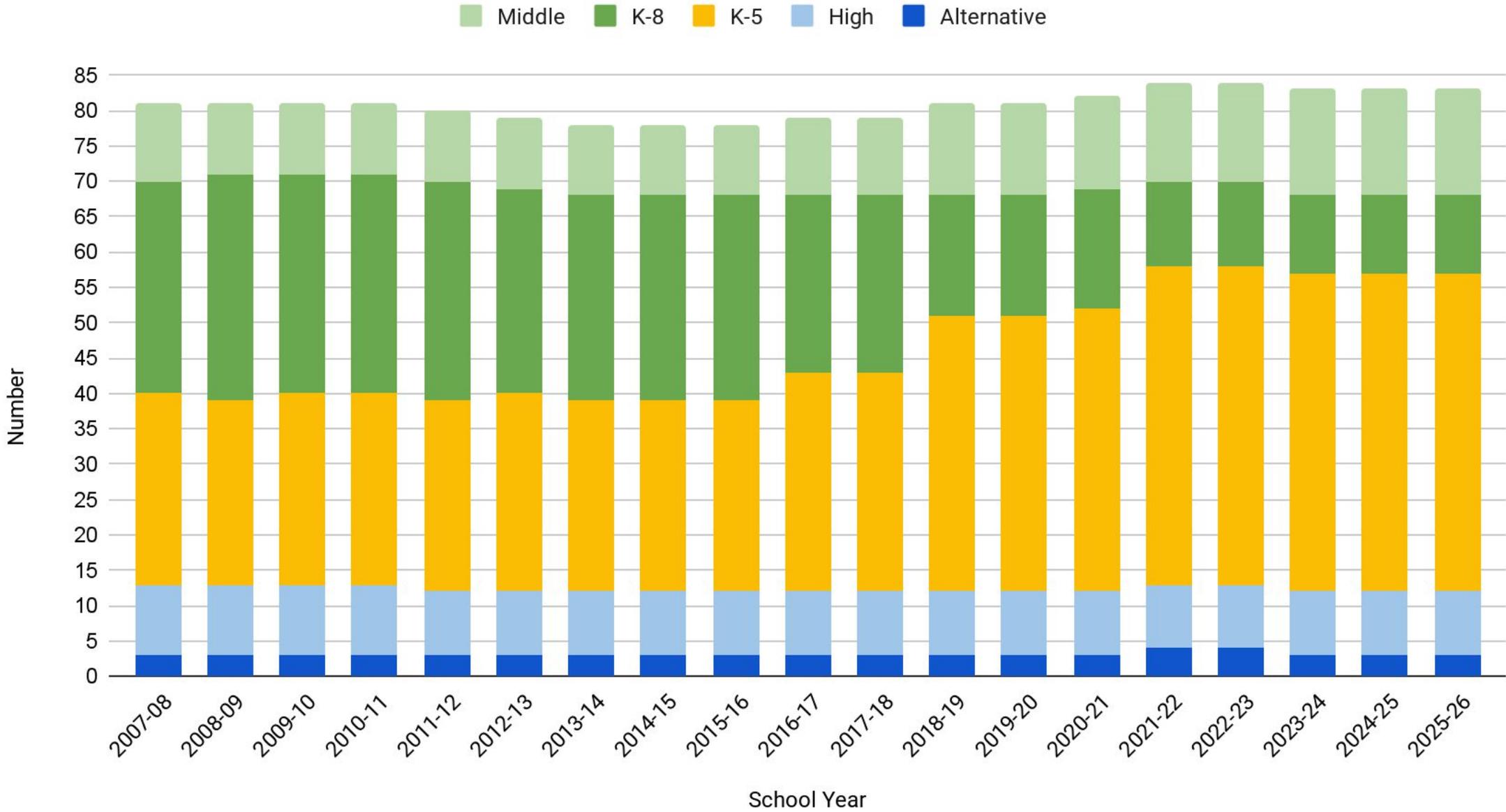
↓ -12%

Forecasted
Enrollment Change

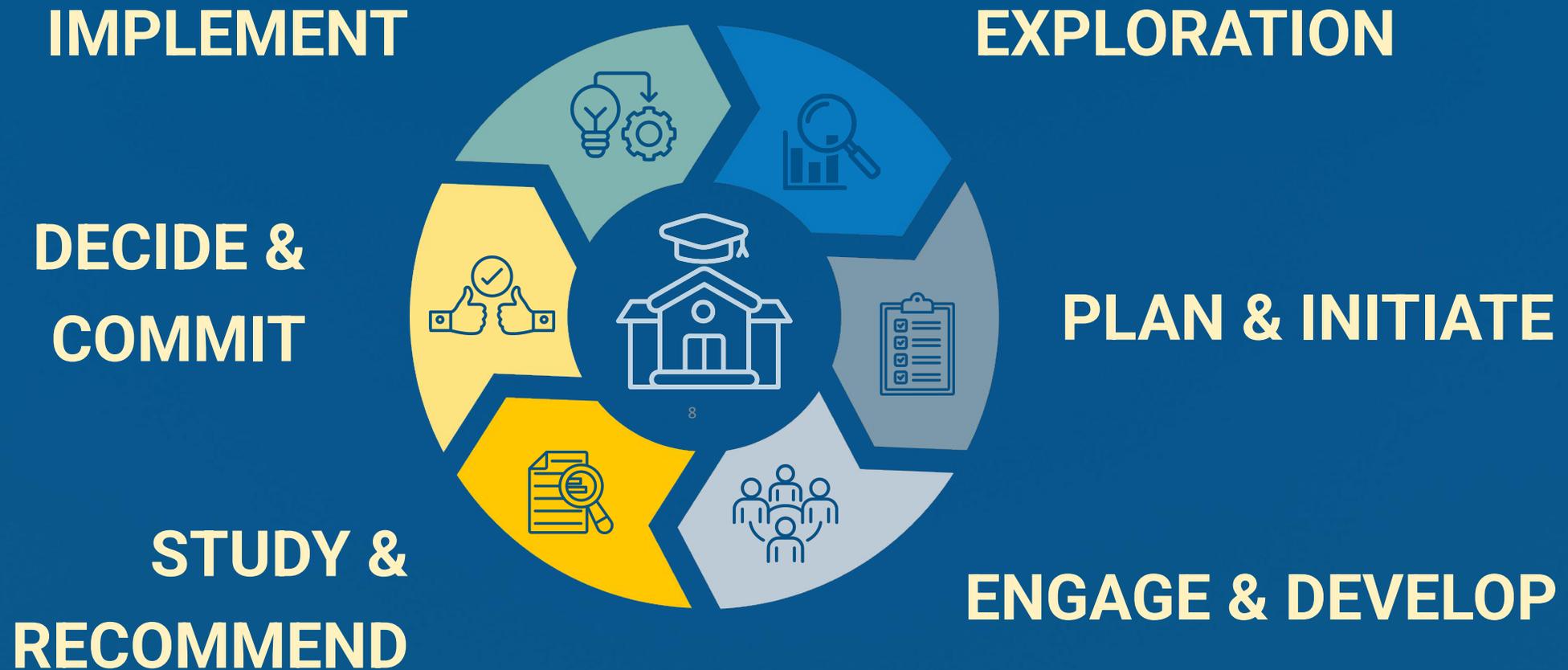
2025-26 to 2035-36

↓ -12%

School Count by Type and Year



Growing Great Schools: Rightsizing



Proposed Rightsizing Timeline

Phase	Timeframe	Action
Exploration	Fall 2025 - Winter 2026	Review Outcomes From Southeast Guiding Coalition Deepen Understanding of Lessons Learned and Effective Practices
Plan + Initiate	Winter 2025-26	Compile Current State Analysis + Develop Timeline Form Advisory Committee
Engage + Develop	Spring Summer 2026	Develop Framework and Scenarios Initial Engagement on Scenarios
Study + Recommend	Fall 2026	Continue Stakeholder Engagement + Study and Incorporate Feedback Develop + Present Superintendent's Recommendation
Decide + Commit	Late Fall 2026 (Nov - Dec)	Superintendent Recommends Board Action Board Vote
Implement	Winter - Fall 2027	Complete Staffing + Support School Communities Launch New School Year

How Might This Inform Our Approach?

As you look at the materials consider:

Decision-Making Criteria

- Data-Driven Thresholds
 - Facility utilization
 - Proximity to other schools
- Contextual Criteria
 - Historical investment
 - Neighborhood context
- Core Values
 - Academic continuity
 - Equity of access
- Policy Requirements

Based on what we've learned, what are two actions or considerations that we should incorporate into our process in PPS?

What is one non-negotiable we should include?

What is something we should be careful to avoid as we design our process?

Process & Approach

Research-Informed Best Practices

Recommendations:

- Process - Timeline
- Community Engagement
- Analysis of Existing Conditions
- Goal-Setting
- Development of Alternatives
- Decision-Making
- Implementation



A Closer Look at Peer Districts

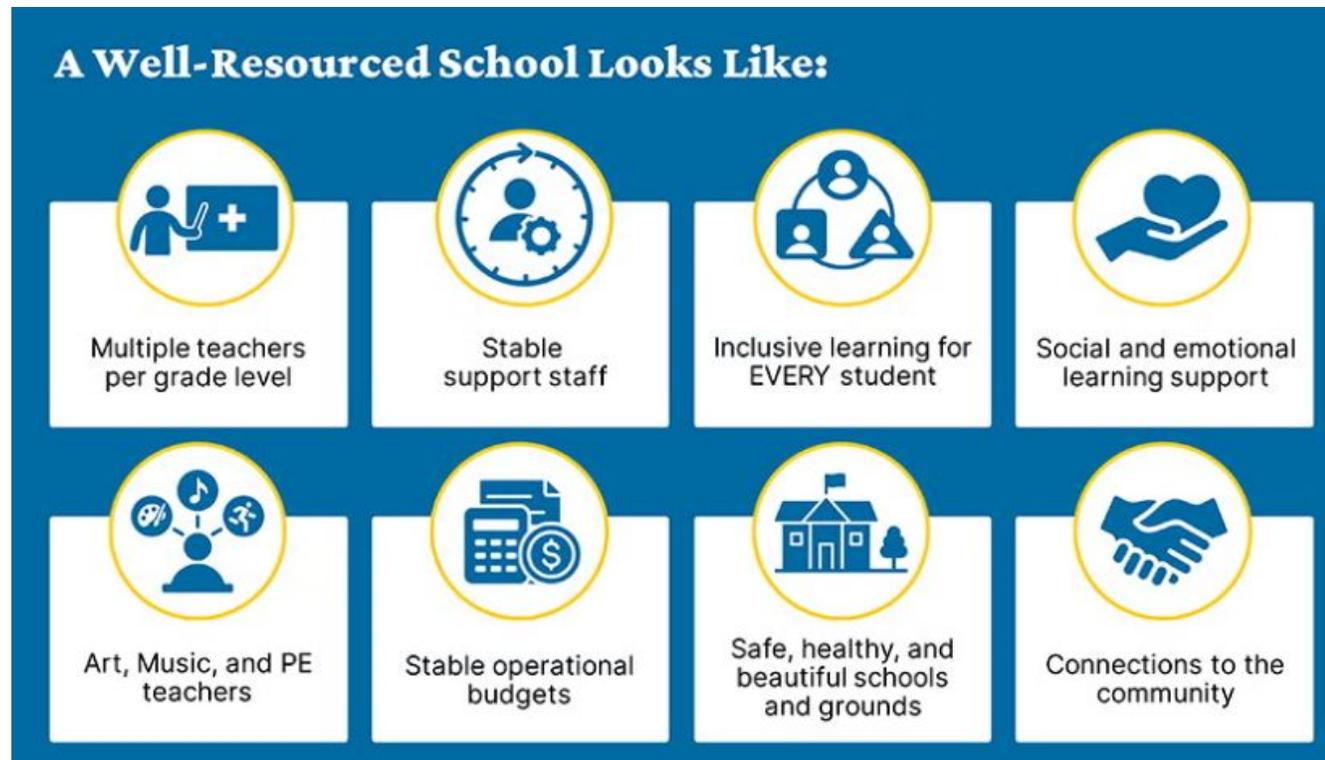
San Antonio Independent School District

- I. Board Resolution to Study School Building Capacity
- II. Drafted Initial Decision Framework:
 - A. Values
 - B. Primary Criteria
 - C. Contextual Criteria
- III. Engaged Communities & Revised Framework
- IV. Developed Initial Recommendations
- V. Engaged Communities
- VI. Final Recommendation



A Closer Look at Peer Districts

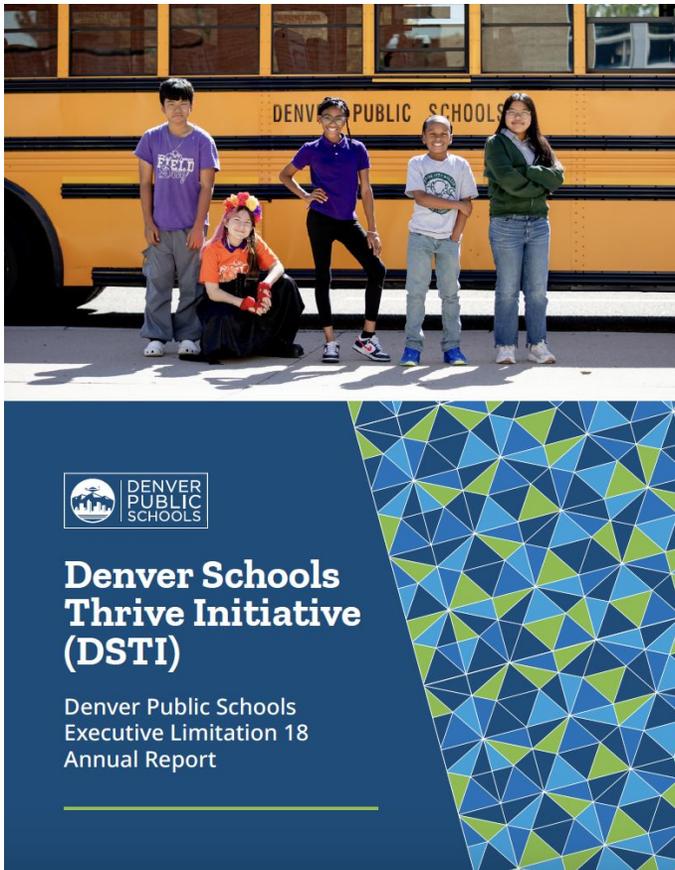
Seattle Public Schools



- I. Research & Review
- II. Defined “North Star”: What is a Well-Resourced School?
- III. Established Guiding Principles and Decision Framework
- IV. Community Input
- V. Developed Scenarios
- VI. Engaged Communities
- VII. Shared Recommendation
 - A. Withdrew Recommendation

A Closer Look at Peer Districts

Denver Public Schools



Phase I:

Established and Interpreted Policy

- Defined Approach: Values, Equity & Essential Data
- Developed Methodology & Applied Criteria

Phase II:

Engaged Regional Communities

Phase III:

Recommendation, School-Based Engagement & Vote

Phase IV:

Supporting School Communities Through Change

How Might This Inform Our Approach?

As you look at the materials consider:

Decision-Making Criteria

- Data-Driven Thresholds
 - Facility utilization
 - Proximity to other schools
- Contextual Criteria
 - Historical investment
 - Neighborhood context
- Core Values
 - Academic continuity
 - Equity of access
- Policy Requirements

Based on what we've learned, what are two actions or considerations that we should incorporate into our process in PPS?

What is one non-negotiable we should include?

What is something we should be careful to avoid as we design our process?

What We Asked and What We Heard

- What are the timeline and process you want to follow for resolution development?
- What process do you want to follow for public engagement?
- What is the general scope of work for the review?

- What guiding principles do you want us to consider?
- What additional information do you need regarding the framework development?
- Are there any specific considerations you want us to incorporate?

Factors to Consider From Policy

Student Assignment Policy - 04.10.045

The Board recognizes that such factors may conflict with one another, and include, but are not limited to, the following non-prioritized list:

Factors to Consider:

- A. A feeder pattern that allows as many students as possible to continue together from one school level to the next
- B. Student body demographics
- C. Compact boundaries that promote safer routes to schools and a sense of community as well as recognize and address natural and human-made barriers
- D. Optimal use of existing facilities
- E. Program and enrollment stability in the surrounding schools
- F. Limiting the impact of boundary changes to the smallest number of students possible

Community Engagement

Planning for Board Listening Sessions

Save the Date:

Sat. April 11 In person 2:00 PM

Mon. April 20 Virtual, 6:00 PM

Wed. April 22 In person, 6:00 PM

Operationalizing the policy:
Identifying Tradeoffs
Sample Interactive Poll

April 14 Board Meeting:
Resolution
Current Context: Maps

Upcoming Board or
Committee Meeting
Focus Programs and
Schools



TOGETHER,

WE RISE

WITH EXCELLENCE. WITH PURPOSE.

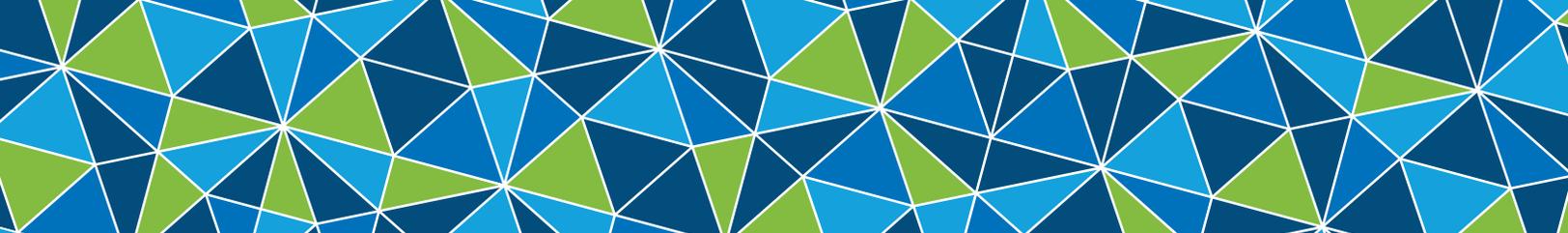


Denver Schools Thrive Initiative (DSTI)

Denver Public Schools
Executive Limitation 18
Annual Report







OVERVIEW

Executive Limitation 18 (EL-18)

On Nov. 21, 2024, the Denver Public Schools Board of Education voted to approve the Superintendent's recommendation to close seven schools and restructure grade levels at three more ahead of the 2025–26 school year. The recommendation was developed in alignment with Executive Limitation 18 (EL-18): School Consolidation and Closure, which set guardrails for how the Superintendent would use data to inform recommendations, engage with the community, and implement closures in Denver Public Schools (DPS). EL-18 was adopted after earlier efforts to address declining enrollment were paused so DPS could rebuild the process around transparency, equity, and meaningful community input.

In the spirit of transparency, this report outlines the District's approach to the closures and restructures, the major milestones from EL-18 adoption through implementation, and the initial data we have on the impacts of the closures on students, educators, schools, and district operations.

Declining Enrollment Why Closing Schools Was Necessary

Like many major cities across the country, Denver is experiencing demographic shifts caused by declining birth rates, reduced housing developments, and increased cost of living. These shifts have prompted enrollment declines in DPS. From 2019 to 2024, student enrollment dropped by 4%, with another 9% drop projected by 2028. These losses are concentrated in the Southwest, Northwest, and Central regions.

Colorado utilizes a per-pupil funding model, meaning funding follows individual students. Schools with higher student enrollment receive more funding to pay for resources integral to the student experience, such as mental health resources and funding for programs like art, physical education, technology and music. Inversely, schools with lower enrollment receive less funding and are often unable to offer the same opportunities.

During the last few years, DPS used federal pandemic relief funds (ESSER) to supplement the budgets of the underenrolled schools so they didn't feel the full impact of declining resources. With ESSER funding ending at the end of the 2024-2025 school year, the District was faced with the need to come up with a longer-term solution to declining enrollment that **maximizes resources and increases the percentage of students who attend a school offering a robust student experience.**

APPROACH

Value Statements

DPS Commitments to Denver Students and Families



Academics and Programs

Every student attends a school that provides safe and welcoming learning environments, with high-quality instruction and programs to meet the needs of every learner.



Neighborhood Schools

Families across all Denver communities have access to a well-resourced neighborhood school close to home.



Facilities

All students will learn in top-quality school buildings.



Enrollment Stability

Schools will be adjusted to maintain steady enrollment aligned with Denver's future population changes.



Long-Term Support

The district will ensure that key systems like transportation and essential services are in place to keep schools running smoothly for the long term.

APPROACH

Equity Guardrails

DPS commitments to eliminating the predictability of outcomes based on demographic factors.

1

Ensuring well-rounded educational experiences of all students with a focus on meeting the needs of our diverse learners.

2

Expanding access to quality programs and schools regardless of zip code.

3

Financial investment to ensure high-quality programming across our schools.

Essential Data

- Schools with facility utilization under 65%.
- Facility condition and planned upgrades.
- Family choice patterns.
- Proximity to other schools.
- School demographics.
- School enrollment trends (historic, current, future projections).
- School performance.
- Special programming (Bilingual programming, Center programs, Gifted & Talented).
- Sub-regional enrollment trends.



METHODOLOGY

Applying Criteria

DPS started with all schools and narrowed them down to schools that have been affected by declining enrollment.

A list of 70 schools were generated that met the following criteria:

- Building utilization rate is 65% or lower.
- Located in a sub-region experiencing declining enrollment.

Elementary School Cluster Analysis

All DPS elementary schools were divided into 31 clusters that met the following criteria:

- Travel between locations of schools avoids hazardous roads, defined by DPS transportation.
- Schools are a maximum of three miles from each other.

Of those 31, there are 11 clusters with a seat utilization rate of less than 75% AND which contain more than one school. These are the clusters we advanced for further consideration.

Secondary School Cluster Analysis

- All secondary (middle and high) schools were grouped into clusters based on existing boundaries. This created 14 middle school clusters and 11 high school clusters.
- Because there are fewer middle and high schools than elementary schools, these clusters weren't subdivided further.
- One single, distinct cluster of schools that crosses four zones/boundaries was advanced for further consideration.

DPS then examined each cluster of schools and the holistic, collective state of the schools therein, and crafted reconfiguration recommendations in alignment with our **Values Statements** and **Equity Guardrails**.





TIMELINE

Phase 1

Policy Establishment and Interpretation

- **June 13, 2024:** Board approved version 1 of Executive Limitation 18 - School Consolidation and Closure.
- **Aug. 15, 2024:** Board discussed and revised Executive Limitation 18 in service of clarity.
- **Aug. 29, 2024:** Superintendent provided update on timeline associated with EL-18.

Phase 2

Regional Engagement

- **Sept. 23 through Oct. 22, 2024:** Hosted six regional meetings to discuss enrollment trends, implications of consolidations closures, and gather input.

Phase 3

Recommendation, School-Based Engagement and Vote

- **Nov. 7, 2024:** Superintendent shared recommendation at Board of Education Meeting.
- **Nov. 11-15, 2024:** Board of Education Engagement.
- **Nov. 18-21, 2024:** Superintendent Engagement.
- **Nov. 21, 2024:** Board voted to approve recommendation.



TIMELINE

Schools Identified for Closure

- **Elementary Closures**
 - Columbian Elementary
 - Castro Elementary
 - Schmitt Elementary
 - International Academy of Denver at Harrington
 - Palmer Elementary
- **Grade Level Restructures**
 - Kunsmiller becomes 6-12 only (remove 1-5)
 - Dora Moore becomes ECE-5 only (remove 6-8)
 - DCIS Baker 6-12 becomes DCIS Baker MS (remove 9-12)
- **Secondary Closures**
 - West Middle School
 - Denver School of Innovation and Sustainable Design

Phase 4

Supporting School Communities Through Change

- **Choice and Enrollment:**
 - 100% of families of impacted students were contacted by a representative from Choice and Enrollment to support transitions to new schools. Application help was also provided through liaisons, helplines, and exploration events.
 - Priority in SchoolChoice and guaranteed seats within new enrollment zones were provided.
 - A 98% top-choice match rate was reported overall for the 92% of students who participated in SchoolChoice Round 1 in Spring 2025 or live in a boundary school.
 - Based on Round 1 results, 54% of students are expected to attend a higher-rated SPF school, 34% attend a school with the same rating, and only 4% a school receiving a lower rating. The movement of 8% is undetermined.
- **Building Utilization:**
 - A districtwide survey on future uses of closing buildings was conducted, and 250 responses were collected. ECE centers and libraries emerged as top preferences.
 - Community meetings were held for Castro, Palmer, and Columbian. Planning for Harrington and Schmitt was deferred to Fall 2025.
 - Community-supported reuse plans were shared, including Summit Academy at Castro and ECE and library uses at Palmer. Steps to preserve school history were initiated.
- **Principal Support:**
 - One-on-one support for principals leading transitions was provided. Regular roundtables, toolkits, and targeted operational guidance were made available. Stipends were provided to recognize added workload.

TIMELINE

- **Transportation Programming:**
 - All existing transportation policies will apply to families impacted by the recommendation. Route plans for 2025-26 were developed to align with new enrollment zones and a net increase of 17 bus routes was projected.
- **Programming Shifts:**
 - A two-way dual language program was added at DCIS Baker.
 - Montclair and Denver Green School SE offering transitional native language acquisition (TNLI) services.
 - Continuation and expansion of ECE programming at Palmer.
 - Reallocation of closing school ECE programs to nearby schools including Centennial, Beach Court, Goldrick and Swansea.
 - Location Determination Process and movement of center programs to ensure continuum of services by grade levels.
 - West High School will offer additional world languages of Chinese, Japanese and Lakota.
- **Staffing:**
 - As of June 2025, 123 of 223 active impacted team members had secured new roles in the district.
 - All collective bargaining agreements were upheld.
 - Support for affected staff was provided by Human Resources including access to the Employee Assistance Program (EAP), resume writing assistance, and interview training.



TIMELINE

- **Bond Impacts:**

- Closing schools were expected to receive approximately \$20 million in 2024 through bond funding.
- Maintenance and critical facility and safety needs are still planned for the impacted school buildings for a total of \$11.4 million. An additional funding allocation of \$8.7 million for arts, athletics, technology and focused learning environment program (FLEP) will be evaluated over the next several school years as determination is made on future facility use of the buildings.
- Remaining or unallocated funds will be assessed by the 2024 Bond Oversight Committee to determine funding use.
- Additional bond funding for schools impacted by grade level changes are expected to maintain the same planned 2024 bond funding.

- **Expected Cost Savings:**

School Description	Amount
Total Budget Savings <ul style="list-style-type: none">• School Budgets• Transportation• Facilities• Food Services	\$29.9M
Total Reinvested <ul style="list-style-type: none">• School Budgets• Transportation• Facility Management, Utilities	\$23.3M
Net Savings	\$6.6M

What's Next?

In June 2025, the Board amended its policy to add a four-year pause on closing or consolidating schools for low enrollment. The pause is not an absolute ban: the Board or the Superintendent may still bring forward a proposal if there is a substantial shift in enrollment or funding, or an unexpected emergency. Absent those conditions, the board could take up another round of closures in 2029, with any approved closures taking effect at the end of the 2029–30 school year.

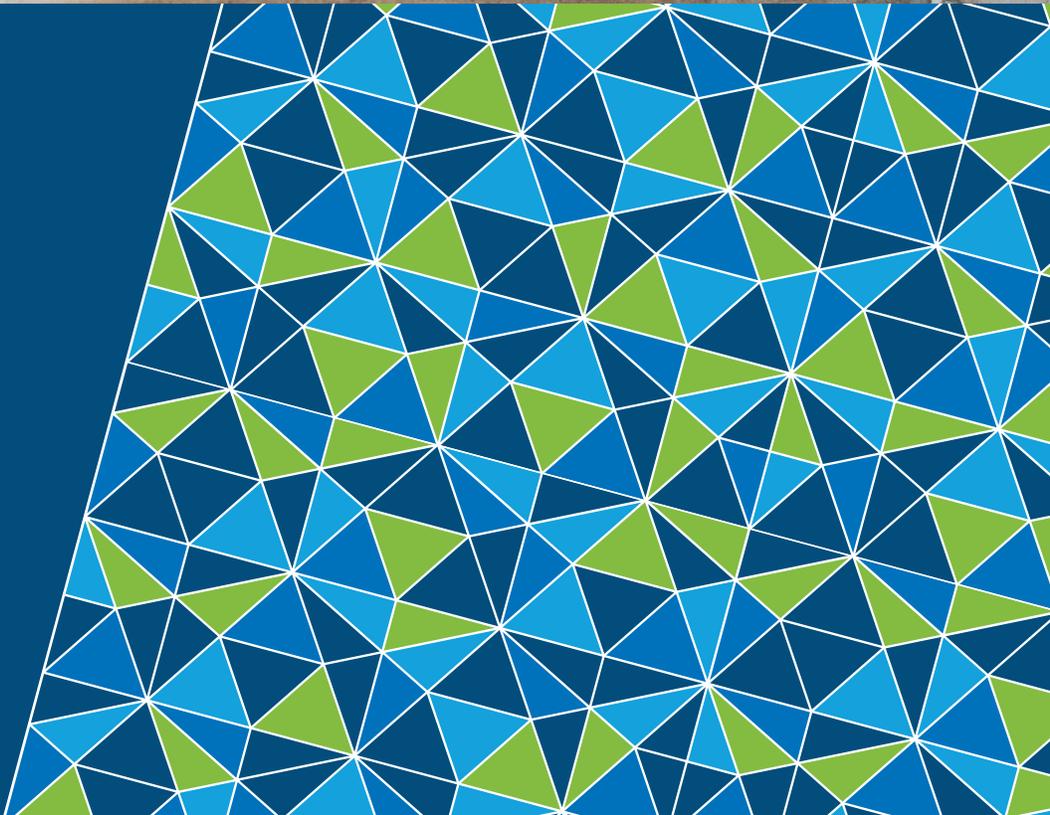


DENVER
PUBLIC
SCHOOLS

dpsk12.org

720-423-3200

info@dpsk12.org



A photograph of several children of diverse backgrounds holding their hands in a circle outdoors. They are looking towards the center of the circle. The background shows green trees and a clear blue sky.

**SCHOOL
CONSOLIDATION
ADVISORY
GUIDANCE**

2025

Approved by Oregon PTA Board of Directors, October 18, 2025

Introduction

This document was created by a group of Oregon PTA volunteers with input from educational stakeholders with the intent

- To help families understand why a district might consider school closures¹
- To summarize research around the impact of school closures
- To provide guidance to families and districts about factors and processes to be considered for potential school closures.

While an inclusive community engagement process is essential, in the end there is no objectively correct method to decide between different school consolidation options. Final decision-making will depend on local preferences and, realistically, the influence of various stakeholders. Oregon PTA believes that all parents and families should be equally empowered to advocate within a consolidation process, and districts and all participating stakeholders should take extra care to ensure that the process is inclusive and allows for equitable input from diverse groups.

This document discusses:

1. The context of school consolidations
2. The impacts of school closures on districts' budgets and on academic achievement
3. The process of school consolidations, including 11 recommendations for districts and communities.

In accordance with PTA bylaws,² this guidance recognizes that the legal responsibility for decision-making on school closures rests with school districts and their boards. The guidance is an advisory aligned with PTA's mission to

*“Make every child’s potential a reality
by engaging and empowering families and communities
to advocate for all children.”*

Oregon PTA encourages its members and families across the state to proactively, respectfully and collaboratively engage with their districts and with elected officials on issues affecting their children and their communities including the case of school consolidations.

¹ This paper uses the terms “school consolidation” and “school closure” interchangeably.

² “The organization shall work with the schools and community to provide quality education for all children and youth and shall seek to participate in the decision-making process establishing school policy, recognizing that the legal responsibility to make decisions has been delegated by the people to boards of education, state education authorities, and local education authorities.” (Article IV(b), Oregon PTA Bylaws)

1. The context of school closures/consolidation

When student enrollment keeps declining in a district, eventually there will be far fewer students than schools were built to hold - leading to excess space capacities.³ Additionally, revenues tend to decline as enrollment declines, causing financial shortfalls. In these situations, districts will consider reducing faculty, staff and underutilized space by closing/consolidating schools.⁴

Among reasons for declining enrollment in Oregon:⁵ lower birth rates, increasing housing costs for families, gentrifying neighborhoods, and parents deciding to look for alternatives to public schools.⁶ Yet despite the dropping enrollment, the number of schools in Oregon increased by 42 between 2013 and 2023, according to US Census data.⁷

When enrollment declines unevenly in a district, it becomes challenging to maintain equitable and fair resource distribution among schools or to even decide what these are. A district might want schools to have similar numbers of students so it's easier to share resources in a way that feels fair. But it should also be considered that different student groups or communities within a district might benefit from or prefer different types of school settings.⁸

To minimize the negative impact of school closures, the district and all stakeholders need to approach the process transparently and collaboratively looking for proactive and creative solutions that minimize harm and enhance outcomes for students. When handled poorly, school closures disrupt the school community⁹, leading to mistrust and potentially a spiral of declining enrollment and additional school closures as parents decide to move their children out of the public school district.

³ Zalaznick, M. (2023, October 31). [Closing schools: How K12 leaders can promise value and equity](#). District Administration.

⁴ - PACE, Hahnel, C., & Pearman, II, F. A. (2023, September 1). [Declining Enrollment, School Closures, and Equity Considerations](#). ERIC.

- Bellwether. (2025, April 1). [Navigating Declining Enrollment. Navigating Declining Enrollment.](#)

- California School Boards Association & Kemp, H. (2024, December 1). [Shutting Doors, Opening Dialogue: School closure guidance and best practices for LEAs.](#)

- Ward, M. (2025, March 11). [How are K12 superintendents addressing looming school closures?](#) District Administration.

⁵ Silverman, J. (2025, February 18). [Oregon public school enrollment levels off, with no sign of rebound from deep post-pandemic losses.](#) The Oregonian.

⁶ Oregon Department of Education, Jacoby, I., & Stalcup, R. (2022, December 1). [Falling Enrollment During the COVID-19 Pandemic.](#) Oregon.gov.

⁷ National Center for Education Statistics (NCES). [Common Core of Data \(CCD\)](#)

⁸ Hanover Research. (2015, January). [Impacts of School and Class Size on Student Outcomes.](#)

⁹ Berkhalter, D. L. [Without Ongoing Community Engagement, School Closures Can Devastate.](#)

2. Impacts on budgets and on academic achievement

A. Minimal impact of school closures on operational budgets unless accompanied by staff reductions

Research shows that closure of a school by itself (without reductions in overall staff positions) typically achieves only minimal operational savings if positions are simply redistributed to other school sites.¹⁰ Closures generally go together with staff reductions, they are not a path to avoid them.¹¹

Closing schools can make it easier to reduce staff over time, since open positions can be filled by employees from closed schools instead of hiring additional staff from outside the district:

For example, the principal of school A which is closing might take over school B where the current principal is retiring. Without the school closures, the district would have had to fill the principal position at school B with a new hire.¹²

Examples of school consolidation with and without a focus on financial savings

- **Focus on financial savings:** School districts that must reduce staffing due to budget shortfalls might consider focusing these reductions on specific sites (ie. closing entire schools) instead of distributing staffing cuts across multiple sites. Again, operational cost savings are mainly achieved through reductions in staff, not reduction of school sites.
- **Focus on financial reallocations:** Districts might also consider consolidating schools (without reductions to staffing) to improve programming at the remaining sites - which typically does not result in significant cost savings.

Research seems mixed on whether smaller or larger neighborhood schools attract more families to enroll their children in a district compared to other schooling options.¹³

¹⁰ [Closing Public Schools in Philadelphia: Lessons from Six Urban Districts](#). (2011, October 19). The Pew Charitable Trusts.

¹¹ See e.g. the broad foundation [School Closure Guide \[Closing Schools as a Means for Addressing Budgetary Challenges\]](#) for detailed examples of calculating financial savings.

¹² Roza, M., & Dhammani, A. (2024, March 3). [Closing schools: How much money does it save, and is it worth it?](#) EdSource.

¹³ See e.g.

- Leithwood, K., & Jantzi, D. (2007, August 1). [Review of Empirical Evidence about School Size Effects](#).

- [School Size Effects: Review and Conceptual Analysis](#). (2014). In *School Size Effects Revisited: A Qualitative and Quantitative Review of the Research Evidence in Primary and Secondary Education*.

- [Review of the Research on District & School Consolidation](#). (2019, February 1). School + State Finance Project.

- Newman, M., Elbourne, D., & Bradley, S. (2006, December 1). [Does secondary school size make a difference?: A systematic review](#). *Educational Research Review*, 1(1), 41-60.

B. Impact on low performing students

Some argue that “underperforming” schools i.e. schools where students show low levels of academic achievements should be closed to improve results for students. But research shows that such school closures rarely improve outcomes for the specific students affected as they typically either maintain their academic trajectory at their new school or suffer even further because of the disruption to their education.¹⁴

C. Impacts on capital budgets (facilities)

Due to the current tax structure and school funding situation in Oregon, many school districts don't have sufficient funds to maintain their school facilities. By closing individual schools, a district might attempt to reduce maintenance costs, to avoid costs for necessary upgrades such as installing air conditioning or in extreme cases to close buildings that are unsafe and failing especially since these buildings can significantly impact a district's cost of insurance coverage.

Given that building conditions can be decisive criteria in determining candidates for school closures, districts and communities need to carefully consider path-dependencies in long-range facility planning. It is helpful for districts to undertake significant community engagement efforts for its long-range planning as it would for school consolidations.

¹⁴ - Stanford, L. (2024, June 18). [The Harm of School Closures Can Last a Lifetime, New Research Shows](#). Education Week.

- Kim, J. (2004, May 1). [The Long Shadow of School Closures: Impacts on Students' Educational and Labor Market Outcomes](#). EdWorkingPapers.com.

- Hahnel, C., & Pearman, II, F. A. (2023, September 1). [Declining Enrollment, School Closures, and Equity Considerations](#). ERIC.

- National Education Policy Center School of Education University of Colorado. (2022, March 8). [Should We Question the Purported Benefits of School Closures?](#)

- Larsen, M. F. (2020, June). [Does closing schools close doors? The effect of high school closings on achievement and attainment](#). Economics of Education Review, 76.

D. Trade-offs to consider regarding school consolidation (examples)

<u>Advantages of larger schools</u>	<u>Advantages of smaller schools</u>
<ul style="list-style-type: none">• A larger school might be able to offer music and visual arts while a smaller school might offer only one of these.• A counselor that is present every day in a larger school might have to split their time when serving two small schools.• A small school might be forced to implement blended classrooms while combined schools can offer single grade-level instruction.	<ul style="list-style-type: none">• Small schools tend to foster more personal connections.• Especially in rural areas, school consolidation can lead to significantly longer distances between home and school.

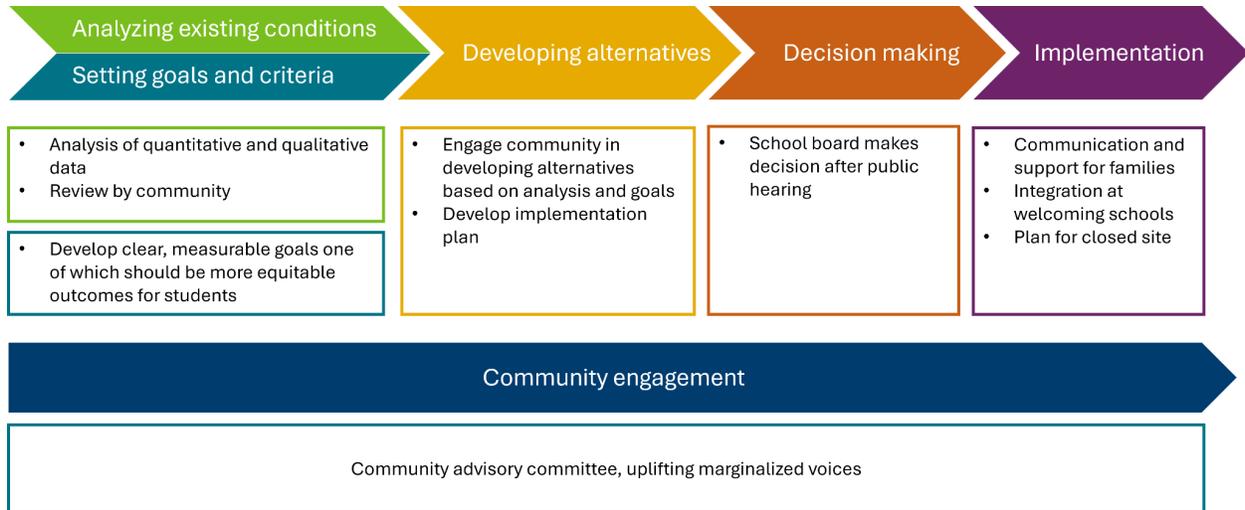
E. Short- vs. long-term impacts

There also needs to be a distinction between the negative impacts to the current students and families affected immediately by a school closure (e.g. losing established connections) and to balance those with potentially positive impacts for future incoming students and families.



3. Process around school closures

The following highlights the perspective of Oregon PTA on important steps to take during a school consolidation process and provides some recommendations for districts and the community. In line with the mission of Oregon PTA “to empower families to advocate for all children”, the recommendations are mostly focused on family and community engagement.



For more comprehensive guidance on school consolidations, we recommend consulting guidance such as

- Bellwether: [Navigating Declining Enrollment. Navigating Declining Enrollment](#)
- Hahnel, C., & Marchitello, M.: [Centering equity in the school-closure process in California](#)
- California Department of Education: [Best Practices Guide for Potential School Closure](#)
- Office of the Attorney General, State of California: [Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California](#)
- the broad foundation: [School Closure Guide](#)

Any school consolidation will require initial investments to manage the process, including providing analysis, community engagement and implementation.¹⁵

Equitable processes and outcomes are important, while inequities in the process could violate students’ civil rights.¹⁶

¹⁵ the broad foundation. (2009, September 15). [School Closure Guide \[Closing Schools as a Means for Addressing Budgetary Challenges\]](#).

¹⁶

A. Timeline

Typically, budgetary constraints that lead to the discussion of school closures don't develop suddenly. School districts should allow ample time to plan and discuss school closure options.¹⁷

Operational funding

The majority of a district's revenue in Oregon comes from state sources which are set in a two-year cycle. At the end of even-numbered years the Governor proposes a state school budget, which most districts use for their preliminary budget planning; in the following, odd-numbered year, the legislature adjusts and approves the final state school budget typically in June.¹⁸

Most of the state funding is distributed among districts based on enrollment numbers and enrollment typically doesn't fluctuate significantly suddenly; drops (or increases) are rather the results of long-term, multi-year trends that are studied through so-called enrollment projections.

Capital funding

Typical major maintenance needs can be estimated fairly well multiple years in advance. Revenue for capital upgrades tends to come from voter-approved bonds which also span multiple years. Because decisions about capital funding - like which schools get HVAC or seismic upgrades - can strongly influence future school closures, families should closely follow the district's long-term facility planning. When a district believes that certain funding choices might lead to closing specific schools in the future, it should engage the community just as it would during school consolidation discussions.

Catastrophic events

Catastrophic events such as wildfires, earthquakes or storms might damage school buildings to the extent that a building suddenly becomes unsafe for students, and a closure is required.¹⁹

- Office of the Attorney General, State of California & Bonta, R. (2023, April 11). [Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California](#). Office of the Attorney General.

- Blad, E. (2024, June 5). [When Does a School Closure Become Discriminatory?](#) Education Week.

- Cohen, R. M. (2016, April 22). [The Devastating Impact of School Closures on Students and Communities](#). Popular Democracy / The American Prospect. (Blad, 2024), (Cohen, 2016)

¹⁷ (the broad foundation, 2009)

¹⁸ Exceptions to this cycle can be triggered if the state economy enters a recession and the state's budget needs to be adjusted with a biennium. In these cases, the state should be able to access its reserve funds to reduce impacts to schools. And even so, a temporary recession is typically not good reasoning for permanent school closures.

¹⁹ School closures because of catastrophic events are technically and financially complex because of e.g. insurance coverages or state/federal emergency funding that comes into play and cannot be adequately discussed in this document.

Best practices

Best practices show that a timeframe of about 7-12 months is necessary for adequate community engagement, analysis and planning. When a school consolidation process is extended for too long it can lead to prolonged phases of uncertainty and anxiety which are detrimental to the affected school communities.

RECOMMENDATION 1:

To allow for adequate data collection, meaningful community engagement, thorough analysis, and future planning, the formal decision-making process for a school closure based on best practices should be expected to last between 210 and 360 days.

B. Community Engagement

Community engagement should be early and proactive while options are still available. Meaningful engagement - which requires resources - improves outcomes and strengthens communities. Some districts have chosen to develop formal school closure policies to guide them.²⁰

To ensure equitable and transparent community engagement, school districts need to take extra care that voices of all families and especially families of historically marginalized groups are heard in the process. This can for example be achieved through targeted outreach to these communities. Without proper preparation and guidance, district-led community meetings tend to have a power imbalance that affects community engagement negatively.

RECOMMENDATION 2:

At the onset of the discussion, the district should lay out transparently all major steps that will be taken before a decision is reached.

RECOMMENDATION 3:

Districts should appoint a community advisory committee to lead the school closure discussion that is representative of the whole community and especially marginalized communities. This committee will then issue a report and recommendation to the governing board of the district.

RECOMMENDATION 4:

To address existing power imbalances, the district should set aside resources to lift up marginalized voices (e.g. active outreach, translation services, meetings in the community instead of the district office, stipends).

²⁰ E.g. Portland Public Schools. (2003, June 16) "[6.10.030-P School Initiation and Closure](#)"

C. Analysis of existing conditions

School closures and changing enrollment zones are about more than just financial impacts or student assessment scores. Friendships held since kindergarten can get broken up, access to a neighborhood playground might be lost, relationships between families and teachers get severed. Schools serve as important community hubs and sources of identity. These are important realities to acknowledge when understanding community reactions to school closure discussions.

Examples of quantitative data to consider

- Student demographics
- Staffing
- Transportation costs
- Programming offered by the district (both curricula and extra-curricular)
- Student Educational Equity Development (SEED) survey results
- Community programming (after school-programs and other uses)
- Building conditions and recent investments

Caution when evaluating current building conditions

As the review of building conditions discloses recent facilities investments made, there should be transparent discussion whether and how these past investments should influence consolidation strategies. Districts often consider closing schools that need the most repairs or upgrades. However, this can upset communities that were already overlooked for improvements in the past, amplifying frustrations.

Also, a school in a wealthier area might be able to raise funds from their community for upkeep and beautification projects that are impossible to raise for other communities. Using these community investments as a justification for keeping one school open and closing another can easily lead to inequitable outcomes.²¹

RECOMMENDATION 5:

A transparent analysis of existing conditions at the outset of the process can build understanding in the community about the various schools potentially affected by a consolidation process. The analysis should incorporate quantitative criteria as well as qualitative data.

²¹ (Zalaznick, 2023)

RECOMMENDATION 6:

A draft of the situation analysis should be shared with the community in order to provide an opportunity to the community to correct, contextualize and complement the analysis before finalization.

D. Goal setting

School consolidations can be approached from various perspectives (e.g. financial, academically, facility). Without a clear purpose and vision, the process will easily be de-railed as the discussion becomes unstructured and unfocused due to the complexity and competing interests of the stakeholders involved.

Goals should be detailed enough to be realistically evaluated. Among the goals could be (non-exhaustive list):

- Cost savings
 - Staffing
 - Facility operational costs
 - Facility capital costs
 - Impact on transportation costs

- Capacity levels
 - Class sizes (averages, min/max)
 - Capacity of classrooms
 - Capacity of school spaces (gym, cafeteria, other common spaces)
 - Capacity for growth in the future
 - Differentiated by school level (elementary, middle, high school)
- Academic programming and supports
- Possible use of surplus building
 - Mothballing (potential to cause blight)
 - Leasing it out (e.g. to city or county services)
 - Sale
- Impact on legal obligations (e.g. Division 22 standards)
- Impact on school community
 - Disruption of community networks
 - Length of transportation routes

RECOMMENDATION 7:

The community committee in collaboration with the district should develop clear, measurable goals for the school consolidation. These should be used to develop and assess various alternatives.

RECOMMENDATION 8:

Creating more equitable outcomes for students should be one of the goals.

E. Development of alternatives

After goals have been developed and approved, the district together with the community and stakeholders should develop a number of alternatives to achieve those goals. Presenting only one option as viable shuts down community engagement.

These alternatives could include different options on which and how schools are consolidated but also other options that would not fully close individual schools such as

- Soft boundaries - overlapping school assignment zones that assign students based on an algorithm considering e.g. proximity, enrollment balancing²²
- Blended classrooms
- Cross district cooperation/boundary changes
- Leasing out parts of buildings

All alternatives then need to be assessed for their financial impact (e.g. cost for curriculum adaptation for blended classrooms), and against the stated goals and the status quo.

To build and maintain trust with the community, at least one alternative that doesn't include closing a school should be developed.²³

RECOMMENDATION 9:

The district should engage the community in developing a variety of options which should include at least one alternative to fully closing schools.

²² [The Soft Neighborhood Model for Portland Public Schools.](#)

²³ [ACTION KIT -STOP CLOSING PUBLIC SCHOOLS.](#) Advancement Project.

F. Decision-making

After the community committee has developed its recommendation and forwarded it to the school board, the school board will be responsible for making the difficult decision whether and how to consolidate schools.

Unfortunately, many community members will only become activated at this last decision point in the process. By following the process outlined above, the district and school board should have ample documentation for the reasoning behind the recommendations and visibility of the community engagement opportunities.

Nevertheless, some community members might have lacked the resources or time to participate in the overall process earlier on and they should also be given the chance to be heard - without delaying the decision-making process unnecessarily - before a final decision is made. The timeline needs to be clear as leaving the community in limbo would drain energy that will be essential for a stellar implementation of the decision. The recommended timeline below aims to balance these two different objectives.

RECOMMENDATION 10:

The school board should hold a public hearing on the recommendations from the community committee before making a final decision at a separate board meeting. The public hearing should be notified 30 days in advance and allow for the submission of written comments.

There should be at least 7 days but not more than 14 days between the public hearing and the final decision making.

G. Implementing the decision

Just as important as the decision-making process is implementing that decision with care and intention.

The needs of families and staff at both schools, the ones being closed and the ones welcoming those students, will need to be considered and support needs to be offered.

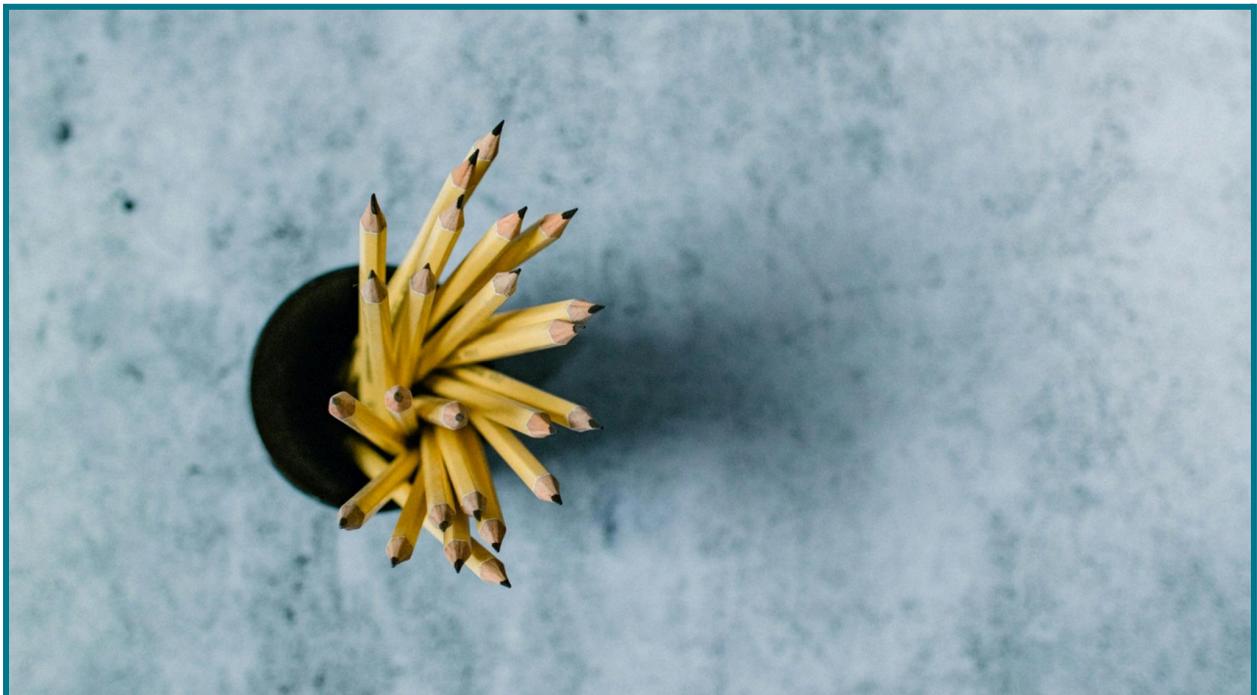
It will take effort and resources to integrate the students and to meet their academic as well as their social-emotional needs.

Lastly, plans for the closed school site(s) - be it mothballing, leasing it out, or selling the property, need to be executed in a timely manner to preserve the value of the property and avoid it becoming blight that causes more harm in the already affected community.

RECOMMENDATION 11:

As part of the consolidation decision, the district shall develop a written plan for how the decision will be implemented. This should at the minimum include

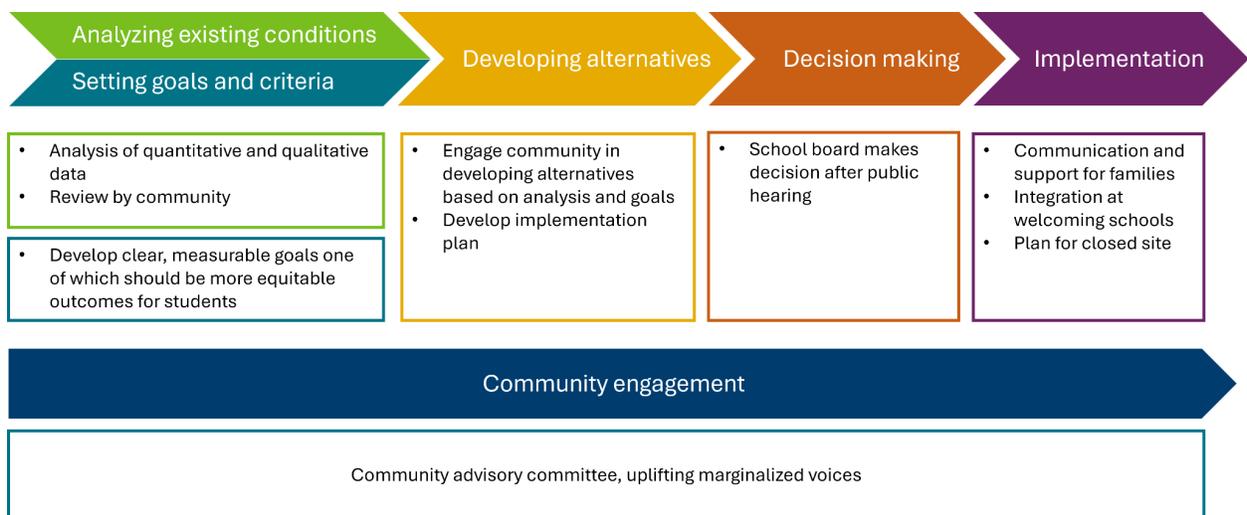
- Communication and support for the families at any school that is closed
- Communication and support for the families at any welcoming school
- Plan for integration of students and families at the welcoming school
- Plan for the closed site



Summary of process and recommendations

Oregon PTA encourages its members and families across the state to proactively, respectfully and collaboratively engage with their districts and elected officials around issues affecting their children and their communities including the case of school consolidations.

Oregon PTA acknowledges that the implementation of the recommendations in this advisory guidance requires resources and Oregon PTA calls upon the state legislature and state agencies to provide grant funding and technical assistance to districts undergoing school consolidation as necessary.



RECOMMENDATION 1: To allow for adequate data collection, meaningful community engagement, thorough analysis, and future planning, the formal decision-making process for a school closure based on best practices should be expected to last between 210 and 360 days.

RECOMMENDATION 2: At the onset of the discussion, the district should lay out transparently all major steps that will be taken before a decision is reached.

RECOMMENDATION 3: Districts should appoint a community advisory committee to lead the school closure discussion that is representative of the whole community and especially marginalized communities. This committee will then issue a report and recommendation to the governing board of the district.

RECOMMENDATION 4: To address existing power imbalances, the district should set aside resources to lift up marginalized voices (e.g. active outreach, translation services, meetings in the community instead of the district office, stipends).

RECOMMENDATION 5: A transparent analysis of existing conditions at the outset of the process can build understanding in the community about the various schools potentially affected by a consolidation process. The analysis should incorporate quantitative criteria as well as qualitative data.

RECOMMENDATION 6: A draft of the situation analysis should be shared with the community in order to provide an opportunity to the community to correct, contextualize and complement the analysis before finalization.

RECOMMENDATION 7: The community committee in collaboration with the district should develop clear, measurable goals for the school consolidation. These should be used to develop and assess various alternatives.

RECOMMENDATION 8: Creating more equitable outcomes for students should be one of the goals.

RECOMMENDATION 9: The district should engage the community in developing a variety of options which should include at least one alternative to fully closing schools.

RECOMMENDATION 10: The school board should hold a public hearing on the recommendations from the community committee before making a final decision at a separate board meeting. The public hearing should be notified 30 days in advance and allow for the submission of written comments. There should be at least 7 days but not more than 14 days between the public hearing and the final decision making.

RECOMMENDATION 11: As part of the consolidation decision, the district shall develop a written plan for how the decision will be implemented. This should at the minimum include

- Communication and support for the families at any school that is closed
- Communication and support for the families at any welcoming school
- Plan for integration of students and families at the welcoming school
- Plan for the closed site

References

- ACTION KIT -STOP CLOSING PUBLIC SCHOOLS. (n.d.). Advancement Project. Retrieved September 11, 2025, from https://advancementproject.org/wp-content/uploads/2024/05/AP-SchoolClosureActionKit_FINAL.pdf
- Bellwether. (2025, April 1). *Navigating Declining Enrollment*. Navigating Declining Enrollment. Retrieved September 11, 2025, from https://bellwether.org/wp-content/uploads/2025/04/NavigatingDecliningEnrollment_Bellwether_April2025.pdf
- Berkhalter, D. L. *Without Ongoing Community Engagement, School Closures Can Devastate*. Retrieved September 12, 2025, from <https://eboardsolutions.com/developing-effective-school-closure-strategies/>
- Blad, E. (2024, June 5). *When Does a School Closure Become Discriminatory?* Education Week. Retrieved September 11, 2025, from <https://www.edweek.org/leadership/when-does-a-school-closure-become-discriminatory/2024/06>
- the broad foundation. (2009, September 15). *School Closure Guide* [Closing Schools as a Means for Addressing Budgetary Challenges]. <https://failingschools.wordpress.com/wp-content/uploads/2011/01/school-closure-guide1.pdf>
- California Department of Education. (2024). *Best Practices Guide for Potential School Closure*. Retrieved September 11, 2025, from <https://www.cde.ca.gov/ls/fa/schoolclose.asp>
- California School Boards Association & Kemp, H. (2024, December 1). *Shutting Doors, Opening Dialogue: School closure guidance and best practices for LEAs*. Shutting Doors, Opening Dialogue. Retrieved September 11, 2025, from <https://publications.csba.org/issue/winter-2024/shutting-doors-opening-dialogue-school-closure-guidance-and-best-practices-for-leas/>
- Closing Public Schools in Philadelphia: Lessons from Six Urban Districts*. (2011, October 19). The Pew Charitable Trusts. Retrieved September 11, 2025, from <https://www.pew.org/en/research-and-analysis/reports/2011/10/19/closing-public-schools-in-philadelphia-lessons-from-six-urban-districts>
- Cohen, R. M. (2016, April 22). *The Devastating Impact of School Closures on Students and Communities*. Popular Democracy / The American Prospect. Retrieved September 11, 2025, from <https://populardemocracy.org/news-article/news-and-publications-devastating-impact-school-closures-students-and-communities/>
- Hahnel, C., & Marchitello, M. (2023, September). Centering equity in the school-closure process in California [Report]. Policy Analysis for California Education. edpolicyinca.org/publications/centering-equity-school-closure-process-california
- Hahnel, C., & Pearman, II, F. A. (2023, September 1). *Declining Enrollment, School Closures, and Equity Considerations*. ERIC. Retrieved September 11, 2025, from https://edpolicyinca.org/sites/default/files/2023-09/pb_hahnel_sept2023.pdf
- Hanover Research. (2015, January). *Impacts of School and Class Size on Student Outcomes*. Retrieved September 12, 2025, from

- <https://www.apsva.us/wp-content/uploads/2018/02/Hanover-Research-2015-Impacts-of-School-and-Class-Size-on-Student-Outcomes.pdf>
- Kim, J. (2004, May 1). *The Long Shadow of School Closures: Impacts on Students' Educational and Labor Market Outcomes*. EdWorkingPapers.com. Retrieved September 11, 2025, from <https://edworkingpapers.com/sites/default/files/ai24-963.pdf>
- Kocivar, C. (2024, March 24). *The School Closure Checklist*. ED100. Retrieved September 11, 2025, from <https://ed100.org/blog/how-to-close-schools>
- Larsen, M. F. (2020, June). Does closing schools close doors? The effect of high school closings on achievement and attainment. *Economics of Education Review*, 76. <https://doi.org/10.1016/j.econedurev.2020.101980>
- Leithwood, K., & Jantzi, D. (2007, August 1). *Review of Empirical Evidence about School Size Effects*. Review of Empirical Evidence about School Size Effects. Retrieved September 11, 2025, from <https://www.nearnorthschools.ca/wp-content/uploads/2017/05/Speaker-8-GP-Leithwood-Jantzi-OISE-Schools-Size-Study-Presented-Feb-15-2017.pdf>
- National Center for Education Statistics (NCES). (n.d.). *Common Core of Data (CCD) - Common Core of Data (CCD)*. National Center for Education Statistics (NCES). Retrieved September 11, 2025, from <https://nces.ed.gov/ccd/>
- National Education Policy Center School of Education University of Colorado. (2022, March 8). *Should We Question the Purported Benefits of School Closures?* National Education Policy Center. Retrieved September 11, 2025, from <https://nepc.colorado.edu/publication/newsletter-oakland-03082022>
- Newman, M., Elbourne, D., & Bradley, S. (2006, December 1). Does secondary school size make a difference?: A systematic review. *Educational Research Review*, 1(1), 41-60. 10.1016/j.edurev.2006.03.001
- Office of the Attorney General, State of California & Bonta, R. (2023, April 11). *Guidance Regarding Laws Governing School Closures and Best Practices for Implementation in California*. Office of the Attorney General. Retrieved September 11, 2025, from <https://oag.ca.gov/system/files/media/letter-school-districts-school-closures-04112023.pdf>
- Oregon Department of Education, Jacoby, I., & Stalcup, R. (2022, December 1). *Falling Enrollment During the COVID-19 Pandemic*. Oregon.gov. Retrieved September 11, 2025, from <https://www.oregon.gov/ode/students-and-family/GraduationImprovement/Documents/FallingEnrollmentDuringCOVID-19Pandemic.pdf>
- PACE, Hahnel, C., & Pearman, II, F. A. (2023, September 1). *Declining Enrollment, School Closures, and Equity Considerations*. ERIC. Retrieved September 11, 2025, from https://edpolicyinca.org/sites/default/files/2023-09/pb_hahnel_sept2023.pdf
- Portland Public Schools. (2003, June 16) "6.10.030-P School Initiation and Closure". Retrieved October 11, 2025 from <https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/6.10.030-P.pdf>
- Review of the Research on District & School Consolidation*. (2019, February 1). School + State Finance Project. Retrieved September 11, 2025, from <https://files.schoolstatefinance.org/hubfs/Reports/Review%20of%20Research%20on%20District%20and%20School%20Consolidation.pdf>
- Roza, M., & Dhammani, A. (2024, March 3). Closing schools: How much money does it save, and is it worth it? *EdSource*.

<https://edsources.org/2024/closing-schools-how-much-money-does-it-save-and-is-it-worth-it/706903>

- School Size Effects: Review and Conceptual Analysis. (2014). In *School Size Effects Revisited: A Qualitative and Quantitative Review of the Research Evidence in Primary and Secondary Education*. Springer International Publishing. Retrieved September 11, 2025, from <https://www.woodlandschools.org/storage/file/5446/School%20Size%20Effects-%20Review%20and%20Conceptional%20Analysis.pdf>
- Silverman, J. (2025, February 18). Oregon public school enrollment levels off, with no sign of rebound from deep post-pandemic losses. *The Oregonian*. Retrieved September 11, 2025, from <https://www.oregonlive.com/education/2025/02/oregon-public-school-enrollment-levels-off-with-no-sign-of-rebound-from-deep-post-pandemic-losses.html>
- The Soft Neighborhood Model for Portland Public Schools*. (n.d.). Retrieved September 11, 2025, from <https://www.softneighborhoodmodel.org/>
- Stanford, L. (2024, June 18). *The Harm of School Closures Can Last a Lifetime, New Research Shows*. Education Week. Retrieved September 11, 2025, from <https://www.edweek.org/leadership/the-harm-of-school-closures-can-last-a-lifetime-new-research-shows/2024/06>
- Ward, M. (2025, March 11). *How are K12 superintendents addressing looming school closures?* District Administration. Retrieved September 12, 2025, from <https://districtadministration.com/article/how-are-k12-superintendents-addressing-looming-school-closures/>
- Zalaznick, M. (2023, October 31). *Closing schools: How K12 leaders can promise value and equity*. District Administration. Retrieved September 12, 2025, from <https://districtadministration.com/briefing/smooth-transitions-k12-leaders-promise-value-equity-closing-schools/>





TOGETHER,
WE RISE

WITH EXCELLENCE. WITH PURPOSE.

Data Dive Winter 2026: 2025-26 Successful Schools Survey Results

Learning Target and Success Criteria

I am learning about the fall 2025 results of the Successful Schools Survey by topic, grade level, and respondent group.

I can articulate the areas of improvement and the areas of continued focus moving forward across the surveyed topics.

About the 2025-2026 Successful Schools Survey

What: Annual climate and culture survey

When: November 3 to December 10, 2025

Who:

- Students (grades 3-12)
- Instructional Staff
- Non-Instructional Staff
- School Leaders
- Families (K-12)



Successful Schools Survey Supports the DCIP*

Successful Schools Survey provides key measures of evidence for students about our Tier 1 Integrated Climate and Culture Practices, which impact attendance and belonging.

Successful Schools Survey results for students will indicate increases in:

- Sense of belonging
- Teacher-student relationships
- School climate
- School safety
- Engagement

*DCIP = District Continuous Improvement Plan

Successful Schools Survey Topics

2025-2026

Student	Family	Staff	School Leaders
Academic Perception	Academic Perception	Academic Perception	Academic Perception
Engagement	Barriers to Engagement	Explicit SEL Instruction	District Leadership
School Climate	Family-School Communication	Focus on Adult SEL	District Leadership Relationships
School Safety	School Climate	Professional Learning	Feedback and Coaching
Self-Efficacy about ELA	School Fit	School Climate	Overall District Engagement
Self-Efficacy about Math	School Safety	School Safety	Professional Learning
Sense of Belonging		Staff-Family Relationships	School Climate
Student Relationships		Staff-Leadership Relationships	Staff Engagement
Teacher-Student Relationships		Staff Relationships	Staff-Family Relationships
Cultural Awareness and Action*		Teacher Burnout & Retention	
Diversity and Inclusion*		SEL Integrated with Academic Instruction	
		Educating All Students**	
		Student Mindset**	
		Faculty Growth Mindset**	
		Grit**	

*These two topics were only included on the 6-12 grade version of the Student Survey.

**These four topics were only included on the Instructional Staff version of the Staff Survey.

Successful Schools Survey

Student Participation

2025-2026	Total Responses	2024-2025	Total Responses
Grade 3	2,556	Grade 3	2,401
Grade 4	2,685	Grade 4	2,469
Grade 5	2,727	Grade 5	2,611
Grade 6	2,568	Grade 6	2,340
Grade 7	2,546	Grade 7	2,266
Grade 8	2,486	Grade 8	2,187
Grade 9	2,233	Grade 9	1,990
Grade 10	1,874	Grade 10	1,506
Grade 11	1,580	Grade 11	1,382
Grade 12	1,500	Grade 12	1,579
Total	23,117	Total	21,147

Successful Schools Survey

Other Stakeholder Participation

2025-2026	Total Responses	2024-2025	Total Responses
Instructional Staff	2,195 responses	Instructional Staff	2,111 responses
Non-Instructional Staff	1,223 responses	Non-Instructional Staff	1,117 responses
School Leaders	150 responses	School Leaders	138 responses
Families	5,301 responses	Families	4,684 responses

DCIP Attendance Indicators

	% Favorable	National Percentile	Change from 2024-2025	Change from 2023-2024		% Favorable	National Percentile	Change from 2024-2025	Change from 2023-2024
Topic	<i>3rd - 5th Graders</i>					<i>6th - 12th Graders</i>			
Sense of Belonging	65%	Around the 80th percentile	-1	+4		40%	Around the 10th percentile	+2	+6
School Climate	61%	Around the 40th percentile	0	+5		41%	Below the 10th percentile	0	+4
School Safety	66%	Around the 80th percentile	+3	+5		63%	Around the 70th percentile	+5	+9
Teacher-Student Relationships	68%	Around the 60th percentile	0	+3		57%	Around the 30th percentile	+1	+6
Engagement	53%	Around the 60th percentile	-2	+4		25%	Around the 10th percentile	0	+4

DCIP Attendance Indicators by Grade

By Grade:	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Sense of Belonging	68%	66%	64%	49%	40%	37%	37%	36%	38%	39%
School Climate	62%	61%	59%	49%	38%	35%	43%	42%	43%	43%
School Safety	64%	66%	68%	64%	60%	59%	66%	63%	64%	64%
Teacher-Student Relationships	64%	69%	71%	67%	57%	52%	56%	53%	56%	50%
Engagement	56%	53%	51%	34%	25%	20%	23%	23%	27%	27%

DCIP Attendance Indicators by Focal Groups

3rd-5th Grade

	<i>District Average</i>	<i>Multilingual Learner Students</i>	<i>Students in Special Education</i>		<i>Black/African American Students</i>		<i>American Indian / Alaska Native Students</i>	
	% Favorable	% Favorable	% Favorable		% Favorable	Change from 2024-2025	% Favorable	Change from 2024-2025
Sense of Belonging	65%	63%	63%		62%	0	65%	+1
School Climate	61%	60%	58%		60%	+3	58%	-2
School Safety	66%	50%	62%		54%	+1	54%	+3
Teacher-Student Relationships	68%	67%	64%		66%	+2	63%	-2
Engagement	53%	56%	47%		53%	0	51%	-3

Note: Data for Multilingual Learners & Students in Special Education is new for 2025-2026

DCIP Attendance Indicators by Focal Groups

6th-12th Grade

	<i>District Average</i>	<i>Multilingual Learner Students</i>	<i>Students in Special Education</i>		<i>Black/African American Students</i>		<i>American Indian / Alaska Native Students</i>	
	% Favorable	% Favorable	% Favorable		% Favorable	Change from 2024-2025	% Favorable	Change from 2024-2025
Sense of Belonging	40%	39%	36%		38%	+1	35%	+4
School Climate	41%	43%	38%		36%	0	38%	+2
School Safety	63%	58%	60%		55%	+1	55%	+2
Teacher-Student Relationships	57%	51%	57%		51%	+1	51%	+3
Engagement	25%	27%	22%		24%	0	24%	+2

Note: Data for Multilingual Learners & Students in Special Education is new for 2025-2026

Family Perceptions of School Safety and Climate

	<i>District Average</i>		<i>Black/African American Families</i>		<i>American Indian / Alaska Native Families</i>	
	% Favorable	Change from 2024-2025	% Favorable	Change from 2024-2025	% Favorable	Change from 2024-2025
School Safety	80%	+3	83%	+9	75%	+8
School Climate	73%	+2	74%	+14	72%	+23

Improved School Safety and School Climate Across Stakeholders

	School Safety		School Climate	
	% Favorable	Change from 2024-2025	% Favorable	Change from 2024-2025
Students (3-5)	66%	+3	61%	0
Students (6-12)	63%	+5	41%	0
Families	80%	+3	73%	+2
Instructional Staff	68%	+3	56%	+1
Non-Instructional Staff	71%	+3	58%	+3
School Leaders	<i>Not surveyed</i>	<i>Not surveyed</i>	66%	+5

Staff Tier 1 SEL* Practices

	Explicit SEL Instruction		SEL Integrated with Academic Instruction	
	% Favorable	Change from 2024-2025	% Favorable	Change from 2024-2025
Instructional Staff	76%	+1	67%	+2
Non-Instructional Staff	82%	+2	77%	+1

*SEL = Social Emotional Learning

Academic Perception as District-Wide Strength

	Academic Perception			
	Topic % Favorable	Change from 2024-2025	Question Favorability "Do you feel like your teacher believes you can do well in school?" / "Do you believe all students can succeed in school?"	Change from 2024-2025
Students (3-5)	92%	0	95%	0
Students (6-12)	80%	+3	88%	0
Families	94%	+1	96%	+1
Instructional Staff	92%	0	92%	0
Non-Instructional Staff	86%	0	86%	0
School Leaders	96%	+4	96%	+4

School Leader Experiences

	% Favorable	National Percentile	Change from 2024-2025
Academic Perception	96% 	N/A	+4
Staff-Family Relationships	77% 	Around the 90th percentile	+4
District Leadership	51% 	N/A	-2
District Leadership Relationships	41% 	N/A	0
Professional Learning	33% 	Around the 10th percentile	+1
Feedback and Coaching	30% 	N/A	0

Key: Blue = Favorable, Grey = Approaching Favorable (neutral answer choice), Orange = Not Favorable



TOGETHER,

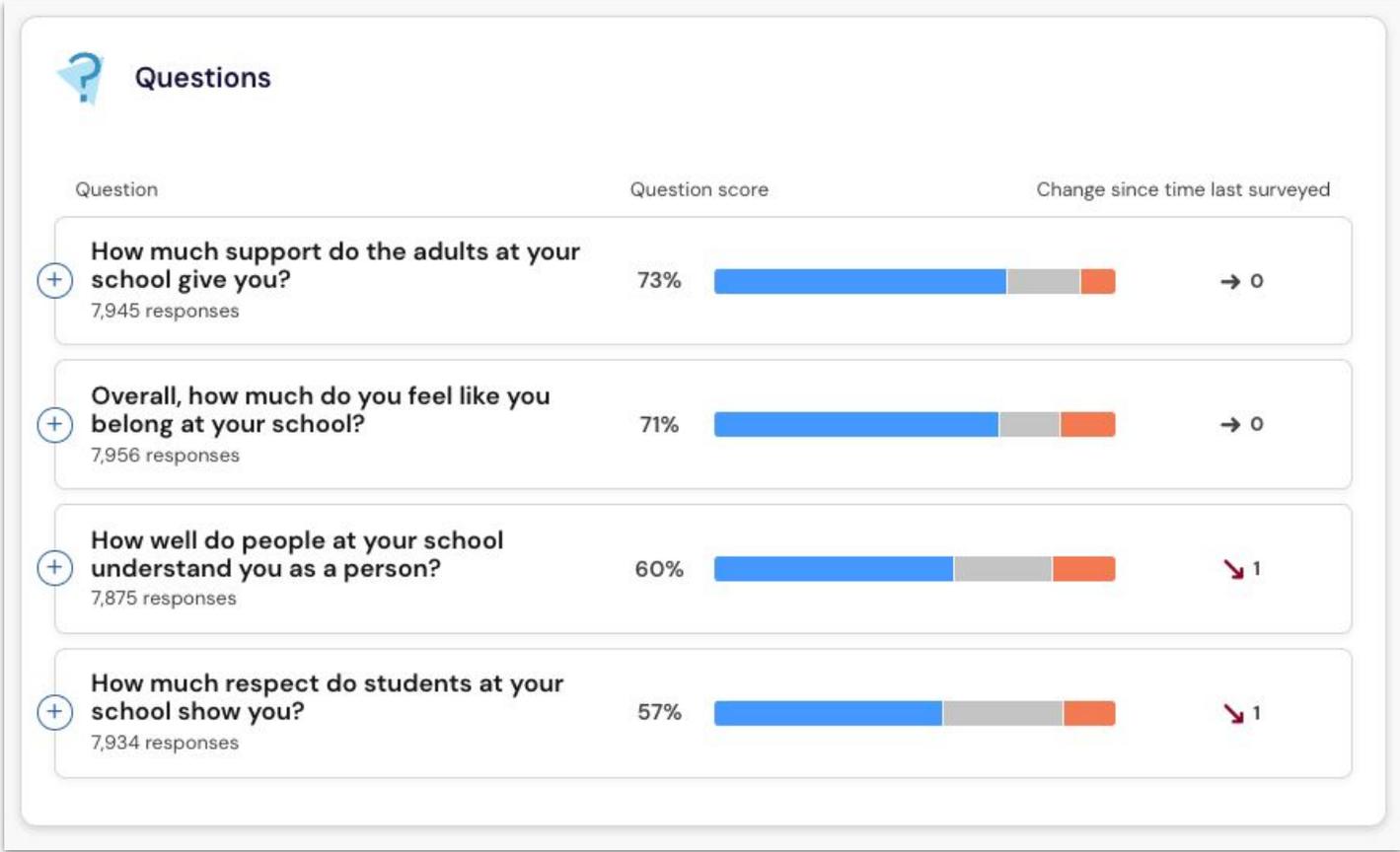
WE RISE

WITH EXCELLENCE. WITH PURPOSE.

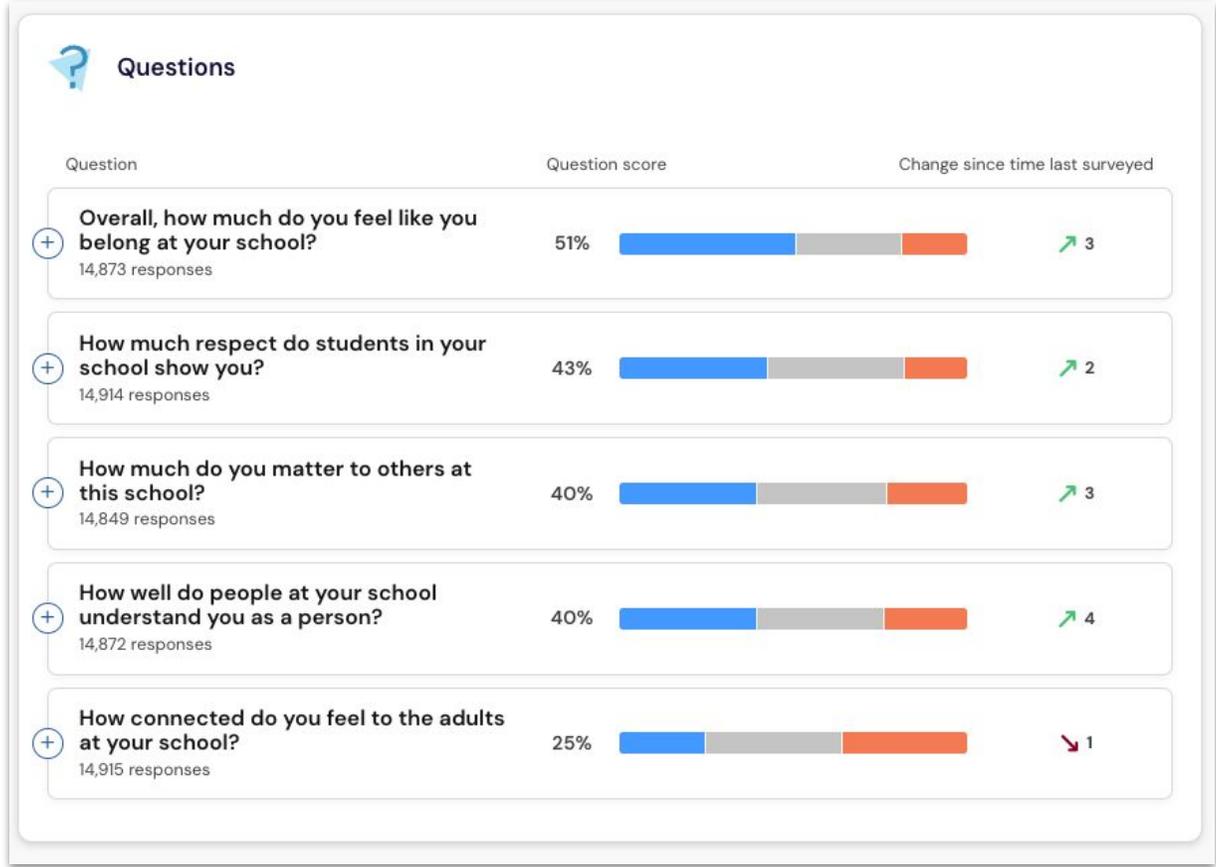
Data Appendices

Favorability of Questions by Topics by Grade Band

Sense of Belonging Grades 3-5



Sense of Belonging Grades 6-12



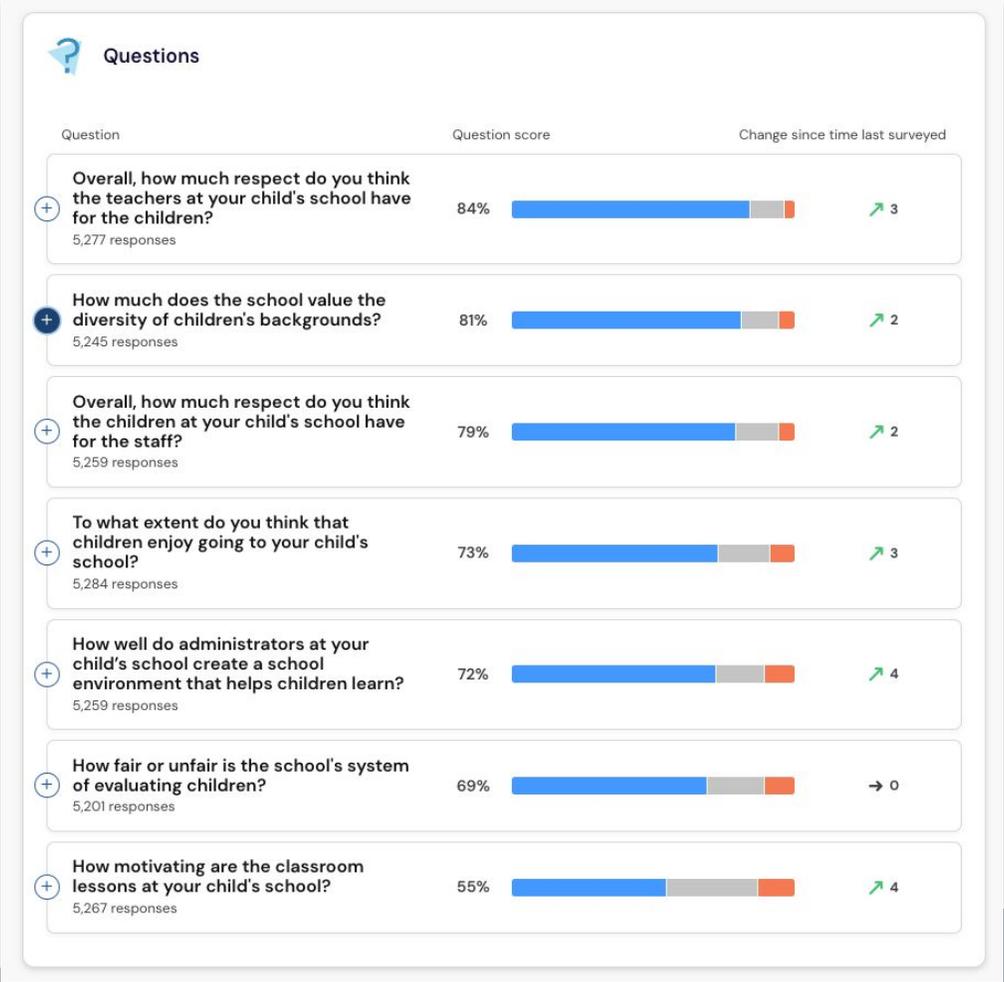
School Climate Grades 3-5



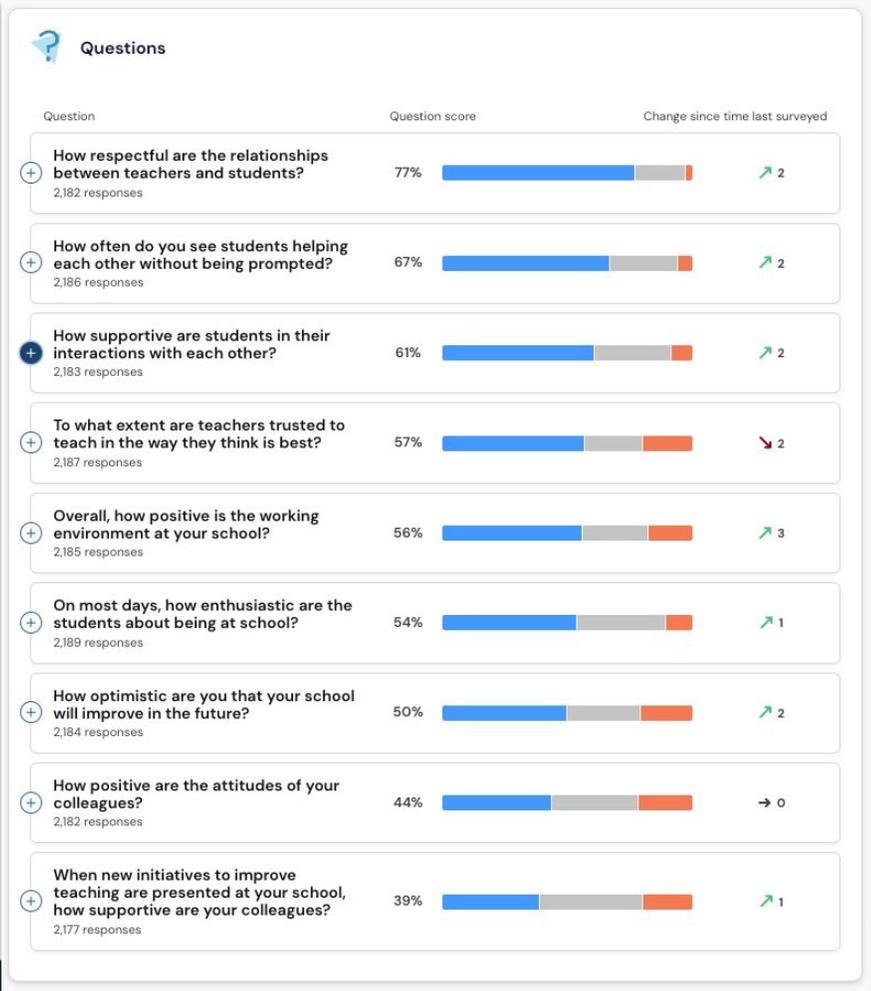
School Climate Grades 6-12



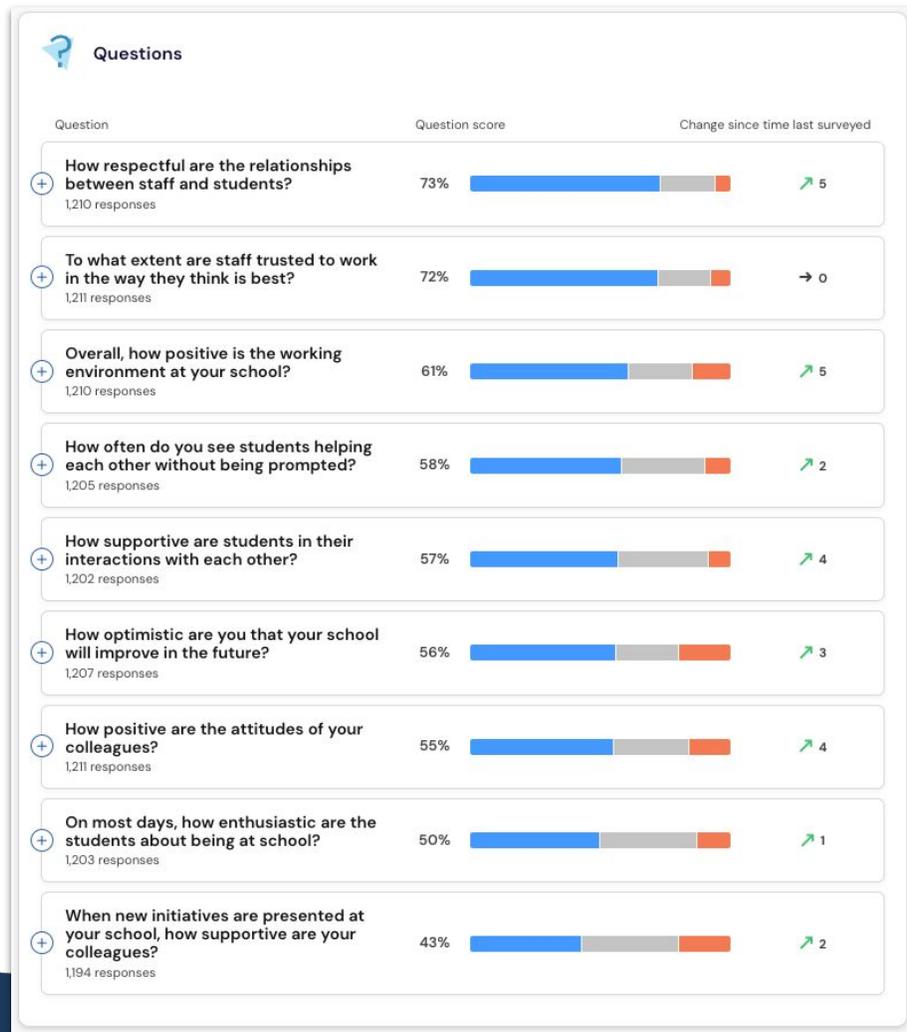
School Climate - Families



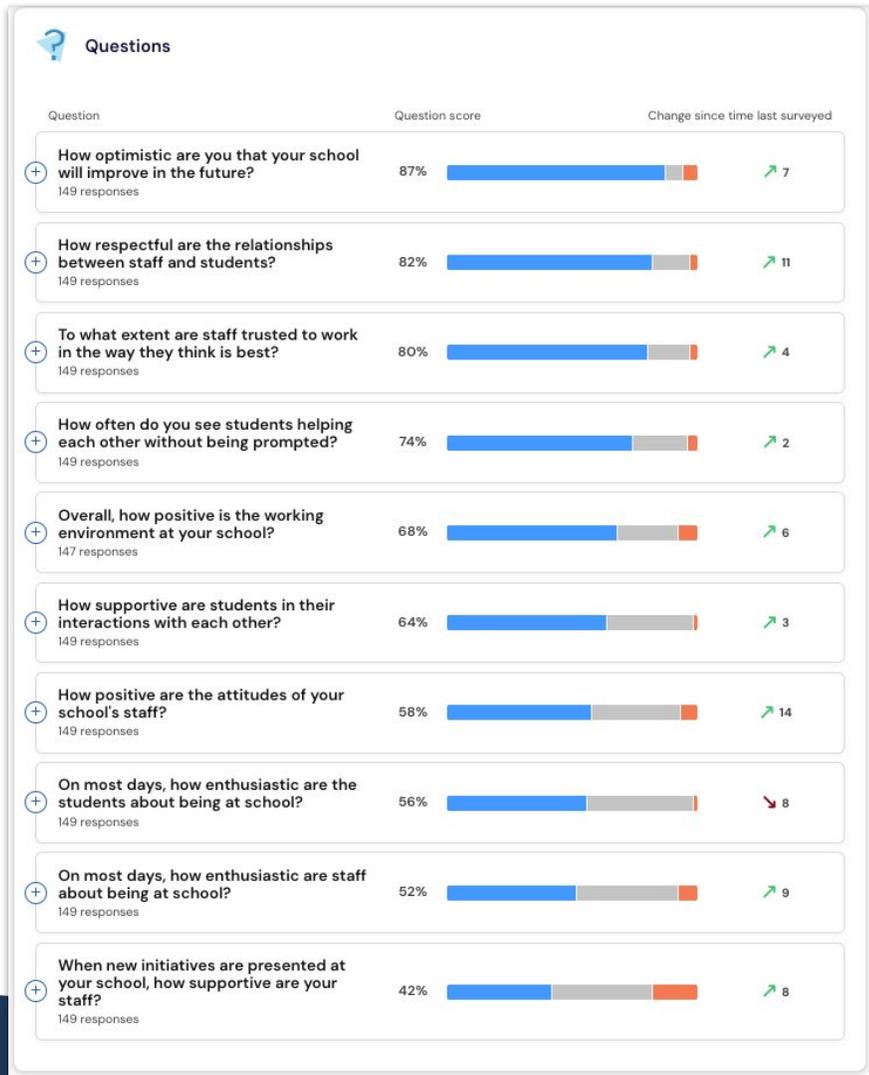
School Climate - Instructional Staff



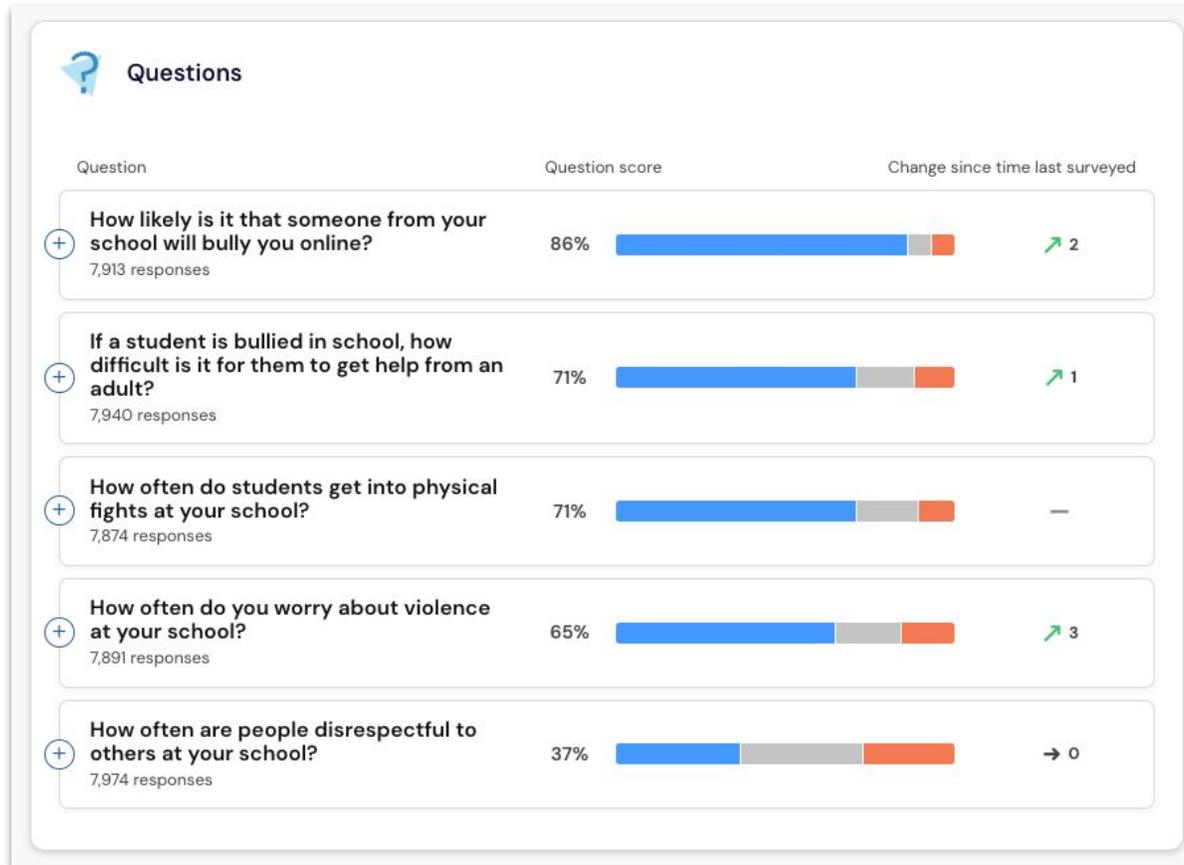
School Climate - Non-Instructional Staff



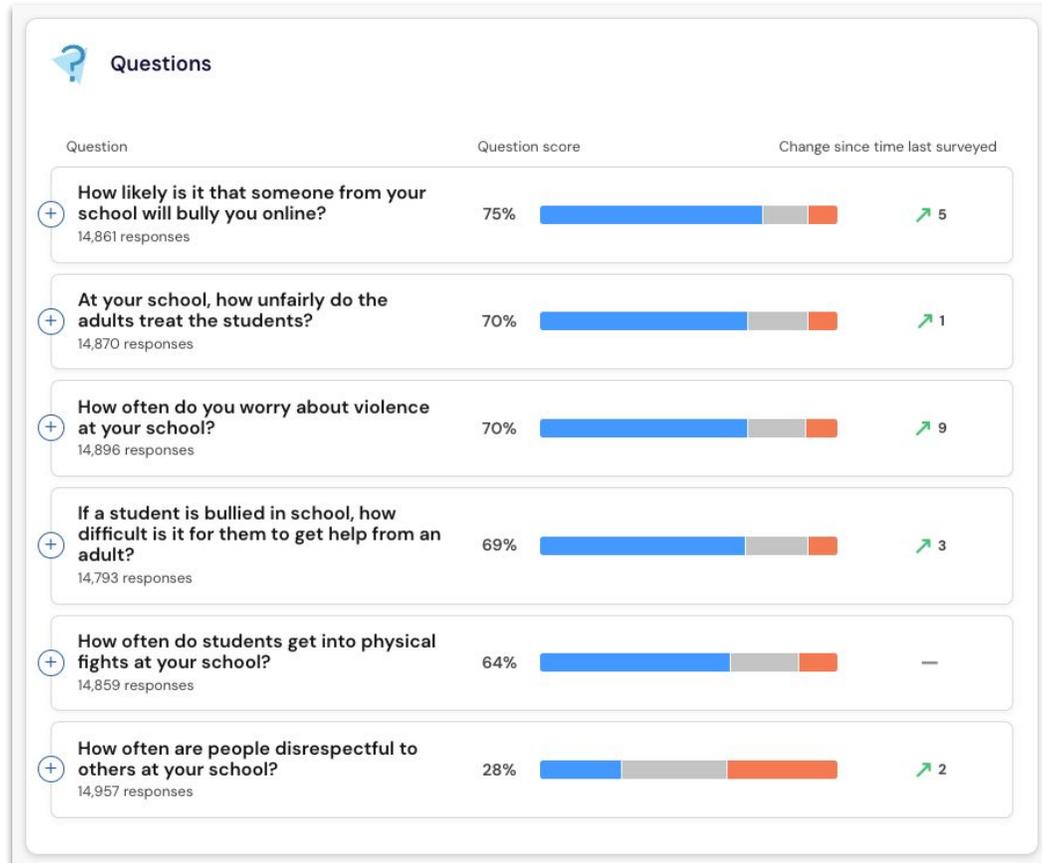
School Climate - School Leaders



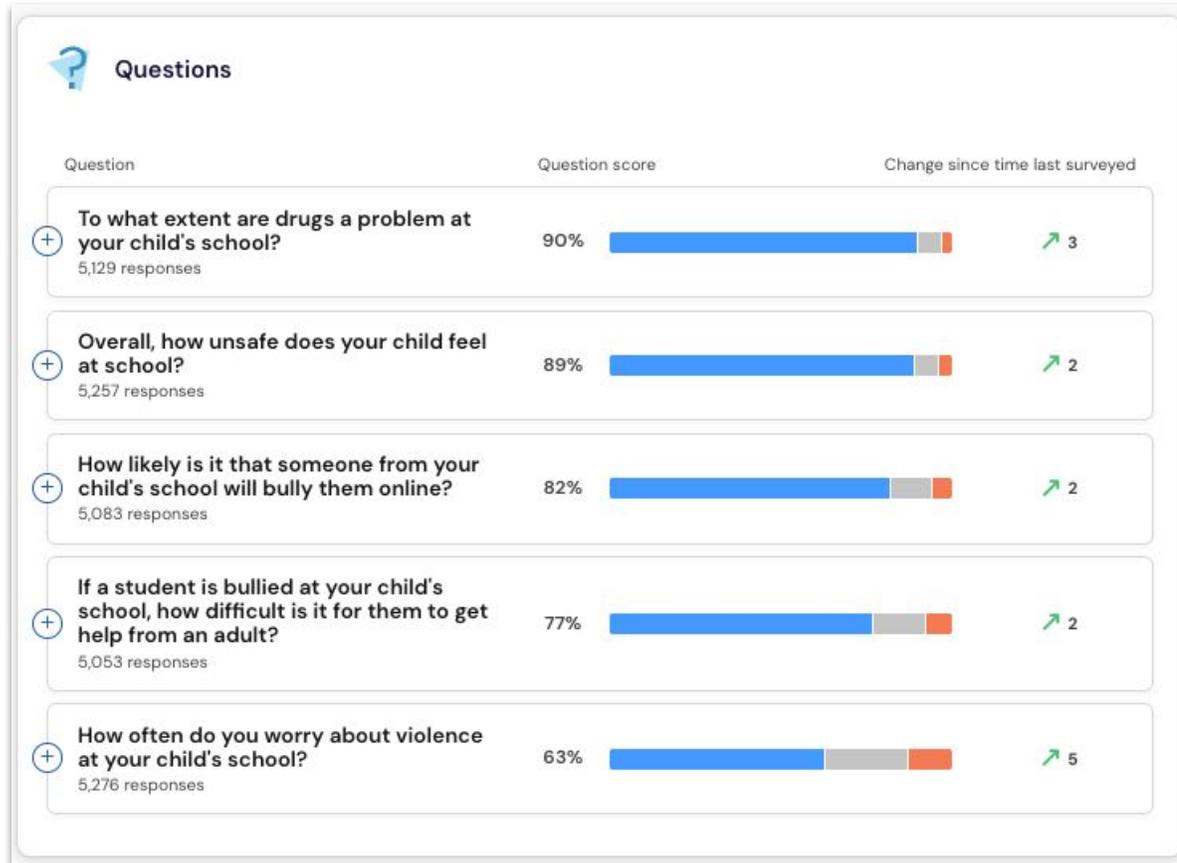
School Safety - Grades 3-5



School Safety - Grades 6-12



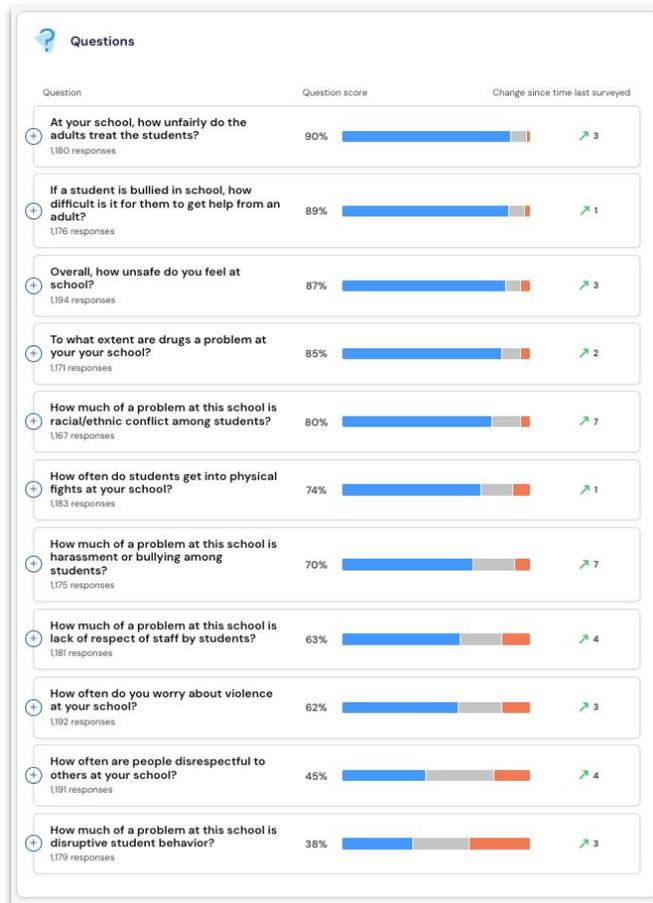
School Safety - Families



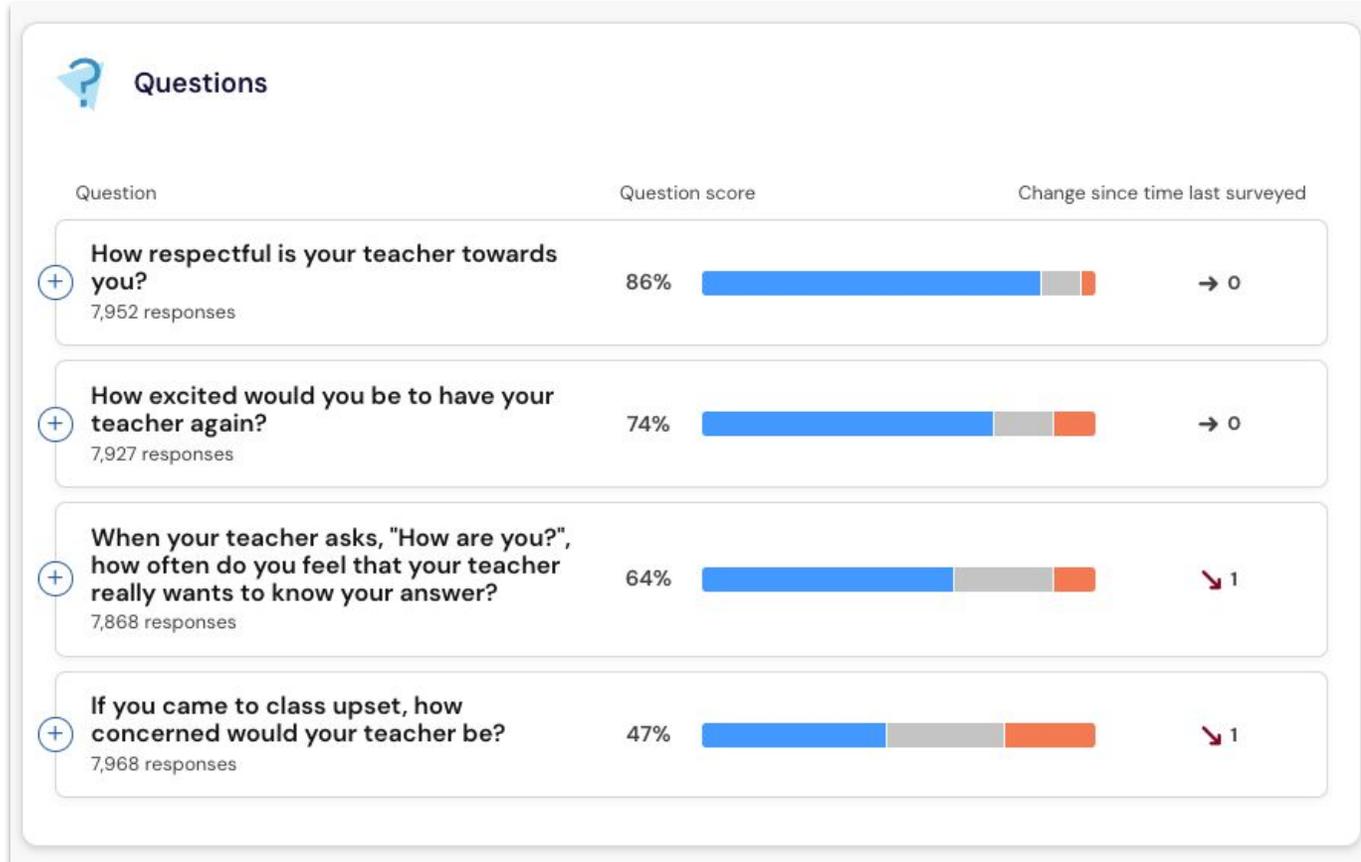
School Safety - Instructional Staff



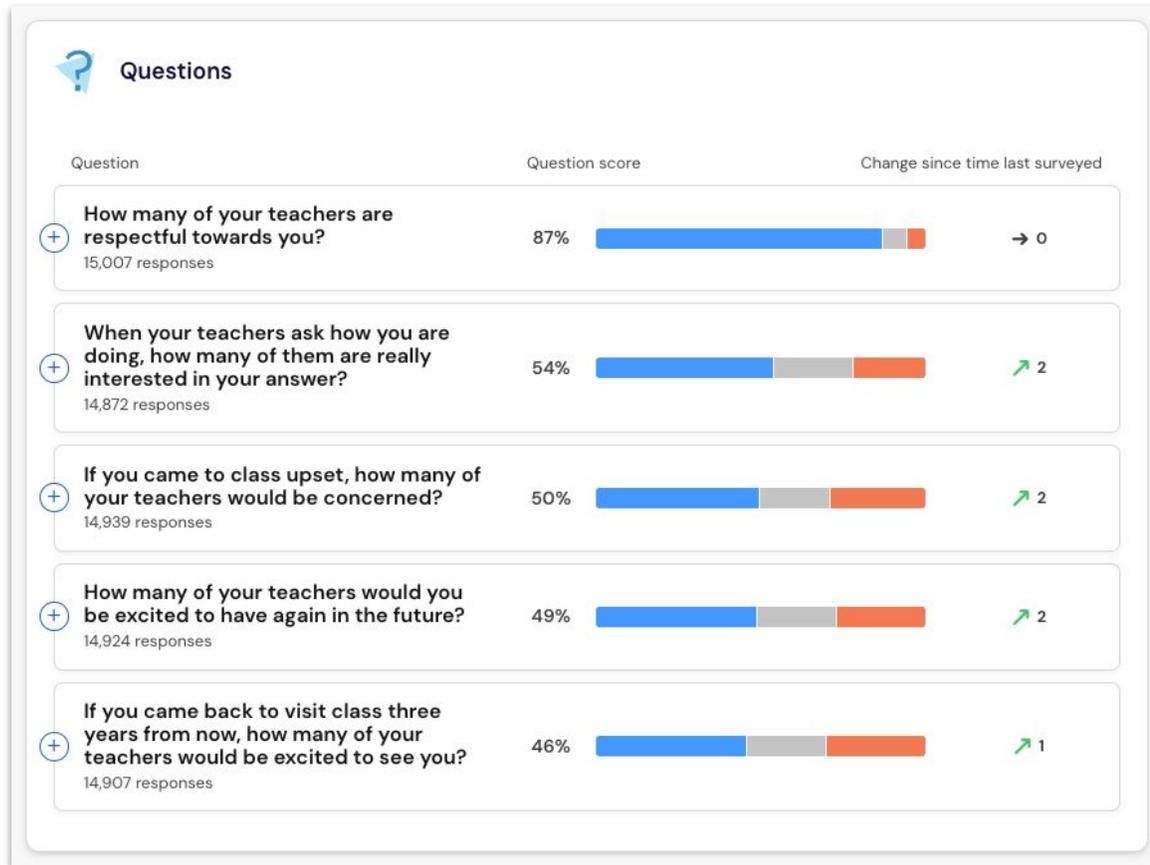
School Safety - Non-Instructional Staff



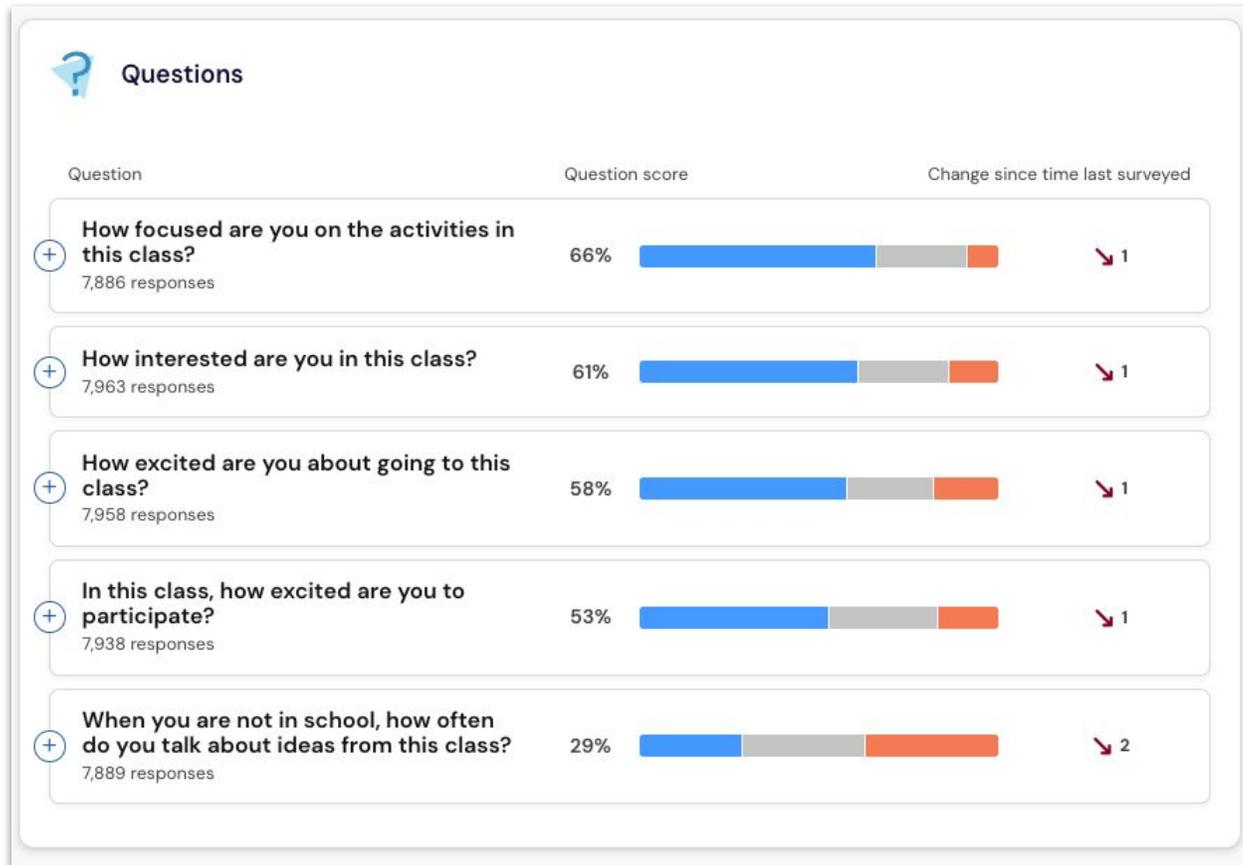
Teacher-Student Relationships 3-5



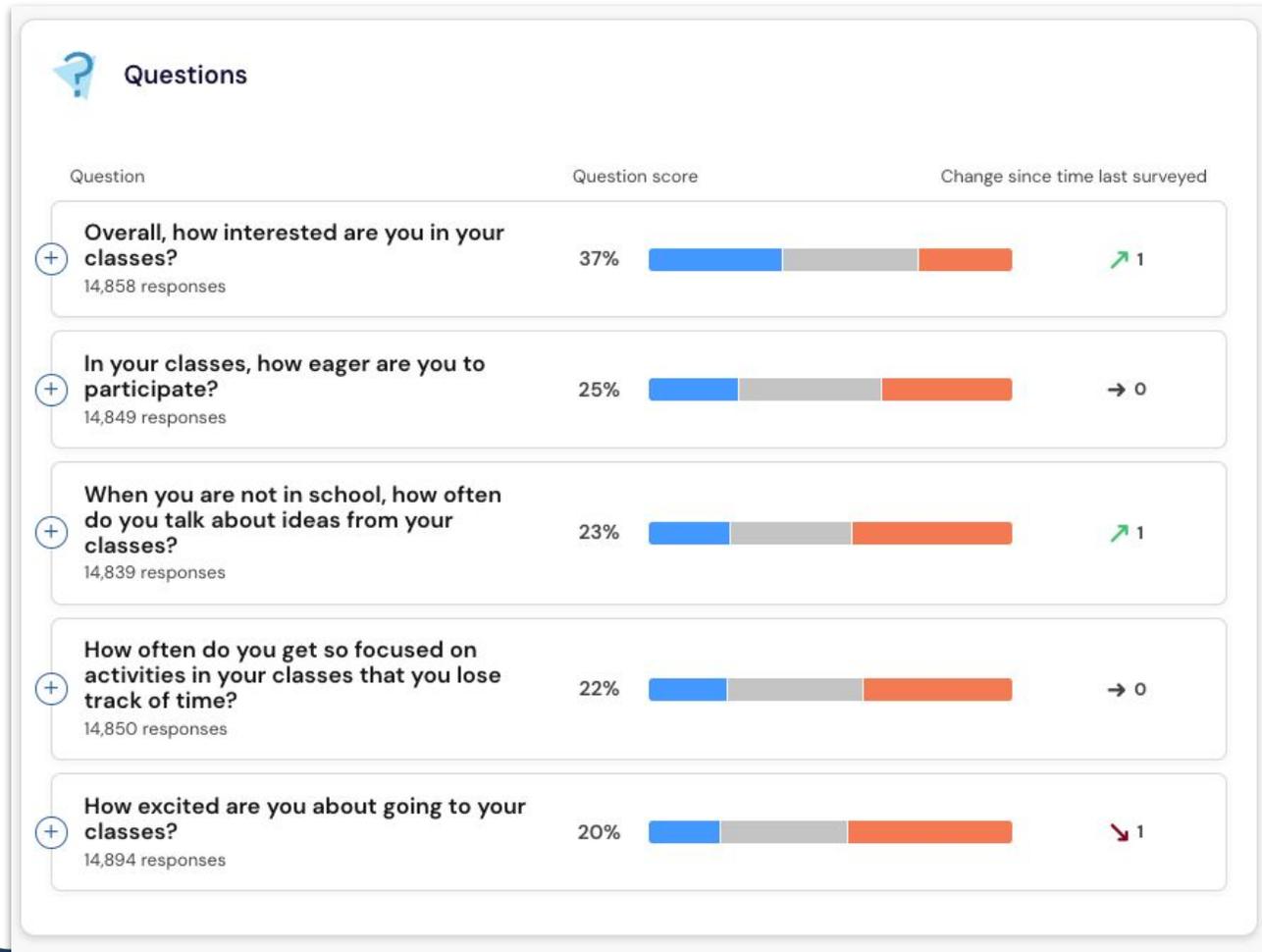
Teacher-Student Relationships 6-12



Engagement 3-5

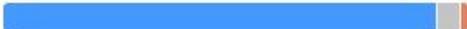


Engagement 6-12

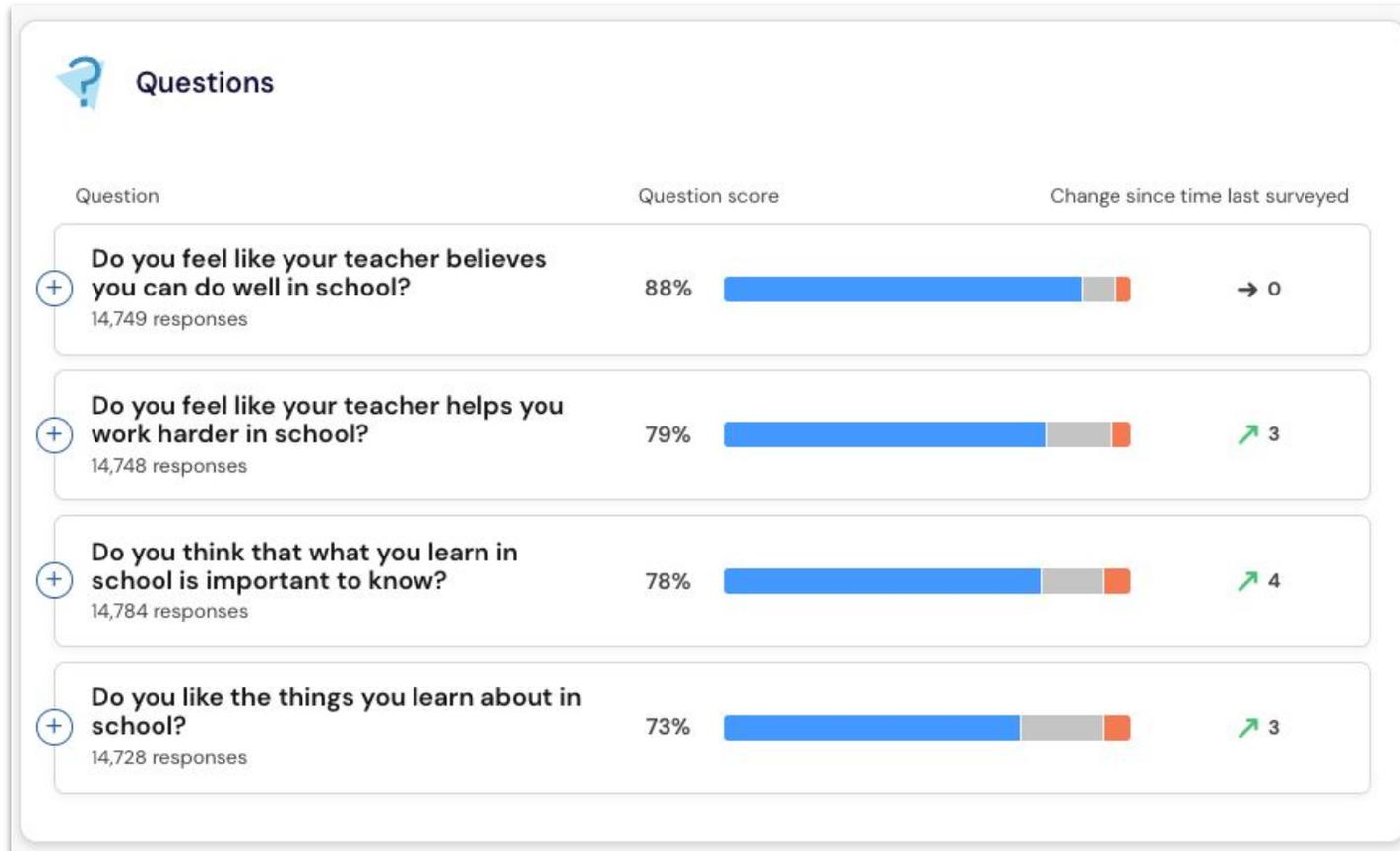


Academic Perception 3-5

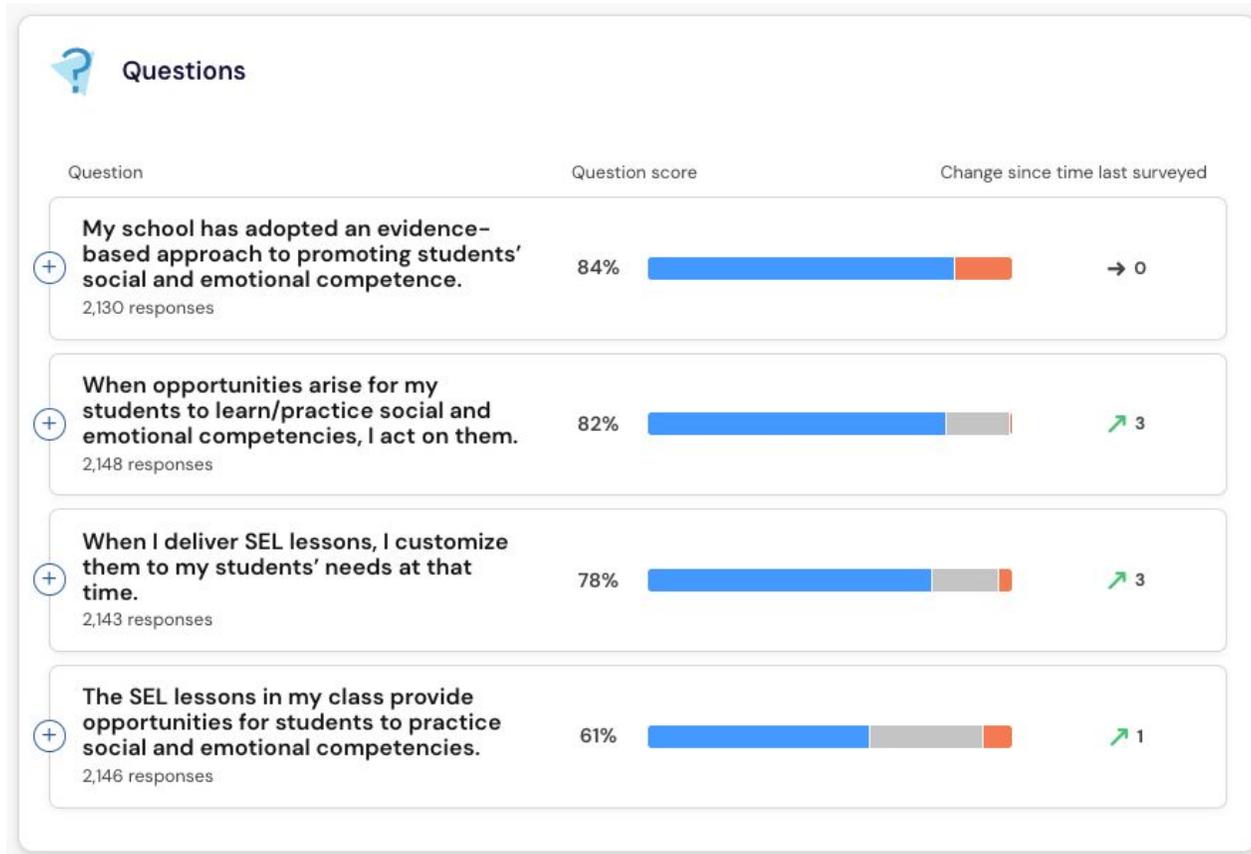
Questions

Question	Question score	Change since time last surveyed
Do you feel like your teacher believes you can do well in school? 7,941 responses	95% 	→ 0
Do you feel like your teacher helps you to work harder in school? 7,914 responses	93% 	→ 0
Do you think that what you learn in school is important to know? 7,969 responses	92% 	↗ 1
Do you like the things you learn about in school? 7,848 responses	86% 	↘ 1

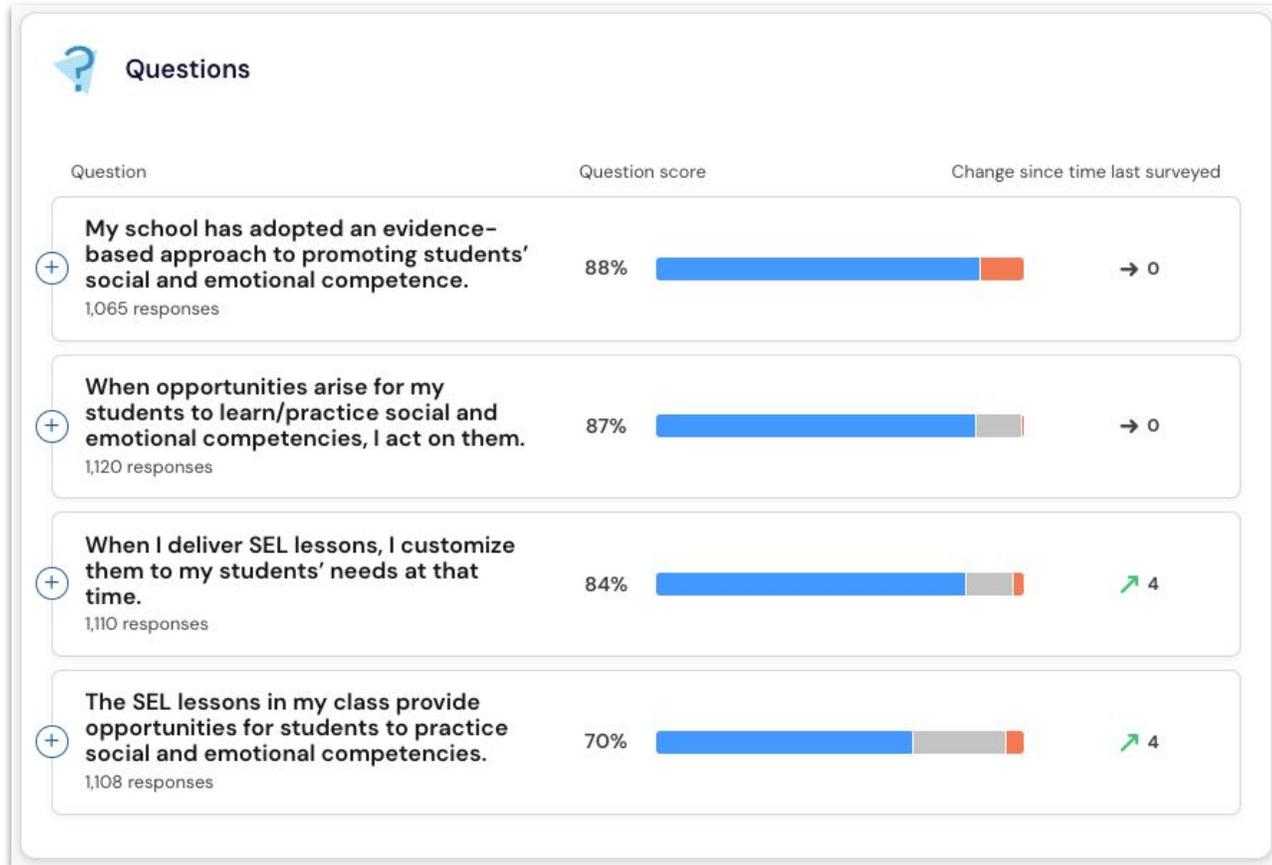
Academic Perception 6-12



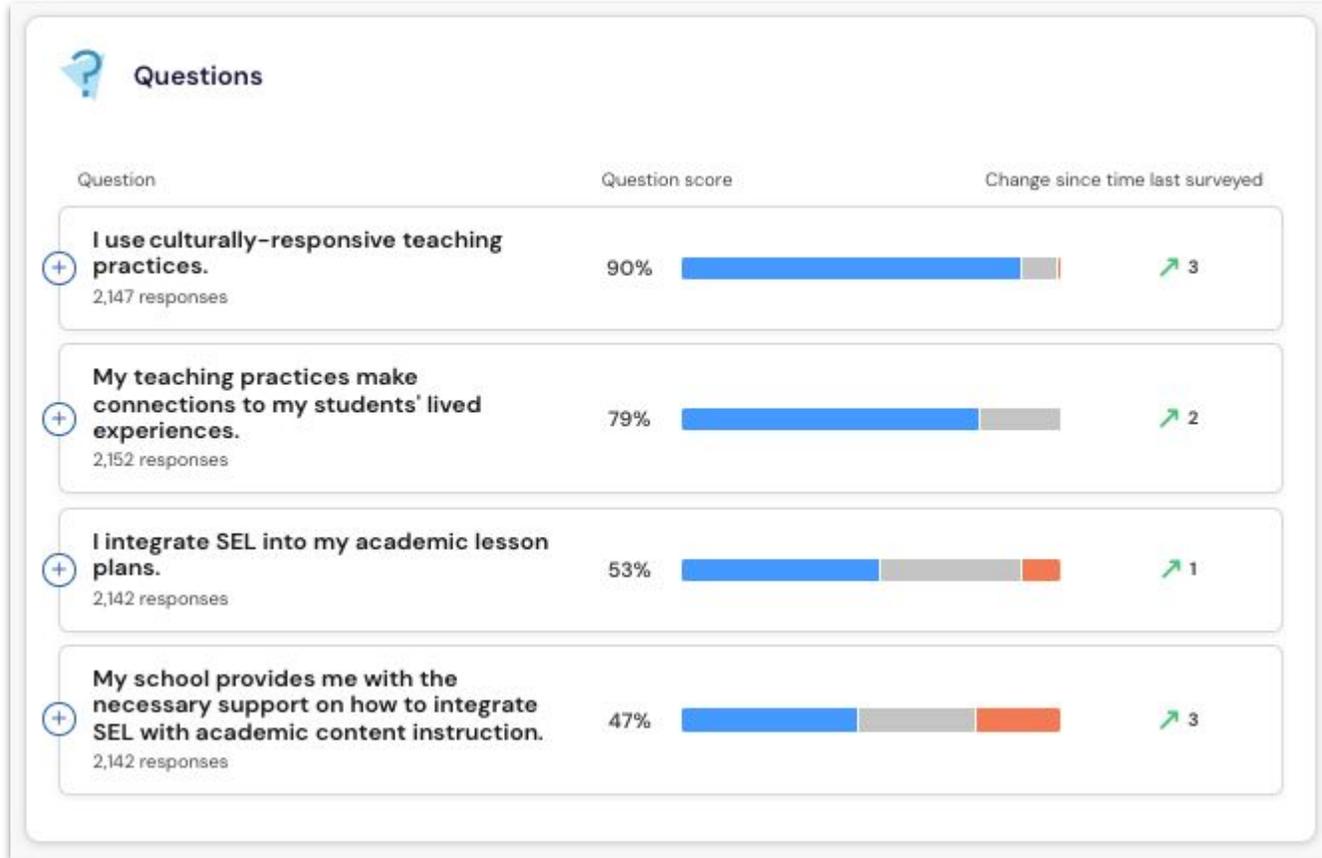
Explicit SEL Instruction - Instructional Staff



Explicit SEL Instruction - Non-Instructional Staff



SEL Instruction Embedded in Academics - Instructional Staff



SEL Instruction Embedded in Academics - Non-Instructional Staff

