

Agenda

- I. 6:00 pm - Opening (5 min)
- II. 6:05 pm - Consent Agenda: Resolutions 6167 through 6172 (15 min)
 - Vote- Public Comment Accepted*
 - 1. RESOLUTION 6167: Expenditure Contracts that Exceed \$150,000 for Delegation of Authority
 - 2. RESOLUTION 6168: Revenue Contracts that Exceed \$150,000 Limit for Delegation of Authority
 - 3. RESOLUTION 6169: Adoption of Minutes
 - 4. RESOLUTION 6170: ULP Settlement Agreement
 - 5. RESOLUTION 6171: Settlement Agreement
 - 6. RESOLUTION 6172: Authorizing a Second Amendment to the Right-of-Way Easement Dedication for the Lincoln High School Modernization Project Located at 1600 SW Salmon, Portland, Oregon
- III. 6:20 pm - Student and Public Comment (15 min)
- IV. 6:35 pm - Superintendent's Report (10 min)
- V. 6:40 pm - Student Representative's Report (5 min)
- VI. 6:45 pm - Discussion: Superintendent Evaluation Template (30 min)
- VII. 7:15 pm - Board Committee and Conference Reports (5 min)
 - 1. Joint Bond and Audit Committee
- VIII. 7:20 pm - Other Business / Committee Referrals (5 min)
- IX. 7:25 pm - Adjourn

RESOLUTION No. 6167**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 Administrator, Funding Source
Coalition of Black Men	9/9/20 through 6/30/21 Option to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89164	RESJ Mentoring & Leadership Development at Astor, Lent, & Tubman. Request for Proposals 2019-2700	Original Term: \$120,000 Total through renewals: \$480,000	D. Ledezma Fund 101 Dept. 5432
Michael Grice	9/9/20 through 6/30/21 Option to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89176	RESJ Mentoring & Leadership Development. Request for Proposals 2019-2700	Original Term: \$49,000 Total through renewals: \$196,000	D. Ledezma Fund 101 Dept. 5432
Urban League of Portland	9/9/20 through 6/30/21 Option to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89165	RESJ Enriched Learning & Enrichment Request for Proposals 2019-2700	Original Term: \$82,250 Total through renewals: \$329,000	D. Ledezma Fund 101 Dept. 5432
Chess For Success	9/9/20 through 6/30/21 Option to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89174	RESJ Enriched Learning & Enrichment Request for Proposals 2019-2700	Original Term: \$125,000 Total through renewals: \$500,000	D. Ledezma Fund 101 Dept. 5432

Fulcrum Construction & Building Services, LLC	9/9/20 through 7/31/22 Option to renew for up to three additional one-year terms through 7/31/25	Indefinite Quantity/Indefinite Delivery ID/IQ 89101	Lead Paint Abatement – Multiple Sites Request for Proposals 2019-2708	\$2,000,000	C. Hertz Fund 455 Dept. 5511 Project DS004
Asa Construction Corporation	9/9/20 through 7/31/22 Option to renew for up to three additional one-year terms through 7/31/25	Indefinite Quantity/Indefinite Delivery ID/IQ 89102	Lead Paint Abatement – Multiple Sites Request for Proposals 2019-2708	\$2,000,000	C. Hertz Fund 455 Dept. 5511 Project DS004
First Cascade Corporation	9/9/20 through 7/31/22 Option to renew for up to three additional one-year terms through 7/31/25	Indefinite Quantity/Indefinite Delivery ID/IQ 89105	Lead Paint Abatement – Multiple Sites Request for Proposals 2019-2708	\$2,000,000	C. Hertz Fund 455 Dept. 5511 Project DS004
Pacific Industrial Painting dba Advanced Technology Group, Inc.	9/9/20 through 7/31/22 Option to renew for up to three additional one-year terms through 7/31/25	Indefinite Quantity/Indefinite Delivery ID/IQ 89102	Lead Paint Abatement – Multiple Sites Request for Proposals 2019-2708	\$2,000,000	C. Hertz Fund 455 Dept. 5511 Project DS004
INVO Healthcare Associates	9/9/20 through 6/30/21	Personal Services PS 89175	Provide the District a Board Certified Behavior Analyst (BCBA) and two Registered Behavior Analysis Interventionalists (RBAI). Direct Negotiation – Unique Knowledge & Expertise in a Specialized Service Area PPS-46-0525(4)	\$225,408	K. Cuellar Fund 101 Dept. 5414
CBRE/Heery	9/9/20 through 6/30/21 Option to renew for up to two additional one-year terms through 6/30/23	Related Services RS 89203	On-Call Project Management. Request for Proposals 2017-2352	Original Term: \$5,000,000 Total through renewals: \$5,000,000	C. Hertz Funding Source Varies

Horizons Counseling Services, LLC	9/9/20 through 6/30/21 Option to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89256	RESJ Culturally Specific Family Engagement, and Mentoring/Leadership Development. Request for Proposals 2019-2700	Original Term: \$271,312 Total through renewals: \$1,085,248	D. Ledezma Fund 101 Dept. 5432
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NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

No New IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
Relay Resources, Inc.	9/9/20 through 8/20/21	Services S 64948 Amendment 3	Provide weekly laundry services to District’s Nutrition Services department. Exempt from Competitive Procurement: Required Procurement of Qualified Rehabilitation Facility Products or Services PPS-45-0410	\$52,000 \$196,000	C. Hertz Fund 202 Dept. 5570

RESOLUTION No. 6168**Revenue Contracts that Exceed \$150,000 Limit 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”) to enter into and approve all 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

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE (“IGA/Rs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Public Schools	9/1/20 through 6/30/21	Intergovernmental Agreement/Revenue IGA/R 89162	Columbia Regional Program and District will partner to deliver regional services for Deaf/Hard of Hearing students.	\$617,895	K. Cuellar Fund 299 Dept. 5422 Grant S0031
North Clackamas School District	9/1/20 through 6/30/21	Intergovernmental Agreement/Revenue IGA/R 89194	Columbia Regional Program and North Clackamas SD will partner to deliver regional services for Deaf/Hard of Hearing students.	\$216,825	K. Cuellar Fund 299 Dept. 5422 Grant S0031
State of Oregon, Early Learning Division	7/1/20 through 6/30/21	Intergovernmental Agreement/Revenue IGA/R 89246	Preschool Promise grant covering 60 preschool seats at Faubion, Boise-Eliot Humboldt, and Martin Luther King, Jr.	\$1,497,000	K. Cuellar Fund 205 Dept. 9999 Grant G2009

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6169

The Following Minutes are offered for Adoption

- August 25, 2020 – Regular Meeting

Regular Meeting Minutes and Overview

Tuesday, August 25, 2020 6:00 PM

WebEx Virtual Meeting, 501 N. Dixon St., Portland, OR 97227

Present

Director Scott Bailey, Director Julia Brim-Edwards, Director Michelle DePass*, Director Amy Kohnstamm, Director Eilidh Lowery, Director Rita Moore, Director Andrew Scott, Student Representative Shue

Actions Taken

Motion to approve the Consent Agenda including Resolution 6152 as amended (to not include The I Am Academy, Open School Inc., and Immigrant and Refugee Community Organization contracts) through Resolution 6155. This motion, made by Amy Kohnstamm and seconded by Director Julia Brim-Edwards, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes, unofficial

Yes: 6, No: 0, Absent: 1

Motion to approve the contracts for The I Am Academy, Open School Inc., and Immigrant and Refugee Community Organization which were pulled from Resolution 6162. This motion, made by Director Andrew Scott and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes, unofficial

Yes: 7, No: 0

Motion to approve a Resolution 6165* (which was later revoted on to approve as the correct resolution number 6166) in Support of a Ballot Measure Establishing Universal Preschool in Multnomah County. This motion, made by Rita Moore and seconded by Director Scott Bailey, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes, unofficial

Yes: 6, No: 0, Absent: 1

Motion to revote to approve Resolution 6165: Settlement Agreement and the Resolution 6166: Resolution in Support of a Ballot Measure Establishing Universal Preschool in Multnomah County, with the correct resolution numbers. This motion, made by Director Andrew Scott and seconded by Director Michelle DePass, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes, Student Representative Shue: Yes, unofficial

Yes: 7, No: 0

RESOLUTION No. 6162

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 Administrator, Funding Source
Catapult Learning West, LLC	9/1/20 through 8/31/21 Option to renew for four additional one-year terms through 8/31/25	Personal Services PS 89159	Supplemental instructional programs for Title I eligible students enrolled in private schools. Request for Proposals 2019-2698	Original Term: \$239,174 Total through all renewals: \$1,195,870	K. Cuellar Funding Source Varies
The I Am Academy	9/1/20 through 6/30/21 Options to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89163	RESJ Mentoring and Leadership Development. Request for Proposals 2019-2700	Original Term: \$199,000 Total through all renewals: \$796,000	D. Ledezma Fund 101 Dept. 5432
Immigrant and Refugee Community Organization	9/1/20 through 6/30/21 Options to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89171	RESJ Culturally Specific Family Engagement, Wrap Around Services, Mentoring and Leadership Development, and Student Advocacy/Positive Cultural Identity Development services. Request for Proposals 2019-2700	Original Term: \$975,000 Total through all renewals: \$3,900,000	D. Ledezma Fund 101 Dept. 5432
Open School, Inc.	9/1/20 through 6/30/21 Options to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89182	RESJ Wrap Around Services. Request for Proposals 2019-2700	Original Term: \$1,800,000 Total through all renewals: \$7,200,000	D. Ledezma Fund 101 Dept. 5432

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
David Douglas School District	7/1/20 through 6/30/21	Intergovernmental Agreement IGA 89135	Columbia Regional Program will partner with David Douglas School District to deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$223,300	K. Cuellar Fund 205 Dept. 5433 Grant G1900

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6163

Adoption of Minutes

The following minutes are offered for adoption:

- August 11, 2020 - Regular Meeting
- August 03, 2020 - Special Meeting, Revised

RESOLUTION No. 6164

Resolution to approve the postponement of OAR 581-022-2355 Instructional Materials Adoption

RECITALS

- A. The rules for the corrective action plan for OAR 581-022-2355 Instructional Materials Adoption that are not completed by the beginning of the following school years require the submission of a Postponement Form to indicate the textbooks that will be used prior to the start of the school year.
- B. Board approval is required for the Postponement Form as the Board approves Instructional Materials Adoptions.

RESOLUTION

The Board of Education hereby approves the postponement of Instructional Materials Adoption as outlined in the Postponement Form that will be submitted to the Oregon Department of Education prior to September 2, 2020, the start of the school year in PPS.

Attachment A: Request for Approval to Postpone Selection and Use of Adopted Instructional Materials (OAR 581-022-1650, ORS 337.120)

RESOLUTION No. 6165

Settlement Agreement

The authority is granted to pay a total of \$595,000 to resolve a disputed construction contract matter and to enter into a settlement agreement and release. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 6166

Resolution in Support of Ballot Measure Establishing Universal Preschool in Multnomah County

RECITALS

- A. This measure will establish a new preschool for all program providing voluntary, tuition-free, developmentally appropriate early learning opportunities for three- and four-year old children in Multnomah County, prioritizing families who historically have the least access to preschool, including BIPOC families, families whose children have disabilities, families who speak languages other than English, and who are experiencing poverty and economic challenges.
- B. This program will redress a critical shortage of accessible early childhood education in this region. Before COVID-19, Multnomah County only had enough preschool and child care spots for 43% of our preschool-age children. The pandemic's impacts will make this even worse.
- C. Oregon ranks fourth in the country in the costs of childcare. Yet only 15% of preschool slots are publicly funded. In 2017, preschool cost on average over \$9,000/year, forcing many families in Multnomah County to spend 30-40% of their income on preschool.
- D. Research over many decades convincingly shows that participation in high quality early childhood educational experiences has a positive impact on all children, but especially for children of color and children living in poverty, supporting a range of early cognitive skills, social-emotional development, and executive functions that are foundational for success in K-12.
- E. Moreover, public investments in universal, high quality preschool have been shown to be one of the most effective economic development strategies, with a return of almost \$8-10 on the dollar.

RESOLUTION

1. The Board of Education for Portland Public Schools endorses the measure establishing preschool for all 3- and 4-year old children in Multnomah County.

Kara Bradshaw

Kara Bradshaw
Executive Assistant, Board of Education

RESOLUTION No. 6170

ULP Settlement Agreement

The authority is granted to resolve a disputed unfair labor practice charge filed by Portland Association of Teachers regarding compensation of substitute educators and related issues stemming from the spring 2020 school building closures. Terms of settlement include a one-time change to the health insurance eligibility for substitute educators, which will be prorated to account for the reduced number of school days in the 2019-20 school year due to the pandemic, and providing professional development to substitute educators related to teaching in the Comprehensive Distance Learning environment. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 6171

Settlement Agreement

RESOLUTION

The authority to pay \$33,250 is granted to the Superintendent to enter into an agreement to resolve claims brought on behalf of a student in a form approved by the General Counsel's Office.

RESOLUTION No. 6172

Authorizing a Second Amendment to the Right-of-Way Easement Dedication for the Lincoln High School Modernization Project Located at 1600 SW Salmon, Portland, Oregon

RECITALS

- A. The Lincoln High School Modernization Project is part of the 2017 School Improvement Bond.
- B. The design of the Project requires street improvements such as new sidewalks, ADA accessible ramps, and utility services that enhance the property and are required by City code.
- C. These street improvements require a right-of-way easement dedication to Portland Bureau of Transportation.
- D. Such right-of-way easements are frequently required in order to obtain the building permit on large construction projects and are typically provided without cost.
- E. On June 11, 2020, the Board approved the Lincoln High School right-of-way easement consist of approximately 4,358 (four thousand, three hundred and fifty-eight) square feet of land, consisting of three-feet to five-feet sections of frontage along the streets adjacent to Lincoln High School (the Lincoln Easement), Board Resolution 6125.
- F. On August 11, 2020, the Board approved an amendment to the Lincoln Easement for the new service that will be provided by the Portland Water Bureau and consisting of approximately 123 (one-hundred and three) square feet of additional land (the Amended Lincoln Easement), Board Resolution 6155.
- G. A second amendment to include an additional 175 (one-hundred seventy-five) square feet of land at the southeast access point adjacent to the terminus of SW 16th Avenue (the Second Amended Lincoln Easement) is now being required by Portland Bureau of Transportation for the new service that will be provided by the Portland Water Bureau.
- H. The Second Amended Lincoln Easement dedication is required so that the final building permit can be issued.

RESOLUTION

- 1. The Board hereby authorizes the Second Amended Lincoln Easement dedication to the Portland Bureau of Transportation.
- 2. The Board hereby authorizes the Deputy Clerk to execute the required documents in a form approved by District General Counsel and to convey the Second Amended Lincoln Easement to the Portland Bureau of Transportation so that the building permit for the Lincoln High School Modernization Project can be issued.



PORTLAND PUBLIC SCHOOLS
OFFICE OF SCHOOL MODERNIZATION
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2222

Date: September 8, 2020
To: School Board
From: Dan Jung, Chief Operating Officer
Dana White, Director of Planning & Real Estate Management
Subject: Lincoln High School Modernization Right-of-Way Easement Dedication

BACKGROUND

The Lincoln High School Modernization project (the Project) is part of the 2017 School Improvement Bond.

The design of the Project requires new improvements such as sidewalks, ADA accessible ramps, and utility services which both enhance the property and are required by City code.

These new improvements require a right-of-way easement dedication to the Portland Bureau of Transportation and are a condition of the issuance of the Project's building permit. See Attachment A.

On June 11, 2020, the Board approved the Lincoln High School right-of-way easement for the new sidewalks around Lincoln and consisting of approximately 4,358 (four thousand, three hundred and fifty-eight) square feet of land, consisting of three-foot to five-foot sections of frontage along the streets adjacent to Lincoln High School (the Lincoln Easement), Board Action Number 6125 of the Board Business Agenda.

On August 11, 2020, the Board approved an Amendment to the Lincoln High School right-of-way easement for the new service that will be provided by the Portland Water Bureau and consisting of approximately 123 (one hundred and twenty- three) square feet of additional land (the Amended Lincoln Easement), Board Action Number 6155 of the Board Business Agenda.

After further plan review and site verification, the Portland Water Bureau has determined that the water main is located six feet outside of the Amended Lincoln Easement and that they also require additional land for the maintenance of the new water service.

A second amendment to the Lincoln Easement is now required by Portland Bureau of Transportation to provide an additional easement area for the new water service, adding an additional 175 (one hundred, seventy-five) square feet of land at the southeast access point adjacent to the terminus of SW 16th Avenue (the Second Amended Lincoln Easement). See Attachment B.

RELATED POLICIES/BEST PRACTICES

Board Policy 8.70.040-P Preservation, Maintenance, and Disposition of District Real Property

Right-of-Way easements for street and utility improvements are a standard requirement of obtaining a building permit on large construction projects and are provided to the City at no cost.

ANALYSIS OF SITUATION

Denying the Second Amended Lincoln Easement would delay the issuance of the Project's building permit, which is needed immediately to meet the current construction schedule. Any delays in construction could have implications to both the Project budget and the occupancy of the building for the 2022/23 school year.

FISCAL IMPACT

There are no fiscal impacts to approving the Second Amended Lincoln Easement dedication.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

NA

TIMELINE FOR IMPLEMENTATION / EVALUATION

The Second Amended Lincoln Easement dedication is needed immediately in order for the Project building permit to be issued.

BOARD OPTIONS WITH ANALYSIS

1. Approve the Second Amended Lincoln Easement dedication as required for the issuance of the building permit for the Project.
2. Deny the Second Amended Lincoln Easement dedication and delay the project with no clear path for obtaining the requisite building permit.

CONNECTION TO BOARD GOALS

NA

STAFF RECOMMENDATION

Staff recommends approving the Second Amended Lincoln Easement dedication.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

____CH____ (Initials)

ATTACHMENTS

- A. PBOT Easement for Right-of-Way Purposes
- B. Lincoln Site Plan with all ROW dedications (for reference only)

Attachment A
PBOT Easement for Right-of-Way Purposes

EXHIBIT "A"

September 2, 2020

Easement for Right of Way Purposes

A 7.00' wide tract of land located in the Northeast One-Quarter of Section 4, Township 1 South, Range 1 East, of the Willamette Meridian in the City of Portland, Multnomah County, Oregon, said tract being a portion of vacated SW 16th Avenue per Ordinance No. 81381, recorded October 25, 1945 in Book 980, Page 539, Multnomah County Deed Records, said tract being more particularly described as follows:

Commencing at the northeast corner of Block 1, Plat of Davenport Tract, Multnomah County Survey Records, being also the southwesterly corner of said vacated SW 16th Avenue per Ordinance 81381; Thence S65°54'08"E 60.03 feet, along the southwesterly line of said vacated SW 16th Avenue; Thence N22°22'29"E 15.00 feet, along the easterly line of said vacated SW 16th Avenue; Thence N65°54'08"W 17.50 feet, parallel to said southwesterly line of said vacated SW 16th Avenue to the **True Point of Beginning**;

Thence S22°22'29"W, parallel with said easterly line, 7.00 feet to an angle point;

Thence N65°54'08"W, parallel with said southwesterly line, 25.00 feet to an angle point;

Thence N22°22'29"E, parallel with said easterly line, 7.00 feet to an angle point;

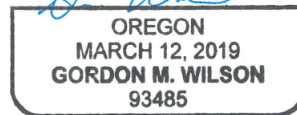
Thence S65°54'08"E, parallel with said southwesterly line, 25.00 feet to the **True Point of Beginning**.

The tract of land to which this description applies contains 175 square feet, more or less.

This legal description is based upon Survey Number 1319, Multnomah County Survey Records. Basis of Bearings was held on the south right-of-way line of SW Salmon Street, being S67°37'16"E per Survey Number 55557, Multnomah County Survey Records.



Gordon M. Wilson



Renews: 06/30/ 2022

EXHIBIT "B"
EASEMENT FOR RIGHT OF WAY PURPOSES

SW 16TH AVENUE

VACATED PER ORDINANCE 81381
RECORDED 10/25/1945
IN BOOK 980, PAGE 539

BLOCK 1
PLAT OF
"DAVENPORT
TRACT"



SCALE
1" = 10'

SW 16TH AVENUE
(60' WIDTH)

POINT OF
COMMENCEMENT

TRUE POINT
OF BEGINNING

PARCEL III
AS DESCRIBED IN A DEED TO
SCHOOL DISTRICT NO. 1,
MULTNOMAH COUNTY, OREGON,
RECORDED IN
BOOK 350, PAGES 514-515

LEGEND



EASEMENT FOR
RIGHT OF WAY PURPOSES
± 175 SQ.FT.

SEE ATTACHED
LEGAL DESCRIPTION



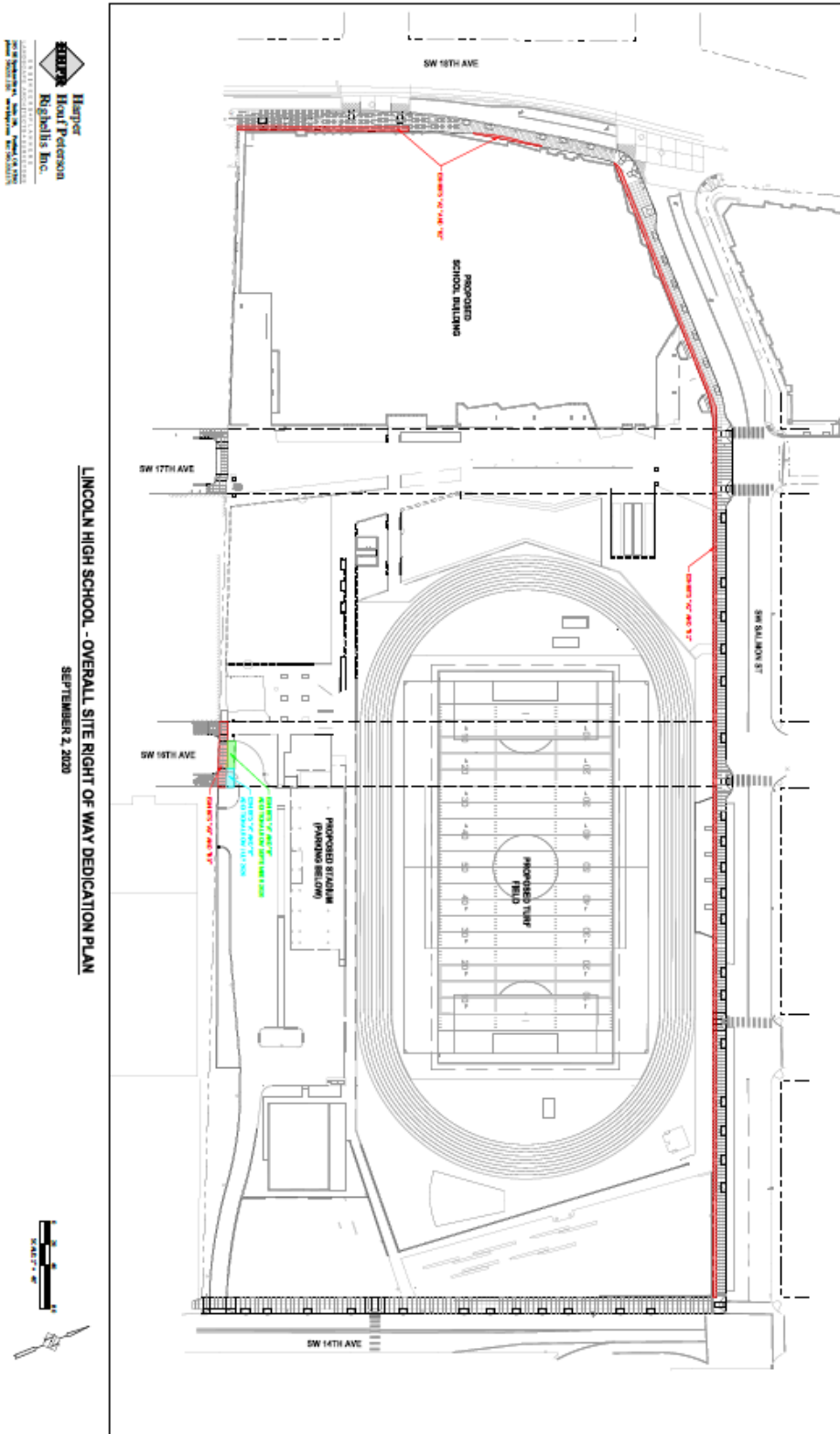
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Attachment B
Lincoln site plan with all ROW dedications (for reference only)



Portland Public Schools
Board of Directors'
Superintendent's Performance Evaluation
for School Year 2020-2021

SUPERINTENDENT ANNUAL EVALUATION

In 2019-2020, the Board adopted an evaluation tool that acknowledged 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 wishes to reaffirm its commitment to the existing **Student Performance Goals**. While the board is affirming and expanding its commitment to the **Student Performance Goals**, we must also acknowledge that the system and the larger community are in the midst of a pandemic and unprecedented shifts in how we serve our students.*

Given the pandemic and the unprecedented changes in education, we plan to use the 2020-2021 school year to gather baseline data on the **Student Performance Goals** which we will use to set targets for the coming academic year (2021-2022). There will be regular reporting on this data to the board at least quarterly. The four Board goals will be reintroduced in the 2021-2022 performance evaluation.

Therefore, for the 2020-2021 academic year, the superintendent evaluation framework will be based on the **8 Leadership Standards** identified in the 2020 superintendent evaluation workbook published by the **Oregon School Board Association** and the **Coalition of Oregon School Administrators**. These will be equally weighted and scoring will be done using this scale provided by the Oregon School Boards Association:

SCORES BETWEEN:	PERFORMANCE LEVEL:
3.5 - 4.0	Accomplished
2.5 - 3.4	Effective
1.5 - 2.4	Developing
0.0 - 1.4	Ineffective

Leadership Standard #1: Visionary Leadership

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

1.1 Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities
 1.2 Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision

1.3 Implements the district's continuous improvement plan and communicates its progress
 1.4 Makes progress on PPS's Racial Equity and Social Justice strategy, with a focus on the professional development strategies in the RESJ framework

Ineffective	Developing	Effective	Accomplished
<p>Little or no evidence exists of a district vision implemented in the work of the district.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the district stands for.</p>	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>	<p>Articulates the vision of the district in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>The district vision is focused on student learning.</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.</p>

Summary Rating

1 Ineffective:

2 Developing:

3 Effective:

4 Accomplished:

Leadership Standard #2: Ethics and Professional Norms

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

2.1 Ensures a system of accountability for every student’s academic and social success

2.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior

2.3 Safeguards the values of democracy, equity and diversity

2.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling

Ineffective	Developing	Effective	Accomplished
<p>Actions and intentions are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his or her word.</p> <p>Is not self-aware and does not reflect on his or her practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning</p>	<p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p>

Summary Rating

1 Ineffective: 2 Developing: 3 Effective: 4 Accomplished:

Leadership Standard #3: Inclusive District Culture

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent ensures that equity is centered in all district planning and action.

3.1 Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture

3.2 Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student

3.3 Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff

Ineffective	Developing	Effective	Accomplished
<p>Planning is centered on the dominant culture.</p> <p>Data is presented in aggregate.</p> <p>Engagement activities are not differentiated to elevate the voices of underserved communities.</p>	<p>Planning remains centered on the dominant culture with differentiation for legally required student groups (e.g. special education or emergent bilingual students).</p> <p>Data reporting is primarily focused on aggregate performance with occasional disaggregation.</p> <p>Occasional or inconsistent efforts to engage underserved communities.</p>	<p>Consistent evidence of centering underserved students in planning activities.</p> <p>Data is regularly disaggregated in reporting and planning documents aligned to traditional state and federal reporting requirements..</p> <p>Consistent and intentional efforts to engage underserved communities.</p>	<p>Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.</p> <p>Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality.</p> <p>Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.</p>

Summary Rating

1 Ineffective: 2 Developing: 3 Effective: 4 Accomplished:

Leadership Standard #4: Culturally responsive instructional leadership and improvement

This standard addresses the superintendent’s skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

4.1 Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership

4.2 Implements coordinated systems of support, including coaching and professional development for staff

4.3 Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership

4.4 Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained

Ineffective	Developing	Effective	Accomplished
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to customize learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses customized learning, but execution is uneven, unclear and chaotic</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to align curriculum to standards.</p> <p>Puts in place systems to customize instruction to students.</p>	<p>Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization’s primary strategic objective.</p> <p>Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.</p> <p>Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.</p>

Summary Rating

1 Ineffective: 2 Developing: 3 Effective: 4 Accomplished:

Leadership Standard #5: Communications and Community Relations

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community, responding to feedback and building support for and engagement with the district.

5.1 Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups

5.2 Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning

5.3 Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs

5.4 Goes beyond the district and local community to advocate for students at the county, regional and/or state level

Ineffective	Developing	Effective	Accomplished
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the district.</p> <p>Not aware of the undercurrents with the staff of the school environment.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out of the loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps staff, students, and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>Most staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p>

Summary Rating

1 Ineffective: 2 Developing: 3 Effective: 4 Accomplished:

Leadership Standard #6: Effective Organizational Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

6.1 Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success

6.2 Establishes productive relationships with associations while managing labor relations and contract effectively

6.3 Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning

6.4 Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity

Ineffective	Developing	Effective	Accomplished
<p>Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students.</p> <p>Is antagonistic toward union leadership, doesn't work to improve relations.</p>	<p>Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students.</p> <p>Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.</p>	<p>Puts in place systems and staff so that environments are conducive to learning and are consistently safe.</p> <p>Is proactive in sharing information and purposely avoids conflict.</p>	<p>Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.</p> <p>Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.</p>

Summary Rating

1 Ineffective: 2 Developing: 3 Effective: 4 Accomplished:

Leadership Standard #7: Effective Fiscal Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

7.1 Develops a proposed budget in accordance with board priorities and district direction

7.2 Manages the equitable implementation of district resources aligned with the budget adopted by the board

7.3 Communicates the budget priorities and ensures regular updates on implementation of the budget

Ineffective	Developing	Effective	Accomplished
Irresponsibly and imprudently manages the fiscal aspects of the organization.	Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	<p>Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking.</p> <p>Clear and transparent systems of financial control and accountability are universally followed.</p>

Summary Rating

1 Ineffective: 2 Developing: 3 Effective: 4 Accomplished:

Leadership Standard #8: Policy, Advocacy and Governance

The superintendent engages stakeholders in the development of the district strategic plan and works with the board to align policy and budgetary resources to execute the plan. The superintendent also advocates at the local, regional and national levels on the behalf of the system.

8.1 Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations

8.2 Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district

8.3 Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders

Ineffective	Developing	Effective	Accomplished
<p>The superintendent does not value or show evidence of an effort to establish the conditions necessary for collaborative decision making and does not show evidence of advocacy on the behalf of the system.</p>	<p>The superintendent implements plans in compliance with national, state, and local policy, laws, rules and regulations.</p> <p>The superintendent inconsistently participates in advocacy at the state or regional level.</p>	<p>The superintendent works collaboratively with the board to implement plans in compliance with national, state, and local policy, laws, rules and regulations.</p> <p>The superintendent engages in a regular pattern of advocacy at the state and regional level.</p>	<p>The superintendent engages the board and larger community in the development and implementation of plans in compliance with national, state, and local policy, laws, rules and regulations.</p> <p>The superintendent engages in a regular pattern of advocacy at the state and regional level and shows evidence of proactive advocacy on key issues.</p>

Summary Rating

1 Ineffective: 2 Developing: 3 Effective: 4 Accomplished:

Overall SY 2020-2021 Superintendent Performance Evaluation									
Priority Leadership Standards & Performance Goals	Each member ranks each indicator 1-4 according to the rubrics above								
	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7	Subtotal	Average
Visionary Leadership									÷ 7 = ____
Ethics and Professional Norms									÷ 7 = ____
Inclusive District Culture									÷ 7 = ____
Culturally Responsive Instructional Leadership and Improvement									÷ 7 = ____
Communications and Community Relations									÷ 7 = ____
Effective Organizational Management									÷ 7 = ____
Effective Financial Management									÷ 7 = ____
Policy, Governance and Advocacy									÷ 7 = ____
Final Summary Rating for the 2020-2021 Academic Year								SUBTOTAL:	
								DIVIDED BY 8 AREAS EQUALS FINAL PERFORMANCE LEVEL:	