

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

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December 17, 2019

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December 17, 2019

Consent Agenda

Resolutions Number 6010 through 6017

December 17, 2019

RESOLUTION No. 6010

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

RECITAL

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

RESOLUTION

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

NEW CONTRACTS

No New Contracts

NEW INTERGOVERNMENTAL AGREEMENTS (“IGAs”)

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland Public Schools	7/1/19 through 6/30/20	Intergovernmental Agreement IGA 69001	Columbia Regional Program and PPS will partner to deliver regional services to eligible individuals with Autism Spectrum Disorder.	\$1,065,600	K. Cuellar Fund 205 Dept. 5414 Grant G1900

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Contract Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Total	Responsible Administrator, Funding Source
The Gunter Group	1/1/20 through 6/30/20	Personal Services PS 65849 Amendment 6	Extending contract end date and amount for continued support for HR, IT, and Finance departments. Direct Negotiation PPS-46-0525(4)	\$447,090 \$2,307,880	C. Hertz Fund 101 Dept. Varies

December 17, 2019

RESOLUTION No. 6011

Authorization for Off-Campus Activities

RECITAL

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

RESOLUTION

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

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

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

RESOLUTION No. 6012

The following minutes are offered for adoption:

December 03, 2019

RESOLUTION No. 6013

Settlement Agreement

RESOLUTION

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

December 17, 2019

RESOLUTION No. 6014

Appointment of Student Members for Community Budget Review Committee

RECITALS

- A. The mission of the Community Budget Review Committee (CBRC) is to review, evaluate, and make recommendations to the Board of Education (Board) regarding the Superintendent's Proposed Budget and other budgetary issues identified by the CBRC or the Board. The CBRC receives its charge from the Board.
- B. The CBRC is composed of eight to twelve volunteer members. The Board appoints members to two-year terms with one or two student members appointed to a one-year term.
- C. The Board appointed new CBRC members in previous board meetings.
- D. Two students have committed to serve the CBRC.

RESOLUTION

Parker Myrus and Judith Solomin are hereby appointed as members of the CBRC for a one year term through June 30, 2021.

December 17, 2019

RESOLUTION No. 6015

Adopting the Superintendent's Goals for 2019-2020

RESOLUTION

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

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

SUPERINTENDENT ANNUAL EVALUATION

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 based on the four Student Performance Goals adopted by the board in October 2019 and 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

The superintendent will incorporate feedback from district and school leadership into the self-evaluation that is provided to the board.

Given the board and district's focus on improving student performance, the Student Performance goals will be double weighted and 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 <u>Monitors</u> and evaluates progress and revises plans. 1.6: Makes progress on PPS's Racial Equity and Social Justice strategy, with a focus on the professional development strategies in the RESJ framework.	
Ineffective	Developing	Effective	Accomplished
Little or no evidence exists of a district vision implemented in the work of the district. Actions, staffing and resources have little connection to a vision. It is difficult to know what the district stands for.	References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. Is engaged in learning and occasionally incorporates innovative ideas to support the vision.	Articulates the vision of the district in writing and speech. Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision. Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district. The district vision is focused on student learning.	Articulates a clear and coherent vision for the district through words and actions. Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district. Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision. The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the district.
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: 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 <u>Understands</u> the role of media in shaping opinions as well as how to work with the media.	
Ineffective	Developing	Effective	Accomplished
Ineffective in communication with staff, parents and students. Staff and students feel undermined by the lack of leadership in the district. Not aware of the undercurrents with the staff of the school environment.	Advocates for some students and families. Stakeholders frequently feel out of the loop. Many staff members do not feel positive about district leadership. Staff and students do not feel stimulated to do their best work.	Keeps staff, students, and parents informed on a regular basis. Communication with individuals and groups is clear and effective. Most staff and students identify positively with district leadership. Works as a member of a district team to positively influence education decisions.	Communicates key information to all stakeholders in an appropriate and timely manner. Alert to potential issues; predicts and shares possibilities with school board in advance. Constituent groups report a positive relationship with district leadership.
Summary Rating			
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

Leadership Standard #5: Curriculum Planning/ Development *			
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.
Summary Rating			
1 Ineffective: <input type="checkbox"/> 2 Developing: <input type="checkbox"/> 3 Effective: <input type="checkbox"/> 4 Accomplished: <input type="checkbox"/>			

*Superintendent Performance Standards derived from the Oregon School Boards Association (2017)

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 Cr. 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: TBD
Progress Measure 1.1: Grade 3 MAP ELA Middle-of-the-Year Administration		
Baseline Mid-Year 2018-2019: 45%	Desired Progress Measure Goal: 45%	Actual Progress Measure Goal: TBD
SY19/20 Evaluation		
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: TBD
Progress Measure 2.1: Grade 3 MAP Math Middle-of-the-Year Administration		
Baseline Mid-Year 2018-2019: 44%	Desired Progress Measure Goal: 44%	Actual Progress Measure Goal: TBD
SY19/20 Evaluation		
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 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: TBD
Progress Measure 3.1: Grade 8 MAP ELA Middle-of-the-Year Administration Projected SBAC On-Track for Career & College Readiness		
Baseline Mid-Year 2018-2019: 59%	Desired Progress Measure Goal: 59%	Actual Progress Measure Goal: TBD
Progress Measure 3.2: Grade 8 MAP Math Middle-of-the-Year Administration Projected SBAC On-Track for Career & College Readiness		
Baseline Mid-Year 2018-2019: 42%	Desired Progress Measure Goal: 42%	Actual Progress Measure Goal: TBD
Progress Measure 3.3: Grade 8 MAP Middle-of-the-Year Administration Projected SBAC On-Track for Career & College Readiness for BOTH Reading and Mathematics		
Baseline Mid-Year 2018-2019: 40%	Desired Progress Measure Goal: 40%	Actual Progress Measure Goal: TBD
Progress Measure 3.4: Eight Grade Student Snapshot of Graduate Portrait Capstone & Portfolio <i>(to be developed as part of MS Redesign Initiative)</i>		
SY19/20 Evaluation		
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 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: TBD
Progress Measure 4.1: On-track to complete 3 or more Advanced Placement courses with a "C" or above. <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.2: On-track to complete 3 or more International Baccalaureate courses with a "C" or above. <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.3: On-track to complete 3 or more Dual Credit courses with a "C" or above. <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.4: On-track to complete a Career and Technology Pathway (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: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.5: On-track to achieve the Seal of Biliteracy. <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
Progress Measure 4.6: On-track to meet one or more of the Post-Secondary Readiness Indicators. <i>(In development)</i>		
Baseline Ending Point:	Desired SY19/20 Ending Point: TBD	Actual SY19/20 Ending Point: TBD
SY19/20 Evaluation		
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								
	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 =
Communications and Community Relationships									+ 7 = ____
Curriculum Planning/ Development									+ 7 =
Resource Management									+ 7 = ____
Labor Relations									+ 7 = ____
Goal 1: 3rd Grade Reading									+ 7 = x 2 = ____
Goal 2: 5th Grade Math									+ 7 = x 2 =
Goal 3: 8th Grade									+ 7 = x 2 = ____
Goal 4: Post-secondary readiness									+ 7 = x 2 =
Final Summary Rating							SUBTOTAL:		
							DIVIDED BY 9 AREAS EQUALS FINAL PERFORMANCE LEVEL:		

December 17, 2019

RESOLUTION No. 6016

Authorizing the Sale of the Old Washington High School Property SE Fourteenth & SE Morrison Streets,
Portland OR

RECITALS

- A. In July 2003, by way of Resolution No. 2735, the Board of Education declared the property at the old Washington High School (WHS) surplus as recommended by the then Long Range Facilities Plan.
- B. The WHS fields were sold to the City of Portland for \$5,400,000 in 2004, and the school building was sold to the Washington High School LLC for \$2,000,000 in 2013.
- C. In 2012, the District and the City entered into an option agreement granting the City the right to purchase the remaining Washington High School parcel at Southeast Fourteenth and Southeast Morrison (the Property) at fair market value at such time as the City had funding and approvals to proceed with building a community center.
- D. In 2014, the District and Washington High School LLC entered into a second option agreement granting it the option to purchase the property at fair market value if the City option expired without being exercised.
- E. In 2016, the City notified the SE Uplift Neighborhood Coalition that it would not be exercising the option, and the City's option expired in 2017.
- F. In October 2019, Washington High School LLC timely notified PPS that it was exercising its option.
- G. After notice, PPS discovered that the legal description in the Agreement did not identify the full area of the Property. Instead, it described a small rectangle within the Property.
- H. PPS determined that, based on the available historical evidence, the parties intended to convey an option for the full area of the Property and recommended the legal description be amended to include the full area of the Property.
- I. On December 6, 2019, Washington High School agreed to a purchase price of \$10,500,000, subject to Board of Education approval.

RESOLUTION

- 1. The Board hereby authorizes staff to amend the Washington High School LLC option to include the full area of the Property.
- 2. The Board hereby authorizes the Deputy Clerk to execute a Bargain and Sale Deed and other required sale documents in a form approved by District General Counsel and convey the Property to Washington High School LLC for \$10,500,000.
- 3. The Board authorizes the payment of related closing costs and fees associated with the transaction from the sale proceeds.
- 4. The net proceeds from the sale will be will be deposited into Capital Asset Renewal Fund 445.

December 17, 2019

RESOLUTION No. 6017

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

RECITALS

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

RESOLUTION

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

December 17, 2019

Items for Individual Consideration

Resolutions Number 6018 through 6019

December 17, 2019

RESOLUTION No. 6018

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

RECITALS

- A. Board of Education (“Board”) Resolution No. 4852 authorized the Roosevelt High School (“RHS”) Full Modernization Master Plan as part of the 2012 Capital Bond Program.
- B. Board Resolution No. 4936 approved the RHS Schematic Design, the commitment of additional funds, and initiating the Design Development phase of work.
- C. Board Resolution No. 4871 adopted District Education Specifications (“Ed Specs”) for Comprehensive High Schools.
- D. Board Resolution No. 5242 approved in April 2016 included the following:
 - a. Staff was authorized to amend the approved master plan and schematic design of Roosevelt High School and to proceed with design and build up to a 10,000 square foot makerspace on the Roosevelt Campus.
 - b. Staff was authorized to use up to \$5 million from 2012 Capital Bond to fund this work effort.
- E. In Board Resolution No. 5242, the Board described the entire 10,000 sf space as Makerspace, with further description as follows:
 - a. The Board seeks to expand available Science, Technology, Engineering and Math (“STEM”) as well as hands-on Career Technical Education (“CTE”) work spaces for the full modernization of RHS.
 - b. The first floor will house two new state-approved CTE programs of study- Manufacturing and Aviation/Transportation in partnership with local industry. A program run by a third party will be available to community members in the evenings. The upper floor will be a modern makerspace open to the whole district as a PPS makerspace HUB that will hold priority for Roosevelt students.
- F. Staff has determined that the proposed Manufacturing and Aviation/Transportation CTE programs are no longer feasible, and CTE programming at RHS would be better served by an expansion of the existing Construction Technology CTE to allow for a commercial construction CTE program.
- G. Staff has also determined that RHS needs additional MakerSpace/CTE Lab that is dedicated solely to Roosevelt students and not shared district-wide.
- H. Enrollment at RHS has increased more than previously anticipated, and student capacity has become a significant concern for administrators, staff, students and community members.

RESOLUTION

- 1. The Board authorizes staff to modify the Roosevelt Phase IV project design of the 10,000 sf addition, and modify selected rooms in the existing building, to better meet current and future Roosevelt High School STEM and CTE needs as proposed in the Staff Recommendation of the Roosevelt Phase IV project. The Board authorizes staff to complete construction of the Staff Recommendation of the Roosevelt Phase IV project.

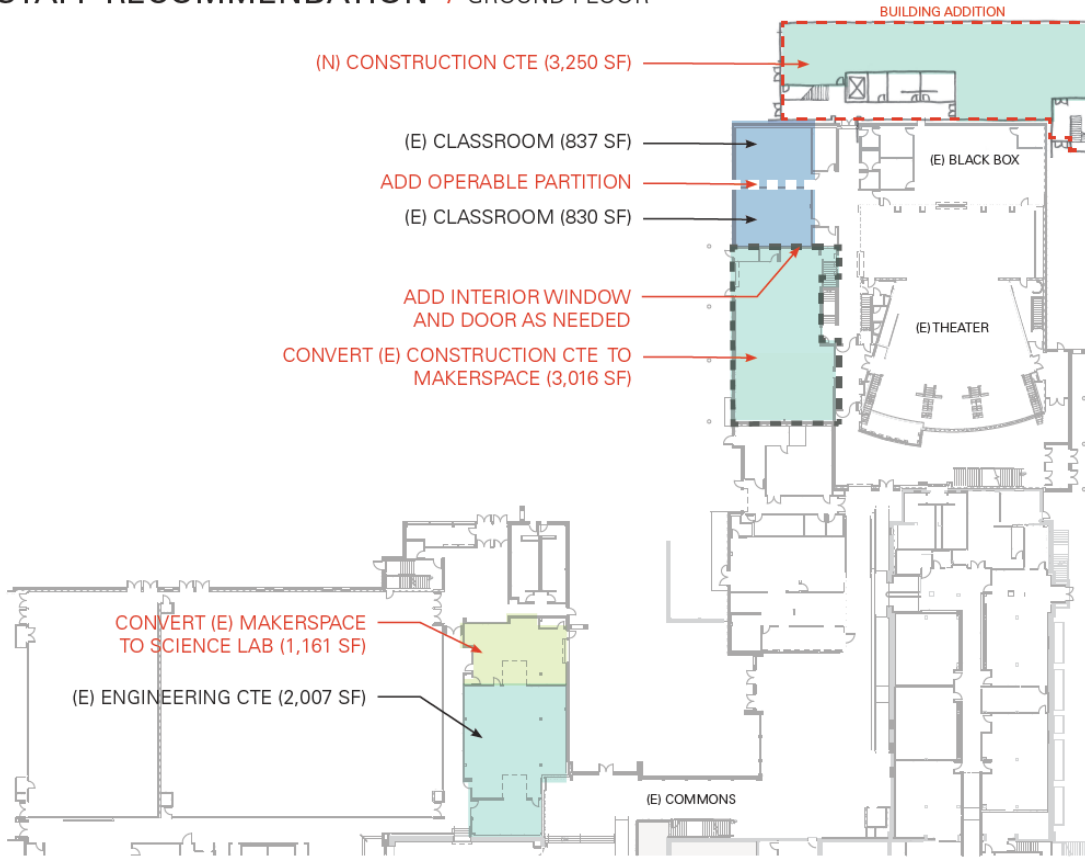
December 17, 2019

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

EXHIBIT

STAFF RECOMMENDATION / GROUND FLOOR

21

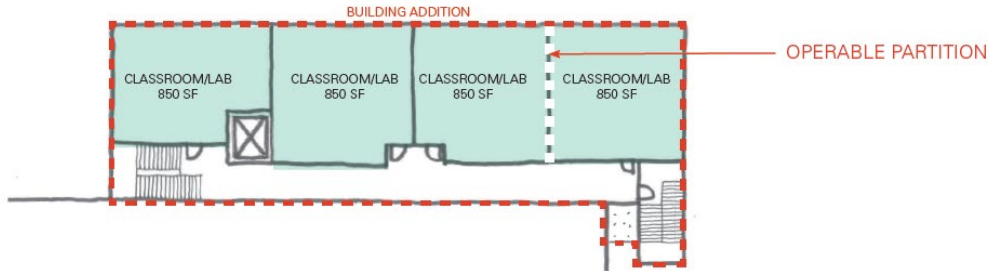


ROOSEVELT HIGH SCHOOL / ADDITION STUDIES (DEC 17, 2019)

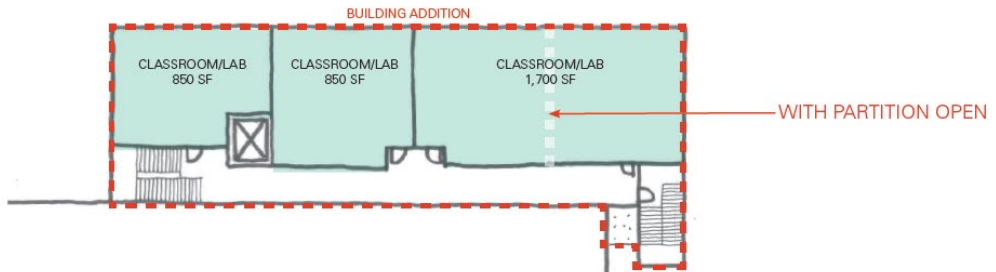


STAFF RECOMMENDATION / FIRST FLOOR

CONFIGURATION A - FOUR 850 SF CLASSROOMS OR LABS



CONFIGURATION B - TWO 850 SF AND ONE 1,700 SF CLASSROOMS OR LABS



December 17, 2019

RESOLUTION No. 6019

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

RECITALS

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

RESOLUTION

The Board of Education accepts the Comprehensive Annual Financial Report, Reports to Management, and Report on Requirements of the Single Audit Act of School District No. 1J, Multnomah County, Oregon for the fiscal year ended June 30, 2019, and authorizes the reports to be distributed to required state and federal agencies and filed for future reference.