

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

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December 17, 2019

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December 17, 2019

Consent Agenda

Resolutions Number 6010 through 6017

December 17, 2019

**RESOLUTION No. 6010**

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**

No New Contracts

**NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Portland Public Schools	7/1/19 through 6/30/20				

December 17, 2019

**RESOLUTION No. 6011**

**Authorization for Off-Campus Activities**

**RECITAL**

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

**RESOLUTION**

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

**AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES**

<b>Date(s)</b>	<b>School, Course, and Number of Students</b>	<b>Purpose of Travel</b>	<b>Travel Destination</b>	<b>Estimated Cost Per Student</b>
3/23-3/27/2020	GHS Baseball; 18 students	Teamwork, leadership, character development, Pride Classic Invitational tournament	Mt. Pointe High School in Phoenix, AZ	\$1,275

**RESOLUTION No. 6012**

The following minutes are offered for adoption:

December 03, 2019

**RESOLUTION No. 6013**

Settlement Agreement

**RESOLUTION**

The authority to pay \$70,000.00 is granted to the Superintendent to resolve claims brought through civil litigation by a former employee in a form approved by the General Counsel.



December 17, 2019

**RESOLUTION No. 6015**

Adopting the Superintendent's Goals for 2019-2020

**RESOLUTION**

The Portland Public Schools Board of Education adopts the attached Superintendent Goals for the 2019-2020 school year.

**Portland Public Schools  
Board of Directors'  
Superintendent's Performance Evaluation  
for School Year 2019-2020**

SUPERINTENDENT ANNUAL EVALUATION	SUPERINTENDENT
The Board has adopted an evaluation tool that acknowledges the complexity of the role of the Superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within Portland Public Schools.	The Board maintains
The Board has adopted an evaluation tool that acknowledges the complexity of the role of the Superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within Portland Public Schools.	
The Board has adopted an evaluation tool that acknowledges the complexity of the role of the Superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within Portland Public Schools. This evaluation includes the following <b>Priority Leadership Standards</b> identified by the Oregon School Boards Association:	<ul style="list-style-type: none"><li>• Visionary Leadership</li><li>• Communications and Community Relations</li><li>• Curriculum Planning/Development</li><li>• Resource Management</li><li>• Labor Relationships</li></ul>
The superintendent will incorporate feedback from district	

Leadership Standard #1: Visionary Leadership *			
The superintendent is an educational leader who integrates principles of cultural competence and equity into his or her vision and promotes the success of all.			
1.1 Collaboratively develops and implements a shared vision and mission:		1.4 Promotes continuous and sustainable improvement	
1.2 Collaboratively develops and implements a strategy with a focus on the professional development of all		1.5 Monitors and evaluates progress and revises plans	
1.3 Creates and implements plans to achieve goals:		1.6 Evaluates the effectiveness and promotes organizational learning;	
Ineffective	Developing	Effective	Accomplished
Articulates a clear and coherent vision of the district in writing and speech.	Little or no evidence exists of a district vision or mission.	References the district vision and is committed to it.	Articulates the vision and mission of the district.
Aligns resources, actions and actions, staffing and resources.	Exhibits the disposition of a learner.	Actions, staffing and resources have been aligned to the vision.	Actions, staffing and resources are clearly aligned to the vision.
Practices and applies new learning to further the vision/mission of the district.	Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.		
Focuses on student learning and articulates the excellence that he/she expects.		student learning.	culture, to and artic distingu

Leadership Standard #3: Communications and Community Relations *			
The superintendent is an educational leader who integrates principles of cultural competence and equity into his or her vision and promotes the success of all.			
3.1 Develops and implements a communication plan:		3.2 Develops and implements a community relations plan:	
3.3 Develops and implements a public relations plan:		3.4 Develops and implements a media relations plan:	
Developing	Effective	Accomplished	Ineffective
Knows staff, students, and parents and students.	Communicates key information to families.	Communicates key information to all stakeholders in an appropriate and timely manner.	Advocates for community members.
Stakeholders frequently feel out of the loop.	Communication with individuals and groups is clear and effective.	Most staff and students identify the superintendent as a key leader.	Staff and students do not feel they are part of the district's success.
Works as a member of a district leadership team.	Has a positive relationship with district leadership.	Staff and students do not feel they are part of the district's success.	Staff and students do not feel they are part of the district's success.
ing			Summary Rating
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

Leadership Standard #5: Curriculum Planning/ Development *	
<p>superintendent's skills in staying up-to-date in curriculum, teaching, learning, and testing theories. It requires the superintendent to be able to:</p> <ul style="list-style-type: none"> <li>1.1. Identify and address the needs of all students, including those with special needs, and ensure that all students have access to a high-quality education.</li> <li>1.2. Establish and monitor a system of data collection and analysis that provides information on student learning and achievement.</li> <li>1.3. Develop and implement a system of curriculum and instruction that is based on research and best practices.</li> <li>1.4. Develop and implement a system of assessment that is aligned with the curriculum and provides information on student learning and achievement.</li> <li>1.5. Assess student progress using a variety of assessment methods.</li> <li>1.6. Establish and monitor a system of curriculum and instruction that is based on research and best practices.</li> <li>1.7. Develop and implement a system of assessment that is aligned with the curriculum and provides information on student learning and achievement.</li> </ul>	<p>1. This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning, and testing theories. It requires the superintendent to be able to:</p> <ul style="list-style-type: none"> <li>1.1. Identify and address the needs of all students, including those with special needs, and ensure that all students have access to a high-quality education.</li> <li>1.2. Establish and monitor a system of data collection and analysis that provides information on student learning and achievement.</li> <li>1.3. Develop and implement a system of curriculum and instruction that is based on research and best practices.</li> <li>1.4. Develop and implement a system of assessment that is aligned with the curriculum and provides information on student learning and achievement.</li> <li>1.5. Assess student progress using a variety of assessment methods.</li> <li>1.6. Establish and monitor a system of curriculum and instruction that is based on research and best practices.</li> <li>1.7. Develop and implement a system of assessment that is aligned with the curriculum and provides information on student learning and achievement.</li> </ul>

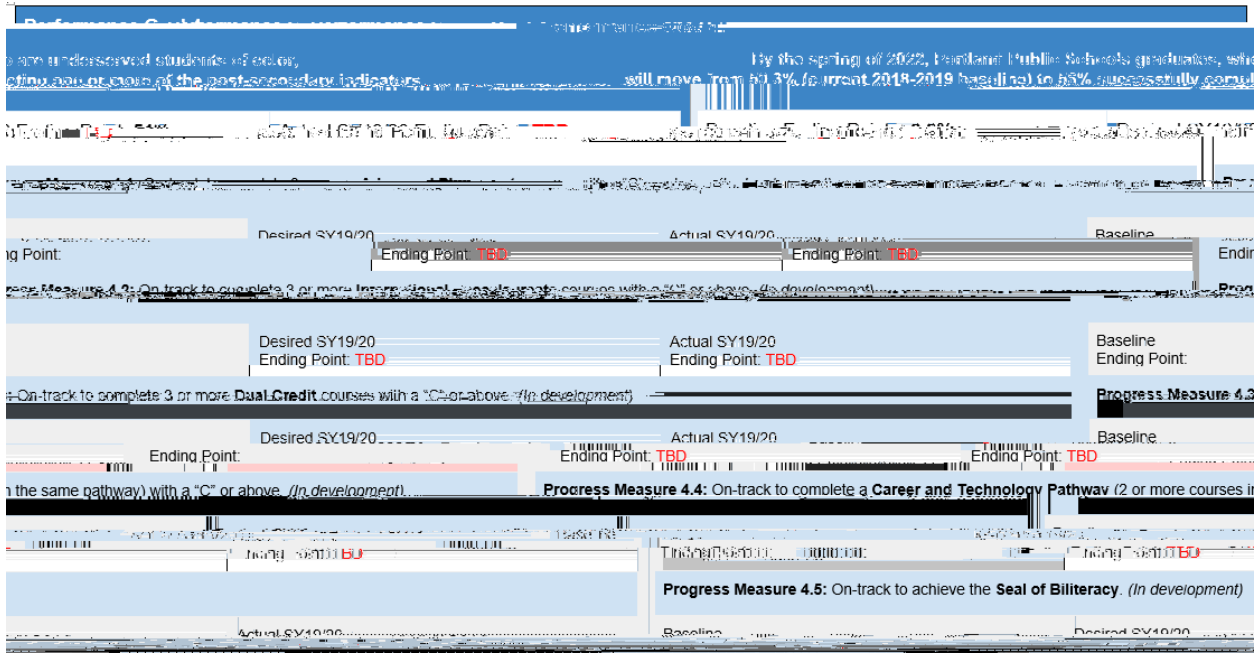
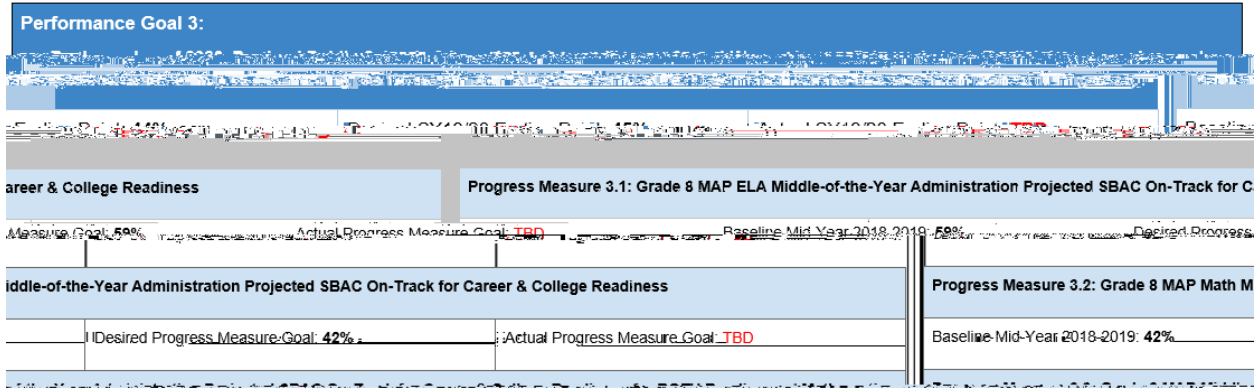
Standard #7: Operational Management	
<p>The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food service, transportation, and facilities, so that students can attend and learn in quality environments that provide a safe and secure learning environment.</p>	<p>7.1. Demonstrates use of system and staff evaluation data for personnel development.</p> <p>7.2. Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, including compensation and separation of personnel with attention to issues of equity and diversity.</p> <p>7.3. Makes sound fiscal decisions and maintains financial control and accountability.</p>

Not Meeting	Ineffective	Developing	Effective	Accomplished
<p>Does not effectively manage and staff the district's operations.</p>	<p>Does not effectively manage and staff the district's operations.</p>	<p>Does not effectively manage and staff the district's operations.</p>	<p>Does not effectively manage and staff the district's operations.</p>	<p>Does not effectively manage and staff the district's operations.</p>



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Overall SY19-20 Superintendent Performance Evaluation									
Head	Head	Subtotal	Asst. Supt.	Standards	Head	Head	Head	Head	Head
				+7 =	Visionary Leadership				
				+7 =	Communications and Community Relationships				
				+7 =	Curriculum Planning and Development				
				+7 =	Resource Management				
				+7 =	Labor Relations				
				+7 =	Goal 1: 3rd Grade Reading				
				x2 =	Goal 2: 5th Grade Math				
				+7 =	Goal 3: 8th Grade				
				x2 =					
Final Summary Rating								SUBTOTAL:	
								DIVIDED BY 9 AREAS =	
								EQUALS FINAL PERFORMANCE LEVEL:	



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**RESOLUTION No. 6017**

Resolution to Uphold the Superintendent's Decision on a Step 3 Appeal – Complaint No. 2019-06

**RECITALS**

The Board of Education has received and reviewed Complaint # 2019-06 submitted and the Superintendent's response to it.

**RESOLUTION**

The Board of Education upholds the Superintendent's decision of the Step 3 appeal as the final decision.

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Items for Individual Consideration

Resolutions Number 6018 through 6019

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**RESOLUTION No. 6018**

Resolution Authorizing Amendment of Resolution No. 5242 Regarding Roosevelt Phase 4

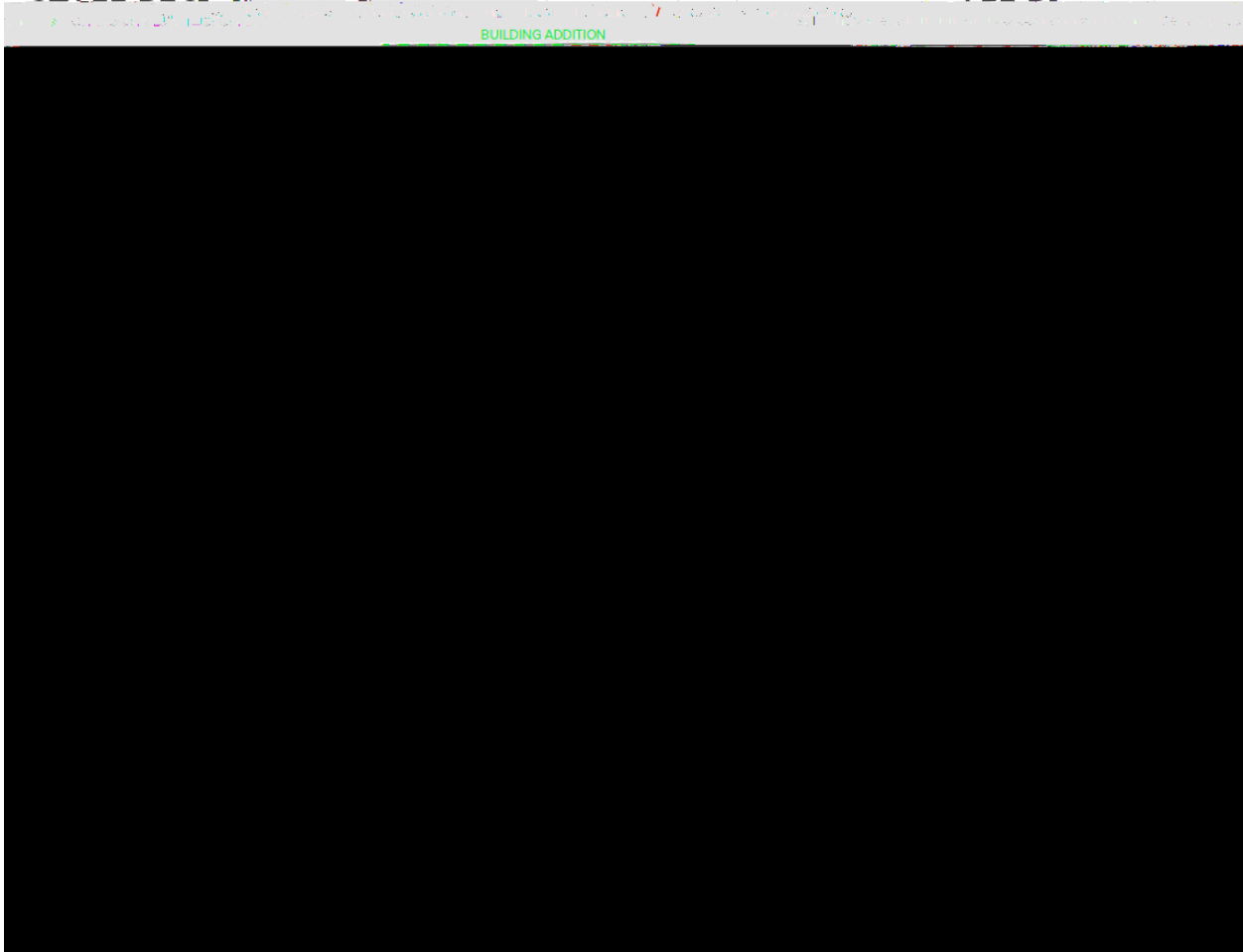
**RECITALS**

- A. Board of Education ("Board") Resolution No. 4852 authorized the Roosevelt High School ("RHS") Full Modernization Master Plan as part of the 2012 Capital Bond Program.
- B. Board Resolution No. 4936 approved the RHS Schematic Design, the commitment of additional funds, a

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2. The Board authorizes the use of up to \$4,503,379 from 2012 Capital Bond to fund the Staff Recommendation of the Roosevelt Phase IV project.

**EXHIBIT**





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**RESOLUTION No. 6019**

Acceptance of the Comprehensive Annual Financial Report, Reports to Management and Report on Requirements of the Single Audit Act and OMB Circular A-133

**RECITALS**

- A. The Board of Education is committed to accountability for how Portland Public Schools spends its tax dollars and other resources, and recognizes that transparency, accuracy, and timeliness in financial reporting are important components of financial accountability.
- B. The District Auditor, Talbot, Korvola & Warwick, LLP, has completed their independent audit of the financial reporting for the year ended June 30, 2019, and provides assurance that the District's accounting and reporting is in compliance with generally accepted accounting principles.
- C. The District Auditor presented a summary of the audit and the Auditor's assessment at a PPS Audit Committee meeting on December 05, 2019. The Audit Committee recommends that the Board accept and approve the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act.
- D. The District has received awards in Excellence in Financial Reporting for 39 consecutive years from both the Government Finance Officers Association (GFOA) and the Association of School Business Officials (ASBO) and plans to submit the current financial report to the GFOA and ASBO.