

Regular Meeting  
Tuesday, September 20, 2022 6:00 PM

Dr. Matthew Prophet Education Center - Board  
Auditorium  
501 N. Dixon St  
Portland, OR 97227

## Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Hispanic Heritage Month (Resolution 6574) Vote - Public Comment Accepted
3. 6:15 pm - Consent Agenda: Resolutions 6575 through 6580 Vote- Public Comment Accepted
  - 3.(a) Resolution 6575: Index to the Minutes
  - 3.(b) Resolution 6576: Approval of Off-campus Activities
  - 3.(c) Resolution 6577: Approval of Board Travel
  - 3.(d) Resolution 6578: Expenditure Contracts
  - 3.(e) Resolution 6579: Revenue Contracts
  - 3.(f) Resolution 6580 - Establishing a Levy Committee
4. 6:20 pm - Student and Public Comment
  - 4.(a) Student Comment
  - 4.(b) Public Comment
  - 4.(c) Comments from the Portland Association of Teachers (PAT)
5. 6:45 pm - Student Representative's Report
6. 6:50 pm - Board Committee and Conference Reports
7. 6:55 pm - Approving Agreement to Collaborate with the Center for Black Excellence to Advance Black Student Excellence at Portland Public Schools (Resolution 6581) Vote - Public Comment Accepted
8. 7:20 pm - The Life and Legacy of Dr. Matthew Prophet, PPS Superintendent 1982-1992. Presentation by the Oregon Alliance of Black School Educators (ORABSE)
9. 7:40 pm - Discussion: 2023-2024 Budget Calendar
10. 7:55 pm - Other Business / Committee Referrals
11. 8:00 pm - Adjourn

## RESOLUTION No. 6574

### Resolution in Celebration of Hispanic Heritage Month in Portland Public Schools

#### RECITALS

- A. Hispanic Heritage Week, which began in 1968 under President Lyndon Johnson, was expanded to National Hispanic Heritage Month by President Ronald Reagan and enacted into law in 1988 to cover a 30-day period starting on September 15th, the day that represents the anniversary of independence for five Latin American countries;
- B. Hispanics and Latinos make profound contributions to our community and our nation and continue to make advances in education, science, art, culture, and public service and have been a consistent and vital influence in our community's growth and prosperity.
- C. More than sixteen percent of enrolled students in the Portland Public Schools are Hispanic and/or Latino;
- D. Hispanics and/or Latinos comprise over ten percent of our employees and contribute to the accomplishment of PPS's mission at every level within every department and division of the District;
- E. Our schools honor and preserve the linguistic and cultural assets of Latinx students through student clubs like MECHA and enrichment programs such as our Dual Language Immersion and Ethnic Studies courses, with the option to obtain a seal of Biliteracy upon graduation that honors and enriches the diverse backgrounds of our heritage Spanish-speakers, while exposing non-Spanish speakers to diverse multilingual and multicultural perspectives;
- F. Our district and our community is strengthened by the support and advocacy of organizations like Latino Network, Hacienda CDC, the Hispanic Metropolitan Chamber, Verde, Milagro Theater, and El Programa Hispano;
- G. Portland Public Schools' core value of Racial Equity and Social Justice is that we believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts – and builds leaders to disrupt – systems of oppression;
- H. At no time in our community's history has the need to work together been more necessary, and it is important that residents of Portland join in a spirit of welcoming and inclusiveness to embrace the talents and contributions of all residents, including Hispanic and Latino/x members of our community;
- I. Portland Public Schools has a Racial Education Equity Policy that states our commitment to affirmatively overcome the educational barriers that have resulted in a persistent, unacceptable gap for students of color and to give each student the opportunity and support to meet his or her highest potential;
- J. The Portland Public Schools Board of Education believes each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs and values within a school community.

#### RESOLVED

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

## Resolución n. ° 6574

### Resolución para celebrar el Mes de la Herencia Hispana en las Escuelas Públicas de Portland

#### CONSIDERANDOS

- A. La Semana de la Herencia Hispana, que empezó a celebrarse en 1968 bajo el mando del presidente Lyndon Johnson, se amplió a Mes Nacional de la Herencia Hispana bajo el mando del presidente Ronald Reagan, y se promulgó como ley en 1988 para abarcar un período de 30 días, a partir del 15 de septiembre, fecha que representa el aniversario de independencia de cinco países latinoamericanos;
- B. Los hispanos y latinos hacen importantes contribuciones a nuestra comunidad y a nuestra nación, continúan aportando en educación, ciencia, arte, cultura y servicio público, y han tenido un efecto constante y vital en el crecimiento y la prosperidad de nuestra comunidad.
- C. Más del dieciséis por ciento de los estudiantes inscritos en las Escuelas Públicas de Portland son hispanos y/o latinos;
- D. Más del diez por ciento de los empleados son hispanos y/o latinos y contribuyen al logro de la misión de PPS en cada nivel, dentro de cada departamento y división del distrito;
- E. Nuestras escuelas honran y preservan los activos lingüísticos y culturales de los estudiantes latinx mediante los clubes estudiantiles como Movimiento Estudiantil Chicano de Aztlán (MEChA), con programas de enriquecimiento como la inmersión en dos idiomas y los cursos de Estudios Étnicos, y con la opción de obtener un sello de bilingüismo al graduarse que honra y enriquece los diversos orígenes de nuestros hispanohablantes y expone a los hispanohablantes no nativos a perspectivas multilingües y multiculturales diversas;
- F. Nuestro distrito y nuestra comunidad se fortalece con el apoyo y la promoción de organizaciones como Latino Network, Hacienda CDC, Hispanic Metropolitan Chamber, Verde, Milagro Theater, y El Programa Hispano;
- G. La equidad racial y la justicia social son valores centrales de las Escuelas Públicas de Portland, y significan que creemos en el derecho fundamental a la dignidad humana y que para generar un mundo equitativo se requiere un sistema educativo que altere deliberadamente los sistemas de opresión y genere líderes para alterar estos sistemas;
- H. En ningún momento de la historia de nuestra comunidad ha sido más necesario trabajar juntos que ahora, y es importante que los residentes de Portland se integren con ánimo acogedor e inclusivo para celebrar los talentos y las contribuciones de todos los residentes, incluidos los miembros hispanos y latinos de nuestra comunidad;
- I. PPS tiene una Política de Equidad Educativa Racial que establece nuestro compromiso de superar de manera definitiva las barreras educativas que han sido la causa de una brecha persistente e inaceptable para los estudiantes de color, y de brindar a cada estudiante la oportunidad y el apoyo para alcanzar su máximo potencial;
- J. La Junta de Educación de las Escuelas Públicas de Portland cree que debemos celebrar y apreciar a todos y a cada uno de los estudiantes por las distintas y dinámicas contribuciones que realizan cuando comparten sus culturas, idiomas, ideas, creencias y valores en una comunidad escolar.

#### SE RESUELVE

Por medio del presente documento, la Junta de Educación de las Escuelas Públicas de Portland declara el período del 15 de septiembre al 15 de octubre como el Mes de la Herencia Hispana y exhorta al personal, a los estudiantes y a la comunidad a respetar, reconocer y celebrar la cultura, el patrimonio y las contribuciones de los hispanos y latinos en Portland, Oregón y en los Estados Unidos a través de actividades culturalmente relevantes y aprendiendo del pasado y comprendiendo las experiencias que han moldeado a los Estados Unidos.

## **RESOLUTION No. 6575**

The Following Index to the Minutes are offered for Adoption:

- 9/6/22 – Regular Meeting
- 9/6/22 - Special Meeting
- 8/9/22 - Regular Meeting



## Index to the Minutes

*(Draft for Approval)*

### Special Meeting September 06, 2022

*This document is a record of the actions taken by the Board of Education at the Special Meeting held on September 06, 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=H-Hii6kP-LA&list=PL8CC942A46270A16E&index=1>*

#### Board Member Attendance

Present: Chair Scott; Vice-chair Hollands; Directors Brim-Edwards, Kohnstamm (by phone) and Lowery; Student Representative McMahon

Absent: Director Greene

### INDEX

Actions Taken..... 02

## ACTIONS TAKEN

- **Complaint 2022-02**

Director Lowery moved and Director Hollands seconded the motion to hold Complaint 2022-02 in abeyance. The motion was put to a voice vote and passed (6 yes – 0 no).

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



# 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](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

### INDEX

Actions Taken.....	02
Statements for the Record .....	NA

### RESOLUTIONS

<u>No.</u>	<u>Resolution Title</u>	<u>Page</u>
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6576	Expenditure Contracts that Exceed \$150,000 for Delegation of Authority .....	05
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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**

<b>Contractor</b>	<b>Contract Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Contract Amount</b>	<b>Responsible Admin, Funding Source</b>	<b>Certified Business</b>
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.

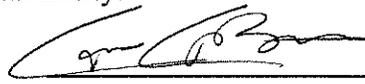
9. In connection with the releases provided for in the Janssen Settlement, each Governmental Entity expressly waives, releases, and forever discharges any and all provisions, rights, and benefits conferred by any law of any state or territory of the United States or other jurisdiction, or principle of 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.

<b>Leadership Standard #1: Visionary Leadership</b>	
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: 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.

<b>Ineffective</b>	<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>
<b>Developing</b>	<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>
<b>Effective</b>	<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>
<b>Accomplished</b>	<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>	<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><b>Ineffective</b></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><b>Developing</b></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><b>Effective</b></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><b>Accomplished</b></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><b>Summary Rating</b></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><b>Ineffective</b></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><b>Developing</b></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><b>Effective</b></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><b>Accomplished</b></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><b>Summary Rating</b></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.

<b>Ineffective</b>	<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>
<b>Developing</b>	<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>
<b>Effective</b>	<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>
<b>Accomplished</b>	<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>
<b>Summary Rating</b>	<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.

<b>Ineffective</b>	<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>
<b>Developing</b>	<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>
<b>Effective</b>	<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>
<b>Accomplished</b>	<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>
<b>Summary Rating</b>	<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		
	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 <sup>rd</sup> Grade Reading	Goal 2 5 <sup>th</sup> Grade Math	Goal 3 8 <sup>th</sup> 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								
	<b>Overall Average Score: _____ Overall Performance Rating:</b> _____								

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.



**RESOLUTION No. 6577**

Approving Board Member Conference Attendance as Representatives of the Board

**RECITALS**

Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.

**RESOLUTION**

The Board affirms Vice-Chair Gary Hollands, Director Michelle DePass and Director Herman Greene to attend the Council of Urban Boards of Education Annual Conference in Miami, Florida from September 28, 2022 to October 1, 2022.

**RESOLUTION No. 6578**

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 Admin, Funding Source</b>	<b>Certified Business</b>
Vocovision LLC dba Blazerworks	9/21/22 through 6/30/23	Personal Services PS 92098	Provide temporary Special Education staff in hard to fill positions.  Direct Negotiation –Interim or Temporary Staffing PPS-46-0525(11)	\$729,600	C. Proctor Fund 101 Dept. 5414	No
The College Board	9/21/22 through 6/30/23	Personal Services PS 92097	PSAT testing for District sophomores and SAT testing for District juniors.  Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$168,250	C. Proctor Fund 101 Dept. 5439	No
Delta Connects, Inc.	9/21/22 through 9/15/25  Option to renew for up to two additional one-year terms through 9/15/2027	Services S 92084	Provide HVAC inspection throughout the District on an as-needed basis.  Request for Proposals 2022-030	\$1,500,000	D. Jung Fund 101 Dept. 5592	No
Oh Planning & Design, Architecture	9/21/22 through 9/20/23  Option to renew for up to four one-year terms through 9/20/27	Architecture ARCH 92123	A/E services for ADA and Special Education upgrades.  Request for Proposals 2022-024	\$5,631,263	D. Jung Fund 458 Dept. 5511 Project Varies	WBE
University Instructors, LLC	9/21/22 through 6/30/23	Personal Services PS 92133	Special Education teacher and para educator recruitment.  Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	\$300,310	C. Proctor Fund 205 Dept. 5428 Grant G2558	No
Office of General Counsel Network, LLC	9/21/22 through 7/31/23	Legal Services LS 92160	General Counsel services for District.  Direct Negotiation – Legal Services PPS-46-0525(11)	\$180,000	J. Garcia Fund 101 Dept. 5460	WBE

\*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”)**

No New IGAs

**AMENDMENTS TO EXISTING CONTRACTS**

No New Amendments

**RESOLUTION No. 6579**

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

**RECITAL**

Portland Public Schools (“District”) Public Contracting Rules PPS-45-0200 (“Authority to Approve District Contracts; Delegation of Authority to Superintendent”) requires the Board of Education (“Board”) to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding \$150,000 per contractor are listed below.

**RESOLUTION**

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

**NEW REVENUE CONTRACTS**

<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>
Portland General Electric	8/1/22 through 12/31/23	Revenue R 92071	Funding for a Type A Electric School Bus.	\$162,335	D. Jung Fund 299 Dept. 5560 Grant S0416

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

<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>
Clackamas Education Service District	6/1/22 through 6/30/23	Intergovernmental Agreement / Revenue IGA/R 92089	Funding for providing PIL Athletics summer learning programs.	\$400,000	C. Proctor Fund 205 Dept. 5423 Grant G2560

**AMENDMENTS TO EXISTING REVENUE CONTRACTS**

<b>Contractor</b>	<b>Amendment Term</b>	<b>Contract Type</b>	<b>Description of Services</b>	<b>Amendment Amount, Total Contract Amount</b>	<b>Responsible Administrator, Funding Source</b>
Wallace Foundation	9/1/22 through 6/30/23	Revenue R 90675 Amendment 2	Funding for the Equity Centered Pipeline Initiative. This amendment extends the contract for one year and adds funds.	\$2,320,000 \$4,210,000 Total through all renewals: Up to \$8,200,000	S. Reese Fund 299 Dept. 5449 Grant S0455
Rockefeller Philanthropy Advisory	7/1/22 through 6/30/23	Revenue R 90193 Amendment 1	Grant for Social and Emotional Learning (SEL) Educator Practice Communities. This amendment extends the contract for one year and adds funds.	\$100,000 \$250,000	C. Proctor Fund 299 Dept. 5485 Grant S0446

**Resolution No. 6580**

**Resolution to Establish a Levy Board Committee**

**RECITALS**

- A. Board Policy 1.20.014-P Board Committees states that Special Board committees may be appointed by the Board for specific purposes to serve until their assignment is completed.
- B. A Levy Committee would manage the Board of Education's work to refer a local option levy to the ballot that would continue funding teaching positions and classroom support at every school in the district.
- C. For the 2023-24 year, it is estimated that 900 teaching positions will be funded through the 2019 local option levy renewal.

**RESOLVED**

The Board of Education approves the establishment of a Levy Committee for the 2022-23 school year.

## RESOLUTION No. 6581

### Resolution Approving Agreement to Collaborate with the *Center for Black Excellence* to Advance Black Student Excellence at Portland Public Schools

#### RECITALS

- A. Black student achievement has struggled for decades due to racism and under-investment in predominantly black schools, forced busing, the removal of black teachers and administrators from schools and a series of churning reforms that have come at the cost of black student achievement. While this has impacted many students and neighborhoods the acute impact on the black community has been well documented. Racist practices that advantage white students and disadvantage students of color have been reinforced by racist cultural narratives, beliefs, and norms. Six years before Oregon proposed a state constitution banning Black people from entering, residing, or acquiring property, Portland Public Schools, Oregon's now-largest school system, was established. For close to 170 years, PPS failed to respond to struggles of communities of color--especially Black and Native American students. This pattern started when William Brown, a resident of Portland in the 1860s, tried to enroll his children in one of Portland's only two public elementary schools, launching what would be the first recorded case of racism against Black children in Portland Public Schools.
- B. Similarly, Albina was once a thriving, creative, and affordable neighborhood consisting of Black-owned businesses, homes, and faith institutions. It was the cultural capital of Portland with world class jazz venues, environmental justice initiatives, and education models created for and by Black Portlanders. Decades of disinvestment, urban renewal, and racist public policy disintegrated the neighborhood.
- C. The Albina Vision Trust ("AVT") is a nonprofit organization created to steward the neighborhood's rebirth through the thoughtful transformation of the 94-acres of lower Albina. AVT seeks to create a youth-centered community in lower Albina designed to create opportunities for Portland's next generation of Black people to build wealth and reclaim home.
- D. Several Black-led organizations have spent anywhere between 10, 20 and 30 years filling the gap in services and supports for Black students and families that the school district has left behind. These organizations include Self-Enhancement Inc, Portland Opportunities Industrialization Center, KairosPDX, and Albina Headstart. Collectively, these organizations approached the district in 2019 to discuss new pathways for Black students.
- E. Black community-led organizations in Portland joined forces in 2020 to the push for equitable access to public education, especially for our Black students and their families. This push has long been a key component of the civil rights movement and fight for racial justice and builds on the legacy of advocacy for Black children in Portland and catalyzed by the social movements for Black Lives. KairosPDX and AVT specifically approached the district about inclusion of a Center for Black Excellence in the 2020 Bond Campaign with the support of several black leaders and Black-led organizations serving children.
- F. On June 11, 2020, the PPS Board unanimously approved Resolution 6130, declaring that the lives of Black students and our Black community matter and committing to working with the Portland community to create the conditions for every student, especially our Black and Native students who experience the greatest challenges, to realize the vision of the PPS Graduate Portrait.
- G. On July 28, 2020, the PPS Board unanimously approved Resolution 6150. In that resolution, the Board included in the proposed 2020 bond the modernization of Jefferson High School and the development of a community-inspired Center for Black Student Excellence ("CBSE"), as a physically built environment and as a designated hub for culturally specific partnerships to

advance Black student achievement in PPS by supporting Black students, families, and educators. On November 3, 2020, the voters of Portland approved the 2020 general obligation bond, Bond Measure 26-215, with an overwhelming 75-percent approval, making way for the first phase of design and planning of investments in Albina facilities, and designating intentional investment in the Black community that is co-created and co-led by the community itself.

- H. The Portland Public Schools responsiveness to Black-led educational organizations signals a new day that recognizes the atrocities of the past and how they have impacted black students and families; and sets a foundation to chart a new course where this specific community can access strategic, intentional and coordinated pathways to thrive. Together, the CBSE and the Jefferson High School modernization will engage students, families, and community stakeholders to develop a coherent set of strategies that will positively impact student achievement and outcomes while affirming Black student identity and will include promoting and supporting culturally responsive/sustaining teaching and learning, beginning with the youngest students and throughout their educational journeys. These two investments towards the schools in the heart of the Albina community will serve as a concrete—literally and figuratively—investment in our Black communities. It will reinforce and anchor our schools as centers of our communities, connecting a constellation of community schools, such as Boise Eliot/ Humboldt Elementary, Dr. Martin Luther King Jr. Elementary, Harriet Tubman Middle School, and Jefferson High School, and Black-led community-based organizations in the Albina neighborhood.
- I. The approval of the 2020 PPS Bond enables Black-led and -serving educational organizations in the Albina community to engage in the design and implementation of the CBSE as a physical environment, focused on centering the experience, promoting opportunities, accelerating outcomes, and celebrating the achievements of Portland’s Black children, families, and educators. The engagement of, and consistent support from, Portland’s Black community in connection with the passage of the 2020 PPS Bond and the focus on improving the educational environment and outcomes for Black students, has created a foundation for the creation of the CBE and the implementation of its goals.
- J. Inherently connected to the development and success of the physical place of CBSE is the formation and leadership of the Center for Black Excellence (“CBE”), a to-be-formed 501(c)(3) nonprofit organization envisioned and created by Black-led community organizations working together to unify and elevate the Black educational experience and improve outcomes for Black children, youth, and families. This new community-led collective-impact effort channels the decades of visionary leadership and culturally responsive and pedagogically sustaining approaches of culturally specific organizations. AVT, along with senior leaders from other established, Black-led organizations that are serving the Black community, Black community leaders that are influencing change within the community, as well as leaders along the educational continuum (among them, Albina Head Start, Black Parent Initiative, Kairos PDX, Portland Opportunities Industrialization Center, REAP and Self-Enhancement, Inc.) (together, the “CBE Steering Committee”) continue the Black community’s critical leadership, advocacy and thought partnership in the new vehicle of the CBE.
- K. The CBE Steering Committee will form the CBE to continue to work with community leaders, families, students, educators, and staff to design and develop the CBSE and other investments in Albina, furthering the shared goals and commitment to Black excellence.
- L. CBE has invited PPS to participate in the CBE, and PPS welcomes the opportunity to partner with the CBE and Black community leaders more formally and fully. This innovative and powerful governance structure is designed to provide visionary leadership in the design and development of the PPS CBSE and also provide robust community engagement, fundraising, the synergy between CBE and CBSE, and, among other things, educational planning for CBSE and the JHS master plan and HTMS relocation.

- M. The vision of the CBSE is one of collaboration, among Black-led community organizations and PPS, through the coordination and leadership of CBE, working together to advance a culture of Black excellence, unify, and elevate the Black educational experience, and improve outcomes for Black students, families, and educators.

### **RESOLUTION**

The Portland Public Schools Board of Education hereby:

- A. Authorizes the Superintendent or his designee to enter into the Cooperation Agreement attached hereto as Exhibit A;
- B. Commits to selecting two (2) members of the PPS Board to serve on the CBE Board no later than 30 days after the CBE entity is formed; and
- C. Requests that the Superintendent or his designee develop and present a plan to identify and recommend candidates for the PPS Board to select three (3) PPS representatives to the CBE Board. The PPS Board will approve the three (3) PPS representatives no later than 30 days after the selection process is presented to the PPS Board or the CBE entity is formed, whichever is later.

**COOPERATION AGREEMENT**  
**Albina Vision Trust – Portland Public Schools**  
**Center for Black Excellence**

This Cooperation Agreement (this “**Agreement**”) is entered into by and between School District I J, Multnomah County, Oregon, aka Portland Public Schools (“**PPS**”), a school district located at 501 North Dixon Street, Portland, Oregon 97227, and Albina Vision Trust, Inc. (“**AVT**”), a non-profit corporation located at 221 NW 2<sup>nd</sup> Avenue, Suite 210G, Portland, Oregon, 97209, as fiscal sponsor for and on behalf of Center for Black Excellence (“**CBE**”), a nonprofit corporation to be established by AVT (as more fully set forth below). PPS and CBE may be jointly referred to herein as the “**Parties**” or each, individually, as a “**Party.**”

**RECITALS AND BACKGROUND**

- A. Black student achievement has struggled for decades due to racism and under-investment in predominantly black schools, forced busing, the removal of black teachers and administrators from schools and a series of churning reforms that have come at the cost of black student achievement. While this has impacted many students and neighborhoods the acute impact on the black community has been well documented. Racist practices that advantage white students and disadvantage students of color have been reinforced by racist cultural narratives, beliefs, and norms. Six years before Oregon proposed a state constitution banning Black people from entering, residing, or acquiring property, Portland Public Schools, Oregon’s now-largest school system, was established. For close to 170 years, PPS failed to respond to struggles of communities of color--especially Black and Native American students. This pattern started when William Brown, a resident of Portland in the 1860s, tried to enroll his children in one of Portland’s only two public elementary schools, launching what would be the first recorded case of racism against Black children in Portland Public Schools.
- B. Similarly, Albina was once a thriving, creative, and affordable neighborhood consisting of Black-owned businesses, homes, and faith institutions. It was the cultural capital of Portland with world class jazz venues, environmental justice initiatives, and education models created for and by Black Portlanders. Decades of disinvestment, urban renewal, and racist public policy disintegrated the neighborhood.
- C. AVT is a nonprofit organization created to steward the neighborhood’s rebirth through the thoughtful transformation of the 94-acres of lower Albina. AVT seeks to create a youth-centered community in lower Albina designed to create opportunities for Portland’s next generation of Black people to build wealth and reclaim home.
- D. Several Black-led organizations have spent anywhere between 10, 20 and 30 years filling the gap in services and supports for Black students and families that the school district has left behind. These organizations include Self-Enhancement Inc, Portland Opportunities Industrialization Center,

KairosPDX, and Albina Headstart. Collectively, these organizations approached the district in 2019 to discuss new pathways for Black students.

- E. Black community-led organizations in Portland joined forces in 2020 to the push for equitable access to public education, especially for our Black students and their families. This push has long been a key component of the civil rights movement and fight for racial justice and builds on the legacy of advocacy for Black children in Portland and catalyzed by the social movements for Black Lives. KairosPDX and AVT specifically approached the district about inclusion of a Center for Black Excellence in the 2020 Bond Campaign with the support of several black leaders and Black-led organizations serving children.
- F. On June 11, 2020, the PPS Board unanimously approved Resolution 6130, declaring that the lives of Black students and our Black community matter and committing to working with the Portland community to create the conditions for every student, especially our Black and Native students who experience the greatest challenges, to realize the vision of the PPS Graduate Portrait.
- G. On July 28, 2020, the PPS Board unanimously approved Resolution 6150. In that resolution, the Board included in the proposed 2020 bond the modernization of Jefferson High School and the development of a community-inspired Center for Black Student Excellence (“**CBSE**”), as a physically built environment and as a designated hub for culturally specific partnerships to advance Black student achievement in PPS by supporting Black students, families, and educators. On November 3, 2020, the voters of Portland approved the 2020 general obligation bond, Bond Measure 26-215, with an overwhelming 75-percent approval, making way for the first phase of design and planning of investments in Albina facilities, and designating intentional investment in the Black community that is co-created and co-led by the community itself.
- H. The Portland Public Schools responsiveness to Black-led educational organizations signals a new day that recognizes the atrocities of the past and how they have impacted black students and families; and sets a foundation to chart a new course where this specific community can access strategic, intentional and coordinated pathways to thrive. Together, the CBSE and the Jefferson High School modernization will engage students, families, and community stakeholders to develop a coherent set of strategies that will positively impact student achievement and outcomes while affirming Black student identity and will include promoting and supporting culturally responsive/sustaining teaching and learning, beginning with the youngest students and throughout their educational journeys. These two investments towards the schools in the heart of the Albina community will serve as a concrete—literally and figuratively—investment in our Black communities. It will reinforce and anchor our schools as centers of our communities, connecting a constellation of community schools, such as Boise Eliot/ Humboldt Elementary, Dr. Martin Luther King Jr. Elementary, Harriet Tubman Middle School, and Jefferson High School, and Black-led community-based organizations in the Albina neighborhood.

- I. The approval of the 2020 PPS Bond enables Black-led and -serving educational organizations in the Albina community to engage in the design and implementation of the CBSE as a physical environment, focused on centering the experience, promoting opportunities, accelerating outcomes, and celebrating the achievements of Portland’s Black children, families, and educators. The engagement of, and consistent support from, Portland’s Black community in connection with the passage of the 2020 PPS Bond and the focus on improving the educational environment and outcomes for Black students, has created a foundation for the creation of the CBE and the implementation of its goals.
- J. Inherently connected to the development and success of the physical place of CBSE is the formation and leadership of the Center for Black Excellence (“**CBE**”), a to-be-formed 501(c)(3) nonprofit organization envisioned and created by Black-led community organizations working together to unify and elevate the Black educational experience and improve outcomes for Black children, youth, and families. This new community-led collective-impact effort channels the decades of visionary leadership and culturally responsive and pedagogically sustaining approaches of culturally specific organizations. AVT, along with senior leaders from other established, Black-led organizations that are serving the Black community, Black community leaders that are influencing change within the community, as well as leaders along the educational continuum (among them, Albina Head Start, Black Parent Initiative, Kairos PDX, Portland Opportunities Industrialization Center, REAP and Self-Enhancement, Inc.) (together, the “**CBE Steering Committee**”) continue the Black community’s critical leadership, advocacy and thought partnership in the new vehicle of the CBE.
- K. The CBE Steering Committee will form the CBE to continue to work with community leaders, families, students, educators, and staff to design and develop the CBSE and other investments in Albina, furthering the shared goals and commitment to Black excellence.
- L. CBE has invited PPS to participate in the CBE, and PPS welcomes the opportunity to partner with the CBE and Black community leaders more formally and fully. This innovative and powerful governance structure is designed to provide visionary leadership in the design and development of the PPS CBSE and also provide robust community engagement, fundraising, the synergy between CBE and CBSE, and, among other things, educational planning for CBSE and the JHS master plan and HTMS relocation.
- M. The vision of the CBSE is one of collaboration, among Black-led community organizations and PPS, through the coordination and leadership of CBE, working together to advance a culture of Black excellence, unify, and elevate the Black educational experience, and improve outcomes for Black students, families, and educators.

## **AGREEMENT**

NOW THEREFORE, the Parties hereto agree as follows:

1. Creation of the CBE and CBE Governance. AVT, as fiscal sponsor, along with other members of the CBE Steering Committee, will be solely responsible for incorporating CBE as a new Oregon nonprofit corporation. The bylaws governing the CBE (the “**CBE Bylaws**”) will be created by the CBE Steering Committee and adopted by the CBE Board (defined below), and are anticipated to include the following:

- (a) Board of Directors. The Board of Directors of the CBE (the “**CBE Board**”) will be responsible for the management of the CBE’s affairs and will be initially comprised of thirteen (13) directors.
- (b) Composition of the CBE Board. During the term of this Agreement, the CBE Board will be comprised of seven (7) members selected by the CBE Steering Committee and six (6) members selected by PPS, subject to the terms and conditions contained in the CBE Bylaws. The seven (7) members selected by the CBE Steering Committee will be four (4) current members of the CBE Steering Committee, one (1) leader from the Black business community and two (2) other at-large leaders from the Black community focused on serving and educating Black youth. The PPS representatives to the CBE Board will be the Superintendent of PPS, as well as two (2) members of the PPS Board, and three (3) other members selected by PPS. For the avoidance of doubt, the composition of the CBE Board will be governed solely by the CBE Bylaws, which may be amended by the CBE Board based on the terms and conditions contained in the CBE Bylaws.

2. CBE and PPS Roles and Responsibilities; CBE Areas of Focus.

- (a) A Shared Commitment to Black Excellence. The CBE Board is primarily charged with setting the vision and commitment to Black excellence in Portland school. PPS shares this commitment and will work in collaboration with CBE, actively co-creating and implementing policies and activities to further the shared educational goals of CBE and PPS, while retaining PPS’s constitutional and statutory obligations. Until the CBE has been formed, PPS will continue to work directly with the CBE Steering Committee in furtherance of ongoing projects contemplated by this Agreement.
- (b) Regular Meetings of the CBE Board. The CBE Board will meet regularly as a Board to review and deliberate on, among other things, (1) student-facing PPS capital projects in Albina (i.e., CBSE, Jefferson High School (JHS) modernization, and Harriet Tubman Middle School (HTMS) relocation); (2) CBSE vision, comprehensive plan, facilities plan, and operations; (3) Black student experience in PPS schools; (4) Vision for future projects, work streams to positively impact Black student experience (collectively, “**CBE Areas of Focus**”).
- (c) CBE Community Engagement. CBE has significant expertise and relationships within the Albina community and in culturally responsive education from early preschool through high school and beyond. PPS may seek to contract with CBE to provide community engagement services in connection with the HTMS relocation; JHS Master Plan; CBSE; social/emotional supports and educational programming for Black students, family and educators; and/or other matters as PPS may request. CBE services may be utilized in coordination with PPS community engagement efforts.
- (d) CBE Independent Operations and Activities. The Parties confirm that CBE will engage in activities outside of the scope of this Agreement and independent of PPS.
- (e) CBE Updates to PPS Board. The CBE Executive Director, in collaboration with PPS staff, may

provide formal updates/input to PPS, including but not limited to the PPS Board at PPS public meetings or work sessions, when and where appropriate in the CBE Executive Director’s judgment (and in collaboration with PPS staff) with reasonable notice to the PPS Board Chair when appearing at a public meeting or work session.

(f) PPS CBE Board Director Reports. The PPS Superintendent will provide regular updates to the PPS Board on the current plans and activities of the CBE.

(g) PPS Board Inclusion of CBE Board Leadership. At any regular PPS Board or other PPS meeting at which the agenda contains a matter within the CBE Areas of Focus, PPS will use best efforts to advise CBE Board leadership in advance and encourage CBE to engage and provide input.

3. CBE Executive Director. The CBE will initially have one employee, an executive director (the “**CBE Executive Director**”), who will be responsible for fulfilling the goals and mission of the CBE. The CBE Executive Director will be an employee of, and answerable to, the CBE Board, but one of the key responsibilities of the CBE Executive Director will be to communicate among PPS staff members and key CBE stakeholders, including the CBE Board and the CBE Steering Committee. PPS commits to providing staff to coordinate directly with the CBE Executive Director, and to coordinate and implement agreed-upon services that CBE may provide to PPS, primarily in the CBE Areas of Focus noted above, as well as in compliance with PPS policies, contracts, and guidelines.

4. Term. Unless otherwise terminated as expressly provided herein, this Agreement shall be effective on the last date it is executed by the parties below and shall be in effect unless terminated by one of the Parties.

5. Termination by a Party. Either Party may terminate their participation in this Agreement with sixty (60) days’ prior written notice to the other Party.

6. Amendment. This Agreement may be amended only by written agreement of the Parties.

7. Other Agreements. This Agreement does not affect or alter any other agreements between the parties.

8. Authority. The Parties each warrant and represent that each has the full power and authority to enter into and perform this Agreement in accordance with its terms; that all requisite action has been taken by the Parties to authorize the execution of this Agreement; and that the persons signing this Agreement have full power and authority to sign for their respective Party.

9. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and together shall constitute a single document. Electronic signatures, as well as copies of signatures sent by facsimile or electronic transmission, shall be deemed original signatures for all purposes and shall be binding on the parties.

**PORTLAND PUBLIC SCHOOLS**

**ALBINA VISION TRUST, INC.**

By: \_\_\_\_\_

By: \_\_\_\_\_

Emily Courtnage  
Director of Purchasing and Contracting

Winta Yohannes  
Executive Director

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**CENTER FOR BLACK EXCELLENCE**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Its: \_\_\_\_\_

Date: \_\_\_\_\_

Attachments:

Exhibit A – Organizational Graphic



**DRAFT**  
**Portland Public Schools**  
**Calendar to Adopt the 2023-24 Budget**  
*Adopted TBD*

			Board Inform / Review	Board Action	
<b>BUDGET PLANNING</b>	September 20, 2022	<b>School Board Meeting 6:00 PM</b> Board reviews draft 2023-24 Budget Calendar	✓		BESC
	October 11, 2022	<b>School Board Meeting 6:00 PM</b> Board approves 2023-24 Budget Calendar Board appoints Community Budget Review Committee (CBRC) members		✓	BESC
	Oct-Nov 2022	<b>Community Engagement Events</b>			TBD
	November 2022	<b>School Board Budget Work Session</b>	✓		BESC
	February 2023	<b>School Board Budget Work Session</b>	✓		BESC
	March 14, 2023	<b>School Board Budget Work Session with CBRC 4:30pm</b>	✓		BESC
<b>BUDGET BUILDING</b>	April 2, 2023	<i>Publish 1<sup>st</sup> Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 9, 2023	<i>Publish 2<sup>nd</sup> Notice of Budget Committee Meeting (5 to 30 days before the meeting)</i>			The Oregonian Web Site
	April 25, 2023	<b>School Board Meeting 6:00 PM</b> <b>CBRC in attendance</b> <b>Proposed Budget:</b> Superintendent delivers 2023-24 Proposed Budget message and presentation	✓		BESC
	May 4, 2023	<b>School Board Budget Work Session 4:30 PM</b> Board conducts formal public engagement session on Proposed Budget		✓	BESC
	May 9, 2023	<b>School Board Meeting 6:00 PM</b> <b>CBRC presents 2023-24 Proposed Budget Report to the Board</b>	✓		BESC
	May 23, 2023	<b>School Board Meeting 6:00 PM</b> <b>Approved Budget:</b> Board as Budget Committee approves 2023-24 Proposed Budget		✓	BESC
	June 4, 2023	<i>Publish Notice of Budget Hearing and Budget Summary</i>			The Oregonian Web Site
	June 13, 2023	<b>TSCC Hearing 4:30 PM (pending TSCC confirmation)</b> TSCC certifies 2023-24 Approved Budget  <b>School Board Meeting 6:00 PM</b> <b>Adopted Budget:</b> Board conducts a public hearing, adopts budget, makes appropriations and imposes taxes	✓	✓	BESC
	July 15, 2023	<i>Submit Tax Certification documentations</i> <i>File budget information with County Recorder and Designated Agencies</i>			