



Index to the Minutes

(Draft for Approval)

Regular Meeting

August 09, 2022

This document is a record of the actions taken by the Board of Education at the Regular meeting held on August 09, 2022. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://www.youtube.com/watch?v=X_ds5cgfmqc&list=PL8CC942A46270A16E&index=7&t=54s

Attendance

Present: Chair Scott; Vice-Chair Hollands; Directors Brim-Edwards, Greene, Kohnstamm, and Lowery; Student Representative McMahon

Absent: Director DePass

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Statements for the Record	NA

RESOLUTIONS

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ACTIONS TAKEN

- **Consent Agenda – Resolutions 6555 through 6558**

Director Kohnstamm moved and Director Brim-Edwards seconded the motion to approve the Consent Agenda, including Resolutions 6555 through 6558. The motion was put to a voice vote and passed (6 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6559: Resolution to Adopt the Superintendent’s Performance Evaluation Template for the 2022-2023 School Year**

Dr. Renard Adams offered a friendly amendment to include counts as well as percentages and to update the ranges for the performance ratings on the Board Goals.

Director Kohnstamm moved and Director Hollands seconded the motion to approve Resolution 6559, as amended. The motion was put to a voice vote and passed (6 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6560: Resolution to Appoint Members to the Climate Crisis Response Committee**

Director Brim-Edwards moved and Director Kohnstamm seconded the motion to approve Resolution 6560. The motion was put to a voice vote and passed (6 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6561: Resolution to Adopt Revised Workers’ Compensation-Self-Insurance Policy 8.60.022-P**

Director Greene moved and Director Kohnstamm seconded the motion to approve Resolution Number 6561. The motion was put to a voice vote and passed (6 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6562: Resolution to Rescind Board Policies**

Director Greene moved and Director Hollands seconded the motion to approve Resolution Number 6562. The motion was put to a voice vote and passed (6 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

- **Resolution 6563: Resolution Approving the Racial Equity and Social Justice Community Advisory Committee Charter**

Director Kohnstamm moved and Director Hollands seconded the motion to approve Resolution Number 6563. The motion was put to a voice vote and passed (6 yes – 0 no).

Director Julia Brim-Edwards: Yes, Director Michelle DePass: Absent, Director Greene: Yes, Director Hollands: Yes, Director Amy Kohnstamm: Yes, Director Eilidh Lowery: Yes, Director Andrew Scott: Yes; Student Representative McMahon: Yes (Unofficial)

RESOLUTION No. 6555

The Following Index to the Minutes are offered for Adoption

- July 12, 2022 – Regular Meeting

RESOLUTION No. 6556

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Stand for Children Leadership Center	8/10/22 through 6/30/23	Personal Services PS 91876	Technical assistance in the implementation of the Ninth Grade Success Partnership. Direct Negotiation – Ongoing, Long-Term Relationship PPS-46-0525(3)	\$185,425	C. Proctor Fund 205 Dept. 5438 Grant G2255	N/A - Nonprofit
Wilson Language Training Corp.	8/10/22 through 7/14/24	Personal Services PS 91910	Professional development for Wilson Reading Systems and Wilson Just Words curriculum. Direct Negotiation – Unique Knowledge and/or Expertise PPS-46-0525(4)	\$191,100	C. Proctor Fund 191 Dept. 5445 Project H0315	No
Oh Planning & Architecture	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91890	Markham partial re-roof design. Request for Proposals 2022-009	\$430,871	D. Jung Fund 458 Dept. 5511 Project DS017	WBE
Oh Planning & Architecture	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91903	Vernon partial re-roof design. Request for Proposals 2022-009	\$464,759	D. Jung Fund 458 Dept. 5511 Project DS017	WBE
IBI Group	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91893	Winterhaven partial re-roof design. Request for Proposals 2022-009	\$357,663	D. Jung Fund 458 Dept. 5511 Project DS017	No
IBI Group	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91903	Richmond partial re-roof design. Request for Proposals 2022-009	\$338,935	D. Jung Fund 458 Dept. 5511 Project DS017	No
Chown Hardware & Machinery	8/10/22 through 7/31/23	Services S 91908	Security & ADA hardware upgrades at all district sites. Invitation to Bid 2022-025	\$2,468,206	D. Jung	No

					Fund 458 Dept. 5511 Project DS019	
Wayside Publishing	8/10/22 through 8/9/25	Digital Resource DR 91932	French curriculum. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$447,501	C. Proctor Fund 191 Dept. 5445 Project H0315	No
Cengage Learning	8/10/22 through 8/9/28	Digital Resource DR 91942	Chinese curriculum. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$195,920	C. Proctor Fund 458 Dept. 5445 Project DC211	No
Bassetti Architects P.S.	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91896	Meek partial re-roof design. Request for Proposals 2022-009	\$589,532	D. Jung Fund 458 Dept. 5511 Project DS017	No
Bassetti Architects P.S.	8/10/22 through 12/31/23 Option to renew for up to four additional one-year terms through 12/31/27	Architectural Services ARCH 91901	Skyline partial re-roof design. Request for Proposals 2022-009	\$305,305	D. Jung Fund 458 Dept. 5511 Project DS017	No
Klett World Languages, Inc.	8/10/22 through 8/9/25	Digital Resource DR 91935	Middle school Spanish curriculum. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$748,559	C. Proctor Fund 458 Dept. 5445 Project DC211	No
Vista Higher Learning, Inc.	8/10/22 through 8/9/28	Digital Resource DR 91934	World Language curriculum Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$762,278	C. Proctor Fund 458 Dept. 5445 Project DC211	No
Textbook Warehouse	8/10/22 through 3/1/23	Materials Requirement MR 91956	Classroom library sets for grades K-5 for both Great Minds, and Wit & Wisdom curriculum. Invitation to Bid 2022-028	\$1,240,244	C. Proctor Fund 458 Dept. 5445 Project DC203	No
Kirton McConkie PC	8/15/22 through 6/30/24	Legal Services LS 91958	Legal services in connection with the pursuit of claims for damages associated with JUUL and e-cigarettes. Direct Negotiation – Legal Services PPS-46-0525(11)	\$ TBD	L. Large Funding Source Varies	No
Northwest Textbook Depository Co.	8/10/22	Purchase Order PO 160395	Purchase of materials for MidSchoolMath curriculum. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$367,613	C. Proctor Fund 191 Dept. 5445 Project H0315	No

Greenpower Motor Company Inc.	8/10/22	Purchase Order PO 160488	Purchase of two 2022 nano EBAST type A electric school buses. Invitation to Bid – 2022-3061	\$562,178	D. Jung Fund 101 Dept. 5560	No

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

NEW COOPERATIVE PURCHASING AGREEMENTS

NO NEW COOPERATIVES

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source	Certified Business
Portland Community College	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 91874	Partnership with PCC for Jefferson Middle College.	\$560,000	C. Proctor Funding Source Varies	No
Tri-Met	8/30/22 through 6/25/23	Intergovernmental Agreement IGA 91952	Provide public transit passes to high school students in lieu of yellow bus service.	\$1,987,333	D. Jung Fund 101 Dept. 5560	No

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Amendment Amount, Total Amount	Responsible Administrator, Funding Source	Certified Business
Smartest EDU, Inc.	8/9/22 through 9/14/23	Digital Resource DR 90685 Amendment 1	Adds funds for final year of contract for purchase of formative teaching and assessment solution. Special Class Procurement – Copyrighted Materials and Creative Works PPS-47-0288(4)	\$161,500 \$323,000	C. Proctor Fund 458 Dept. 5445 Project DC160	No
Vanderhouwen & Associates, Inc.	8/9/22 through 12/31/22	Personal Services PS 90703 Amendment 3	Adds funds to cover interim staffing needs in Grant Accounting & Budget departments. Direct Negotiation – Interim or Temporary Staffing PPS-46-0525(11)	\$49,000 \$159,250	N. Delgadillo Funding Source Varies	No
Multnomah Education Service District (MESD)	7/1/22 through 6/30/23	Intergovernmental Agreement IGA 65600 Amendment 4	Adds funds and extends end date for agreement relating to Title 1D, Part 2. Title 1D, Part 2 provides education continuity for children and youths in state-run institutions for juveniles.	\$42,224 \$160,914	C. Proctor Fund 205 Dept. 5485 Grant G2056	No

RESOLUTION No. 6577

Resolution Approving Capital Projects for Contracted Alternative Schools using ESSER II and ESSER III funds

RECITALS

- A. During the 2020-2021 budget year, each Contracted Alternative School received an individual ESSER II and ESSER III allocation (Existing ESSER Allocation), which they may spend on a reimbursement basis, following all requirements set forth by Portland Public Schools and the Oregon Department of Education.
- B. Contracted Alternative School leaders are able to determine how to best use these ESSER II and ESSER III funds, based on feedback from their Boards of Directors and other key stakeholders.
- C. Contracted Alternative Schools are eligible for reimbursement using ESSER II and/or ESSER III funds as long as expended funds align with allowable uses for each grant and are pre-approved by Portland Public Schools and meet ODE requirements for approval.
- D. The Oregon Department of Education requires all capital expenditures over \$25,000 to be approved by each district's school board for approval as a final step for receiving funds for projects that meet eligibility criteria for reimbursement.

RESOLUTIONS

The Board of Education for Portland Public Schools approves the following Capital Expenditure projects for Mt. Scott Learning Center & Helensview School that were previously approved by the Oregon Department of Education and eligible for reimbursement, using the Existing ESSER Allocation each school previously received:

- a. 2180-03: Helensview School Sound Booth Construction
- b. 2180-04: Mt Scott Learning Center: HVAC system upgrade
- c. 2180-05: Mt Scott Learning Center: Roof Repair
- d. 2180-09: Helensview School Stage & Lights Repair

RESOLUTION No. 6558

Approval Settlement Participation Form

The Board of Education grants authority for execution of the Settlement Participation Form pursuant to the July 21, 2021 Janssen Settlement.

Settlement Participation Form

Governmental Entity: Beaverton School District	State: Oregon
Authorized Signatory: Gustavo Balderas, Superintendent	
Address 1: 16550 SW Merlo Road	
Address 2:	
City, State, Zip: Beaverton, OR 97003	
Phone: 503-356-8000	
Email: Gustavo_Balderas@beaverton.k12.or.us	

The governmental entity identified above (“Governmental Entity”), in order to obtain and in consideration for the benefits provided to the Governmental Entity pursuant to the Settlement Agreement dated July 21, 2021 (“Janssen Settlement”), and acting through the undersigned authorized official, hereby elects to participate in the Janssen Settlement, release all Released Claims against all Released Entities, and agrees as follows.

1. The Governmental Entity is aware of and has reviewed the Janssen Settlement, understands that all terms in this Election and Release have the meanings defined therein, and agrees that by this Election, the Governmental Entity elects to participate in the Janssen Settlement and become a Participating Subdivision as provided therein.
2. The Governmental Entity shall, within 14 days of the Reference Date and prior to the filing of the Consent Judgment, dismiss with prejudice any Released Claims that it has filed.
3. The Governmental Entity agrees to the terms of the Janssen Settlement pertaining to Subdivisions as defined therein.
4. By agreeing to the terms of the Janssen Settlement and becoming a Releasor, the Governmental Entity is entitled to the benefits provided therein, including, if applicable, monetary payments beginning after the Effective Date.
5. The Governmental Entity agrees to use any monies it receives through the Janssen Settlement solely for the purposes provided therein.
6. The Governmental Entity submits to the jurisdiction of the court in the Governmental Entity’s state where the Consent Judgment is filed for purposes limited to that court’s role as provided in, and for resolving disputes to the extent provided in, the Janssen Settlement.
7. The Governmental Entity has the right to enforce the Janssen Settlement as provided therein.

8. The Governmental Entity, as a Participating Subdivision, hereby becomes a Releasor for all purposes in the Janssen Settlement, including but not limited to all provisions of Section IV (Release), and along with all departments, agencies, divisions, boards, commissions, districts, instrumentalities of any kind and attorneys, and any person in their official capacity elected or appointed to serve any of the foregoing and any agency, person, or other entity claiming by or through any of the foregoing, and any other entity identified in the definition of Releasor, provides for a release to the fullest extent of its authority. As a Releasor, the Governmental Entity hereby absolutely, unconditionally, and irrevocably covenants not to bring, file, or claim, or to cause, assist or permit to be brought, filed, or claimed, or to otherwise seek to establish liability for any Released Claims against any Released Entity in any forum whatsoever. The releases provided for in the Janssen Settlement are intended by the Parties to be broad and shall be interpreted so as to give the Released Entities the broadest possible bar against any liability relating in any way to Released Claims and extend to the full extent of the power of the Governmental Entity to release claims. The Janssen Settlement shall be a complete bar to any Released Claim.

9. In connection with the releases provided for in the Janssen Settlement, each Governmental Entity expressly waives, releases, and forever discharges any and all provisions, rights, and benefits conferred by any law of any state or territory of the United States or other jurisdiction, or principle of common law, which is similar, comparable, or equivalent to § 1542 of the California Civil Code, which reads:

General Release; extent. A general release does not extend to claims that the creditor or releasing party does not know or suspect to exist in his or her favor at the time of executing the release that, if known by him or her, would have materially affected his or her settlement with the debtor or released party.

A Releasor may hereafter discover facts other than or different from those which it knows, believes, or assumes to be true with respect to the Released Claims, but each Governmental Entity hereby expressly waives and fully, finally, and forever settles, releases and discharges, upon the Effective Date, any and all Released Claims that may exist as of such date but which Releasors do not know or suspect to exist, whether through ignorance, oversight, error, negligence or through no fault whatsoever, and which, if known, would materially affect the Governmental Entities' decision to participate in the Janssen Settlement.

10. Nothing herein is intended to modify in any way the terms of the Janssen Settlement, to which Governmental Entity hereby agrees. To the extent this Election and Release is interpreted differently from the Janssen Settlement in any respect, the Janssen Settlement controls.

I swear under penalty of perjury that I have all necessary power and authorization to execute this Election and Release on behalf of the Governmental Entity.

Signature:  _____

Name: GUSTAW G. BALDEWAS

Title: SUPERINTENDENT

Date: 08.02.2022

Resolution No. 6559

Resolution to Adopt the Superintendent's Performance Evaluation Template
for the 2022-2023 School Year

RESOLUTION

The Portland Public Schools Board of Education adopts the attached Superintendent's Performance Evaluation Template for the 2022-2023 school year.

Portland Public Schools Board of Education
Template for the
Superintendent's Performance Evaluation
(July 2022-June 2023)

Format of the Superintendent Performance Evaluation

In 2019-2020, the Portland Public Schools Board of Education adopted an evaluation tool that established leadership standards for the superintendent and also set performance expectations for students at all levels within the school district, with a specific focus on raising student achievement for historically underserved students.

Given the exceptional circumstance of the COVID-19 pandemic, the unprecedented changes in education and instructional delivery model, and the inability to implement a complete balanced assessment system, the Board agreed to evaluate the superintendent on evidence of his demonstration of leadership standards for the 2020-21 academic year. With the return to full-time in-person school and the accompanying expectation that the full range of student assessments, interim and summative, will be administered in the 2021-2022 school year, the Board is in the process of establishing refreshed baseline data on student performance goals for 2021-22 and 2022-23.

This evaluation template for the 21-22 and 22-23 school years again prioritizes five leadership standards and includes the Board goals as adopted in June 2022. To reflect the importance of student achievement outcomes, progress towards the Board's goals are double-weighted.

During 2021-22, the Board has received regular updates on student performance data and two Board members have met quarterly with the superintendent to discuss student achievement. The Board will meet with the superintendent again in September 2022 to receive the latest student achievement data. At the conclusion of this review period (June 2023) the superintendent will prepare a self-evaluation to provide the Board a brief synopsis of demonstrated evidence in each of the prioritized leadership standards, and the Board will prepare a written evaluation once student achievement data for 2022-23 have been received.

It is important to note that this evaluation framework focuses on only a few key areas of the district's work. Any documented progress, or areas requiring further growth or attention, represent not just the superintendent's performance, but the efforts of a committed leadership team, dedicated school leaders, educators, staff and community partners, and our talented students, all across Portland Public Schools.

Superintendent Annual Performance Evaluation Criteria for 2022-2024

Given the pandemic and the unprecedented changes in education, staff will use the 2021-22 school year to gather baseline data on the Board goals. The Superintendent will be reporting disaggregated data to the Board as it becomes available during the course of the school year.

Leadership Standards

There are a total of eight **Leadership Performance Standards** in the superintendent evaluation workbook published by the Oregon School Board Association and the Coalition of Oregon School Administrators. In an effort to adopt an evaluation tool that is not overly cumbersome, **five standards are being prioritized as a focus for 2021-2022**, which are highlighted in **BOLD** below.

- 1. Visionary Leadership**
2. Ethics and Professional Norms
- 3. Inclusive District Culture**
- 4. Culturally Responsive Instructional Leadership and Improvement**
- 5. Communications and Community Relations**
- 6. Organizational Management**
7. Fiscal Management
8. Policy, Advocacy, and Governance

A detailed description of the five focal leadership performance standards is included below. Each standard includes an overall description, sub-standards, and a performance description.

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	Articulates a clear and coherent vision for the district through words and actions.
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	Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district.
1.3 Implements the district's continuous improvement plan and communicates its progress	Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.
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: <ol style="list-style-type: none"> a) Hiring and retaining teachers and principals of color b) Taking a holistic approach across the District to the review of our building names, our cultural icons, including statuary, art and artifacts 	The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.
1.5 Demonstrates a focus on improving student achievement for Black and Indigenous students	

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 that actively recruits and retains teachers, administrators and central office staff of color	Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning.
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	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.
3.3 Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff	Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.

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	Continuously stresses the importance of quality culturally sustaining teaching and learning as the organization's primary strategic objective.
4.2 Implements coordinated systems of support, including coaching and professional development for staff	Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves.
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	Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.
4.4 Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained	

Leadership Standard #5: Communication and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with families, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the district.

5.1 Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.	Develops two-way communication strategies to reach families, students, staff, agencies and other community stakeholders.
5.2 Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.	Communicates key information to all stakeholders in a timely fashion.
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.	Mobilizes community resources to support district goals.
5.4 Goes beyond the district and local community to advocate for students at the county, regional and/or state level.	

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	Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.
6.2 Establishes productive relationships with associations while managing labor relations and contract effectively	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.
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	

Superintendent Annual Performance Evaluation Rubric

The superintendent's overall performance rating will be the result of a combined assessment of demonstrated **Leadership Performance Standards** and progress towards **the Board's Goals**.

The **Leadership Performance Standards** will be equally weighted and scoring will be done by each individual School Board member using the attached performance rubric for each standard.

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.

Ineffective	<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>
Developing	<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>
Effective	<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>
Accomplished	<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	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

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>Ineffective</p>	<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>Developing</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>Effective</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>Accomplished</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>
<p>Summary Rating</p>	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>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.

<p>Ineffective</p>	<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>Developing</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>Effective</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>Accomplished</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>
<p>Summary Rating</p>	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Leadership Standard #5: Communication and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with families, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the district.

Ineffective	<p>Ineffective in communication with district staff, families, students and community stakeholders.</p> <p>Communication is infrequent, unclear and confusing.</p> <p>Few stakeholders identify positively with the school district and its leadership.</p>
Developing	<p>Communication with individuals and groups is mostly clear and somewhat timely.</p> <p>Some stakeholders identify positively with the school district and its leadership.</p>
Effective	<p>Keeps staff, students, and families informed on a regular basis.</p> <p>Communication with individuals and groups is frequent, clear and effective.</p> <p>Most stakeholders identify positively with the school district and its leadership.</p>
Accomplished	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Is alert to potential issues; predicts and shares possibilities with the board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p>
Summary Rating	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

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.

Ineffective	<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>
Developing	<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>
Effective	<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>
Accomplished	<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	<p>1) Ineffective: <input type="checkbox"/></p> <p>2) Developing: <input type="checkbox"/></p> <p>3) Effective: <input type="checkbox"/></p> <p>4) Accomplished: <input type="checkbox"/></p>

Board Goals for Students

We understand that this work will require us to take a differentiated approach to how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both the proficiency in their knowledge base and in the skills and dispositions described in our [vision's Graduate Portrait](#).

Directors have identified a set of academic milestones to progress monitor and hold ourselves accountable to achieving over time. We also know that this will require us to prioritize the work and resources necessary to support students who are most underserved. Since students of color currently demonstrate the greatest opportunity gaps, these Board goals call-out an explicit expectation of accelerated growth with these student groups in order to eliminate overall proficiency gaps. We are focusing our milestone targets on these set of indicators across all grade levels.

The **Board Goals** will be assigned a level of performance, depending on the amount of demonstrated progress towards the School Board Goals.

Rubric Score	Progress Towards Student Performance (Board) Goal
1	Below Performance Target
2	Minimal Progress
3	Demonstrated Progress
4	Significant Progress

BOARD GOAL: Third Grade Reading

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 5.5 percentage points per year
- Pacific Islanders by 5.0 percentage points per year
- Native - American Students by 6.1 percentage points per year
- Latino Students by 3.9 percentage points per year
- Asian Students by 2.6 percentage points per year

Student Group	# Proficient, # Test Takers, and % Proficient (Level 3 or 4)									Performance Increases		
	2022 (baseline)			2023			2024			22-23	23-24	24-25
Asian												
Black												
Latino												
Native American												
Pacific Islander												
Total*												

* For targeted student groups

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 1.99%	<input type="checkbox"/>
3	Demonstrated Progress	2.00– 2.99%	<input type="checkbox"/>
4	Significant Progress	>3.0%	<input type="checkbox"/>

BOARD GOAL: Fifth Grade Mathematics

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in fifth grade mathematics between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 4.4 percentage points per year
- Pacific Islanders by 4.1 percentage points per year
- Native American Students by 3.5 percentage points per year
- Latino Students by 3.2 percentage points per year
- Asian Students by 1.2 percentage points per year

Student Group	# Proficient, # Test Takers, and % Proficient (Level 3 or 4)									Performance Increases		
	2022 (baseline)			2023			2024			22-23	23-24	24-25
Asian												
Black												
Latino												
Native American												
Pacific Islander												
Total*												

* For targeted student groups

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 1.99%	<input type="checkbox"/>
3	Demonstrated Progress	2.00– 2.99%	<input type="checkbox"/>
4	Significant Progress	>3.0%	<input type="checkbox"/>

BOARD: Eighth Grade Readiness

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in eighth grade readiness between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 3.2 percentage points per year
- Pacific Islanders by 2.7 percentage points per year
- Native - American Students by 1.1 percentage points per year
- Latino Students by 2.6 percentage points per year
- Asian Students by - percentage points per year. Asian students are already on track for this goal.

Student Group	# Proficient, # Test Takers, and % Proficient (Level 3 or 4)									Performance Increases		
	2022 (baseline)			2023			2024			22-23	23-24	24-25
Asian												
Black												
Latino												
Native American												
Pacific Islander												
Total*												

* For targeted student groups

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 1.99%	<input type="checkbox"/>
3	Demonstrated Progress	2.00– 2.99%	<input type="checkbox"/>
4	Significant Progress	>3.0%	<input type="checkbox"/>

BOARD GOAL: High School Graduation Rate

We must accelerate achievement for students of color by eliminating the graduation gaps. Our goal is to eliminate the opportunity and outcome gaps in graduation rates for our students of color while setting higher graduation requirements for all our students, by the metrics set forth, measured by the four-year cohort graduation rate.

- African - American Students by 2.4 percentage points per year
- Pacific Islanders by 3.0 percentage points per year
- Native - American Students by 7.6 percentage points per year
- Latino Students by 2.6 percentage points per year
- Asian Students by - percentage points per year. Asian students are already on track for this goal.

Student Group	Graduation Rate*									Performance Increases					
	# Graduates, # Students in Cohort, and Grad Rate %			2022 (Class of 2021)			2023 (Class of 2022)			2024			22-23	23-24	24-25
Asian															
Black	244	323	75.5												
Latino	460	613	75.0												
Native American	13	26	50.0												
Pacific Islander	22	30	73.3												
Total**	739	992	74.5												

*Graduation rate lags one year, so 2022 baseline results are for the Class of 2021.

**For targeted student groups

Rubric Score	Progress Towards Student Performance Goal	Proficiency Change	Summary Rating
1	Below Performance Target	0 – .99%	<input type="checkbox"/>
2	Minimal Progress	1.0 – 1.99%	<input type="checkbox"/>
3	Demonstrated Progress	2.00– 2.99%	<input type="checkbox"/>
4	Significant Progress	>3.0%	<input type="checkbox"/>

Overall Performance Rating

The overall performance rating is determined by the average scores of school board Directors for the five prioritized leadership standards and then the student performance outcome data will be double-weighted and factored-in to determine an overall score and rating.

	OSBA Standards					Performance Goals			
	Standard 1 Visionary District Leadership	Standard 3 Inclusive District Culture	Standard 4 Culturally Responsive Instructional Leadership and Improvement	Standard 5 Communication and Community Relations	Standard 6 Effective Fiscal Management	Goal 1 3 rd Grade Reading	Goal 2 5 th Grade Math	Goal 3 8 th Grade Readiness	Goal 4 Grad Rate
Total									
Average									
2x weight for Board Goals									
	(Total of Average Ratings on OSBA Standards= _____) + (Total of double-weighted Rubric Scores = _____) = _____ divided by 13 = Overall Avg. Score								
	Overall Average Score: _____ Overall Performance Rating: _____								

OVERALL AVERAGE SCORE BETWEEN:	OVERALL PERFORMANCE LEVEL RATING:
3.5 - 4.0	Accomplished*
2.5 - 3.4	Effective
1.5 - 2.4	Developing
0.0 - 1.4	Ineffective

Board-Superintendent Progress Monitoring Cycle & Timeline of Activities

School Year 2022-2023

August

- Superintendent's performance evaluation template is developed and approved by the Board
- Office of Research, Assessment and Accountability provides an update on the Successful Schools Survey to the Board

September

- Beginning-of-Year MAP assessments are administered to students
- Office of Research, Assessment, & Accountability prepares disaggregated OSAS Spring 2022 student performance outcomes

October

- Administration of Beginning-of-Year MAP assessments ends
- Baseline data from OSAS student assessment results is entered into the superintendent's evaluation template

November

- Board designees have a scheduled first quarterly conference meeting with the superintendent

December

- Office of Research, Assessment, & Accountability prepares disaggregated student performance outcomes, including post-secondary readiness outcomes for SY2021-2022

January

- Middle-of-Year MAP assessments are administered to students
- Office of Research, Assessment, & Accountability presents graduation data for SY2021-2022
- Board designees have a scheduled second quarterly conference meeting with the superintendent

March

- Office of Research, Assessment, & Accountability prepares disaggregated student performance outcomes for Middle-of-Year MAP Assessments
- Board designees have a scheduled third quarterly conference meeting with the superintendent

April

- OSAS summative assessments are administered to students

May

- Board designees have a scheduled fourth quarterly conference meeting with the superintendent

School Year 2023-2024

June

- Superintendent prepares his self-evaluation against the leadership standards

August

- Office of Research, Assessment and Accountability provides an update on the Successful Schools Survey to the Board

September

- Beginning-of-Year MAP assessments are administered to students
- Office of Research, Assessment, & Accountability prepares disaggregated OSAS Spring 2022 student performance outcomes

October

- Administration of Beginning-of-Year MAP assessments ends
- Year two data from OSAS student assessment results are entered into the superintendent's evaluation template
- Superintendent's performance evaluation is completed by the Board

RESOLUTION No. 6560

Resolution to Appoint Members to the Climate Crisis Response Committee

RECITALS

- A. On March 1, 2022, the Portland Public Schools Board of Education adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy–3.30.080-P .
- B. The Climate Crisis Response, Climate Justice and Sustainable Practices Policy requires the establishment of a committee to monitor effective implementation, transparency, and tracking of progress.
- C. The Climate Crisis Response Committee applications were reviewed by staff, two board members, and a student, who ultimately recommended nine candidates representing the Portland Public Schools community with a diversity of backgrounds, interests, knowledge and lived experiences to serve on the Committee .
- D. Following Board approval of the committee members, an orientation and first meeting will be held in October 2022, after which the Committee will meet quarterly with annual progress reports to the Board.

RESOLUTION

- 1. The Board of Education appoints Danny Cage (student), Jordan Steele (student), Isaac Barrow, Charity Fain and Erik Opsahl to the Climate Crisis Response Committee. The term of these appointments is one year.
- 2. The Board of Education appoints Barbie Alexander, Jane Commeault, Angela Long and Dianne Riley to the Climate Crisis Response Committee. The term of these appointments is two years.

RESOLUTION No. 6561

Resolution to Adopt Revised Workers' Compensation-Self-Insurance Policy 8.60.022-P

RECITALS

- A. On June 22, 2022, the Board Policy Committee reviewed and considered proposed revisions to the Workers' Compensation-Self-Insurance Policy 8.60.022-P.
- B. On June 28, 2022, the Board presented the first reading of the revised Workers' Compensation-Self-Insurance Policy.
- C. Pursuant to District policy, the public comment was open for at least 21 days, and there was no public comment received during the comment period.

RESOLUTION

The Board hereby adopts the revised Workers' Compensation-Self-Insurance Policy 8.60.022-P and instructs the Superintendent to amend any relevant administrative directives to conform to this revised policy.

RESOLUTION No. 6562

Resolution to Rescind Board Policies

Rescission of:

- i. 8.60.010-P Risk Management Program
- ii. 8.60.030-P Student Transportation
- iii. 8.80.015-P Capital Projects

RECITALS

- A. On June 22, 2022 the Board of Education's Policy Committee reviewed and considered the necessity and relevance of:
 - i. 8.60.010-P Risk Management Program
 - ii. 8.60.030-P Student Transportation
 - iii. 8.80.015-P Capital Projects
- B. On June 28, 2022, the Board presented the first reading of each of those policies for rescission.
- C. The public comment period was open for at least 21 days for each of the policies, and no public comments were received.

RESOLUTION

The Board hereby rescinds each of the following policies:

- i. 8.60.010-P Risk Management Program
- ii. 8.60.030-P Student Transportation
- iii. 8.80.015-P Capital Projects

and instructs the Superintendent to rescind and/or revise any administrative directives that are no longer accurate or relevant as a result of rescinding these policies.

RESOLUTION No. 6563

Resolution Approving the Racial Equity and Social Justice Community Advisory Committee Charter

RECITALS

- A. In 2021, the Oregon Legislature passed SB 732 which requires each school district to convene an educational equity advisory committee, and specifies certain committee responsibilities, membership selection requirements, and an optional annual report that committees are allowed to produce.
- B. This committee's duties are to advise the school board and the superintendent and to inform the board and the superintendent. The committee includes action by and reporting to both the board and the superintendent.
- C. Portland Public Schools has worked with other districts and the Oregon Department of Education to propose a Racial Equity and Social Justice Community Advisory Committee Charter. Following board review, membership application outreach will begin with the board approving the first slate of members prior to September 15, 2022.
- D. On June 23, 2022, the Intergovernmental Committee reviewed the Racial Equity and Social Justice Community Advisory Committee Charter and recommended moving forward to the full board for consideration.

RESOLUTION

The Portland Public Schools Board of Education adopts the Racial Equity and Social Justice (RESJ) Community Advisory Committee Charter as reflected in Exhibit A.