

Portland Public Schools Board of Education

Regular Meeting Minutes

Tuesday, September 22, 2020 6:00 PM

Virtual Meeting

Attendance

Present: Chair Lowery, Directors Bailey, Brim-Edwards, DePass, Kohnstamm, Moore, Scott; Student Representative Shue

Absent: None

Actions Taken

Motion to approve Resolution No. 6173: Resolution Proclaiming the Celebration of National Hispanic Heritage Month in Portland Public. This motion, made by Director Scott Bailey 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

Yes: 7, No: 0

Motion to amend Resolution 6174 to correct a typo in the amount of the Delta Connects contract from \$2,000,00 to \$3,000,000. This motion, made by Director Julia Brim-Edwards and seconded by Rita Moore, 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

Yes: 7, No: 0

Motion to approve the Consent Agenda, including Resolutions 6174 (as amended) through 6177. This motion, made by Amy Kohnstamm and seconded by Director Andrew Scott, 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

Yes: 7, No: 0

Motion to approve Resolution 6178: Amendment to the Fiscal Year 2020-21 Budget for School District No. 1J, Multnomah County, Oregon. This motion, made by Director Michelle DePass and seconded by Director Andrew Scott, 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

Yes: 7, No: 0

A motion to amend Resolution 6179: Superintendent Evaluation Template to include student outcomes. This motion, made by Director Julia Brim-Edwards and seconded by Director Michelle DePass, Failed.

Director Scott Bailey: No, Director Julia Brim-Edwards: Yes, Director Michelle DePass: No, Amy Kohnstamm: No, Director Eilidh Lowery: No, Rita Moore: No, Director Andrew Scott: No

Yes: 1, No: 6

A motion to amend Resolution 6179: Superintendent Evaluation Template sections 1.4, 1.5, 3.1 and 6.5 to include equity metrics. This motion, made by Director Andrew Scott and seconded by Director Julia Brim-Edwards, 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

Yes: 7, No: 0

Motion to amend the amendment to Resolution 6179: Superintendent Evaluation Template to remove No. 2 under section 1.4 and change 1.5 to read "Demonstrate a focus on improving". This motion, made by Amy Kohnstamm 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

Yes: 7, No: 0

Motion to approve Resolution No. 6179: Superintendent Evaluation Template as amended. This motion, made by Amy Kohnstamm and seconded by Director Andrew Scott, Passed.

Director Scott Bailey: Yes, Director Julia Brim-Edwards: No, Director Michelle DePass: Yes, Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Rita Moore: Yes, Director Andrew Scott: Yes

Yes: 6, No: 1

Resolución Nro. 6173

Resolución que proclama la celebración del Mes de la Herencia Hispana Nacional en las Escuelas Públicas de Portland

CONSIDERANDO

- A. Que la Semana de la Herencia Hispana, la cual comenzó en 1968 bajo el Presidente Lyndon Johnson, fue expandida a “Mes de la Herencia Hispana” por el Presidente Ronald Regan y promulgada como ley en 1988 para cubrir un periodo de 30 días a partir del 15 de septiembre, el día que representa el aniversario de la independencia de cinco países latinoamericanos;
- B. Que los hispanos y latinos han enriquecido y formado positivamente nuestra comunidad. Desde aquellos cuyas raíces se remontan a generaciones anteriores hasta aquellos que han llegado recientemente a buscar la promesa de los Estados Unidos, ellos representan el espíritu de nuestro Sueño Americano, que con el trabajo arduo y educación, se puede construir una vida mejor para uno mismo y un futuro mejor para nuestros hijos.
- C. Que los hispanos y latinos hacen importantes contribuciones y continúan logrando avances en la educación, la medicina, el arte, la cultura y el servicio público, y han sido una influencia constante y vital en el crecimiento y la prosperidad de nuestra comunidad.
- D. Que más del dieciséis por ciento de alumnos matriculados en Escuelas Públicas de Portland son hispanos y/o latinos;
- E. Que más del ocho por ciento de nuestros empleados se compone de hispanos y/o latinos y contribuyen a lograr la misión de PPS en cada nivel dentro de cada departamento y división del Distrito;
- F. Que nuestras escuelas honran y preservan los bienes lingüísticos y culturales de los estudiantes a través de clubes estudiantiles como MECHA y programas de enriquecimiento como nuestros cursos de inmersión lingüística bilingüe, estudios étnicos, teoría crítica de las razas, y la opción de obtener un Sello de Alfabetización Bilingüe al graduarse, que honran y enriquecen las distintas procedencias de nuestros alumnos que hablan español como un idioma de herencia, a la vez que exponen a los que no hablan español a las diversas perspectivas multilingües y multiculturales;
- G. Que nuestro distrito y nuestra comunidad se fortalece con el apoyo y la abogacía de organizaciones como Latino Network, Hacienda CDC, la Cámara Hispana Metropolitana, Verde, el Teatro Milagro, y el Programa Hispano;
- H. Que reconocemos que cuando elevamos a los estudiantes, al personal, a las familias y a los miembros de la comunidad hispanos y latinos, fortalecemos a todo nuestro distrito; cuando creamos más caminos hacia la oportunidad educativa, proporcionamos la oportunidad para todos los estudiantes alcanzar su mayor potencial;
- I. Que entender, reconocer y promover las aportaciones de nuestros estudiantes, personal, familias y comunidades hispanos y latinos es una parte importante de la celebración del Mes de la Herencia Hispana;
- J. Que el valor fundamental de la Equidad Racial y Justicia Social de las Escuelas Públicas de Portland es creer en el derecho fundamental a la dignidad humana y que generar un mundo equitativo requiere un sistema educativo que interrumpa intencionalmente y que construya líderes para interrumpir los sistemas de opresión;

Que la Nueva Imagen de las Escuelas Públicas de Portland, la visión de nuestro Distrito y su “estrella del norte” articula un retrato de un de un graduado de las Escuelas Públicas de Portland como un pensador crítico compasivo, capaz de colaborar y resolver problemas, y preparado para liderar un mundo socialmente más justo. Los graduados serán líderes de equidad transformacional, los educadores se centrarán en la Equidad Racial y la Justicia Social,

y el distrito escolar promoverá Sistemas y Estructuras alineados con la Equidad Racial;

- K. Que las Escuelas Públicas de Portland tiene una Política de Equidad Racial que establece nuestro compromiso de superar afirmativamente las barreras educativas que han resultado en una brecha persistente e inaceptable para los estudiantes de color y de dar a cada estudiante la oportunidad y el apoyo para alcanzar su máximo potencial;
- L. Que cerrar las brechas de oportunidades mientras elevamos el rendimiento de todos los estudiantes es la prioridad principal de la Junta Escolar, el Superintendente y todo el personal del distrito; y
- M. Que la Junta Escolar de las Escuelas Públicas de Portland cree que cada estudiante debe ser celebrado y apreciado por las distintas y vibrantes contribuciones que hacen al compartir culturas, idiomas, ideas, creencias y valores dentro de la comunidad escolar.

SE RESUELVE

Que la Junta Escolar de las Escuelas Públicas de Portland por la presente promueve el 15 de septiembre al 15 de octubre como el Mes de Herencia Hispana y alienta a los miembros del personal, alumnos y a la comunidad a observar, reconocer y celebrar la cultura, herencia y contribuciones económicas de los hispanos y latinos a Portland, Oregón y a los Estados Unidos a través de actividades culturalmente relevantes; y aprender del pasado y entender las experiencias que han formado los Estados Unidos.

Resolution No. 6173

Resolution in Celebration of Latinx Heritage in Portland Public Schools

RECITALS

- A. Hispanic Heritage Week, which began in 1968 under President Lyndon Johnson, was expanded to National Hispanic Heritage Month by President Ronald Reagan and enacted into law in 1988 to cover a 30-day period starting on September 15, the day that represents the anniversary of independence for five Latin American countries;
- B. Hispanics and Latinos have enriched and positively shaped our community. From those whose roots trace back generations to those who have recently arrived to pursue the promise of the United States, they represent the spirit of our American Dream: with hard work and an education, you can build a better life for yourself and a better future for your children.
- C. Hispanics and Latinos make profound contributions and continue to make advances in education, medicine, art, culture, and public service and have been a consistent and vital influence in our community's growth and prosperity.
- D. More than sixteen percent of enrolled students in the Portland Public Schools are Hispanic and/or Latino;
- E. Hispanics and/or Latinos comprise over eight percent of our employees and contribute to the accomplishment of PPS's mission at every level within every department and division of the District;
- F. Our schools honor and preserve the linguistic and cultural assets of students through student clubs like MECHA and enrichment programs such as our Dual Language Immersion, Ethnic Studies, Critical Race Theory courses, and the option to obtain a seal of Biliteracy upon graduation that honor and enrich the diverse backgrounds of our heritage Spanish-speakers, while exposing non-Spanish speakers to diverse multilingual and multicultural perspectives;

- G. Our district and our community is strengthened by the support and advocacy of organizations like Latino Network, Hacienda CDC, the Hispanic Metropolitan Chamber, Verde, Milagro Theater, and El Programa Hispano;
- H. We recognize that when we lift up Hispanic/Latino students, staff, families, and community members, we strengthen our entire district; when we create more pathways to educational opportunity, we provide the chance for all students to reach their greatest potential;
- I. Understanding, recognizing, and promoting the assets of our Hispanic and Latino students, staff, families and community is an important part of celebrating Hispanic Heritage Month;
- J. Portland Public Schools' core value of Racial Equity and Social Justice is that we believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts – and build leaders to disrupt – systems of oppression;
- K. Portland Public Schools reimagined, our District's vision and "north star," articulates a portrait of a graduate of Portland Public Schools as a compassionate critical thinker, able to collaborate and solve problems, and prepared to lead a more socially just world. Graduates will be Transformational Equity Leaders, educators will be Racial Equity and Social Justice Centered, and the school district will advance Racial Equity Aligned Systems and Structures;
- L. Portland Public Schools has a Racial Education Equity Policy that states our commitment to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable gap for students of color and to give each student the opportunity and support to meet his or her highest potential;
- M. Closing opportunity gaps while raising achievement for all students is the top priority of the Board of Education, the Superintendent, and all district staff; and
- N. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community.

RESOLVED

The Portland Public Schools Board of Education hereby promotes September 15th through October 15th as Hispanic Heritage Month and encourages staff, students, and community to observe, recognize, and celebrate the culture, heritage, and economic contributions of Hispanics and Latinos to Portland, Oregon, and the United States through culturally relevant activity, and to learn from the past and understand the experiences that have shaped the United States.

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RESOLUTION No. 6174Expenditure 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
Center for InterCultural Organizing	9/23/20 through 6/30/21 Option to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89264	RESJ Mentoring & Leadership Development Request for Proposals 2019-2700	Original Term: \$110,000 Total through renewals: \$440,000	D. Ledezma Fund 101 Dept. 5432
Worldbook, Inc.	9/23/20 through 6/30/25	Digital Resource DR 86135	Digital content including online encyclopedia, E-Book Suite, Adv. Differentiated & Hispanica, Dramatic Learning, Early World of Learning, Kids eLearn, Science Power, and Social Studies Power. Approved Special Class Procurement: Copyrighted Materials and Creative Works PPS-47-0288(4)	\$262,500	K. Cuellar Fund 101 Dept. 5555
Black Parent Initiative	9/23/20 through 6/30/21 Options to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89263	RESJ Culturally Specific Family Engagement, and Student Advocacy/Positive Cultural Identity Development. Request for Proposals 2019-2700	Original Term: \$380,380 Total through renewals: \$1,521,520	D. Ledezma Fund 101 Dept. 5432
Delta Connects	9/23/20 through 9/8/23	Flexible Services Contractor Pool FSCP 89209	Flexible Services Contractor Pool –HVAC Request for Proposals 2020-2847	\$3,000,000	C. Hertz Funding Source Varies

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Portland Opportunities Industrialization Center (POIC)	9/23/20 through 6/30/21 Options to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89267	RESJ Wrap Around Services & Mentoring and Leadership Development Request for Proposals 2019-2700	Original Term: \$250,000 Total through renewals: \$1,000,000	D. Ledezma Fund 101 Dept. 5432
Latino Network	9/23/20 through 6/30/21 Options to renew for up to three additional one-year terms through 6/30/24	Personal Services PS 89276	RESJ Culturally Specific Family Engagement, Wrap Around Services, and Mentoring & Leadership Development Request for Proposals 2019-2700	Original Term: \$1,184,691 Total through renewals: \$4,738,764	D. Ledezma Fund 101 Dept. 5432
Don Johnston, Inc.	9/30/20 through 9/30/23	Digital Resources DR 89280	Snap and Read, and CoWriter licenses for all SPED and Title schools. Approved Special Class Procurement: Copyrighted and Creative Works PPS-47-0288(4)	\$300,000	K. Cuellar Fund 205 Dept. 5407 Grant G2000
Follett School Resources	9/23/20 through 6/30/21 Option to renew for up to four additional one-year terms through 6/30/25	Material Requirements MR 89284	Purchase of library materials on an as-needed basis. Request for Proposals 2020-2851	Original Term: \$400,000 Total through renewals: \$2,000,000	K. Cuellar Funding Source Varies
Albina Head Start	9/23/20 through 7/2/21	Personal Services PS 89290	Program for 44 infants and toddlers at Marshall, Roosevelt, Grant, and Franklin. Direct Negotiation PPS-46-0525(3)	\$466,840	K. Cuellar Fund 101 Dept. 4306

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 89240	Provide regional services to eligible individuals with Autism Spectrum Disorder.	\$194,700	K. Cuellar Fund 205 Dept. 5433 Grant G1900

AMENDMENTS TO EXISTING CONTRACTS

No New Amendments

RESOLUTION No. 6175

The Following Minutes are offered for Adoption

- September 08, 2020 – Regular Meeting

RESOLUTION No. 6176

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends submitting the Revenue Contract for the State of Oregon Head Start Funding for fiscal year 2021 in the amount of \$5,799,811 for the grant period July 1, 2020 through June 30, 2021

RESOLUTION

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

RESOLUTION No. 6177

Approval of Head Start Policy Council Recommendation

RECITALS

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends the approval of the: PPS Head Start City of Portland, Portland Children's Levy (PCL) Revenue Contract in the amount of \$1,669,112 for the 2021-2023 fiscal years with the grant period July 1, 2020 to June 30, 2023.

RESOLUTION

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

RESOLUTION NO. 6178

Amendment to the Fiscal Year 2020-21 Budget for School District No. 1J, Multnomah County, Oregon

RECITALS

WHEREAS, On June 23, 2020, the Board of Education ("Board"), by way of Resolution No. 6135, voted to adopt an annual budget for the Fiscal Year 2020-21 as required under Local Budget Law; and

WHEREAS, Board Policy 8.10.030-AD, "Budget Reallocations - Post Budget Adoption," establishes the guidelines to ensure consistent and detailed communication on fiscal issues between the Superintendent and the Board; and

WHEREAS, Oregon Local Budget Law, ORS 294.471, allows budget changes after adoption under prescribed guidelines; and

WHEREAS, This resolution is to enable the Board to approve an Amendment to the annual budget for the Fiscal Year 2020-21, and is allowed under ORS 294.471(a) (b) (c) (d) & (h) which state that the budget may be amended at a regular meeting of the governing body; and

WHEREAS, The District recognizes the increase in the beginning fund balance for the general fund and proposes to increase appropriations to both Instruction and Support Services to support staffing and programming moved from Student Investment Account (SIA) grant funding to the general fund as well as appropriation increases to support expenditures related to COVID re-entry requirements for both the Comprehensive Distance Learning and Hybrid education models; and

WHEREAS, The District recognizes the decrease in Special Revenue Fund resources and proposes to reduce appropriations to Instruction for staffing and programming moving from SIA grant funding to general fund as well as appropriation adjustments to support expenditures related to COVID response including Federal Emergency Management Agency (FEMA), Elementary and Secondary School Emergency Relief Fund (ESSER), and Comprehensive Distance Learning (CDL); and

WHEREAS, The Superintendent recommends approval of this resolution.

RESOLUTION

NOW THEREFORE BE IT RESOLVED BY the Board of Directors of Portland Public Schools, hereby amends budgeted expenditure appropriation levels as summarized by Fund and Appropriation Level in Attachment B for the fiscal year beginning July 1, 2020.

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Portland Public Schools

Summary of Amendments to 2020-21 Adopted Budget

Amendment #1

September 22, 2020

(in thousands)

		Adopted Budget	Adjustment	Amended Budget
100 - General Funds				
Resources				
Beginning Fund Balance		\$ 46,631	\$ 17,843	\$ 64,474
Local Property and Other Taxes		277,706		277,706
Local Option Taxes		100,366		100,366
Other Local Sources		18,395		18,395
County and Intermediate Souces		14,027		14,027
State School Fund		267,735		267,735
State Common School Fund		4,744		4,744
Federal and State Support		0		0
Interfund Transfers		0		0
Other		50		50
Total		\$ 729,654	\$ 17,843	\$ 747,497
Requirements				
Instruction		373,928	12,169	386,097
Support Services		311,832	5,574	317,406
Enterprise and Community Svcs		1,814		1,814
Transfer of Funds		1,134	100	1,234
Contingency		40,946		40,946
Total		729,654	17,843	747,497
200 - Special Revenue Funds				
Resources				
Beginning Fund Balance		36,735		36,735
Property and Other Taxes		305		305
Other Revenue from Local Sources		22,909	-100	22,809
Intermediate Sources		144		144
State Sources		72,998	-26,769	46,229
Federal Sources		58,709	18,730	77,439
Interfund Transfers		0	100	100
All Other Resources		34		34
Total		191,834	-8,039	183,795
Requirements				
Instruction		84,568	-11,857	72,711
Support Services		54,750	3,818	58,568
Enterprise and Community Svcs		23,861		23,861
Facilities Acquisition and Construction		14		14
Transfers of Funds		0		0
Unappropriated Ending Fund Balance		28,641		28,641
Total		191,834	-8,039	183,795

300 - Debt Service Funds**Resources**

Beginning Fund Balance	14,250	14,250
Property and Other Taxes	128,923	128,923
Other Revenue from Local Sources	56,693	56,693
Federal Sources	54	54
Interfund Transfers	1,751	1,751
Total	201,672	201,672

Requirements

Debt Service & PERS UAL	191,444	191,444
Unappropriated Ending Fund Balance	10,228	10,228
Total	201,672	201,672

400 - Capital Projects Funds**Resources**

Beginning Fund Balance	577,819	577,819
Other Revenue from Local Sources	12,766	12,766
Intermediate Sources	0	0
State Sources	3,500	3,500
Interfund Transfers	0	0
All Other Resources	1,000,000	1,000,000
Total	1,594,085	1,594,085

Requirements

Instruction	29,644	29,644
Support Services	59,952	59,952
Facilities Acquisition and Construction	1,331,591	1,331,591
Transfers of Funds	617	617
Contingencies	0	0
Unappropriated Ending Fund Balance	172,282	172,282
Total	1,594,085	1,594,085

600 - Internal Service Funds**Resources**

Beginning Fund Balance	6,186	6,186
Other Revenue from Local Sources	2,155	2,155
State Sources	192	192
Total	8,532	8,532

Requirements

Support Services	3,762	3,762
Contingencies	4,769	4,769
Unappropriated Ending Fund Balance	0	0
Total	8,532	8,532

All Funds Total

2,725,777	9,804	2,735,581
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September 22, 2020
Portland Public Schools

Summary of Amendments to 2020-21 Adopted Budget

Amendment #1

September 22, 2020

(in thousands)

		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
Adopted Resources:		\$ 729,654	\$ 191,834	\$ 1,804,289	\$ 2,725,777
Adjustments:					
1. Increase in General Fund Beginning Fund Balance		17,843			17,843
2. Decrease in Special Revenue Fund due to SIA resource reductions during legislative special session			-26,769		-26,769
3. Increase in Special Revenue Fund due to Elementary and Secondary School Emergency Relief Funds (ESSER) and Comprehensive Distance Learning (CDL) grants			9,070		9,070
4. Increase in Special Revenue Fund due to Federal Emergency Management Agency (FEMA) reimbursement submissions			4,500		4,500
5. Increase in Special Revenue Funds due to beginning fund balance update as of June 30, 2020			5,160		5,160
Total Resource Changes		17,843	-8,039	0	9,804
Recommended Amended Resource Budget		\$ 747,497	\$ 183,795	\$ 1,804,289	\$ 2,735,581
Adopted Requirements:		General Funds (100)	Special Revenue Funds (200)	All Other Funds	Total Funds
		\$ 729,654	\$ 191,834	\$ 1,804,289	\$ 2,725,777
Adjustments:	Function				
1. Increase in General Fund Instruction due to staffing and programming moved from SIA grant funding to general funding, State School funding for Charter Schools, re-entry expenditures supporting Instruction (PPE, Technology, FFE).	1000	12,169			12,169
2. Increase in General Fund Support Services due to transferring SIA initiatives from grant funding to general funding and re-entry expenditures.	2000	5,574			5,574
3. Increase in Transfer of Funds to Nutrition Services to cover unpaid lunch balances	5000	100			100
4. Adjustments in Special Revenue Fund Instruction due to staffing and programming moved from SIA grant funding to general fund, delayed implementation of SIA initiatives, increases for expenditures related to the CDL, ESSER and other COVID response grants in support of Technology, PPE and staffing supports for the hybrid and virtual education models.	1000		-11,857		-11,857
5. Adjustment in Special Revenue Fund Support Services due to staffing and programming moved from SIA grant funding to general fund, additional FEMA resources to support expenditures related to COVID operational supports (Cleaning, Technology, PPE, School Site set-up)	2000		3,818		3,818
Total Requirement Changes		17,843	-8,039	0	9,804
Recommended Amended Requirement Budget		\$ 747,497	\$ 183,795	\$ 1,804,289	\$ 2,735,581

Student Investment Account Summary

Original SIA Allocation	\$ 39,162,269
ODE Reduction 8.19.2020 (68.21%)	\$ (26,769,470)
Revised Allocation	\$ 12,392,799

Total Expenditures:	\$ 39,162,269	\$ 24,593,906	\$ 12,392,799	\$ 11,657,181
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#	Investment	SIA			General Fund
		2020-21 Original Adopted	2020-21 Allocated Revised 7.1.2020	2020-21 Special Session Revised 9.2.2020	2020-21 Amendment
1	Schools prioritized as needing supports for improvement will receive Instructional Specialist FTE. (Planning Tool Item #1)	\$3,321,000	\$2,077,220	\$1,995,054	\$ -
2	Support and provide opportunities that call for engaging students of color in youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking. (Planning Tool Item #2)	\$50,000	\$50,000	\$ -	\$ 50,000
3	Support and resources for Community Engagement, such as translation services, supplies, food, and childcare. (Planning Tool Item #3)	\$25,000	\$25,000	\$ -	\$ 25,000
4	More equitable funding formula for community based education agencies (CBOs) serving historically underserved students. (Planning Tool Item #4)	\$844,000	\$531,720	\$ -	\$ 844,000
5	Increase funding to RESJ Partnership contracts with culturally specific organizations in five strategy areas: 1. Culturally Specific Family Engagement 2. Culturally Specific Wrap Around Services 3. Culturally Specific Mentoring and Leadership Development 4. Culturally Specific Extended Day and Enrichment Activities 5. Culturally Specific Identity Development Both the strategies as well as the service provision are focussed on researched based, effective services that improve academic success for students of color. Services are provided by racially diverse staff at partner organizations, significantly more reflective of the student population. (Planning Tool Item #5)	\$3,400,000	\$3,400,000	\$ -	\$ 3,400,000
6	Add FTE for the second year of the Multi-tiered Systems of Support (MTSS) districtwide adoption and implementation. Includes coaching and supports through increases in FTE for MTSS TOSAs, soft start classrooms in two high schools for students with tier three needs, and additional restorative justice specialists to assist with restorative practices and harm reduction district wide. (Planning Tool Item #6.1)	\$977,258	\$109,733	\$ 102,957	\$ -
7	Non personnel expenses for activity 7 (Planning Tool Item #6.1)	\$100,000	\$ -	\$ -	\$ -
8	This funding will support social emotional learning (SEL) curriculum, coaching and PD throughout the district, align priorities of infusing trauma informed care into our classrooms and an additional administrator and TOSA for oversight to support capacity building, training, supervision and SEL vision. With the district's move toward incorporating trauma informed care into all programs, there is a need for Social Emotional Learning (SEL) to be integrated in all levels, from Central Office to specialized classrooms. This investment in SEL will also include curriculum and professional development for staff. (Planning Tool Item #6.2)	\$322,829	\$322,829	\$ 322,829	\$ -
9	Non personnel expenses for activity 10 (Planning Tool Item #6.2)	\$150,000	\$150,000	\$ 150,000	\$ -
10	Additional FTE and resources to expand SPED programming due to increased numbers. Includes para-educator support for students with the highest needs as well as staffing and resources for new learning center, communication behavior, and intensive skills classrooms. (Planning Tool Item #7)	\$1,000,000	\$1,000,000	\$ 1,000,000	\$ -
11	Provide Mental Health, Substance Use (SUD) & Behavioral Health supports, including: (Planning Tool Item #8) - culturally specific contracts for mental health and drug and alcohol specialists, - dual diagnosis clinicians for student experiencing mental health and SUD challenges, - transition support for students returning to school from treatment centers, - an increase in school psychologists to help support MTSS implementation and behavior support plans, - additional qualified mental health specialists throughout the district. All of the increases in services, social worker and other personnel will be supported by an additional administrator.	\$1,590,000	\$1,590,000	\$ 1,590,000	\$ -
12	Non personnel expenses for activity 14 (Planning Tool Item #8)	\$410,000	\$410,000	\$ 410,000	\$ -
13	Provide specialized supports for students on 504 plans and medical equipment for accommodation needs. Supports include: (Planning Tool Item #9) - educational assistants (EA) - contracts with culturally specific organizations for assistance with racial / hate related crisis response and recovery needs throughout our district, - additional professional development around investigations support Title IX requirements - an additional discipline coordinator.	\$287,000	\$287,000	\$ 212,873	\$ -
14	Non personnel expenses for activity 17 (Planning Tool Item #9)	\$100,000	\$100,000	\$ 100,000	\$ -
15	Support the development and implementation of curricular resources for K-12 Social Studies/Ethnic Studies, K-12 Multilingual Literacy System which include Reading, Writing and Speaking, and K-3 Foundational Skills. (Planning Tool Item #10)	\$600,000	\$600,000	\$ -	\$ 600,000
16	Partially fund an instructional material adoption and professional learning to support students who are emergent bilingual in language development throughout our core curriculum. (Planning Tool Item #11)	\$150,000	\$150,000	\$ -	\$ 150,000
17	Provide central office support (4 FTE TOSA, 1 FTE Administrator) to plan and implement the K-12 math redesign and curriculum adoption. Additionally, a portion will fund the initial instructional materials adoption. (Planning Tool Item #12)	\$615,000	\$615,000	\$ -	\$ 615,000
18	Curriculum for activity 22 (Planning Tool Item #12)	\$487,000	\$487,000	\$ -	\$ 487,000
19	Increasing equitable and coherent arts programming and staffing in the Roosevelt and Jefferson K-12 clusters. This will also include central office support (Visual and Performing Arts TOSA) to support the implementation of the Master Arts Education Plan and funds for music and arts supplies. (Planning Tool Item #13)	\$560,000	\$548,665	\$ -	\$ 548,665
20	Instruments, sheet music and arts materials activity 25 (Planning Tool Item #13)	\$100,000	\$100,000	\$ -	\$ 100,000
21	Supports the development and implementation of a standards-based, culturally-responsive Physical Education curriculum, an additional Teacher on Special Assignment to coordinate professional learning to implement quality PE instruction (including Erin's Law instruction). (Planning Tool Item #14)	\$123,000	\$ -	\$ -	\$ -
22	Non-personnel for activity 28 (Planning Tool Item #14)	\$225,129	\$ -	\$ -	\$ -
23	Provide professional learning for wellness leads, Health materials for schools, and 1.0 Program Manager for Health (Planning Tool Item #15)	\$321,000	\$ -	\$ -	\$ -

Student Investment Account Summary

Original SIA Allocation	\$ 39,162,269
ODE Reduction 8.19.2020 (68.21%)	<u>\$ (26,769,470)</u>
Revised Allocation	<u>\$ 12,392,799</u>

Total Expenditures:	\$ 39,162,269	\$ 24,593,906	\$ 12,392,799	\$ 11,657,181
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#	Investment	SIA			General Fund
		2020-21 Original Adopted	2020-21 Allocated Revised 7.1.2020	2020-21 Special Session Revised 9.2.2020	2020-21 Amendment
24	Supports for Native students and after school programs, includes collaboration with culturally specific community partners to support student success and also supports implementation of Senate Bill 13. (Planning Tool Item #16)	\$149,000	\$149,000	\$ -	\$ 149,000
25	Add FTE to address unexpected enrollment and high class sizes. (Planning Tool Item #28)	\$74,525	\$1,823,523	\$ -	\$ 1,823,523
26	P-3 Plan Implementation. This investment develops a more comprehensive approach to effectively support preK to K transitions for students, families, and staff. In addition, it will allow us to implement more developmentally appropriate, inclusive, and aligned learning experiences and environments from PK-1st grade. (Planning Tool Item #18)	\$800,000	\$ -	\$ -	\$ -
27	Provide supports to reduce the digital divide and promote technology-enhanced learning opportunities at five middle school. The funds will be matched with the middle schools' Verizon Innovative Learning Schools grant and will include 5 FTE Instructional Specialist/Coaches, instructional Specialist funding is subsidized in part by the grant and reflected. (Planning Tool Item #20)	\$235,540	\$235,540	\$ -	\$ 235,540
28	Add 22.5 FTE for counselors to lower the counselor to student ratio to 250:1 for all middle schools, Title/CSI K-5s, and K-8s. By lowering the ratio to 250:1, we meet the American School Counselor Association (ASCA) recommendations. (Planning Tool Item #21)	\$2,754,563	\$1,528,375	\$ 1,528,375	\$ -
29	Provide 43.0 FTE for social work / social workers in schools, including district FTE and contracted culturally-specific services. (Planning Tool Item #22) - 0.5 FTE for each K-5 and K-8 schools - 1 FTE for each High Schools - 5.0 FTE to MPG programs, - 0.5 FTE for Pioneer - 0.5 FTE for Community Transition Program (CTP)	\$4,802,500	\$3,846,170	\$ 3,846,170	\$ -
30	Add 3.5 FTE for College and Career Coordinator for Multiple Pathways to Graduation (MPG). MPG serves students districtwide who need additional support in the form of: re-engagement in their education, enrollment in alternative education, day and residential treatment (DART) school placement, district wide credit recovery opportunities, Teen Parent Services, and MPG School social work services, as well as other schools and programs. (Planning Tool Item #23)	\$430,500	\$320,255	\$ -	\$ 320,255
31	Add FTE to create more optimal student-teacher ratios and class sizes across K-5 classrooms. (Planning Tool Item #24)	\$5,170,000	\$443,739	\$ -	\$ 443,739
32	Add 26.4 FTE to reduce class sizes in grades 6-8. (Planning Tool Item #25)	\$2,904,000	\$ -	\$ -	\$ -
33	Add 10.5 FTE to increase elective opportunities for grades 6-8 in K-8s and middle schools. (Planning Tool Item #26)	\$1,155,000	\$987,597	\$ -	\$ 987,597
34	Add 8 FTE to improve high school class size and ensure students can be fully scheduled. (Planning Tool Item #27)	\$880,000	\$ -	\$ -	\$ -
35	Add 13 FTE to add a 7th period at 4 middle schools. This is a pilot to allow students more choice and opportunities for electives, which will include visual and performing arts. The MS included are Ockley Green, Tubman, George & Beaumont. (Planning Tool Item #29)	\$1,441,000	\$877,862	\$ -	\$ 877,862
36	Charter School Funding (Planning Tool Item #30)	\$1,166,938	\$735,171	\$ 354,511	\$ -
37	Community based education agency (CBO) Funding (Planning Tool Item #31)	\$940,487	\$592,507	\$ 280,030	\$ -
38	Grant Indirect	\$500,000	\$500,000	\$ 500,000	\$ -

Resolution No. 6179

Adopting the Superintendent’s Goals for 2020-2021

RESOLUTION

The Portland Public Schools Board of Education adopts the attached Superintendent Goals for the 2020-2021 school year.

**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.

- | | |
|---|---|
| <p>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</p> <p>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</p> <p>1.3 Implements the district's continuous improvement plan and communicates its progress</p> | <p>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 by</p> <ol style="list-style-type: none"> 1. Hiring and retaining teachers and principals of color 2. Taking a holistic approach across the District to the review of our building names, our cultural icons, including statuary, art and artifacts <p>1.5 Demonstrate a focus on improving student achievement for Black and Indigenous students</p> |
|---|---|

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		2.3 Safeguards the values of democracy, equity and diversity	
2.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior		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: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

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.			
<p>3.1 Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture that actively recruits and retains teachers, administrators and central office staff of color</p> <p>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</p>		<p>3.3 Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff</p>	
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			
<p>1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/></p>			

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: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

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 6.5 Creates systems which track and improve the environmental sustainability of district practices	
Ineffective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. Is antagonistic toward union leadership, doesn't work to improve relations.	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. Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Is proactive in sharing information and purposely avoids conflict.	Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe. Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.
Summary Rating			
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

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		7.3 Communicates the budget priorities and ensures regular updates on implementation of the budget	
7.2 Manages the equitable implementation of district resources aligned with the budget adopted by the board			
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: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

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.			
<p>8.1 Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations</p> <p>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</p>		<p>8.3 Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders</p>	
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			
<p>1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/></p>			

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:	