

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

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December 03, 2019

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**December 03, 2019**

Consent Agenda

Resolutions Number 6001 through 6009

December 03, 2019

**RESOLUTION No. 6001**

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**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Office Depot, Inc.	12/4/19 through 6/30/22 Option to renew through 6/30/24	Cooperative Contract COA 68280	District-wide purchases of office, school, and educational supplies as well as related products and services on an as-needed basis. Administering Contracting Agency: Omnia Partners	Original Amount: \$3,184,545 Total through renewal: \$5,650,000	C. Hertz Funding Source Varies
PetroCard	12/17/19 through 6/30/21 Option to renew through 6/30/25	Cooperative Contract COA 68947	Purchase of Card-lock fuel services on an as-needed basis. Administering Contracting Agency: State of Oregon	Original Amount: \$300,000 Total through renewal: \$900,000	C. Hertz Fund 101 Dept. 5560

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

No New IGAs

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments

**December 03, 2019**

**RESOLUTION No. 6002**

Authorization for Off-Campus Activities

**RECITAL**

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

**RESOLUTION**

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

**AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES**

<b>Date(s)</b>	<b>School, Course, and Number</b>	<b>Purpose of Travel</b>	<b>Travel Destination</b>	<b>Estimated Cost per person</b>
1/1-1/5/20	BHS; M Basketball; 11	Holiday tournament	Gillette, WY	\$378
3/18-3/21/20	CHS; Band; 100	Performance @ Disneyland	Anaheim, CA	\$1356

**RESOLUTION No. 6003**

The following minutes are offered for adoption:

November 19, 2019  
May 28, 2019

December 03, 2019

**RESOLUTION No. 6004**

Resolution to revise the Budget Development Calendar for the 2020-21 fiscal year, aligned with Portland Public Schools Reimagined, Student Success Act and a Multi-Year Business Plan

The Portland Public Schools Board of Education approves the following revised Budget Development Calendar for the 2020-21 fiscal year, aligned with Portland Public Schools Reimagined, Student Success Act and a Multi-Year Business Plan:

 <b>Portland Public Schools Budget Calendar 2020-21</b> <i>Revised 12/3/2019</i>		Board Inform / Review	Board Action	
<b>Multi-Year Business Plan PPS Reimagined Student Success Act</b>	<b>September 23, 2019</b> <i>School Board Meeting 6:00 PM</i> Inform Board on the Student Success Act (SSA), the Student Investment Account (SIA), and the Strategic Plan Framework/Continuous Improvement Plan (CIP) Board reviews draft 2020-21 Budget Calendar	✓ ✓		BESC Building
	<b>October 15, 2019</b> <i>School Board Meeting 6:00 PM</i> Board approves 2020-21 Budget Calendar Board appoints Community Budget Review Committee (CBRC) members TSCC Hearing for Local Option Levy	✓	✓ ✓	BESC Building
	<b>October 17, 2019</b> <i>SSA Community Engagement Meetings, 1 of 3, 6:00 PM</i> Engage community and stakeholders in needs assessment process to inform Strategic Plan Framework/CIP and SIA application	✓		Lent School
	<b>October 19, 2019</b> <i>SSA Community Engagement Meetings, 2 of 3, 9:00 AM</i> Engage community and stakeholders in needs assessment process to inform Strategic Plan Framework/CIP and SIA application	✓		Faubion School
	<b>October 22, 2019</b> <i>SSA Community Engagement Meetings, 3 of 3, 6:00 PM</i> Engage community and stakeholders in needs assessment process to inform Strategic Plan Framework/CIP and SIA application	✓		Roosevelt School
	<b>November 5, 2019</b> <i>School Board Meeting 6:00 PM</i> <i>Work session with CBRC</i> Board reviews draft Strategic Plan Framework/CIP and Multi-Year Business Plan Board approves Mission Statement	✓	✓	BESC Building
<b>Budget Development</b>	<b>February 25, 2020</b> <i>School Board Meeting 6:00 PM</i> <i>Work session with CBRC</i> Board reviews Strategic Plan and Multi-Year Business Plan	✓		BESC Building
	<b>March 29, 2020</b> <i>Publish 1<sup>st</sup> Notice of Budget Committee Meeting</i> <i>(5 to 30 days before the meeting)</i>			The Oregonian
	<b>April 12, 2020</b> <i>Publish 2<sup>nd</sup> Notice of Budget Committee Meeting</i> <i>(5 to 30 days before the meeting)</i>			The Oregonian
	<b>April 21, 2020</b> <i>School Board Meeting 6:00 PM</i> <i>CBRC in attendance</i> Board reviews the SIA grant agreement <b>Proposed Budget:</b> Superintendent delivers 2020-21 Proposed Budget message and presentation	✓ ✓		BESC Building
	<b>May 6, 2020</b> <i>School Board Work Session 6:00 PM</i> Board conducts public engagement session on Proposed Budget		✓	School TBD
	<b>May 19, 2020</b> <i>School Board Meeting 6:00 PM</i> CBRC presents 2020-21 Proposed Budget report to the Board	✓		BESC Building
	<b>June 9, 2020</b> <i>School Board Meeting 6:00 PM</i> <b>Approved Budget:</b> Board as Budget Committee approves 2020-21 Proposed Budget		✓	BESC Building
	<b>June 14, 2020</b> <i>Publish Notice of Budget Hearing and Budget Summary</i>			The Oregonian
	<b>June 23, 2020</b> <i>TSCC Hearing 5:00 PM</i> TSCC certifies 2020-21 Approved Budget <i>School Board Meeting 6:00 PM</i> <b>Adopted Budget:</b> Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	BESC Building
	<b>July 15, 2020</b> <i>Submit Tax Certification documentations</i> <i>File budget information with County Recorder and Designated Agencies</i>			

**December 03, 2019**

**RESOLUTION No. 6005**

Settlement Agreement

The authority is granted to resolve a disputed grievance with PAT regarding workload and payment of extended responsibility compensation to employees in the position of Instructional Specialist – K-5 Literacy Coach. The settlement agreement will be in a form approved by the General Counsel.

**RESOLUTION No. 6006**

Resolution to Uphold the Superintendent's Decision on a Step 3 Appeal –  
Complaint No. 2019-03

**RECITALS**

- A. On April 3, 2019, Portland Public Schools (PPS) received three formal written complaints regarding the accidental lockdown at Wilson High School on April 1, 2019. Receipt of the written complaints began Step 1 of the complaint resolution process as outlined in PPS Board Policy 4.50.032-P.
- B. Consistent with PPS Administrative Directive 4.50.031-AD Complaint Resolution Process, PPS provided written responses dated April 15, 2019.
- C. On April 22, 2019, PPS received appeals of PPS's Step 1 response. Receipt of the April 22, 2019, appeals began Step 2 of the complaint resolution process.
- D. On May 22, 2019, PPS provided written responses to the appeals, completing Step 2 of the complaint resolution process.
- E. On June 9, 2019, an appeal to the Board of Education (BOE) was received incorporating the three Step 2 complaints, beginning Step 3 of the complaint resolution process
- F. On June 25, 2019, the BOE passed Resolution 5921, which held Complaint #2019-03 in abeyance until December 3, 2019, and allowed for staff to address concerns regarding training and facility improvements brought forward by the complainant.

**RESOLUTION**

The Board of Education upholds the Superintendent's decision of the Step 3 appeal as the final decision including completion of staff safety and security training that occurred from July – November 2019 and scheduled completion of Wilson High School security facility improvements by March 2020:

- Electronic access control systems, including video intercoms and electronic locks at the main entrance and main ADA entrance of Wilson High School. This system gives school staff the ability to see who is at the front of the building and control who may enter the site.
- Public address system speakers in common gathering areas including hallways, gyms, cafeterias, auditoriums, and playgrounds.
- New signage to direct school visitors to the main entry and require check-in at the main office.

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**RESOLUTION No. 6007**

Adopting the Superintendent's Goals for 2019-2020

**RESOLUTION**

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

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

**SUPERINTENDENT ANNUAL EVALUATION**

The Board has adopted an evaluation tool that acknowledges the complexity of the role of the Superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within Portland Public Schools.

The evaluation framework is aligned to core standards identified by the Oregon School Boards Association; this evaluation includes the following **five Prioritized Leadership Standards**:

- Visionary Leadership
- Communications and Community Relations
- Curriculum Planning/Development
- Resource Management
- Labor Relationships

These were supplemented with the **four Performance Goals** adopted by the board in October of 2019.

In order to allow this multi-faceted evaluation to be summarized effectively, each **Prioritized Leadership Standard** and **Performance Goal** is to be rated using a **4-point Rubric**. The average of the performance across leadership standards and performance goals will be used to determine the final evaluation for the superintendent using this scale provided by the Oregon School Boards Association:

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

Leadership Standard #1: Visionary Leadership			
The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.			
1.1 Collaboratively develops and implements a shared vision and mission; 1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning; 1.3 Creates and implements plans to achieve goals;		1.4 Promotes continuous and sustainable improvement; 1.5 Monitors and evaluates progress and revises plans.	
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>
<b>Summary Rating</b>			
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

Leadership Standard #3: 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.			
3.1 Develops formal and informal techniques to gain internal and external perceptions of the district; 3.2 Demonstrates effective communication skills (written, verbal, and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments); 3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling;		3.4 Establishes effective school/community relations, school/business partnerships and public service; 3.5 Understands the role of media in shaping opinions as well as how to work with the media.	
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>
<b>Summary Rating</b>			
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

Leadership Standard #5: Curriculum planning/development			
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.			
5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices; 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation; 5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;		5.4 Includes the use of computers, the internet, distance learning and other technologies in educational programming; 5.5 Assesses student progress using a variety of appropriate techniques; 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.	
Ineffective	Developing	Effective	Accomplished
Primary focus is not teaching and learning.  Fails at creating an organizational culture focused on teaching and learning.  Does not put in place systems to ensure curricular alignment to standards.  Does not create systems to customize learning to students.	Peripherally focused on teaching and learning.  Discusses teaching and learning, but no real systemic organizational focus exists.  Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.  Discusses customized learning, but execution is uneven, unclear and chaotic	Primary focus is teaching and learning.  Keeps the organization primarily focused on teaching and learning.  Puts in place systems to align curriculum to standards.  Puts in place systems to customize instruction to students.	Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective.  Creates an organizational culture attentively focused on teaching and learning that grows and evolves.  Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.
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: Resource 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 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development; 7.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;		7.3 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.	
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.  Irresponsibly and imprudently manages the fiscal aspects of the organization.	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.  Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe.  Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe.  Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking.  Clear and transparent systems of financial control and accountability are universally followed.
Summary Rating			
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

Leadership Standard #9: Labor Relations			
The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.			
9.1 Develops bargaining strategies based upon collective bargaining laws and processes; 9.2 Identifies contract language issues and proposes modifications; 9.3 Participates in the collective bargaining processes as determined by the board;		9.4 Establishes productive relationships with bargaining groups while managing contracts effectively.	
Ineffective	Developing	Effective	Accomplished
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.
<b>Summary Rating</b>			
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

Performance Goal 1:		
To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations (as measured by Gr. 3 End-of-Year MAP) by the Spring of 2022.		
Baseline Ending Point: 44%	Desired SY19/20 Ending Point: 45%	Actual SY19/20 Ending Point: <b>TBD</b>
<b>Progress Measure 1.1: Grade 3 MAP ELA Middle-of-the-Year Administration</b>		
	Desired Progress Measure Goal: 45%	Actual Progress Measure Goal: <b>TBD</b>
<b>SY19/20 Evaluation</b>		
1 Ineffective (loss greater than 3%): <input type="checkbox"/> 2 Developing (loss greater than 1%): <input type="checkbox"/> 3 Effective (within 1% of goal): <input type="checkbox"/> 4 Accomplished (exceeded goal by greater than 1%): <input type="checkbox"/>		

Performance Goal 2:		
To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations (as measured by Grade 5 End-of-Year MAP) by the Spring of 2022.		
Baseline Ending Point: 41%	Desired SY19/20 Ending Point: 43%	Actual SY19/20 Ending Point: <b>TBD</b>
<b>Progress Measure 2.1: Grade 3 MAP Math Middle-of-the-Year Administration</b>		
	Desired Progress Measure Goal: 43%	Actual Progress Measure Goal: <b>TBD</b>
<b>SY19/20 Evaluation</b>		
1 Ineffective (loss greater than 3%): <input type="checkbox"/> 2 Developing (loss greater than 1%): <input type="checkbox"/> 3 Effective (within 1% of goal): <input type="checkbox"/> 4 Accomplished (exceeded goal by greater than 1%): <input type="checkbox"/>		

Performance Goal 3:		
By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC).		
Baseline Ending Point: 44%	Desired SY19/20 Ending Point: 45%	Actual SY19/20 Ending Point: <b>TBD</b>
<b>Progress Measure 3.1: Grade 8 MAP ELA Middle-of-the-Year Administration Projected SBAC On-Track for Career &amp; College Readiness</b>		
	Desired Progress Measure Goal: 59%	Actual Progress Measure Goal: <b>TBD</b>
<b>Progress Measure 3.2: Grade 8 MAP Math Middle-of-the-Year Administration Projected SBAC On-Track for Career &amp; College Readiness</b>		
	Desired Progress Measure Goal: 42%	Actual Progress Measure Goal: <b>TBD</b>
<b>Progress Measure 3.3: Grade 8 MAP Middle-of-the-Year Administration Projected SBAC On-Track for Career &amp; College Readiness for BOTH Reading and Mathematics</b>		
	Desired Progress Measure Goal: 40%	Actual Progress Measure Goal: <b>TBD</b>
<b>Progress Measure 3.4: Eight Grade Student Snapshot of Graduate Portrait Capstone &amp; Portfolio (to be developed as part of MS Redesign Initiative)</b>		
<b>SY19/20 Evaluation</b>		
1 Ineffective (loss greater than 3%): <input type="checkbox"/> 2 Developing (loss greater than 1%): <input type="checkbox"/> 3 Effective (within 1% of goal): <input type="checkbox"/> 4 Accomplished (exceeded goal by greater than 1%): <input type="checkbox"/>		

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Performance Goal 4:		
By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.		
Baseline Ending Point: 50.3%	Desired SY19/20 Ending Point: 51%	Actual SY19/20 Ending Point: <b>TBD</b>
<b>Progress Measure 4.1:</b> On-track to complete 3 or more <b>Advanced Placement</b> courses with a "C" or above. <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: <b>TBD</b>	Actual SY19/20 Ending Point: <b>TBD</b>
<b>Progress Measure 4.2:</b> On-track to complete 3 or more <b>International Baccalaureate</b> courses with a "C" or above. <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: <b>TBD</b>	Actual SY19/20 Ending Point: <b>TBD</b>
<b>Progress Measure 4.3:</b> On-track to complete 3 or more <b>Dual Credit</b> courses with a "C" or above. <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: <b>TBD</b>	Actual SY19/20 Ending Point: <b>TBD</b>
<b>Progress Measure 4.4:</b> On-track to complete a <b>Career and Technology Pathway</b> (2 or more courses in the same pathway) with a "C" or above. <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: <b>TBD</b>	Actual SY19/20 Ending Point: <b>TBD</b>
<b>Progress Measure 4.5:</b> On-track to achieve the <b>Seal of Biliteracy</b> . <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: <b>TBD</b>	Actual SY19/20 Ending Point: <b>TBD</b>
<b>Progress Measure 4.6:</b> On-track to meet one or more of the <b>Post-Secondary Readiness Indicators</b> . <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: <b>TBD</b>	Actual SY19/20 Ending Point: <b>TBD</b>
<b>SY19/20 Evaluation</b>		
1 Ineffective (loss greater than 3%): <input type="checkbox"/> 2 Developing (loss greater than 1%): <input type="checkbox"/> 3 Effective (within 1% of goal): <input type="checkbox"/> 4 Accomplished (exceeded goal by greater than 1%): <input type="checkbox"/>		

Overall SY19-20 Superintendent Performance Evaluation								
Priority Leadership Standards & Performance Goals	Each member ranks each indicator 1-4 according to the rubrics above							Average
	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7	
Visionary Leadership								
Communications and Community Relationships								
Curriculum Planning/Development								
Resource Management								
Labor Relations								
Goal 1: 3rd Grade Reading								
Goal 2: 5th Grade Math								
Goal 3: 8th Grade								
Goal 4: Post-secondary readiness								
<b>Final Summary Rating</b>								

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**RESOLUTION No. 6008**

PPS Comments on Status of Oregon Department of Transportation's "I-5 Rose Quarter Improvement Project"

**RECITALS**

- A. In 2012, the Oregon Department of Transportation (ODOT) and the City of Portland Bureau of Planning and Sustainability and the Bureau of Transportation developed the I-5 Broadway-Weidler Facility Plan in conjunction with the City's N/NE Quadrant Plan. The N/NE Quadrant Plan set goals and actions for the land use and development in north and northeast Portland, while the Broadway-Weidler Facility Plan was intended to improve safety and operations on I-5 in the vicinity of the Broadway/Weidler interchange. Key elements of the facility plan include:
  - a. Adding auxiliary lanes and full-width shoulders (within existing right-of-way).
  - b. Rebuilding structures at Broadway, Weidler, Vancouver and Williams and adding a lid over the freeway.
  - 3. Moving the I-5 southbound on-ramp to Weidler.
  - 4. Adding new connections over the freeway for pedestrian and bicycle travel in the interchange area.
  
- B. In 2012, the Portland City Council and the Oregon Transportation Commission approved the Broadway-Weidler Facility Plan. The proposed plan includes substantial widening of I-5 immediately adjacent to Harriet Tubman Middle School, including extending travel lanes closer to the school and constructing new retaining walls.
  
- C. In 2016, ODOT concluded the Broadway-Weidler Facility Plan improvements were technically feasible, and proceeded with development of an Environmental Assessment (EA). The EA is intended to evaluate the benefits and impacts within the Project Area of two alternatives: one in which the project would move forward as planned (Build Alternative), and one in which the project would not be built (No-Build Alternative).
  
- D. The National Environmental Policy Act (NEPA) requires federal agencies to assess the environmental effects of their proposed actions prior to making decisions. Based on the EA, the following actions can occur:
  - a. If the agency determines that the action will not have significant environmental impacts, the agency will issue a Finding of No Significant Impact (FONSI). A FONSI is a document that presents the reasons why the agency has concluded that there are no significant environmental impacts projected to occur upon implementation of the action.
  - b. If the EA determines that the environmental impacts of a proposed action will be significant, an Environmental Impact Statement is prepared.
  
- E. ODOT's EA was published on February 15, 2019. The public comment period closed April 1, 2019. ODOT is required to take into consideration public health impacts in its analysis, and to use an equity lens in its planning processes. The historical legacy from ODOT ignoring health and equity concerns voiced decades ago about building a freeway too close to a school has cost PPS millions of dollars that were used to make the air inside Tubman safe for students and had health and environment consequences for our students and the surrounding community..

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- F. Although the proposed project is immediately adjacent to PPS properties, in particular Harriet Tubman Middle School, neither ODOT nor the City meaningfully engaged with PPS during the planning process to assess the potential impacts, either short- or long-term, on the health of students and staff from environmental hazards of the freeway and the expansion or on the structural integrity of PPS facilities from incursions on PPS property during construction.
- G. An initial review of the EA by PPS staff raised substantial questions about potential impacts on PPS properties, including risks to soil stability under the Harriet Tubman Middle School site during the construction process, increased air pollution, increased noise pollution, lack of school bus egress from Harriet Tubman Middle School with the removal of the Flint Street overpass, and shifts to traffic patterns in the vicinity of both Tubman and District headquarters.
- H. In March 2019, the PPS Board of Education passed a resolution urging ODOT to move forward with a full Environment Impact Statement (EIS) to fully resolve questions around the potential impacts of the I-5 freeway and the proposed expansion on our students.
- I. In June 2019, ODOT convened a group of elected leaders and staff as well as community stakeholders to discuss the I-5 Rose Quarter Improvement Project in the Albina neighborhood.
- J. To date, this group has met five times and made no substantial progress to substantially address issues raised by Portland Public Schools and the Albina Vision or offer alternatives to the current project plan.
- K. At this time, the OTC has privately stated that it plans to unilaterally take action at its December 17 public meeting without addressing any of the troubling and significant impacts that the widening will have on students and community health.
- L. Per Board Resolution 5272, the Board is committed to addressing issues of climate justice that affect our students.

### **RESOLUTION**

- The Board of Education for Portland Public Schools opposes ODOT's efforts to move ahead with the Interstate 5 North of the Rose Quarter expansion in Albina without conducting a full Environmental Impact Statement (EIS) and addressing the long term health and environmental issues at Harriet Tubman Middle School caused by the I-5 freeway.
- The Board of Education for Portland Public Schools will work in partnership with Albina Vision Trust to understand the environmental and health impacts of the freeway for students in the Albina neighborhood and develop initiatives that mitigate the freeway's impact on students and their families in this neighborhood.
- The Board will work with the community to share information about the impacts of this freeway and the expansion with the legislature's Joint Committee on Transportation and other legislative leaders so that they understand the potential impacts of this project to Portland Public Schools' students and the wider Albina community.

**December 03, 2019**

**RESOLUTION No. 6009**

Resolution Authorizing the Community Budget Review Committee Charter

**RECITALS**

- A. The Board recognizes that community members bring specialized knowledge and expertise to the budgetary review process and that the Government Finance Officers Association encourages effective and well-implemented public engagement and budget processes.
- B. A Community Budget Review Committee is established for the purpose of budget review and recommendations, and also monitors and advises the Board on the allocation and expenditure of Local Option Levy funds.
- C. The Community Budget Review Committee are appointed by the Board to serve in an advisory capacity, with members serving a three-year term and a student member appointed to a one year term.

**RESOLUTION**

The Board hereby adopts the Community Budget Review Committee Charter to review, evaluate, and make recommendations to the Board of Education regarding the Superintendent's Proposed Budget and serve as an advisory group to the elected members of the Board.