At Sauvie Island School we strive to systematically and intentionally integrate the concepts of Placed-Based Education, Project-Based Learning and Thematic Instruction into a quality standards-based core curriculum so that students are engaged in their learning and connected to their community.

We provide the K-8 children of our community an opportunity to learn through the values of stewardship deeply rooted in the uniqueness that Sauvie Island offers. Our school is the heart of the Sauvie Island community. It is a meeting place that fosters an environment where students, parents, staff and the community are partners in the educational process for the achievement of all children. We believe in the power of bridging classrooms and communities to help students grow and learn.

**OUR VISION FOR SAUVIE ISLAND SCHOOL:**
The school of choice for families that is nationally recognized for its commitment to academic excellence and connection to community.

**OUR MISSION:**
Preparing our students to define and achieve success.

**THE THREE Pillars OF OUR TEACHING PHIlosophy:**
1. **Rigorous Academics:** Each student will develop the ability to think critically, communicate effectively, and excel academically.

2. **Character Building through:**
   - Critical thinking
   - Empathy
   - Leadership
   - Confidence
   - Teamwork

3. **To Dream Big:** Empowering students to make an impact!
HOW WE TEACH:
Using Place-based curriculum through experiential learning that is relevant, authentic, and Community-based within and beyond the school.

PLACE-BASED EDUCATION:
Connecting Classroom and Community
“Place-Based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students’ appreciation for the natural world and creates a heightened commitment to serving as active, contributing citizens. Community vitality and environmental quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school.”

-By David Sobel

OREGON REPORT CARD

SUMMARY ENROLLMENT LEVELS 2018–2019:

Enrollment: Sauvie Island School is a school of choice. Enrollment at Sauvie Island School is and must be voluntary. All students, including students with disabilities, who are residents of the Scappoose School District and outside of the District, are eligible for enrollment.

If the number of applications for any particular grade exceeds the number of available spots in the class, then a lottery will be employed. Families will be notified in advance of the time and date of the lottery and are welcome, though not required, to attend. The lottery will also be used to form the order of the waiting list if needed. According to our ORS and state approved waiver, students will be given preference in the following order:

• Existing Sauvie Island School students
• Siblings of current students
• Students of staff
• Sauvie island resident students
• In-district students
• Out of district students

STUDENTS
American Indian/Alaska Native, 0%
Asian, 2%
Black/African American, <1%
Hispanic/Latino, 8%
Multi-Racial, 7%
Native Hawaiian/Pacific Islander, 0%
White, 82%

KINDERGARTEN
The kindergarteners investigated frogs in the spring. Students learned about their bodies, their life cycle and metamorphosis, as well as their habitat requirements and threats. Thanks to a parent in the school we were able to raise native frogs in the classroom from egg to froglet, and a few became full-fledged frogs. All 25 or so were released back into the same pond where the eggs were laid in the first place.

As the tadpoles grew we observed them by drawing and writing in our science notebooks, and we made art based on our observations with clay or a mixture of watercolors and colored pencils. We also created a Storyline frieze in which the students imagined they were frog eggs that hatched into tadpoles.

READING SUPPORT
The new literacy intervention space in the portable is remarkable! Students enjoy the individual room and quieter location to better focus their energy into hearing the sounds in the words we are working on, to hear themselves read out loud, to have uninterrupted ‘think time’. Our dedicated space has made such a significant impact on teaching and learning, evidenced in the students’ optimistic attitudes, eagerness to come for literacy groups and their literacy skills growth!
Applications received after the deadline will be put into classes (if space is still available) or onto the waiting list in the order received. Sauvie Island School averaged the 2018-2019 year with 214 students in grades K-8. We strive to keep our class size at 24 or less.

School Profile

<table>
<thead>
<tr>
<th>Enrollment 2017-2018</th>
<th>212</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>96</td>
</tr>
<tr>
<td>4-5</td>
<td>46</td>
</tr>
<tr>
<td>6-9</td>
<td>70</td>
</tr>
</tbody>
</table>

Median Class Size

- Self-Contained: School 24; Oregon 24
- Departmentalized: School 24; Oregon 25

Selected Demographics

- Economically Disadvantaged: 16%
- Students with Disabilities: 14%
- Ever English Earner: <1%
- Different Languages Spoken: 2
- Regular Attenders: 93%

Analysis of the Students’ Progress Toward Meeting Academic Goals and Objectives:

SIS staff make a concerted effort to know each student and collaborate together in order to best meet the needs of each student. Sauvie Island School is continuously working to align our curriculum with the Oregon Standards, the Next Generation Science Standards, and the Common Core Standards. In addition, we participated fully in the Smarter Balance and OAKS, the statewide assessments developed by the Oregon Department of Education.

In the classroom, teachers are continuing to grow their skills and implementation of mindfulness practices. Our staff have a strong desire and willingness to learn and share with each other through peer observations to help guide and inform their instruction, classroom management, and professional growth.

By integrating Place-Based Education into our curriculum, we offer a unique learning experience where the sense of place and importance of community are key.

We are very proud of our students’ sustained success, especially in the area of science. SIS students demonstrate a love for the world around them and are eager to learn about physical science, life science, earth and space. At SIS, we regularly look for ways to integrate our world into our student’s education through the Next Generation Science Standards.

In 2019-20, SIS will continue it’s focus on improving reading and writing skills by reinforcing literacy across content areas in alignment with Common Core State Standards. We will continue implement curriculum to support the acquisition of phonemic awareness and ensure a balanced literacy program. We believe writing is a critical factor in students’ ability to create meaning through our Place-Based approach to learning; therefore, we will focus on supporting the Common Core Standards.

First Grade

The 2018-2019 school year is first grade was pretty amazing! The thing that stood out was our Zoo Storyline! It was full of engagement and student ownership, from making 3-D animal enclosures, a Frieze on the wall, and zoo workers to becoming animal experts and writing research reports. We visited the Portland Zoo where students got to get up close and personal with the animals at the “winter warriors” program. Students learned about animals that live in the PNW and whether they migrate, adapt, hibernate or go into torpor, what they eat and what kind of habitat they live in, AND they got to experience it too!

Math Support

Our aim is to provide math support in many different ways. We scaffold instruction in the classroom to meet individual needs, meet in small groups to discuss mathematical thinking, and encourage collaboration in solving big problems! Some students also have an opportunity to participate in small group instruction, where we use an intervention curriculum that builds a deeper sense of numbers and how they relate to the real world, while also building computational fluency and number flexibility. We strive to provide many opportunities to develop number sense and solve complex problems in a context that highlights math as engaging and relevant.
Standards by using the Lucy Calkins workshop model to guide our writing instruction.

Our hands-on math curriculum focuses on deepening students’ understanding of mathematical concepts, proficiency with key skills, and ability to solve complex problems. It blends direct instruction, structured investigation, a growth mind-set approach and open exploration through our Place-Based focus. It taps into the intelligence and strengths of all students by presenting low-floor, high-ceiling material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful. Staff will continue to develop formative assessments to best target mathematical concepts and skills to promote student growth.

**PERFORMANCE OF THE SCHOOL OVERALL:**
At SIS, state assessments are only one component of a portfolio of assessments for students. Each year, the Oregon Department of Education publishes a report card for all public schools in the state. The ODE Annual School Report Card is based on OAKS/Smarter Balanced assessment scores beginning in 3rd grade.

**Reading**
To assess reading performance at SIS, we use a variety of assessments: formative and summative assessments, DRA scores and the Smarter Balanced reading test results. In addition, K-2 teachers use DIBELS, Literature Circles, guided reading and read alouds to evaluate student reading progress.

**Smarter Balanced Scores - 3 Year Trend**

<table>
<thead>
<tr>
<th>School</th>
<th>Subject</th>
<th>Grade Level</th>
<th>2018-19</th>
<th>2017-18</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Sauvie Island School</td>
<td>English Language Arts</td>
<td>Grade 3</td>
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<td>79.2</td>
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<tr>
<td></td>
<td>English Language Arts</td>
<td>Grade 4</td>
<td>66.7</td>
<td>79.2</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>English Language Arts</td>
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<td>83.3</td>
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<td></td>
<td>English Language Arts</td>
<td>Grade 6</td>
<td>79.2</td>
<td>77.8</td>
<td>58.3</td>
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<tr>
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<td>Grade 7</td>
<td>81.0</td>
<td>70.8</td>
<td>58.3</td>
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<tr>
<td></td>
<td>English Language Arts</td>
<td>Grade 8</td>
<td>78.3</td>
<td>61.1</td>
<td>75.0</td>
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<tr>
<td></td>
<td>English Language Arts</td>
<td>All Grades</td>
<td>77.1</td>
<td>75.8</td>
<td>65.2</td>
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<table>
<thead>
<tr>
<th>State</th>
<th>Subject</th>
<th>Grade Level</th>
<th>2018-19</th>
<th>2017-18</th>
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<td></td>
<td></td>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>State of Oregon</td>
<td>English Language Arts</td>
<td>Grade 3</td>
<td>46.5</td>
<td>47.0</td>
<td>45.2</td>
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<tr>
<td></td>
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<td>Grade 4</td>
<td>49.2</td>
<td>49.7</td>
<td>47.7</td>
</tr>
<tr>
<td></td>
<td>English Language Arts</td>
<td>Grade 5</td>
<td>54.0</td>
<td>54.9</td>
<td>52.9</td>
</tr>
<tr>
<td></td>
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<td>English Language Arts</td>
<td>3rd-8th</td>
<td>51.55</td>
<td>52.73</td>
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</tr>
</tbody>
</table>

Overall, 77.1% of our 3rd-8th students met or exceeded grade-level reading skills based on the Smarter Balanced Assessment.

**SECOND GRADE**

After learning about the running of an apple orchard through an exciting Storyline, 2nd grade students broadened their scope to understand the meaning of an ecosystem and what makes up a healthy forest. The experiences throughout the unit helped students understand all that we gain from our local forests and how we can give back, to ensure their health.

We loved working with many community partners including Audubon Society, Oregon Women in Timber, Ken Shults, and Oregon Agriculture in the Classroom Foundation. Winter events included making natural bird feeders, writing Winter haikus and decorating the Grange forest with handmade paper ornaments, and trump reveille welcoming Spring.
Our goal for 2019-2020 is for all of our K-3 teachers be trained and implementing IMSE techniques and strategies as well as piloting the BAS assessment system. In addition, we supported our students with additional help from our full-time reading interventionist, support from parent volunteers working with small groups and our older students have become reading buddies. This allows younger students support from their older peers, which builds a positive and trusting culture within our school.

**Math**

To assess math performance at SIS, we use formative and summative assessments and the Smarter Balanced math test. In addition, K-5 teachers use assessments from their new 2nd edition Bridges Curriculum and 6-8 teachers use Core Focus Curriculum to determine student understanding of math concepts.

**Smarter Balanced Scores - 3 Year Trends**

<table>
<thead>
<tr>
<th>School</th>
<th>Subject</th>
<th>Grade Level</th>
<th>2018-19 Level 3 or 4 Percent</th>
<th>2017-18 Level 3 or 4 Percent</th>
<th>2016-17 Level 3 or 4 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sauvie Island School</td>
<td>Mathematics</td>
<td>Grade 3</td>
<td>66.7</td>
<td>66.7</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Grade 4</td>
<td>66.7</td>
<td>66.7</td>
<td>79.2</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Grade 5</td>
<td>58.3</td>
<td>79.2</td>
<td>52.4</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Grade 6</td>
<td>54.2</td>
<td>52.6</td>
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</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Grade 7</td>
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<td>39.1</td>
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<tr>
<td></td>
<td>Mathematics</td>
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<td>59.1</td>
<td>50.0</td>
<td>30.4</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>All Grades</td>
<td>61.6</td>
<td>59.8</td>
<td>59.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Subject</th>
<th>Grade Level</th>
<th>2018-19 Level 3 or 4 Percent</th>
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</tr>
</thead>
<tbody>
<tr>
<td>State of Oregon</td>
<td>Mathematics</td>
<td>Grade 3</td>
<td>46.4</td>
<td>46.4</td>
<td>45.8</td>
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<tr>
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<td>43.0</td>
<td>43.3</td>
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<td>39.5</td>
<td>39.0</td>
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<td>37.1</td>
<td>38.4</td>
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<td>41.6</td>
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<tr>
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<td>Mathematics</td>
<td>Grade 8</td>
<td>38.3</td>
<td>40.5</td>
<td>40.8</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>3rd-8th</td>
<td><strong>40.48</strong></td>
<td><strong>41.57</strong></td>
<td><strong>41.80</strong></td>
</tr>
</tbody>
</table>

Overall, 61.6% of our 3rd-8th students met or exceeded grade-level math skills based on the Smarter Balanced Math Assessment.

We begin each year by teaching and reinforcing the importance of a growth mindset with all students and staff. Students start each year with lessons and activities from You-Cubed to encourage a broad, open-ended approach to math.

This year we supported our students with additional help from our full-time math interventionist, working within the classroom, and in small groups. We use an RTI (Response to Intervention) approach to guide

**ELD**

Besides providing English support for students, the ELD position is responsible for interpreting and translating for our Spanish speaking families and keeping current with new laws and procedures. Speaking skills for grades K-3 and working on reading comprehension and fluency in the upper grades were targeted goals in the program this year.

**Third Grade**

This year in 3rd grade we learned so much! Some of the favorite topics were learning about the Chinook Native Americans and Chinook Salmon and the vital connections they have to the area. We also had a wonderful time learning about the mathematics and engineering behind the bridges in the Portland area. We were able to explore them first hand on a wonderful and fun-filled field trip. Each child was able to demonstrate what they learned in the Bridge unit by constructing a beautiful bridge that they were able to present to the class and then display in the Library.
the of the Bridges Mathematics Intervention curriculum which allows for specific and targeted support for each individual student.

Science
To assess science performance at SIS, we use formative and summative assessments, as well as the OAKS Science Test.

The OAKS scores were not available at the time of this printing. Overall, 85% of our 5th-8th students meet or exceed grade-level science skills according to OAKS in the 2017-2018 school year.

Our Placed-Based philosophy and our “Out and Abouts” connected to local resources on and off Sauvie Island support our science instruction at all grades.

The Risk of Comparison:
It is important to keep in mind that all schools are unique. Percentages can vary greatly between schools depending on the number of classes per grade and overall enrollment. As a result, at SIS we consider state assessment scores to be one point in time. We value looking at each student individually and evaluating each student’s strengths and weaknesses, as well as their test scores, to provide them with the necessary supports and challenges to be successful.

ELL Progress Report for Sauvie Island School 2018-2019
Our English Language Learners are students for whom English is not their first language. They are hardworking students who are eager to learn and have made amazing progress. The following reflects the number of ELL students and their levels by year:

2018-2019*
ELPA 21
Emerging 1
Progressing 4
Proficient 1 exit 0

*When a student comes to us without a score it is essentially their 1st year, however this does not necessarily mean they will begin at a Level 1.

ATTENDANCE RATES 2018-19:
At SIS we believe one of the most important things a child can do to achieve academic success is also one of the most basic: going to school every day. In fact, research has shown that a child’s attendance record may be the biggest factor influencing their academic success. By attending class regularly, a child is more likely to keep up with the daily lessons and assignments, and take quizzes and tests on time. Just by being present at school, a child is learning how to be a good citizen by participating in the school community, learning valuable social skills, and developing a broader world view. The inverse of chronic absenteeism, the percent of
students who are Regular Attendees (formerly Not Chronically Absent), is a measure of the number of students who were present for 90% or more of the days they were enrolled. SIS had 93% of our students not chronically absent during the 2018-19 school year compared to the state average which is 80%.

**STUDENT CONDUCT AND DISCIPLINE DATA:**

Sauvie Island School is committed to creating and maintaining a safe, healthy learning environment for all students. Sauvie Island School has implemented school-wide PBIS. Our students are taught these expectations in each class and the expectations are uniform throughout the school whether it is in the office, classroom, cafeteria, or on the playground.

The rules are simple:
BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE KIND

4750 Sauvie Stars!

As an acknowledgement of our students being Safe, Respectful, Responsible, and Kind demonstrated by reaching their goal of 4750 Sauvie Stars during the 2018-19 school year. We celebrated by taking an all school field trip to Skate World.

Nothing is more fun than celebrating 4750 Sauvie Stars with a day of roller skating at Oaks Park. The students had an amazing time skating, snacking and enjoying each other’s company. It was a terrific K-8 activity and we were proud to see how well all the students, parents and staff worked together to help each other around the rink! Thank you to all the volunteers that came and helped tie skates we really appreciated having you to help the students.

**Incidents:**

During the 2018-19 school year we had the following behavior incidents:
- 17 bus referrals
- 117 minor behavior trackers
- 114 major referrals
During the 2018-19 school year Sauvie Island School had only five state reportable discipline incidents.

MENTORING:
Mentoring between students is an essential piece of our school culture in which students respect and care for one another. Our classes often work with each other to create cross grade and cross curriculum learning opportunities. There are many times you can find upper graders reading to younger students, and helping at lunch and on the playground. We have had grades combine for events such as the Harvest Festival, Jog-a-thon, Food Bank, field studies, and Oregon Battle of the Books. These experiences help provide students with opportunities to increase the capacity of learning at our school. These mentoring opportunities create and support a positive school culture, where we can learn from each other.

BRICK CAMPAIGN:
Empowering students to make an impact One Brick at a Time!
This year we began a “Bricks” fundraiser in help support the needs of the school. Each brick sold will help build a lasting legacy here at Sauvie Island School. We are encouraging families, friends, alumni, community partners, etc. to purchase a brick to be placed in front of the school. We need your help for our students to continue to have access to an education that will encourage innovative thinking, cooperative learning, stewardship of the land and its resources, and an authentic connection to their community. Construction of the new brick pathway began in June and is located near the front of the school. Each school year we will continue to sell bricks and have them installed during the summer expanding and growing this amazing path. Buy your bricks today, and make your contribution a lasting legacy to Sauvie Island School!

Middle School

With Mr. Radich

This year the upper grades continued to improve our garden infrastructure in order to support student learning and more successful garden outcomes. We were able to complete this work with a generous grant from our community partner, West Multnomah Soil & Conservation District. We structured garden work into a Student Run Business format where students gained real life skills in gardening, planning, and a little bit of accounting. And our most exciting achievement: a series of student-run pop-up veggie start sales in the spring! Students learned how to sow into seed trays, proper labeling, how to thin after germination, how to market their sale, what types of questions they’d need to know how to answer from perspective plant buyers. Our goal is to hopefully have a larger single event next year in early May as we continue to grow our Student Run Business.
Community partnerships are essential for a Place-Based Program. Through the years, we continue to develop these relationships in order to "Bridge Communities and Classrooms." This has enabled us to continue to grow our Place-Based and Project-Based learning opportunities. As a school, we draw on our community partners knowledge of the area and the environment, to develop, grow and implement our curriculum. We work with our partners to host events and service learning opportunities, in order to help foster stewardship for the community.

Each year we strive to increase our partnerships and projects, to support our Place-Based curriculum. This year we worked closely with island partners, such as Sauvie Island Pumpkin Patch, Sauvie Island Center, the Sauvie Island Community Association, the Sauvie Island Grange, Bailey’s Nursery, Sauvie Island Church, the Sauvie Island Fire Association, and many more continue to provide our students and teachers access to resources that enhance classroom instruction and our “Out and Abouts." These partnerships provide students with learning opportunities and mentorship opportunities. Our students have participated in many opportunities in the community by collecting and reporting birding data to the Audubon Society, creating and facilitating heritage/cultural events,
removing invasive plants and much more. Often, you will find our students in the island and school habitat, preparing and maintaining the areas that will invite birds, pollinators, and reintroducing native plants. Student’s boots are often muddy from visiting local wetlands and planting native plants and working to support our school and island community.

**Volunteers:**

In developing our Place-Based approach and our outreach programs with partnerships, we also developed a need for more parent and community volunteers.

SIS regularly seeks the help of parents and community volunteers to support our students and classrooms. It has always been our desire to have a Volunteer Coordinator position here at SIS; however, this has been out of reach due to funding. We had two parents willing to take this on for us for the last three years. They worked collaboratively as our “Volunteer Coordinators” with the goal of increasing support for the school. Each year they began by interviewing the staff about their needs, as well as parents and community members about their interests and availability. They then worked to connect these together which has significantly increased our parent and community volunteerism. These parent and community partners provided invaluable support through one on one support, small group support and behind the scenes support for staff and students.

These volunteers aren’t just parents. For example, we have “Mad Scientist” Mark Doyle, who spends multiple hours per week helping out wherever he is needed. Bryce Foster volunteers to lead Sunday Science & Engineering and helps with classroom activities. Island residents Jane Hartline and Grey Horton have both spent time teaching our students about native plants and birds and as a math and garden advisor respectively. Pat Willis, from OSU Extension, knows anything and everything about Place-Based education and is an invaluable asset to our students and teachers. We’ve had numerous volunteers that help with field trips, science groups, Wapato stations, projects in the teacher workroom, classroom auction projects and anything else we ask of them have all helped us to succeed this year.

**Parent Teacher Club Organization:**

The SIS Parent Teacher Club (PTC) invites all parents, teachers, and Sauvie Island School community members to join and participate in supporting our great school. The PTC supports Sauvie Island School’s mission and is dedicated to supporting our students and teachers. This is achieved through fund-raising activities, volunteerism and supporting the needs of the staff, school and community. Funds raised by the Parent Teacher Club provide various enrichment activities for our students such as art and music classes, teacher supply funds, professional development for teacher, literacy and reading materials, field trips and transportation, crucial classroom materials, etc.

**Middle School with Mrs. Horn**

This year was so exciting as we had a science classroom where we could conduct labs for the first time with sinks, equipment, and space! We conducted CSI unit labs to solve “crimes”, practiced measurement in various ways including a Rainbow Lab, experimented with creating the biggest bubble and mealworm behavior, and engineered devices to capture “fish” in oceans of beans and rice. It has been a great first year in the new Annex thanks to the Joyce Miller Owens Foundation and various donors who gave us everything from microscopes to beakers and test tubes and much more.
Every June, we take the 8th graders on an overnight trip to celebrate all that they have accomplished in their time here. For the past few years we’ve been going to stay at the Old Ranch at Silver Falls State Park. We go hiking, stand under waterfalls, play board games, and have a campfire where the students reflect on their time at our school. This is not “Outdoor School” and the focus is not even necessarily academic. Rather, this trip is a chance for the students to acknowledge the memories that they have made with each other and look back on how they’ve grown and changed. It’s always a highlight of the year!

Local produce does not only taste better but it also can give us a feeling of joy from either growing it ourselves! Chef Brodie has implemented this in his cooking here at school. As the garden program in the middle school grows, so does our salad bar! You can find microgreens and other treats from the garden in the cafeteria on a regular basis. Chef has also introduced a number of new items this year, inspiring kids to expand their palates!
CURRICULUM SUPPORT

As the Curriculum Coordinator & Instructional Coach, I assist teachers as they sample and implement various ways of teaching math, writing, social studies, science and literacy, as well as strengthen existing curriculum to meet our Place-Based education goals, enhance student engagement and meet CCSS. This year in particular we focused on Implementing IMSE K-3, ODE Health and Social Studies Standards K-8 and development and refinement of UBD Units. Staff met weekly for professional development, collaborative problem solving, peer observations and collaborative curriculum planning & integration.

SPECIAL EDUCATION

The special education team is responsible for supporting SIS students who have been identified with a disability and who have an individualized education plan (IEP). At the end of the year last year, we had 23 students who qualified for services. Our students have a wide range of disabilities including Specific Learning Disability (including those with Dyslexia), Autism and Other Health Impairment. These disabilities require many different forms of support including reading, writing, and math support, social-emotional support and executive functioning support.

Support is provided through small group instructions, push-in support and a variety of accommodations in the classroom. We had an amazing team last year consisting of the Special Education Teacher, Ms. Freytag and three educational assistants; Ms. Rebekah, Ms. Louie, and Ms. Shawna.

FRONT OFFICE

I am in the enviable position of getting to greet all the students as they enter the school for the day. It is great to see their faces eager to meet up with their friends and to see what the day will hold.

COUNSELING

Since starting at SIS at the end of January I have quickly grown to love this school, it’s students, staff, and community. I have appreciated all of the support and guidance from my colleagues and new friends, who have inspired and impressed me every day with their skills and commitment to our students. It has been humbling to work with our students and support them during life’s challenges and triumphs. Student’s never ceased to amaze me with their capacity for growth and desire to make our school and community better. SIS is truly a special place.

I have also appreciated our Director’s commitment to our student’s social emotional well-being by sending me and a team of teachers to Mindfulness training at Marysville Elementary. We all learned a lot and I am really excited to implement new skills next year with students and look for ways to utilize mindfulness in our classrooms. I also very much look forward to leading the Ambassador Program next year and am excited to teach the Leadership elective.

MUSIC

Mr. Wes continues to teach students music concepts with creativity and enthusiasm. He puts on two concerts a year, showing all of the skills the students have learned. He encourages musical exploration by guiding them to create their own compositions as well as teaching about how music is made by designing and making their own instruments. Older students get the opportunity to use technology on their iPads to compose and present original digital songs.
APPENDIX:

A: 2018-19 Audit prepared by Pauly, Rogers and CO., P.C.

B: Oregon Department of Education State Report Card

C: A Guide to Understanding Proficiency-based Grades

D: Insurance Documents

E: SIS Policies and Procedures - Located at www.sauvieislandschool.org

This report was prepared by Darla Meeuwsen, Executive Director of SIS. Please feel free to send questions to: dmeeuwsen@sauvieislandschool.org

DISCRIMINATION STATEMENT
The Sauvie Island School does not discriminate on the basis of race, color, national origin, sex, marital status, sexual orientation, religion, disability, or age in its programs and activities.

LANGUAGE ACCOMMODATIONS
If you need this document provided in another language, please call 503-621-3426 or email info@sauvieislandschool.org.

Si usted necesita este documento siempre en otro idioma, por favor llame al 503-621-3426 o correo electrónico: info@sauvieislandschool.org.
OREGON AT-A-GLANCE SCHOOL PROFILE
Sauvie Island School
PRINCIPAL: Darla Meeuwsen | GRADES: K-8 | 14445 NW Charlton Rd, Portland 97231 | 503-621-3426

Students We Serve

- **212** Students
- **212** Teachers

DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Group</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>&lt;1%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- **White** Students | **Teachers**
  - Students | 82%    | 93%    |

*<10 students or data unavailable

School Environment

- **CLASS SIZE**
  - Median class size: **24**
  - Oregon average: **25**

- **REGULAR ATTENDERS**
  - Students who attended more than 90% of their enrolled school days.
  - **93%**
  - Oregon average: **80%**

Academic Progress

- **INDIVIDUAL STUDENT PROGRESS**
  - Year-to-year progress in English language arts and mathematics.

Academic Success

- **ENGLISH LANGUAGE ARTS**
  - Students meeting state grade-level expectations.
  - **77%**
  - Oregon average: **52%**

- **MATHEMATICS**
  - Students meeting state grade-level expectations.
  - **62%**
  - Oregon average: **41%**

- **SCIENCE**
  - Students meeting state grade-level expectations.
  - Coming in 2019-20

School Goals

- SIS is a nonprofit, K-8 public charter school providing students with unique learning experiences. Our vision is to systematically and intentionally integrate the concepts of Place-Based Education into quality standards-based core curriculum so students are engaged in their learning and connected to their community. At SIS, sense of place and the importance of community are key. Students learn and experience the value of applied and real-world experiences in our community. Students develop the ability to think critically, communicate effectively and excel academically.

State Goals

- The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

- SIS strives to ensure all students and their parents/guardians feel welcome, included and part of our school community. As a public charter school, our students come from many of the surrounding communities and bring with them a wealth of experiences, diverse backgrounds, and varied perspectives. At SIS we believe in positive behavior interventions and supports (PBIS) by teaching behavioral expectations and acknowledging students for following them as a more positive approach than waiting for misbehavior to occur before responding. As a school and a community, we focus on being respectful, responsible, safe and kind.

School Website: [www.sauvieislandschool.org](http://www.sauvieislandschool.org)

For more information please visit: [www.oregon.gov/ode/reports-and-data/](http://www.oregon.gov/ode/reports-and-data/)
COMMUNITY ENGAGEMENT

COMMUNITY PARTNERS

- Bailey's Nursery
- Sauvie Island Fire Patch
- Sauvie Island Ctr
- Sauvie Island Grange

ENROLLMENT

- 339 students enrolled, or data unavailable

PARENT ENGAGEMENT

- Parent Conferences & Music Concerts (Winter & Spring)
- Daily School Lunch Program, Afterschool Care
- School-wide Welcome Back BBQ, Family Stewardship Event

EXTRACURRICULAR ACTIVITIES

- Dances, Assemblies, Spirit Week
- Girls & Boys Basketball, Track & Field
- Makers Space, Coding Club, Talent Show, Field Day
- Outdoor School, Student Ambassadors
- 8th Grade Project, Mock Trial, School Safety Committee

MATHEMATICS

- 91% of students meet or exceed standards
- 25% of students are proficient or above

LANGUAGE ARTS

- 71% of students meet or exceed standards
- 30% of students are proficient or above

ENGLISH

- 64% of students meet or exceed standards
- 48% of students are proficient or above

MATHEMATICS

- 60% of students meet or exceed standards
- 26% of students are proficient or above

LANGUAGE ARTS

- 78% of students meet or exceed standards
- 32% of students are proficient or above

ENGLISH

- 92% of students meet or exceed standards
- 56% of students are proficient or above

Outcomes

PRINCIPAL: Darla Meeuwsen | GRADES: K-8 | 1445 NW Clatine Rd, Portland 97231 | 503-621-3426

Oregon Department of Education

OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED
A guide to understanding Proficiency-based grades:

<table>
<thead>
<tr>
<th>Not Assessed</th>
<th>Does not Meet</th>
<th>Close to Meeting</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough information to assess at this time.</td>
<td>Demonstrates some or minimal grade level skills and concepts.</td>
<td>Demonstrates and applies most grade level skills and concepts.</td>
<td>Student consistently demonstrates a solid understanding of the standard/content area being assessed. Student may attempt the occasional challenge questions, but will not routinely challenge himself/herself to go “above and beyond” the expectations. The student who meets consistently performs at grade level.</td>
<td>Student has an in-depth understanding of the standard being assessed. Student is able to demonstrate competency in multiple ways, methods, or mediums. Student has consistently accepted challenge questions and assignments and demonstrates a desire to go beyond a “surface-level” understanding. Exceeds are not given based on completion. The student must do more than “turn everything in” to earn this grade.</td>
</tr>
<tr>
<td>Teacher is unable to assess student’s understanding of the content—either because the content has not yet been taught or because the student has not completed any work.</td>
<td>Student shows some progress toward understanding the concepts being taught, however the knowledge demonstrated is inconsistent or spotty. Little evidence has been given to show that the student understands the concept, or the evidence that is given is largely lacking. A does not meet could suggest that the student has merely neglected to turn in any work, yet understands the material, or that the student has little understanding of the material.</td>
<td>Student nearly demonstrates a solid understanding of the material being taught. Student may just be missing a small part of the concept, or there may not be enough evidence to determine a Proficient understanding. The close to meeting suggests that the student is beginning to understand the concepts and material being taught, but is not performing at grade level.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Meets

Demonstrates and applies grade level skills and concepts

Student consistently demonstrates a solid understanding of the standard/content area being assessed. Student may attempt the occasional challenge questions, but will not routinely challenge himself/herself to go “above and beyond” the expectations. The student who meets consistently performs at grade level.

Exceeds

Demonstrates and applies strong grade level skill and concepts

Student has an in-depth understanding of the standard being assessed. Student is able to demonstrate competency in multiple ways, methods, or mediums. Student has consistently accepted challenge questions and assignments and demonstrates a desire to go beyond a “surface-level” understanding. Exceeds are not given based on completion. The student must do more than “turn everything in” to earn this grade.
# GENERAL LIABILITY and AUTO LIABILITY ADDITIONAL PARTICIPANT CERTIFICATE

**AGENCY/AGENT - ISSUING CERTIFICATE**

AssuredPartners Of Oregon, LLC dba WSC Insurance  
PO Box 128  
Forest Grove, OR 97116  
Robyn Burgess  
503-357-3154

**Date:** 10/10/2019

This certificate is issued as a matter of information only and confers no rights upon the certificate holder other than those provided in the coverage documents. This certificate does not amend, extend or alter the coverage afforded by the coverage documents listed herein. This certificate does not constitute a contract between any of the following parties: the agency, named participant, certificate holder and/or companies affording coverage.

**NAMED PARTICIPANT/MEMBER - REQUESTING CERTIFICATE**

Sauvie Island School  
14445 NW Charlton Rd  
Portland, OR 97228  
Darla Meeuwsen  
(503) 621-3426

**ORGANIZATIONS AFFORDING COVERAGE**

- Company A - Property Casualty Coverage for Education (PACE)
- Company B - Genesis Insurance Company

### COVERSAGES

This is to certify that Coverage Documents listed herein have been issued to the Named Participant herein for the Coverage Period indicated. Notwithstanding any requirement, term or condition of any contract or other document with respect to which the certificate may be issued or may pertain, the coverage afforded by the Coverage Documents listed herein is subject to all the terms, conditions and exclusions of such Coverage Documents. Aggregate Limits which are shown may have been reduced by paid Claims, Suits or Actions. The titles referenced under Type of Coverage are inserted solely for convenience of reference and shall not be deemed in any way to limit or affect the provisions to which they relate.

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<thead>
<tr>
<th>OR/CO LTR</th>
<th>Type of Coverage</th>
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<td>X Public Officials Liability</td>
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<tr>
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<td>X Employment Practices</td>
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<td>*$25,000 Minimum deductible for terminations if PACE or approved legal counsel is not consulted prior to an employment termination.</td>
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<td>06/30/2020</td>
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<td></td>
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https://www.sdis.org/Certificates/Summary/63019?pgm=PACE&ins=PC&yr=Current  
10/10/2019
SDIS Member Portal

Remarks: When required by an Insured Contract certificate holder is an additional participant in respects to Lease #151683, but only with respects to negligence claims for Bodily Injury, Property Damage or Personal Injury where the Named Participant is deemed to have liability. In no event shall coverage extend to any party for any Claim, Suit or Action, however or whenever asserted, arising out of the certificate holder’s sole negligence or for any Claim, Suit or Action which occurs prior to the execution of the contract or agreement.

*Information is provided as of the date this certificate was generated and issued and is subject to change.

Certificate Holder - Requesting Certificate
ModSpace and Bank of America NA
13132 N Woodrush Way
Portland, OR 97203

CANCELATION: Should any of the Coverage Documents herein be cancelled before the expiration date thereof, PACE will endeavor to provide notice in accordance with the PACE General Liability Coverage Document provisions. Failure to mail such notice shall impose no obligation or liability of any kind upon PACE, its agents or representatives, or the issuer of this certificate.

Authorized Representative of Named Participant:
Date:

Applicable Coverage Document Definitions:
The following definitions are provided solely for convenience of reference and shall not be deemed in any way to limit or affect the provisions to which they relate, for complete details on the terms, conditions and exclusions of applicable Coverage Documents please refer to the PACE Liability Coverage Document.

Participant means the Named Participant and each of the following while acting under the direction and control of the Named Participant and within the course and scope of their duties as such:

a. Members of the Board;
b. Executive Officers;
c. Employees;
d. Volunteers;
e. Registered Students whose course of study includes on-the-job training, but only while acting under directions and within the scope of their activities performed while in training;
f. Organizations that are under the supervision of the administration of the Named Participant, including Student Organizations, Parent Teacher Organizations, Booster Clubs, and Foundations; and
g. Any person, entity, or any organization the Named Participant is required by an Insured Contract to include as a Participant. The terms of the Insured Contract will have no effect on either the Per Occurrence Limit of Liability, Per Wrongful Act Limit of Liability or the Annual Aggregate Limit of Liability. The Insured Contract must be effective and executed prior to a covered Occurrence or Wrongful Act. In no event shall coverage under this Coverage Document extend pursuant to this subsection g. to any party for any Claim, however or whenever asserted, arising out of such party’s sole negligence. The term “Additional Insured,” if used in an Insured Contract, shall be understood to mean the same as Additional Participant.

Insured Contract means:

a. A legally enforceable contract that includes one or more of the following:

1. A provision in a lease of premises that relates to tort liabilities assumed by the Named Participant arising out of the lease, such assumption occurring in writing prior to the date of Occurrence or Wrongful Act;
2. A sidetrack agreement;
3. Any easement or license agreement;
4. An obligation, as required by ordinance, to indemnify a Public Body;
5. An elevator maintenance agreement;
6. That part of any other contract or agreement pertaining to the Named Participant’s operations (including an indemnification of a Public Body in connection with work performed by or for a Public Body) under which the Named Participant assumes the tort liability of another person or entity to pay for Bodily Injury, Property Damage, or Personal Injury to a third person or organization, provided the Bodily Injury, Property Damage, or Personal Injury is based on an Occurrence that takes place subsequent to the execution of the contract or agreement;
7. An indemnification agreement between a hospital or other medical care center and the Named Participant that is required by the hospital or medical care center in connection with it providing facilities and/or training to students of the Named Participant under a student health affiliated program; and
8. Contracts under which a Participant provides services to a Public Body.

For purposes of paragraph 6 above, tort liability means a liability that would be imposed by law in the absence of any contract or agreement.

b. An Insured Contract does not include that part of any contract or agreement:

1. That indemnifies an architect, engineer, or surveyor acting as an independent contractor for injury or Damages arising out of professional errors or omissions;
2. That indemnifies any person or organization for Damages by fire to premises rented or loaned to the Participant; and
3. That involve the purchase or sale of real property or personal property.

https://www.sdis.org/Certificates/Summary/63019?pgm=PACE&ins=PC&yr=Current

10/10/2019
**PROPERTY AND AUTO PROPERTY DAMAGE LOSS PAYEE OR "MORTGAGEE" CERTIFICATE**

**AGENCY/AGENT - ISSUING CERTIFICATE**

| AssuredPartners Of Oregon, LLC dba WSC Insurance |
| PO Box 128 |
| Forest Grove, OR 97116 |
| Robyn Burgess |
| 503-357-3154 |

**Date:** 10/10/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFFERS NO RIGHTS UPON THE CERTIFICATE HOLDER OTHER THAN THOSE PROVIDED IN THE COVERAGE DOCUMENTS. THIS CERTIFICATE DOES NOT AMEND, EXTEND, OR ALTER THE COVERAGE AFFORDED BY THE COVERAGE DOCUMENTS HEREIN. THIS CERTIFICATE DOES NOT CONSTITUTE A CONTRACT BETWEEN ANY OF THE FOLLOWING PARTIES: THE AGENCY, NAMED PARTICIPANT, CERTIFICATE HOLDER AND/OR COMPANIES AFFORDING COVERAGE.

**NAMED PARTICIPANT/MEMBER - REQUESTING CERTIFICATE**

| Sauvie Island School |
| 14445 NW Charlton Rd |
| Portland, OR 97228 |
| Darla Meeuwsen |
| (503) 621-3426 |

**ORGANIZATIONS AFFORDING COVERAGE**

- Company A - Property Casualty Coverage for Education (PACE)
- Company B - Lexington Insurance Company

**COVERAGE**

This is to certify that Coverage Documents listed herein have been issued to the Named Participant herein for the Coverage Period indicated. Notwithstanding any requirement, term or condition of any contract or other document with respect to which the certificate may be issued or may pertain, the coverage afforded by the Coverage Documents listed herein is subject to all the terms, conditions and exclusions of such Coverage Documents. Aggregate Limits which are shown may have been reduced by paid Claims, Suits or Actions. The titles referenced under Type of Coverage are inserted solely for convenience of reference and shall not be deemed in any way to limit or affect the provisions to which they relate.

<table>
<thead>
<tr>
<th>OR/CO LTR</th>
<th>Type of Coverage</th>
<th>Coverage Document</th>
<th>Effective Date</th>
<th>Expiration Date</th>
<th>Limits/Deductibles</th>
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<tr>
<td>A</td>
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<td>07/01/2019</td>
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<td>Scheduled Autos: See Below</td>
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<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
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<td>Hired &amp; Non-Owned Autos Limit: $50,000.00</td>
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<td>Hired &amp; Non-Owned Autos Deductible: $100Comp $500 Coll</td>
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<tr>
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<td>X Hired Autos &amp; Non-Owned Autos</td>
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</table>

Scheduled Auto and Property Details: Refer to attached addendum entitled "Scheduled Auto/Property" for applicable autos and/or property locations. Information is provided as of the date this certificate and issued and is subject to change.

Earthquake Deductible: The sum of five percent (5%) per occurrence (subject to a $25,000 minimum and $100,000 maximum) of the value of the damaged location(s) listed on the Named Participant’s schedule of property values at the time loss occurs. In no circumstance will the Earthquake Deductible be less than the Property Deductible listed on the Named Participant’s Property Coverage Declaration.

Flood Deductible:
1. With respect to property not located in a federally designated Special Flood Hazard Area (SFHA), the deductible shall be the sum of five percent (5%) per occurrence (subject to a $25,000 minimum and $100,000 maximum) of the value of the damaged location(s) listed on the Named Participant’s schedule of property or inland marine values at the time loss occurs. In no circumstance will the Flood Deductible be less than the Property Deductible listed on the Named Participant’s Property Coverage Declaration.

2. With respect to damaged property wholly or partially within a federally designated Special Flood Hazard Area (SFHA), areas of 100-yr flooding, as defined by the Federal Emergency Management Agency, the deductible shall be: $500,000 per occurrence for each location; $500,000 per occurrence for personal property within each location; and $500,000 per occurrence for all other structures.

Coverage Document Type: Manuscript Special Form, including Theft, subject to all Coverage Document terms, conditions and exclusions.

Remarks: Lease #151683

*With regard to scheduled auto/property indicated in the addendum certificate holder is loss payee / Mortgagee.

Certificate Holder - Requesting Certificate

ModSpace and Bank of America NA
13132 N Woodrush Way
Portland, OR 97203

CANCELLATION: Should any of the Coverage Documents herein be cancelled before the expiration date thereof, PACE will endeavor to provide notice in accordance with the PACE General Liability Coverage Document provisions. Failure to mail such notice shall impose no obligation or liability of any kind upon PACE, its agents or representatives, or the issuer of this certificate.

Authorized Representative of Named Participant:

Date:

https://www.sdis.org/Certificates/Summary/63019?pgm=PACE&ins=PC&yr=Current 10/10/2019