



**Community Budget Review Committee (CBRC)  
Meeting Minutes**

**Date:** Thursday, March 14, 2024  
**Time:** 5:30 pm - 7:30 pm  
**Location:** (Virtual) The meeting will be streamed live under the provision of ORS 192.670 at: <https://www.youtube.com/@ppsfinance/live>

**MATERIALS**

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[Public Meetings Training, Budget Development Update, and Learning Acceleration Program Overview](#)

**ATTENDEES**

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**CBRC Attendees**

Karanja Crews  
Aaron Cronan  
Dashiell Elliott  
Jen Gray-O'Connor  
Grace Groom  
Sonya Harvey  
Roger Kirchner  
Stephen Lindner  
Adriel Person  
Luke Susswood

**Staff Attendees**

Junho Chang  
Kristina Howard  
Dr. Sandy Husk  
Myong Leigh  
Alexandra Martin  
Darcy Soto

**Board Attendees**

Director Patte Sullivan

**Public Comment**

No public comment

**MINUTES**

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5:34 pm

- Opening - Committee Vice-Chair
- Welcome and introductions
- Housekeeping
  - Upcoming engagements

- Process for questions and answers
  - Use form or email Alexandra Martin at [amartin5@pps.net](mailto:amartin5@pps.net)

Stephan Lindner opened the meeting at 5:34p.

Alexandra Martin shared brief updates and summarized the agenda.

Dr. Husk provided comments to CBRC.

5:45 pm

- Public meetings training

Mary Kane presented information on public meetings law.

Staff responded to CBRC questions.

6:15 pm

- Update on budget development

Myong Leigh presented an update on 2024-25 budget development.

Staff responded to CBRC questions.

7:00 pm

- Learning Acceleration program overview

Darcy Soto presented information on Learning Acceleration and responded to CBRC questions.

Staff responded to CBRC questions.

7:15 pm

- Q & A - Good of the order

Alexandra Martin shared that several CBRC questions were pending an answer. Due to timing of releasing information to impacted staff members, staff will not be able to answer some of the questions on budget reductions until April.

7:16 pm

- Closing - Committee Vice-Chair

Stephan Lindner adjourned the meeting at 7:16p.

## TRANSCRIPT

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Yes, we do have a quorum.

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Alright, then, let's get started.

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Thank you. Okay, thanks for being here, folks. I wanted to kick us off with just a little bit of welcome and housekeeping as we get started.

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So it things are really ramping up for our committee. And we have. Some working meetings on the horizon as well as in the near term.

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A board work session, a joint work session with CBRC. This is coming up this coming Tuesday.

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We'll have more information on the meeting this coming Tuesday. Later in the evening. But, jumping ahead to April.

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The first date you see here in April, April eleventh. At this time we expect that you all will have the proposed budget document available.

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So as long as we're meeting our due dates and deadlines and everything is moving forward as we expect.

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You'll have the budget document available at that time and you'll also have the local option levy data.

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To review. With staff analysis and so you can start diving into the content. At that time and start planning how the report will come together.

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In prior years we've had a smaller team. Working on this. Document together and gathering feedback from the CBRC.

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So. You know, we can further refine how that looks for this year as we get closer to that date.

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And I can work with our. Co-chairs and vice chairs. Doing some pre work to so that we can get a running start on April eleventh and have some idea or some proposal of how this can come together this year.

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So like I said, we have 3 working meetings set aside to do this work. We can hold any of these meetings in person.

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As. As you like as the committee requests. And we can also hold them virtually on zoom.

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Typically the document is worked on with a small group of CVRC members in Google documents.

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So I expect that's that's how it will look this year. And more to come on that.

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So the other date that's highlighted here is May seventh. And this is when the CBRC report will be presented to the board.

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So CBRCs work is culminating. In this report and it will be beneficial if folks can attend the May seventh meeting in person to engage with the board.

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But more details will be shared as we get closer to that date around the location and time and and if there's a zoom option all of that will be shared later.

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The other bit of housekeeping is, is linking again and when you have these slides that that I wasn't able to provide ahead of time, there'll be a link again to our form for questions and answers and you can always email me with your questions as well.

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So the agenda for this evening includes public meetings training or ethics training with Mary Kane. A budget development update.

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Our interim superintendent Dr. Sandi Husk is with us already tonight. And we'll be, providing comments in just a moment.

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And our learning is acceleration leadership, folks are here, Darcy Soda and Christina Howard, and they're here to provide a program overview and then we'll close for the evening after that.

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So that is an overview of our agenda. And with that, Dr. Husk, if you're ready and it's a good time, I know that you wanted to provide some comments for CBRC.

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So I'll pass it over to you.

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Sure. Thank you so much. And, I just can't tell you what an amazing adventure it is to be in Portland Public Schools as the interim superintendent on my fourth week.

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And, I'll tell you a little bit about myself and then I just wanna do a welcome and then when we get to the end of the budget.

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Permission to make a few comments again. First of all, I'm thrilled to be in this position.

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I have my initial impressions there's an enormous amount of talent in the school district. At the school board and definitely in the community.

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And I recognize how many community members are here. Volunteering and supporting this wonderful team and staff. So thank you so much for doing that.

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I don't think I've ever met anyone is. Graceful and as talented.

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Dealing with people and budgets at the same time and He just really says so many good things about the work that you do and I believe him all the way.

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Just a little bit quickly about me. And this is my 40 seventh year being in public education.

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I came all the way up through the very traditional ranks as a teacher, counselor, principal, central office.

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I became a superintendent in the mid to late 1990. S sounds like ancient now. In Colorado and then I went to Tennessee to be a superintendent and in my last superintendent role was in Salem.

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So I was superintendent for 18 years and because I was in Salem, I'm fairly familiar with Oregon budgets and politics, although some things have changed because I left that job in Salem in 2,014.

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But jumping back in feels pretty familiar to me. And then I was the CEO of 2 large national nonprofits.

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For 9 years and I was 9 months into my not working full-time when Portland Public called and said, would you come?

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I take this role. So that's where I'm here tonight. I think I know what I'm doing.

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I will always take input if you think there's something going on that I need to learn more about.

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And thank you so much for volunteering.

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And back to you, Alexandra.

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Thank you, Dr. Husk.

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You all can call me Sandy if you want or Dr. Husk either one works.

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Okay. Since you are going to hang on until budget development, I, think folks could engage and ask questions at that time.

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So I'll go ahead and. And pass it over for our. Our content on public meetings law and atics from Mary Kane.

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Mary, thanks so much for being here. I've been fortunate enough to work with you. On several projects and you're a wonderful resource so I appreciate you being here.

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Oh, thank you. And thank you all for letting me join in your meeting. I am the senior legal counsel, so I'm part of the legal team here.

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What I'm here tonight to talk about is public meetings law. And and why it's important to you.

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To the first slide, please.

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So, I think you are all a bit. Have some knowledge of the public's meetings law and and being that given that you work so closely with the board but What the public meetings laws in Oregon are about, are they based on an idea that the public needs to be aware of the deliberations and the decisions of the governing bodies of the state.

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Right and and the information that upon which they are making these decisions. And so it requires governing body meetings and deliberately deliberations to be open to the public.

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And part of that openness requires that the public has noticed that you're actually meeting. So you have to provide the time, the place of these meetings.

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And it must be accessible to people wishing to attend. So. As tonight we're appearing by virtually accessible to.

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Almost everyone. So the law that applies, these laws apply to what are called governing bodies of a public body.

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Portland Public Schools is a public body we are. State funded and we are a public body. Next slide, please.

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So the question that next comes up. In the next slide.

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Is what is a governing body of a public body.

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And you can continue.

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How they define it in the public laws is 2 or more members of any public body who have the authority to make decisions for.

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Or the recommendations to a public body on policy or administrations, our governing body. So.

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The school board is a governing body. The superintendent is not. But who are also considered or what are also considered governing bodies, are committees such as yourself that are authorized to make decisions for or to advise the school board.

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On areas that they are going to make decisions on. So committees such as yourself are tasked with.

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Gathering information to make recommendations to the school board. That's what makes you a governing body.

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If you were to make recommendations if you were a different kind of organizations that were that was tasked to, For example, provide a recommendation to You would not be considered a governing body.

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It's looking at who has who is it whether you are providing information or giving recommendations. To the person who has the or or entity that has the ultimate decision.

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So the reason that I'm here tonight is because all members of governing body committees are subject to public meeting laws.

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Because of their, because of the nature of the work they do. This includes the staff who are part of the committee, but it also includes volunteers, community members, anybody who is part of this committee.

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These are the governing bodies subject to public meeting laws at the public schools.

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So as you can see here.

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One of our members.

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I touched on this earlier, but public meetings are very prescribed under the law. So as I mentioned, they must be open to the public.

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There are some exceptions. They're called executive sessions that school board. Will have. That's not something that typically, the subcommittees would, would engage in.

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The meetings. Must have a quorum to be present for convening. And so, once you have a quorum of persons in the committee, you have a public meeting.

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So I need to be intentional about it. This includes when committee members are engaged in email discussions or phone discussions.

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So if you have a quorum of people on an email string and you are making decisions or you were discussing things that you are going to be talking about in a that you should be talking about in a public meeting.

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You need to stop. Remind yourself that this is. Governed under the public meetings law. And so be very careful when you are engaging in.

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Phone or email discussions. For those instances where you have less than a quorum, it is not considered a public meeting under the law.

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So you're engaging on one-on-one email conversations with one or. Another committee member.

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That is fine. Or you're meeting out with somebody but it's less than a quorum that is fine.

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I mentioned this earlier as well, is the public meetings that you schedule. Should to the extent possible be accessible remotely through technology, which we're doing today.

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So as to provide opportunities for as much as as broad an audience as you can.

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Committee members may meet. In social gatherings. I mean, in our But, I would advise you not to talk about any of the subjects that you would otherwise be talking about in a public meeting.

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So you want to keep it. Far away from what would be considered or could be viewed as a public meeting.

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One of the things you cannot do in this is what I mentioned earlier is with respect to the emails is you may not meet in private to deliberate.

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On subjects that that should be deliberated. In front of the public. Right, so engaging in those email discussions and coming up with the, you know.

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Recommendation outside of the public. Meeting would be a violation of the law.

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So here's my test for you. 3 board members of a 5 member board exchange emails discussing the upcoming high school boundary changes.

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That the full board will soon bite on. First, the first question you need to ask is, do we have a quorum?

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The answer is yes.

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The discussions of the emails. Are they something that it will ultimately be decided upon by the full board?

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The answer is yes. So the question for is Are you, is it one of those emails where it's, Everyone is together.

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Those 3 members are talking about it together in which They have created a public meeting. If they were, and it would be a violation.

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So that's the things you, you know, that's what you need to be. Watchful of as you engage in communications with your fellow committee members.

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This is an example of one of the case where, you know, The school board was the Ben Lapine School Board.

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Met and and were found to have violated the public meeting laws. It was not great. Next slide, please.

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As I said, Yeah, this is not to say that members of a committee cannot meet socially and cannot, you know, have have conversations with each other or reach out to and have phone conversations or email conversations with each other.

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You can absolutely do that. But what you do need to be mindful is what is when you are heading into the territory where it becomes a public.

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Meeting, right? And so I that's that's what this is really about. It's just to be mindful always of what.

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How many people are in the conversation? What is the subject matter of the conversation that you're having?

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And is there a quorum present that would? Put you in violation of the public meetings loss.

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All right, next slide, please.

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I said this already, some of this is redundant. Electronic communications can also be considered public.

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Meetings and so you need to be careful again. Of your communications via text and email.

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Yes. This is what I'm saying. Sorry, some of this is a little bit redundant.

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There was a case in, the Ling County case handy where it was found that the, the engagement of what are called serial communications.

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So you're You have this you are

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Trying to skirt the public meetings laws by engaging in these communications that that end up creating a quorum like effect And it's all with the intent to come to a decision or to deliver an issue that should.

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By law be deliberated. Before the public. Next.

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This is to help you as you're walking through these things. I'm sure in your committee there may be some discreet issues that you assign maybe one or 2 members to look into to bring to the committee as a whole.

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That, that is not considered a public meeting. As long as you keep it, again, not having a quorum of people, of the quorum of committee members as part of it, but you can work in small groups.

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On those kinds of tasks that I'm sure happens a lot where and where the purpose is to go.

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Dig deep on one particular issue, bring it back to your committee. For discussion. You know, what next steps or what recommendations you're going to make to the board.

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And so that is fine. That is not considered a public meeting.

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Next.

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So this is what, you know, what are called informational meetings. I've spent a lot of time talking about the public meeting.

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Needing to. Necessary when you're making recommendations or you're deliberating an issue.

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But, informational meetings are also, Considered under the public or within the public meetings laws and those are the kinds of meetings where you bring on an expert in some some issue.

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Who is going to speak to you. But you're not necessarily going to make a decision as a result.

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Of this. This. Informational discussion, right?

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But it's going to, you know, it's But what it is doing is informing you in a kind of a meta sense of like of the work you do.

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But that too is considered a, public meeting. And so you should be aware of that when if you are bringing in guest speakers to talk about something.

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Do the same thing that you would do for any of your regular meetings. The exceptions for on-site inspections, of those things where, for example, I mean, we are, we have that a lot with the, with some of the build the new builds that we're doing where we're having.

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The architects come out and you know, talk about as they're bringing some people along to talk about what's going on with the plans.

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Those are not the same. And not public meetings. Next slide, please.

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So I'm sure you're all very aware and notice you have to notice time place the type of meeting you're going to have.

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It has to be the notice has to be provided at least 24 h in advance. And you also have to provide a contact person.

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Who's the person in, you know, if somebody has questions about it. So that needs to be provided as well in the notice.

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As well as the agenda what are the main topics you're going to be discussing You.

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The space and location are accessible to individuals with disabilities. So virtual is a great, is a great option.

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And With respect to the public attendance, the public has a right to attend, but the law doesn't guarantee a right to participate.

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So that's. that is a decision that your committee would make. It was probably in your bylaws.

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Or your charter or you may not have it in the bylaws yet but you have had a a practice of allowing that so then you can but the as far as what is legally required, what is required is attendance, not participation.

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Please.

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Then this is not the. This is not my legal advice. But, it's just, It is very important for us to establish trust with our community and if there is a perception that we are as a as an entity are are making decisions in private or or not being as transparent as we can be.

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Even if we are abiding by the law. If we don't have if if we lose the public trust we lose a lot So, even when you think you might not need to make it a public meeting, I would say or on the side of.

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Making it public. Next slide, please.

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Oh, and these are, well, these are resources for you if you have any questions. I'm also, we're going to make this PowerPoint available to you and I am always available for questions if you have them.

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And if you have any questions now. I'm happy to answer.

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Grace, I see you with your hand up.

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We are found from grace.

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Grace, do you want to, give your question?

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Yes.

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Can you hear me? Great. Just because I'm not aware of the size of our committee, what would be a quorum for our committee?

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What would be, oh, sorry.

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50% plus one right Is the Robert.

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Oh, it's forum. I thought I heard for. I was like, I don't know what your form is.

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Yeah, it's more than 50%. So you have a you have a committee of how many members, Alexandra?

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We have 12 adult members with 3 year terms and we have 2 student members who have one year terms.

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So it would be the adult. Members. So. 7 is your quorum.

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Thank you.

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Richard, you have a question?

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And I think you're muted.

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Yeah, it's more of an observation. Mary, I noticed on one slide where you listed.

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The committees that are subject to. Public meeting law and you mentioned the Jefferson designed. Thing but, but a group that but you didn't.

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List, the item b well, so. Barnett, design advisory group or the one for Cleveland High School, or are they not public energies?

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Well the I. So I was not aware that they I didn't realize we had those so that they may well be.

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Let me go back and check on that. Thank you. I was aware of the Jefferson one because it's been ongoing for the, these newer.

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They're definitely newer. And Okay.

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Okay. So I, I will, I may have to amend my PowerPoint.

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Thank you.

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Thank you, Mary. I can I can follow up with you. Offline about those 2 work groups.

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For those 2. Committees.

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Thanks.

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Thank you. Great to start to hand up. I think that was your question beforehand and this was a different one.

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So anyone else who has sent up a

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Oh, honesty, Chris. Chris, do you have another question?

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I don't. It does that my hand is not raised on my side so I apologize.

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Okay.

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Oh, yeah, and that's done for some reason. Okay, well, this things happen.

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Yes, I'm, and you're gonna press the question as well.

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Oh, yes. Something we have, the board has committees. And there's 3 of us on each committee.

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Hmm.

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But sometimes, but you can go to the committee if you're not on the committee just to see what's going on.

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But if there's more than 3.

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Then how

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But so so so for when you're visiting another so for example if you You are a committee member on this committee, but if you wanted to visit or attend another committee hearing as an You're more like an observer than a or an attendee rather than a committee member.

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So you wouldn't you wouldn't change the quorum number. Because you wouldn't be, for example, they may ask for your input on something, but, but with respect to whether or not.

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The the recommendations from the committee are moving forward. It would be the board the committee members who would be making that recommendation.

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Okay, so if there was a vote, it would only be the 3. Okay, thank you.

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Yeah. Yeah.

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I have one question. Thank you, Mary. Notice about, I'm sorry, I think you focused your on public meetings.

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I mean, if there's some sort of like an email exchange, between select free members, but that doesn't count as a meeting.

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But I would assume it's still a subject to public records requests.

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Yes, that's something. Oh, thank you for, thank you for bringing that up. Yeah, as public, because we are a public entity.

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Our emails are public. Now there are certainly there are some. Exemptions so that carved out where there's certain information that that wouldn't be provided to the public but for the most part your emails are are our public records and can be.

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Provided to the public. At their request.

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The exceptions that I'm talking about, and you know, the ones you're probably most familiar with are the ones that are attorney client privileged or there is a provision that, that exempts,

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Internal communications of something that is pending. Right, so that has an exemption while. You know, while a plan is pending, but once that plan is finalized, then it's no longer exempt.

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So there are those kinds of, there are a few exemptions within the public records law, but yes you should also be thinking about that always of what you put into your communications.

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We advise our staff a lot about that. So, you know. Remaining professional, keeping it.

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On topic.

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Yeah. Yeah, that's yeah, thank you. That's that's why I was asking.

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I think it's just a good reminder to, to, you know, when you communicate in a kind of form, whether it's a meeting.

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Or not to keep in mind that you're in a public sphere. You know in the to list and it's great.

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Are there any other questions?

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I wanted to thank you for asking that question, Stefan. And I, and other in another jurisdiction where I supported.

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The public a committee. The advice was to create a separate email address for, committees because of this public records request.

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Concern. So I just wanted to name that and, I think a risk there is that you would miss communications unless you set up some forwarding rule but That was the advice.

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That was provided in that space.

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So it would still be if you are if you're communicating information about the committee or about the public entity it would still be accessible as public records request.

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So using your personal phone is not does not protect you. From, the, public records request if if what you're talking about on your personal phone is the public business.

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So, I, you know, just to be careful about that to say, oh, if I have a separate.

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Yeah.

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Email account, I'm okay. That's, you know, just be, be, be careful of.

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That it's presume that if you are doing public business that it is available to the public.

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Any other questions?

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Thank you for the work you do. I'm and thank you for letting me be a part of this.

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I really appreciate it.

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Thank you. For the presentation was really, informative. I learned something about meetings. I didn't know.

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Thank you.

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Good. Hi.

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Thank you, Mary. And I think it's another segue. It's great that we have this information ahead of our, the report creation so that we can, you know, use this, this lens with refreshed information for folks.

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So, how we can. Convene and advance on work on the CBRC reports.

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In accordance with public meetings. So. That's great. Thank you, Mary.

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Feel free to hop off unless you would like to join our stay for the rest of our meet.

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Okay, so I'll move us along. We have a budget development update for you. Dr.

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Husk, I heard you say that you, wanted to provide some additional comments and, and I believe that's towards the end after after we've shared information.

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But let me know if you. Have any other needs this evening and

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I did say that and I was just texting me on that we've had. Quite a bit of.

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Community chatter today, especially at the senior high level because the students are staging a walkout tomorrow.

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So I've got several parents that are pretty concerned that I've told that they could call me at 6 15.

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So maybe I can just make a couple of comments now. Meon will do the presentation and then I'll come back as soon as I can to see if there's anything I can help with.

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Does that sound okay? Okay. So I really appreciate the work that's gone into it.

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I shared with you already my confidence in the community and the talent in the community and the talent in the team and the commitment.

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And I'm so reminded of what the school districts across the nation, but. Ones in Oregon were going through and it all hit us in about 2,008 through 2,010 when of course we ran the great recession and the revenues dropped off so quickly.

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And I found myself for 3 years. Making presentations about budget. And in that particular case, I had a 12 month window.

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So I had time to work with the budget committee with the board, with community members and get a sense of the values.

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Of what you know when we get into really tough times what were the values of how we were going to move forward so that we could continue to provide the support to educators and kids.

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And I have my presentation was always on his hand. And so the way that I would explain it is when you hit a really tough budget time, the first thing you do is you spend down some of your reserves.

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You can't ever spend down all of them. But you have to be. Thinking about how much risk you wanna take.

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Then you spend down your large purchases. Then you spend down what I call symbolic spending. Travel.

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Food, things that really don't ever amount to a ton of money. But, but they are symbolically really important.

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And then you then the last 2 things that you look at are people. And it's either how many people you have or how much you pay people.

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And you always start with the central office first. And you do as much tightening there as you can.

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What is awkward I think in this particular case is there were some considerable reduction of central office last year.

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And instead of being able to have discussions about reducing potentially and we did some furlough days, I don't know what Portland did but a lot of the districts in Oregon did some furlough days during those tough times.

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That was the reducing the amount of people we pay, but here. We're in the opposite situation where we wanted to support our employees.

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We did have a strike. And so we do have a substantial amount of increase in well deserved compensation.

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Coming back into the budget. And then you put on top of that that the window is so short. So it just feels a little awkward that we had to announce some of the school reductions.

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And then tonight we'll be talking about the community reductions. But it's the circumstances we have.



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And I think that what happens when we go through these processes is we have a lot of public dialogue, we race to make sure that we help people understand what the impact will be.

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On schools, on kids, on central offices. It's a very tight timeline. And then my hope would be.

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That we will begin to gear up for the next school year's budget. Right away. And I think that was the intent this year.

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I just think the strike and then the the ice storm really disrupted the process. Because next year is going to be a very challenging year.

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And as I'm sure you know, but we'll get through it. And the thing to me that's really important is when we're on the other side of it as a community.

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How do we how do we feel about each other? Were we able to have civil dialogue? And really focus on people from a humane way knowing that these are very challenging conversations.

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And I'm happy to take a couple of questions.

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If you have one hand based.

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I see that. I don't know the first name, though, cause I can't see anything the cruise.

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Yeah, this is Quran here too. How you doing? Congratulations. Yeah, I'm sorry, I'm at an event.

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So I'm gonna be leaving here soon. So we hear a lot of background music. I apologize, but I do have a question about.

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What type of central office press were you thinking about possibly making?

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That's what the presentation is about tonight.

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Thank you.

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So if you have to leave, I'm assuming Alexandra that they get access to the deck and there can be some follow-up questions later.

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Yes. Yes, that's right.

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Okay.

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Any other hands up Stefan?

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I don't see any.

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No, I, I, I think your hand, stood up, but, if you mind, bring it on.

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Yeah, no problem.

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Okay, I'm gonna keep my, I'm gonna turn my camera off. I'm gonna take the parent call as soon as it comes through and then I'll come back and see where we are on the presentation.

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Any other questions? Thank you. I think that's Sounds great.

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Thank you.

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Perfect. Thank you, Cindy.

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So. We have, content prepared for you tonight. Our initial slides are shedding sunlight on How data and stakeholders are engaged, in form.

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The difficult budget decisions. As you're aware, from working on CBRC or maybe being aware of CBRC if you are a new member this year.

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Community feedback has been important, informing and validating budget decisions. Especially as we've seen the CBRC report from prior year informing budget decisions as we went through our budget amendment process.

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And so that is an example of engaging stakeholders and qualitative community data to inform our budget decisions. And more generally wanted to shed light on how budget decisions are made.

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When you have access to this deck, there will be a link. To, our PPS priorities, our strategic plan, our board goals and our vision.

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And these priorities must be centered when making budget decisions, especially when we're facing a budget shortfall that requires large reductions.

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One of the earliest phases in the budget decision-making process at this district is designing the core requirements for schools to comply.

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Including contractual needs and the district's priorities. This is sometimes called the for program handbook and so you might hear that named in board meetings or when staff are presenting information.

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So this is an actual document. That includes the requirements for school staffing. Going into budgeting this year.

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Aware of the 30 million dollar gap that we're seeking to close. The team analyzed the overall system of school-based supports.

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Which included central and school based positions or, like any other allocation, solar based allocations.

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And found some redundancies. And a goal for this year was to be more strategic and more specific about allocations to schools that need additional supports.

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So when we're in lean times where when we're in a constraint budget environment or a reduction budget environment isolating the core requirements from additional investments becomes quite important.

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And investments beyond core requirements. Are evaluated and data is engaged to understand more about. The investments. So We're seeking to understand the intention of the program and its orientation to schools.

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So like Dr. Husk said, centering students, putting students first in schools first. We're asking the question, is the program impacting students?

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And secondly, engaging with the folds in the program, understanding if the program has been successful. If it's meeting its goals.

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And that could include understanding the community perspectives on the program. So what, what do the folks being served by the program think about the program or from an outside perspective.

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Understanding the resources that are used by the program, how is it staffed or what other resources go into supporting the program, direct and indirect resources.

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And how many students are served and who are those focal student groups. Are they underserved students?

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And then the cost effectiveness or academic return on investment of the program. So how do some of these other layers contribute to what we think of as.

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As the return on investment, how is it impacting student outcomes or student success? So this at a really high level.

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Is presenting what goes into some of the analysis and decision-making happening in the background.

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So as an example of this, we wanted to highlight some work that took place this winter in January. We, are engaging with building leaders, quite early in the budget process quite early in the budget process as a component of formulating the core program or formulating the core program or formulating the core program or formulating budget priorities.

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So in this specific budget year, we solicited insight from our building leaders. This took the form of a survey.

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Our survey had opened and closed. Questions. So it included narrative. And it also included multiple choice and ranking.

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Quite a lengthy survey. And the survey focused on school-based staffing. Central supports and long term planning.

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The findings were analyzed and by some evaluators on our research assessment and accountability team. And.

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In narrative responses and closed responses we found. Close alignment. So that means when we ask them close questions and multiple choice or ranking, we saw that that was affirmed in the comments that we saw from them in narrative.

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And there was the the analysis. Identified key themes. And the findings were key in formulating and validating the school staffing decisions and the central office proposed budgets.

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For example, principals ranked some positions is highly important to student success. Like counselors, state-based instructional coaches and social workers, and they ranked some central office supports as important to student success like social emotional learning, professional learning, IT support, and curriculum adoption.

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We wanted to name clearly that, resounding theme and the open-ended responses was limited resources.

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Our building leaders provided some some important content for us to think about. So one example is naming that they can't imagine the school operating safely without keeping staffing, naming that they're running thin.

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We don't have additional staff. We're not essential to student success and we already do what we have.

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With very little staff. Nothing can go without impacting our students. So that, That was that we are the generous, you know, time from our from our principals and building leaders in providing these insights.

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Became really crucial in formulating the core program and central office proposed budgets this year.

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I'm going to pass it along to, to provide some detail around our central office.

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Thanks Alexandra. Hi everybody. Good to be back with you. Thank you for coming back and for all that time tonight, but also in your next several meetings.

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I know it's a going to be a busy season for CBRC. So this is.

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Pretty a very high level. Update about the budget development process, the substance of how things are shaping up and to Dr.

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Cruz question. I have a little bit of an update but a lot of the details are still being hashed out so we'll we'll be providing more information over the next few weeks.

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But I think last time. On February fifteenth, I believe it was when, CBRC had.

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Your last meeting and when we were all together we shared a very broad overview of the distribution, the the buckets of budget reductions.

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Totaling to that 30 million dollars that Alexandra just mentioned. And we were looking at. Similar amount of reductions for school-based budgets.

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To those for central budgets about 15 and 15. And that is still pretty close to what we're what we're working towards.

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With one note that there's a possibility and details are still being worked out but that there's a possibility that that a slightly larger

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Portion of the reductions. And by, you know, up to maybe another couple of 1 million, another 1 million dollars or 2 million dollars.

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Might come from, central budgets. So that's one update that I wanted to provide.

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And you see caveats on this slide. Hopefully, hopefully you'll understand it says initial estimates, preliminary estimates, all of these things are still, being.

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Being Detailed out, you know, very carefully. But that's it. We, are.

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Looking at at specific types of reductions and the way our preliminary work, to date.

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With that 15 to 17 million dollar range in mind. Most of that. You know, 80, 85% of that is likely to come from staff.

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So translating to about 13 to 15 million dollars. Of that total and then. A smaller portion but still material portion.

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About 2 million dollars roughly is likely to come from from non-personnel. Expenses, including contracts.

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Purchase services, supplies and materials and the like. So again, this is this is very. Broad and there there are details underneath all of these numbers but we're still working them out and obviously I think folks could appreciate that.

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With respect to any changes in staff, especially involving positions that are that are filled that folks are in now we need to be very intentional about how that information is shared to ultimately to the affected employees.

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Our colleagues, but also the colleagues that they work most closely with, including their supervisors and the like.

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So it's a pretty intricate process and we need to We need to handle those conversations and the rollout of this information, but once the decisions are finalized.

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Or at least in terms of preparing the superintendent's proposed budget. We need to do that very deliberately and And in a certain order.

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So for those kinds of reasons we're, This is this is the level of information we have to share tonight.

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And obviously we'll get closer and closer and be able to provide more and more details as we get closer to that.

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To the release of the superintendent's proposed budget. In a little over a month.

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Grace, I see your hand up.

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I wonder if that's from before.

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Okay.

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No, she had it down, so I think it's a new question. Grace. Good question.

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Yes, I'm wondering. Thank you for the broad overview. I'm wondering if you know, when we might know, not the specific sessions, but at least.

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How many of the?

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For that office will be.

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School. To schools like. Which ones are custodial, that type of.

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Right. I. Heard a bit of scratching this in the audio on my end but I think I get the gist of which types of those reductions.

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Will be. School facing or student facing versus. Less so.

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And when will that be known? So. We are. Probably close to a month away from being able to to really share information like that.

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Publicly. Give or take a few days, you know, a little bit. But. Largely because of that.

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The cascade of communications. That's a big reason why we need to take a bit of time.

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To inform all of the individuals and their colleagues and their supervisors in a certain order. So the work is being done very, very actively, I would say, but you know, we're, it's not like we're just getting started.

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In identifying what those possible reductions might look like. But in terms of being able to share information publicly, we're probably about a month away.

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See

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Gotcha.

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Hi, so I heard you say the super the acting superintendent is proposed and then I hear you saying that.

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We're close to informing. So are the decisions still in the infancy phase of determining.

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Which people and which positions are has it already been decided? And that's not something that we. Are going to need to account for in our process.

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Sure. Great. Thank you. That's a great question.

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Like hasn't been decided? Is it still? In theory, I guess I'm just a little confused because of the language.

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Well, one thing I would like to clarify just in general is that there are a couple of different phases of the budget process.

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And the one important milestone is when the superintendent's proposed budget is. Is publicly presented and chaired at the board.

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And that's gonna be on April 20 third. And. Then a little more than. Well, I guess it's about a month later.

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The board will. Be taking action to approve the budget. I believe that date, correct me if I'm wrong, you know, in Alexandra is May 20 first.

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I think that's the that's the scheduled date in the budget calendar for the board to approve the budget.

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And, and my understanding, I could use some confirmation and assistance from colleagues here, but my understanding is that that the CBRCs report is focused on, has historically been focused on responding to or come providing commentary on the superintendent's proposed budget.

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Rather than then taking place at an earlier point in the process.

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That was Andrew. Please, in if I got that one.

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Yes. That is accurate. That the CPRC specific charge is providing a review and observations and recommendations on the proposed budget.

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And then, I think, just if you could, put your head. Hand down or, unraise your hand and you're done.

01:07:32.000 --> 01:07:34.000

That's easy.

01:07:34.000 --> 01:07:41.000

Alright, is it down now?

01:07:41.000 --> 01:07:42.000

Okay.

01:07:42.000 --> 01:07:47.000

Yes, I think this was respect to, I don't know if you have more questions or not.

01:07:47.000 --> 01:07:48.000

Yeah, I'll just have one more question.

01:07:48.000 --> 01:07:52.000

Okay. Yeah, yeah, so yeah, sorry, go ahead.

01:07:52.000 --> 01:08:10.000

Yeah, so, I know you can't give any details on what. Particular stab was gonna be reduced in central office but I'm curious to know what direct sense of what conversations, have you guys been discussing in the direct sense, right?

01:08:10.000 --> 01:08:23.000

But if they're going to be more like, for example, and central office, they're stomp, and this is that focus on teaching their learning, and stuff, you know, and, things like that.

01:08:23.000 --> 01:08:39.000

There's other things that come up over to arms, other alternate, I'm just curious of what type of what department, so what type of areas were you guys thinking about what type of what department or what type of areas were you guys thinking about in the compensation class.

01:08:39.000 --> 01:08:43.000

And Mr. Cruz, this is Sandy Husk. I'm back in the meeting now.

01:08:43.000 --> 01:08:49.000

We always try to start with the departments. We try to look at the function of the department.

01:08:49.000 --> 01:09:01.000

And reduce administrative and administrative overhead as much as we can. But there are some times when we do that depending on the department, the best example most recently is special education.

01:09:01.000 --> 01:09:10.000

Because those cuts have already been announced even though their budgets are at the central office and they're not teaching students during the day.

01:09:10.000 --> 01:09:11.000

So even when we reduce overhead at the administrative level, it does sometimes have an impact at the school level.

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The hard thing about this is after a 40 million reduction last year. You can't get 30 million out of central office.

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It's just not there. So I hope that answers the question.

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I would just add that. That the the scope of of these. Reductions really are gonna cover just about all of the different parts of of the district.

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It's it's not this is too big a number to to really concentrate on one or 2.



01:09:55.000 --> 01:10:24.000

A handful of specific areas. So our approach is as staff have has been to really look. Broadly at ways to to reduce our spending but tighten the belts even even if it's you know some some functions I think it's it's it's proved more challenging than others but every every major function of the district is gonna.

01:10:24.000 --> 01:10:34.000

And be impacted. So it's. It's gonna be fairly universal in terms of.

01:10:34.000 --> 01:10:37.000

Having to make some adjustments.

01:10:37.000 --> 01:10:38.000

May I ask a question?

01:10:38.000 --> 01:10:42.000

Thank you. Who says?

01:10:42.000 --> 01:10:43.000

This is Grace.

01:10:43.000 --> 01:10:48.000

Oh, great. Yeah, so I'm sorry, I'm trying to track who's, up and not.

01:10:48.000 --> 01:10:58.000

So that's why I said like so you know I have I think Luke and Aaron and when you It may be out to you.

01:10:58.000 --> 01:10:59.000

Thank you.

01:10:59.000 --> 01:11:04.000

All have a hands-up. So would it be good? I'd like the first of Luke and Iron and then you, is that okay?

01:11:04.000 --> 01:11:09.000

And then, can I just before we go for this? Just, I think like one thing that might be helpful to clarify.

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So this is, I think, about the next year's budget, the 2,024, 2,025 budget.

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I looked at last month's slides and it aligns with those numbers from there. So it's not a change from what we've seen from last month.

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Think we have the same numbers and I think when you talk about these changes in numbers, so it's good to keep in mind there has been changes where changes to this year's pattern.

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Like, there's changes, there have been changes, or there have been reductions to the central office.

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In the previous budget, 2022 to 2,023. And so these are changes to the upcoming budget.

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I think that's for context here we're talking about. Okay, so then I'll give it to Luke.

01:11:55.000 --> 01:12:00.000

Hi, yes. I have a couple of questions. So first, we're turning on to a question from earlier.

01:12:00.000 --> 01:12:14.000

I'm wondering, do we have specifics on what the staff reduction in terms of like personnel numbers is going to look like and then in comparison to the central budget reductions numbers and kind of including in that.

01:12:14.000 --> 01:12:26.000

Is this a part of the superintendents kind of overall budget? Would that be something that CBRC is looking over and making comments on?

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Right. So just to in case this wasn't clear, the 2 boxes where it says staff reductions and non-personnel reductions, the 13 to 15.

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And the 2 million those are those are you know very broad breakouts of the 15 to 17 million So, and so they're not.

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Different or separate. Reductions so that the sentence in the middle of the page where it says central budget reductions will likely total to 15 to 17 million.

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That's the kind of the broad category. Of total reductions to central budgets and then of that 15 to 17 We are likely to see that 13 to 15 of that 15 to 17 will be in the form of reductions of positions.

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And then the other 2 million. Likely to come from non personnel. And, and in terms of the Cdr's role in looking at the at the superintendent's budget.

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Yes, that's that's exactly. Not exclusively, but that's, that's a major part of.

01:13:45.000 --> 01:13:58.000

Of the CBRCs. Of the charge to look at the. Superintendent's budget and to provide comments on it or observations.

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So that's when Alexandra mentioned the. The work sessions. And we might wanna flip back to that before the meeting adjourns.

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I think there is a slide actually coming up that repeats some of those dates. That a lot of that time and effort I think will be.

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Naturally focused on. On reviewing the superintendent's proposed budget and preparing. The CBRC memo.

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Great. Thanks. And Paren. You're next.

01:14:31.000 --> 01:14:41.000

Thank you. So I, when I was, I spent a couple weeks in the PPS central office working in the contracts department.

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And during that time, there was a surprising number of consulting contracts that came through that were for \$24,999.

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Which I was told at that time was \$1 under the trigger for board review. I saw at least 3.

01:15:00.000 --> 01:15:07.000

And they were getting kind of jammed through. I would imagine that something like that is contained within the 2 million estimate.

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Like that those are actually being looked at more closely at this point.

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Yes, yes, I mean, I think The way I would, respond to that is. Is 2 fold.

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One is All of the leaders of the major departments. In the various offices within Central. Central that manage central budget.

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A big part of their responsibility is is prioritizing reviewing and prioritizing that within the resources that they.

01:15:47.000 --> 01:15:58.000

Are accountable for and so a lot of the recommendations that are being made to superintendent. Reflect.

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Looking at a combination of people and and non-personnel budgets. So that would certainly include looking at contracts.

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And whether if there are contracts that could be scaled back that could be wound down. And maybe we're have been suitable at a certain level.

01:16:21.000 --> 01:16:40.000

Based on. You know, a more, Expansive budget environment or budget context and and now we're obviously kind of the pendulum is swinging to be that we have to prioritize further.

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And certainly that's something that the budget managers, the department heads have been looking at just in general.

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And obviously each department has different contracts that are appropriate. For their own departments. And The practice that you're mentioning, Aaron, about.

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Sort of sizing the contract or a given contract. To stay with below a threshold. I, I'm gonna be honest and say we haven't really I have not myself at least I'll speak for myself, looked closely at that.

01:17:25.000 --> 01:17:36.000

At those patterns. I'll make a note to, take a scan for that with our contracts office as you may know.

01:17:36.000 --> 01:17:51.000

Does a really good job of keeping track of data and running analytics so so we can we can definitely look at that the amounts have changed I will say if the if the threshold for Board approval was, \$25,000 at 1 point.

01:17:51.000 --> 01:18:08.000

It's, That is increased. Since, since then. But I get the general question about, you know, looking for for the amounts that are sort of red below that threshold or other thresholds.

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I guess, thank you for that, cause that does this help. Do you know what the actual threshold is now?

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I believe it's a hundred 50,000. For board approval.

01:18:16.000 --> 01:18:43.000

Holy moly. Well, cause my, I mean, these couples that came through were, I just hoping that there's some level of outside objective review of these department interior pay spending because some of these were not, I mean these were like somebody's friend getting put on payroll basically and I you know as we're scrambling to do this that I hope that there's.

01:18:43.000 --> 01:18:55.000

A secondary like review of how this these spendings are being broken down and that Yeah, we're not just trusting somebody with their own little fief to make the right call.

01:18:55.000 --> 01:19:16.000

Hi, Aaron, I will say I totally agree with you, but I also don't know enough about the level of scrutiny before it gets to contracts and that is something that I'm sure that, will pass on to his predecessor to make sure we go through those patterns.

01:19:16.000 --> 01:19:17.000

Thank you.

01:19:17.000 --> 01:19:25.000

Thanks. Grace.

01:19:25.000 --> 01:19:35.000

Yes, this is a question for, since we're seeing, we already know how much you said we already know how much is being cut from.

01:19:35.000 --> 01:19:41.000

Special education that was already. Announced with the staffing cuts. Do we know what amount of the

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Let me just clarify, Grace. The people that were impacted have been informed that they're unassigned.

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And that we do that because we have to let them know early for so that they can look for other jobs either inside the district or outside of the district.

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It does not mean they've been cut and it hasn't been formally decided, it's being recommended.

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It may sound like a minor difference, but it's kind of important to the employee.

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Thank you, Dr. Husk. My question is of the 15 million staffing. Since we know.

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It sounds like we know the amount of staffing that is being. Cut. From special education.

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What what is the What amount is left of that 15 million that is not special education?

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Well, it's actually most. I mean, they're Like I said, that these are gonna, be related to.

01:20:53.000 --> 01:21:02.000

Departments functions throughout the district. So as most of that 13 to 15 million is is gonna be outside of special education.

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I mean, certainly special education is is among that that range is within that it's it's a part of a component of that range.

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But, definitely not the majority.

01:21:20.000 --> 01:21:22.000  
Thank you.

01:21:22.000 --> 01:21:28.000  
Okay, I think that's all. Everyone, I, just want to look at the time.

01:21:28.000 --> 01:21:33.000  
It's, it's about quarter to 7. We have like one more item on our. And I think it seems like there's more slides here.

01:21:33.000 --> 01:21:42.000  
So should we continue with this part here or some more slides here. So should we continue with this party or some more here to do?

01:21:42.000 --> 01:21:45.000  
And then see how far you can go.

01:21:45.000 --> 01:21:54.000  
Sure, maybe we can speak this part up a bit. I think I've commented on most of this already so

01:21:54.000 --> 01:22:03.000  
Don't necessarily need to dwell on this, but just We're looking at streamlining and consolidating services as much as we can.

01:22:03.000 --> 01:22:14.000  
Looking at things that are essential and must have. And we're gonna share more information next month.

01:22:14.000 --> 01:22:22.000  
The details as I said. That we did have a little bit more content to share about under this topic under this agenda.

01:22:22.000 --> 01:22:34.000  
It. Maybe, you know, and Alexandra, could we sort of spend a little more time finishing out this portion of the agenda and then

01:22:34.000 --> 01:22:46.000  
Make sure we we leave time for the the third topic, learning acceleration. So I'm gonna, I think Juno is gonna speak next.

01:22:46.000 --> 01:22:54.000  
Hi everybody. This is a word cloud that kind of represents, the things that we've invested in.

01:22:54.000 --> 01:23:04.000  
And that we continue to invest and maintain these programs. We're fortunate to be able to maintain these like services and programs and initiatives.

01:23:04.000 --> 01:23:17.000  
And each of these are valuable to. The student experience and contributes to the overall. Strategic priorities and the board goals for the district.

01:23:17.000 --> 01:23:22.000  
Next slide, please.

01:23:22.000 --> 01:23:31.000  
And here, here's a link to the public facing budget development website where it breaks down the annual budget process.

01:23:31.000 --> 01:23:40.000  
Includes. Where revenues come from, primarily, speaking towards the gen fund and the special revenue fund.

01:23:40.000 --> 01:23:54.000

How our budget is reflected in our strategic plan our community vision and our board goals. What our challenges are for this upcoming year and key upcoming dates as well.

01:23:54.000 --> 01:24:07.000

And there will be community information sessions in April and May. And so we'll get those details. To you all soon.

01:24:07.000 --> 01:24:23.000

Thanks, you know. I can run through these dates and there are quite a lot of them like, Young mentioned we this the activity is really ramping up for CBRC and our board and communities as we get more information about the budget.

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So our next engagement is on Tuesday, this coming Tuesday, March, the nineteenth. That's our CBRC and board work session.

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I have another slide with some more. Specific information on, what that will look like. Like I said, we have 3 working meetings in April or already set aside to prepare the local option levy report and the proposed budget review.

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Again, we'll have some community information sessions in April and May to share information with the community.

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And just support their engagement. On April, the 20 third, our proposed budget will be presented to the board.

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So our superintendent's proposed budget will be presented at the regular board meeting on April, the 20 third.

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And then May first is a formal community engagement or public comment session which our board will conduct to hear public comment on the proposed budget.

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Following that, we have the CBRCs report presented to the board and there will also be time for discussion in a work session format.

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On May fourteenth. We've held time for a tentative board budget work session if needed. And then, our budget will move into its second phase, which is the approved budget and we'll have an approved budget hearing on May 20 first.

01:26:01.000 --> 01:26:06.000

Following that. We the approved budget. Needs to be certified by the tax supervising and conservation commission or TSCC.

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So TSCC will review the approved budget. And we'll certify it that has to happen before we can adopt the budget.

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And so that hearing is happening on June eleventh and then the adopted budget hearing where it will be voted on by our board.

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Will have also happen on June eleventh, immediately or I think 30 min after the TFCC hearing on that.

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So those are the states. And the, in terms of preparing for the engagement coming up on Tuesday, March nineteenth.

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This is an evening engagement and the goals of the session are sharing updates on developing the proposed budget.

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The content will actually be similar to what was shared tonight. So you have a preview. The other goal is to provide space for discussion and questions.

01:27:09.000 --> 01:27:23.000

And then to outline next steps for the board and our community and CBRC in in terms of getting to a proposed budget.

01:27:23.000 --> 01:27:26.000

So Cbc's role in this work session, you're, you're welcome to engage in person or virtually.

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So this meeting is going to be held in person at the Profit Center in the boardroom. And, and like I said, you're welcome to join virtually as well.

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And provide comments or questions in the virtual format or in person. As needed or preferred by you.

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And the time of the meeting is. 6 pm to 9 pm. We do have some items.

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On the consent agenda I noted, so I am guessing I assume that it will take maybe 20 min to get through those.

01:28:01.000 --> 01:28:17.000

Items as well as the other comment that typically comes at the beginning of the meeting. So, maybe 6, 10 to 620.

01:28:17.000 --> 01:28:35.000

I believe we'll get started. And if you do come in person that would be food available and I'll be here so I can I can show you all where to find some food and it'll be great to see you if you're able to make it in person.

01:28:35.000 --> 01:29:05.000

So so that, that was what we wanted to share, here when you all received these slides, there will there will be some additional information and appendix which just provides some deep dives into some of the other content that has already been shared so nothing new but just a little bit further information on some of the content that has already been shared in this meeting or our previous meeting.

01:29:06.000 --> 01:29:13.000

So I'll pause there. I, Grace, I see your hand is up, but I think it might still be up.

01:29:13.000 --> 01:29:14.000

I'm if there were any questions.

01:29:14.000 --> 01:29:17.000

It is still up. It says it's lowered on my side, but it's, it's still up.

01:29:17.000 --> 01:29:25.000

I don't know why. But I also just wanted to say thank you and I have to sign off now because my kids play is starting in like 5 min.

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Okay, have fun, Grace.

01:29:26.000 --> 01:29:27.000

Thanks.

01:29:27.000 --> 01:29:31.000

So thank you, was all very helpful information and I'll watch the video and read the slides. Thank you.

01:29:31.000 --> 01:29:32.000

Thank you.

01:29:32.000 --> 01:29:42.000

Thank you. Are there any questions about the, these last slides, the timeline? I have one, I'll remember anyone else has questions.

01:29:42.000 --> 01:29:54.000

Okay, so just if you could come back here to this date, I just wanna, I guess one question I have is, where have an eye on, and, so versus about to be.

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Time period between the budget is presented. So the budget is essentially, I think that's going to be batches available on April 24.

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If I get this correct. And then May, the seventh when the person do CPRC presentation takes place.

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But I think the report or our letter needs to be, provided earlier than that. Do you know what time it is?

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Over date that is.

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So you will have. You'll have access to the document ahead of the 20 third so it will be available.

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Okay.

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Hopefully on April eleventh, and I should have included the due date for us. It typically is rough.

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The due date is kind of refined as we go through the process and sometimes there's extra time needed or and provided.

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So I can put the target due date. I'll send that out to you all in an email, but know that it has.

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Shifted. In prior years where extensions have been provided.

01:30:58.000 --> 01:31:10.000

Okay, yeah, that would be great. You know, I'd like from past this experiences takes a little bit to go through a budget in details and and and corally some of these questions or comments that that people have.

01:31:10.000 --> 01:31:19.000

So understand my timeline is I think is helpful. Have any other questions regarding or scheduled here?

01:31:19.000 --> 01:31:26.000



Doesn't look like it. So you have just a few minutes after it doesn't seem like we have enough time for the last item, a learning acceleration program.

01:31:26.000 --> 01:31:30.000

We actually have until, 7 30. Yeah. Yep. So I'm.

01:31:30.000 --> 01:31:38.000

I do have another. Bye bye. Yeah, I mean, that's, let's switch over to that.

01:31:38.000 --> 01:31:44.000

Great. That works perfectly because I saw that Darcy Soto just joined. And I have the slides here available for you.

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Darcy, if you can hear us and.

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I can. Hi everyone. Good evening.

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Thank you.

01:31:55.000 --> 01:32:08.000

Let me just I'm gonna adjust my window here a little bit. And get my Make sure that I have both things in front of me.

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Great. Okay, so, Alexandra, you've got the deck, so I'll just ask you to drive and we will go through these slides and then available for questions.

01:32:15.000 --> 01:32:22.000

Of course. So we have up here the definition of learning acceleration. This is our PPS definition of learning.

01:32:22.000 --> 01:32:52.000

It's the intentional implementation of a set of strategies. We did we heard your recommendations from last year and we have just exciting an interesting news even in this challenging financial situation that this, to share how we're going to be moving forward using some, braided funding to continue the work.

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So, Alexander, can you move on to the next slide? Oh, I forgot there's some So in thinking about how we are moving the work forward in the next school year, one of our investments is.

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One of our investments is summer acceleration academy, which is 4 weeks of, academic programming in the summer that is, targeted to meet the needs of students who needed additional support in literacy specifically and focusing also on math and steam learning.

01:33:51.000 --> 01:34:06.000

And if you move forward. We also have high usage tutoring where we, have targeted it's explicit instruction focusing on foundational literacy in 8 week cycles for students who have that need.

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And we are looking at the data and, planning to move forward with that in a number of different ways that I'll describe in a moment.

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And then finally we have. Our learning, instructional specialists who will be, continuing, and at the high school level for the 2425 school year.

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We have, been really fortunate to have the Esser funded investments, the past 2 years in this area.

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And so we're excited to be able to continue summer acceleration and high usage tutoring with our early literacy success grant investment funds and the newly passed house bill, 40 82 for summer learning.

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Okay. Okay. My name is working.

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And I'll talk in another in another slide about how we're going to continue the work that our learning acceleration instructional specialists in the K, kindergarten or eighth grade space.

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How that work is going to continue. And how we're going to, be moving the investment in different ways with some breeded funding sources.

01:35:13.000 --> 01:35:15.000

So I'm excited to share about some of our acceleration academy this year. We have, we love feedback and every year we get a lot of feedback.

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Through surveys and focus groups and parent interviews and so we tailor the program to meet the needs of students and to ensure that families can access this program.

01:35:34.000 --> 01:35:41.000

So our program dates this year July first to August first. Will be serving about 2,200 students at 11 hub sites.

01:35:41.000 --> 01:35:48.000

This year will be focusing on grades K 5, to again support that early literacy piece and also be responsive to our budget needs.

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We're focusing on inviting students who are below grade level in reading based on district adaptive assessments and prioritizing enrollment or historically underserved students.

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This year we have an increased number of instructional minutes. To add additional time to literacy instruction for all grades served at SAA and our reading support team that will be deployed across grade levels to ensure that we can have some small group instruction so that we can reach all the students who are below grade level and attending summer acceleration.

01:36:29.000 --> 01:36:40.000

As we have in your spouse, we'll provide transportation and meals and then afternoon enrichment activities through our community partner organizations.

01:36:40.000 --> 01:36:47.000

And if you move to the next slide. Talk about high usage tutoring. We are continuing.

01:36:47.000 --> 01:36:58.000

Now we have, high doses tutoring this spring and I'm planning to continue into the Sorry, we have it this winter planning to continue into the spring and into next year.

01:36:58.000 --> 01:37:13.000

We are currently on our what we're calling our classic plan it's our original original model where we've had third, fourth, and fifth grade students in before and after school tutoring using focused curriculum targeted for students who need that additional support and foundational literacy.

01:37:13.000 --> 01:37:31.000

And again in those 8 week cycles. We do have some outcome data that is linked in the slide, so that the board can take a look at that, when you have an opportunity.

01:37:31.000 --> 01:37:35.000

We're excited to be moving that work, into our earlier grades with support from the early literacy.

01:37:35.000 --> 01:37:40.000

Success Grant Funds. And so right now we're working to develop materials that are aligned with our core curriculum.

01:37:40.000 --> 01:38:04.000

For first and second grade and, that will be starting using those materials this spring, with a small pilot just to work out any you know, any adjustments that need to be made and then moving that work forward into next year, starting in the fall.

01:38:04.000 --> 01:38:14.000

Will also be, doing some one on one tutoring for students. With, a remote plan that will be doing over the summer.

01:38:14.000 --> 01:38:23.000

So we're excited to report back out on that and see how we might be able to implement that into our school year plans next year.

01:38:23.000 --> 01:38:29.000

And if the next slide.

01:38:29.000 --> 01:38:30.000

So, one of the recommendations of, this group was to prioritize early learning.

01:38:30.000 --> 01:38:36.000

Support with our learning acceleration instructional specialists. And we're shifting that a little bit.

01:38:36.000 --> 01:38:48.000

So we've we're really fortunate to have that program for the last 2 years with that limited Esser funding and we've gotten a lot of great learning out of that.

01:38:48.000 --> 01:38:57.000

And a lot of really wonderful work. And so with our investments from the early literacy success grant, we're going to be able to continue that work, just in a couple of different ways.

01:38:57.000 --> 01:39:06.000

One of those investments is through the science of reading professional development that will provide over the next 3 years.

01:39:06.000 --> 01:39:28.000

Professional learning for all of our K 5 and K 8 buildings. To ensure that all of our staff is well educated in the science of reading and has that support to bridge that learning to, the core curriculum that we have adopted and then into classroom instruction.

01:39:28.000 --> 01:39:37.000

And along with that will be hiring some early literacy success coaches to help lift that work and apply that learning.

01:39:37.000 --> 01:39:42.000

And then we also will have a total of 78 school based centrally supported interventionists who will be working directly with students who need tier 3 support.

01:39:42.000 --> 01:40:09.000

So All of these initiatives in our early literacy support. Programs are informed by the learning that we have had over the last couple of years with our learning acceleration instructional specialists and this new funding has allowable expenses that help us continue that work.

01:40:09.000 --> 01:40:22.000

Under new umbrellas and, with, you know, some, additional differentiation for our professional development and coaching pieces.

01:40:22.000 --> 01:40:30.000

Alright, I think that that brings us to the end of our slides and I'm happy to answer any questions.

01:40:30.000 --> 01:40:39.000

That you might have. I know, Christina Howard is also here and, Yeah, just open to here.

01:40:39.000 --> 01:40:42.000

Any observations or questions?

01:40:42.000 --> 01:40:54.000

Yeah, thank you so much. Any questions for us?

01:40:54.000 --> 01:41:02.000

Go and see any it's getting late. Okay.

01:41:02.000 --> 01:41:24.000

I know that in the summary on the news that of what the legislative search session did and they supposedly. Allocated 30 million toward that summer learning and I'm wondering if the Darcy whether what you have presented that.

01:41:24.000 --> 01:41:37.000

Yes, thank you for that question. We have made an investment, in summer learning and, this will be our fourth summer with summer acceleration academy.

01:41:37.000 --> 01:41:47.000

We were really hopeful last year when the legislature during the long session was considering a bill to support summer learning and disappointed when it didn't pass last year.

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So we've been following that bill very closely. In fact, I had the opportunity to testify. In favor of House Bill 40 82.

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Last month at the very start of a legislative session. So that was a really great experience to be able to share our successes and our plan.

01:41:59.000 --> 01:42:09.000

So that bill does require having a plan in place to. Access those funds, which we're really happy, to report that we have a really robust plan that's ready to go.

01:42:09.000 --> 01:42:39.000

So the funds that are allocated through that grant this year will support this work and i think it's also really exciting that the bill that has now been passed into law establishes a work group to address sustainable funding for summer learning.

01:42:43.000 --> 01:42:49.000

Any other questions?

01:42:49.000 --> 01:42:52.000

Have fun.

01:42:52.000 --> 01:43:01.000

Yes, so is the, professional development for science reading. The early literacy coaches and the interventionists.

01:43:01.000 --> 01:43:09.000

Is that part of that? Reading a That's supposed to continue from year to year.

01:43:09.000 --> 01:43:19.000

The Early Literacy Success Grant. Yes, those. Those investments will be supported through, those funds, yes.

01:43:19.000 --> 01:43:28.000

Okay, do we expect that to continue? Here. 2 year is that what the state seems to be wanting to do or can you tell?

01:43:28.000 --> 01:43:37.000

We don't venture to guess beyond what they've told us for certain, but, we, do know that it will be in place for the next 2 by a.

01:43:37.000 --> 01:43:41.000

Okay, thank you.

01:43:41.000 --> 01:43:47.000

So they will not be hit by, yeah, the budget cuts. Which is nice.

01:43:47.000 --> 01:44:09.000

These funds do allow us to continue these investments. And, within a really dedicated and targeted way, the parameters of the grants are very specific and require the district to use the funds in very targeted in very specific ways so that helps continue that work forward.

01:44:09.000 --> 01:44:13.000

Yes.

01:44:13.000 --> 01:44:20.000

I think.

01:44:20.000 --> 01:44:22.000

Gotcha.

01:44:22.000 --> 01:44:34.000

I just thought I would help, Patty. What the legislature did when they enacted that, a special program.

01:44:34.000 --> 01:44:44.000

That freed up the district funds that were previously allocated for this purpose. Be used elsewhere but.

01:44:44.000 --> 01:44:48.000

Where.

01:44:48.000 --> 01:45:00.000

Good, thank you.

01:45:00.000 --> 01:45:04.000

Any other comments or questions?

01:45:04.000 --> 01:45:09.000

Let's see.

01:45:09.000 --> 01:45:13.000

Okay, good. Well, thank you so much for the presentation.

01:45:13.000 --> 01:45:16.000

Thank you.

01:45:16.000 --> 01:45:25.000

Yeah, thanks. I wanted to echo that. Gratitude. Thank you so much for grouping here and sharing with the community.

01:45:25.000 --> 01:45:40.000

Okay. And then with that there is no weather content. I did, one I mentioned before, we close, that we have, we do have Q&A, like I mentioned, I'm relinking the form to our Google form for questions and answers.

01:45:40.000 --> 01:45:53.000

I don't have any updates on the the questions that have been asked. It's the nature of some of the questions that have been asked.

01:45:53.000 --> 01:46:14.000

It's the nature of some of the questions that have been asked or similar to some of the questions that have been asked are similar to some of the things that have been asked or similar to some of the things that have come up this this evening where we are early in the process to provide details on on the nature of reductions and we're you know the process needs to unfold with the cascading communications.

01:46:14.000 --> 01:46:23.000

So, as we have, are able to to provide answers to those questions. We will include them.

01:46:23.000 --> 01:46:30.000

And those are on the CBRC. I can't remember the name of it.

01:46:30.000 --> 01:46:42.000

I think it was our CBRC. Our Google site. So I'll resend the link to that so you all can can see what has already been answered that we were able to address earlier in this process.

01:46:42.000 --> 01:46:47.000

Leon, do you want to jump in and then we can go to Roger?

01:46:47.000 --> 01:46:54.000

I just, I just wanted to. Sort of spotlight. The fact that Christina Howard is here.

01:46:54.000 --> 01:47:06.000

Darcy mentioned it. Thank you so much, Darcy, for, sharing that and for preparing on, you know, pretty short notice to and making yourselves available.

01:47:06.000 --> 01:47:16.000

Christina is was here as well and I just wanted to spotlight her

01:47:16.000 --> 01:47:23.000

Maybe she rolled off. I can't, I don't see her box anymore.

01:47:23.000 --> 01:47:24.000

Okay.

01:47:24.000 --> 01:47:25.000

I know she had I know she had a few commitments this evening, so, I'll definitely pass on the sentiments to her.

01:47:25.000 --> 01:47:31.000

And, it's a pleasure to come and share our work with you all.

01:47:31.000 --> 01:47:39.000

Great. And just for the members. Christina is the interim, chief academic officer.

01:47:39.000 --> 01:47:47.000

She's been filling that role for most of this. The school year and has has a really large.

01:47:47.000 --> 01:47:56.000

Span of responsibilities, working, you know, super closely with Darcy and lots of other fantastic people.

01:47:56.000 --> 01:48:15.000

On the teaching and learning, teams. And you might have not to volunteer her anything, but, I wouldn't be surprised if the CBRC, saw fit to, you know, to invite members of the team back at some at some points in your future.

01:48:15.000 --> 01:48:23.000

Doing excellent work and such interesting. Content to hear about.

01:48:23.000 --> 01:48:29.000

Thank you. Roger, you're the comment or question.

01:48:29.000 --> 01:48:41.000

Comment only. Darcy, you, might want to correct the the opening slide on your presentation, the acronym CBRC.

01:48:41.000 --> 01:48:43.000

Is incorrect.

01:48:43.000 --> 01:48:49.000

Hi, I apologize. Thank you. Thanks for that correction.

01:48:49.000 --> 01:48:56.000

That may be a function of. A tardy, slide deck preparation.

01:48:56.000 --> 01:49:02.000

And the last minute. And I also didn't notice that. Thanks for

01:49:02.000 --> 01:49:09.000

Yeah, things are not nodding. Any other? General questions or.

01:49:09.000 --> 01:49:17.000

Remarks from CPRC members. 20 min.

01:49:17.000 --> 01:49:18.000

Gotcha.

01:49:18.000 --> 01:49:30.000

I just wanna express thanks to you for presiding tonight. Thank you.

01:49:30.000 --> 01:49:33.000

Okay, do you know?

01:49:33.000 --> 01:49:45.000

Yes, I just wanted to clear up a quick, piece of information that was asked. Aaron, the contract threshold has now increased to 50,000.

01:49:45.000 --> 01:49:48.000

150,000 as a separate category. Just to clear that up.

01:49:48.000 --> 01:49:49.000

Okay, thank you for that.

01:49:49.000 --> 01:49:51.000

Thank you.

01:49:51.000 --> 01:49:58.000

Thanks, Gino.

01:49:58.000 --> 01:50:02.000

Any other comments? Or questions? Sorry, Alexandra.

01:50:02.000 --> 01:50:08.000

No, I was just acknowledging that I don't see any other comments or questions. And wanted to.

01:50:08.000 --> 01:50:11.000

Hmm. Ask you if you wanted to close out the meeting.

01:50:11.000 --> 01:50:28.000

Yeah, yeah, so I think I think all done. Thank you everyone for attending and and and, you know, for the various presentations and discussions and discussions and adding to them and I think you turn the meeting.

01:50:28.000 --> 01:50:30.000  
Thank you all.

01:50:30.000 --> 01:50:31.000  
Thank you.

01:50:31.000 --> 01:50:32.000  
Thank you.

01:50:32.000 --> 01:50:40.000  
Thank you.

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**Submitted by:**  
Alexandra Martin  
Finance Program Manager