



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

Date: Thursday, April 25, 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

[Discussion Outline](#)

[Public Comment](#)

ATTENDEES

CBRC Attendees

Karanja Crews
Aaron Cronan
Mo Damtew
Dashiell Elliott
Jen Gray-O'Connor
Tasz Ferguson
Grace Groom
Mariah Hudson
Roger Kirchner
Stephen Lindner
Luke Susswood

Staff Attendees

Junho Chang
Myong Leigh
Alexandra Martin

Board Attendees

Director Patte Sullivan

Public Comment

Trent Aldridge
Shantel Waddell
JaVonne Williams

MINUTES

5:33 pm

- Opening - Committee Chair

Mariah Hudson opened the meeting at 5:33p.

5:34 pm

- Public comment

Community members provided public comment.

5:46 pm

- Report creation working meeting

Mariah Hudson facilitated content editing and generation for the LOL report and the annual budget review.

7:23 pm

- Closing - Committee Vice-Chair

Mariah Hudson adjourned the meeting at 7:23p.

TRANSCRIPT

WEBVTT

00:02:42.000 --> 00:02:48.000

Hi.

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Hi, good evening Roger. How are you?

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Just making sure everything is set up.

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Hey, it looks. Like everything is fine. Terry.

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I see that you joined but I was able to check the YouTube so I think we're all good.

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Good evening, everyone. Thanks for joining. We have some more. Cbrc members still.

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Joining us in the panelists rooms. So I think we should. Wait at least one more minute, but we're getting close to having a quorum here.

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So thank you for joining on time.

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Alexandra, how many public commenters are there?

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We had. 4 people signed up for public comment, but one of them was marked as tentative.

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And we do have. The, all of the people who wanted to provide public comment are in the attendee room.

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Maria, are you able to hear us now?

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I was I was trying to promote you to panelist Maria and it wasn't I looked like you weren't accepting or able to be a panelist.

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I might be having technical problems. So we have

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Our 2 student representatives on CBRC here now and 5 CPRC members, including Maria.

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We need 7 for.

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Yes, we also, we have our student reps here, and Mary Kane mentioned that our student reps didn't contribute to Quorum.

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See, but it looks like Aaron is coming now.

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Technical issues it looks like.

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Yeah, that's what I thought, Maria. Glad you're in here.

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No worry.

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Okay, apologies. Adrian is appealing.

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Yeah, I think we can kick it off now. Just kind of scanning to make sure because people have come in and out of this space if we have quorum.

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We do have public comment. I don't know, step on or Maria, do you think we can kick it off?

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Yes.

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Great. So, Taz, do you want to open up the CBRC meeting this evening?

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We'll let more people. Join us. So I think we can go ahead and get started.

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And like I mentioned, we have public comment tonight. So we do have, you know, some kind of housekeeping items, but I think really wanna focus on discussion and response to the budget document and all the content that you've just received.

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So, I think we can go ahead and start with public comment and then we can get into our housekeeping items.

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So, Javon, I'm going to promote you to panelists now. As well as your colleagues here.

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And we can go ahead and get started with public comment. And Javan, did you wanna go ahead and get started?

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Hi, welcome.

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Thank you for being here. Javan, do you wanna, kick it off for your group?

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Yes, I'll just say hello and I'll let Trent Aldrich kick it off for us and then we will start.

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So thank you for having us.

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Thank you, Javan, and thank you everyone for the opportunity to speak tonight. My name is Trin Aldridge.

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I'm the chief program officer, self-enhancement. Inc and for over 40 years our organization has been a proud partner of Portland Public Schools.

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We've been working hand in hand to empower underserved youth in our community. And throughout this successful partnership, SEI served as kind of an extension.

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To the commitment that PPS has for students. In our program directly operates in PPS schools across the district.

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Seamlessly working with administrators and teachers. And based on the funding documents we saw yesterday, we understand.

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The really difficult decisions that. The district is compelled to make with the resources the way they are.

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But we also feel like we can produce an opportunity as well when it comes to. Our partnership and how funds are used.

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And so I think I just have a couple things I like to share and then Giovanni Shantel also will have some information but I think we can demonstrate a tangible impact.

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So for us, Yes, Si provides an incredible return on investment. For every dollar your district. Invest in us, we are able to fundraise, leverage additional dollars.

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Of 3. So for everyone, we bring 3 to the table. To be a service to Portland Public Schools students and families.

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And then, based on the things that's happened recently where the state hasn't decided to fund our district.

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Reductions here might even be more difficult for our our students and families and so we feel like We offer a proven impactful service that yield a 1 to 3 ratio in terms of what the resource is given

to the ones that families are able to receive and a reduction of that could be even more harmful based on kind of the circumstances we're in now.

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So. We have some data that I think backs up our claims and I'll pass it to Javan to kind of share some of that information.

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Alright, good evening, Yvonne Williams. And I am the director here of Student and Parent Services.

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And I have, been a part of FCI since, 1,998 employed since 2,011 and our program was designed to eliminate barriers to student success and for over 40 years we've done just that.

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I have a co worker here at FCI who like to say that we're getting to the bag and that's the acronym of behavior attendance and grades.

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And what we talk about behavior, as a previous in school coordinator, I would walk into school and I would hear that, you know, students can't do this or some students aren't capable of learning, but as an employee for about 12 years here I've had the privilege to work multiple days of course our school programming our summer programming and I've just never been able to see some of those behavioral

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issues, because we just do things differently here. And with SEI, that being in the building and in the school sites, we're there to combat those issues.

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And, there are many sodas who wake up every day. Monday through Friday excited but not to school of courts but they're excited to come and see our staff and come and see they are in school coordinators and the impact that we have on our students allows for them to gain a sense of belonging and a sense of mattering.

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And to be clear from one of Si's very own Dr. Aisha Morland Kapuya.

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She said that Belonging is just it's not enough, right? Students have to feel like they matter and mattering means all students feel.

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Valued and they add value to the programs that they are part of. And that is how we are able to impact them right because our students they feel like they matter they add value to our program.

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Because our students, they feel like they matter. They add value to our program. I could talk about, you know, the number of our students who have blue and call cards, which you all don't know what that means, but it is a great point average, but I can confidently say that, last year our high school students had a GPA, an average of 3.1 2.

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Our program fosters personal roles and increases confidence and we, and we can confidently say that we graduate.

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98% of our students, 100% during COVID. The statewide graduation or I think the district is maybe 79% and no one I think statistically graduates more of black students than SCI.

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In the last 3 years we've awarded over 1.5 million dollars to scholarship students.

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With Jefferson High School. It's a high school seniors having received, over 80% of all of those scholarships.

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And from the 12 that we awarded last year, 8 or Jefferson, students. And I think that, I mean, I don't know that.

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But, so just the youth in our program, you know, they gain leadership skills. Communication skills and just success looks different for every student and we know that this program works because I am a testament to that.

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We like to. Have our students finished as positive, positive contributing citizens and community members and you know that's what I like to think I am.

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And I will path it on the same tail.

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Well, good evening everybody. Chantelle, I am the director for our extended day programs.

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I'm at self enhancement. That includes our Sun community schools, our after school program and our.

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Post high and leadership programs and up in with SCI for the last 16 years but technically since the early ninetys And so I'm excited to be able to share with you.

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Some of the resources that SCI brings to our school communities that we serve in. So when school is out and or in, SCI is always there engaging students and our students and families.

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Through the additional supports that we offer. We offer after school programming Monday through Thursday many weeks out of the year.

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And we offer summer programming as well. We run 17 sunschool sites, 14 within the district.

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And, many sports camps as well. So we, there's a lot that's happening when kids are not in the building.

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Or in school, you know, it's our goal that. Students are. Are thriving and in in many ways not just academically in the classroom but we're addressing the whole child obviously with some of these additional supports that we offer.

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And then also I wanted to. Highlight, some exposure opportunities that many of our students participate in in our program.

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So we just got back from our HBCU tour, which is our historically black college university tour.

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We oftentimes taking kids on college visits locally, career fairs. Locally as well even up in Washington we've got we've taken some students there so really trying to help students see themselves after high school and really begin to buckle down and and get their work done so that they are successful and they can, transition smoothly into their post high careers.

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We also offer career and resource, fares or we offer students the opportunity to participate in those.

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One recently, which was up at the convention center where I'm sure a lot of students attended and then some financial literacy classes.

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All of these are important for student success. We also acknowledge that our students come with many barriers. Obviously, you know, if you think about an at-risk student, they come from a family potentially that are at risk.

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And so which is It's so important for us to, not just meet the students needs, but really build relationships with the whole family and offer supports that will help the parents overcome those barriers, which also will in turn help our students.

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Come to school ready to learn, not, feeling drowning, you know, drowned out by some of the struggles that they're facing at home or in their So we do offer rental assistance, energy assistance, anti-domestic and sexual violence, energy assistance, anti-domestic, energy assistance, anti-domestic and sexual violence supports.

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That's for our adolescence, anti-domestic and sexual violence supports. That's for our adolescents and for our adults.

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As well, case management. We do, pride ourselves in the fact that, you know, with.

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There are a few other community organizations, but FCI definitely has the capacity to be able to really in-house meet a lot of the needs that our kids come to school within our parents are dealing with.

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And so, you know, just to sum it all up, you know, I think part of what we really wanted to accomplish during this time is to put a face with a name and with an organization because oftentimes there's transition and roles and things like that.

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And so we understand that. While SCI has been around for 40 plus years. You know, we may be new to some and so, hopefully, This will give you an opportunity to hear a little bit about the impact that SCI has and kind of how we support our students.

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And then directly understanding that reduction in funding. It kind of hinders obviously those services that we can provide.

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We do have a form that we've created. It's called the PPS and SCI Impact.

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Form that we will make sure they get sent out, just for your records. But we appreciate the opportunity to talk with you guys and share about our program.

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Thank you. We appreciate you being here and the content that you mentioned, the, the impact, analysis was already shared with CBRC.

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So you all have that in your email. So thank you so much for being here tonight. We appreciate you.

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Thank you.

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Thank you.

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Thank you.

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Hey, so, we have some housekeeping. I didn't prepare a presentation tonight.

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I was hoping we could have a little more of a discussion and we have a discussion outlined that Maria prepared.

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So I'll go through the house. Keeping really quickly, but I know we have a lot on our plates, ramping up towards preparing our reports.

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So the housekeeping, was around questions and answers. So now that we have publicly available information on the budget, we can, get to work responding to your CBRC questions.

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There have also been asked by our board, so I'm hopeful that we can leverage some of the information that we are preparing for our board and provide it to CBRC as quick as possible so that you all are able to take that in and process it and support of your report.

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Our next meeting is scheduled for next Thursday at the same time, 5 30 to 7 30. I didn't hear either way if anyone would like to have that meeting in person.

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So I'm going to assume we're going to have it on zoom. I didn't hear a lot of, you know, I didn't hear anything from, folks when I had asked the question, on the preference.

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So I think we can plan to have it on zoom. The next milestone for us will be the due date for the report to the board.

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Still tentative. I think we want as much time as possible, but it's also a very, very quick turnaround for you to synthesize your report with a lot of, you know, we've provided a lot of information in the budget books.

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So, I'm, I'm asking for Friday, May 3rd I think, that would, that provides a very quick turnaround.

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Considering the meeting where you're finalizing the report is the second. So that's just 2 meetings to do that.

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You know, we could. Plan to hold another working meeting as needed and maybe we can return to this topic towards the end of this meeting and see how far we get tonight.

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And then the last milestone I wanted to highlight for tonight was of course on Tuesday, May 7.th

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We'll have, CBRC presenting your report to the board, that will be in person at the PEC.

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You could join on Zoom as needed. And this is a component of their regular board meeting. So the presentation would be at the dais.

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I know in prior years, some prior years it's been at the dais in the boardroom and other times it's been in a different location in in the PEC but this year it's going to be in the boardroom.

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So any questions on that? Housekeeping?

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You can follow up with those dates again, so you will have them in email after this meet. And then other ways I wanted to pass it along to Maria, if you want to kick us off with.

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Discussion I know you had prepared your discussion that line and just let me know how I can help with that if you need a visual aid I can project it but Go ahead and kick us off.

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Yeah, so we are in a short timeline here. I'll be honest, I haven't thumbed through the whole 200 pages yet.

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But I, I think what we wanted to do tonight, Alexander, if you show my outline here is, Yeah, Roger, do you wanna jump in right now?

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I just wanted to ask, Alexander. Good, it's Si.

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Yeah, see I.

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Are we cutting a proposed cutting? Their funding? Coming to the chase. Are they wanting to restore what was cut or?

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What's being asked of us?

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Thank you. Roger. So, SEI self-enhancement ink is a contractor.

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They contract with PPS. They contract with other organizations as well. I don't have a lot of detail beyond that right now.

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I don't know, Juno or, if you have any information on that. On SCI.

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My understanding is that there is a RFP process that's taking place now. For all of our partners that provide services through the at our ESJ, process.

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And so That that process is is not concluded. And and funding for individual partners hasn't been determined yet.

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So that's that's going to take place over the next couple of months as my understanding.

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Good.

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Okay. Do you mind zooming in on that? I can't on mine, but it's really small.

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Yeah.

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Sure, I was going to ask if. That was We can't see all of it like that.

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Does that look a little bit better?

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Yeah. So I think there's kind of 2 things that we want to evaluate. The proposed budget against.

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One is going to be the stated budget goals and we can talk about whether we think those those are the right goals they should have.

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And then, what really held to are the board goals, 3rd grade reading level, 5th grade, mathematics, 8th grade readiness and high school graduation are the 3 points, or the 4 points, excuse me, that we look at and see if the changes and proposed funding is aligned with accomplishing those goals.

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I wanted to before we kind of dove into that, just open the room back up, for everyone who is on the board meeting last night or, able to watch it since then.

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Just kind of for some feedback if we wanted to maybe have about 5, 10 min here. Any points that really jumped out of you that we may want to include in this before I kind of get deeper into an outline.

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I see.

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See, I can't see all the. Yeah, thank you.

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Yeah, just have just general remarks. So thank you for doing my outline. I think there's 2 things I think one thing that we could put up front may or may not.

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Just, but just one of our, out there is, a discussion of a timeline here for us to review.

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And another thing would be could, would I have an interest would I would like to include is, is some.

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Point about the central office cuts. And how about the fact? So I think it might be course cutting with some of these but just online.

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Central cost cuts. You mean if it, in what

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So, so be, you know, be seen. So we've seen, we had a couple of presentations showing these cuts, in the tens of millions.

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I did a couple of presentations showing these cuts in the tens of millions. I did a quick look for, in the tens of millions.

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I did a quick look for, actually have some some follow up questions about where this is reflected in the budget because I didn't fully see that.

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My sense is that it's maybe not as visible in the budget because of the way the budget needs to present.

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You know, it's items by private different functions or very different items. So I think it might be nice to, to align with to a little bit or, a little bit of a connection here.

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Thank you. I see, Roger.

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I can't see everybody. See, me just need to jump in. Roger, I see your hand.

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Hey, Roger does.

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My only comment was that I was at the board meeting. I thought the questions that the individual directors asked up.

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We're cogent and and Yeah, and helpful. I know that, at the end, the vice chair.

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Requested that. The questions we answer those properly as possible and and the Of course, if they're very quickly.

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Cbrc benefits as well and so, I encourage that to happen then. If it all possible.

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So.

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Okay, anyone else with kind of comments or initial thoughts from? The board meeting the presentation budget last night.

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Well, there was a lot there. Let's just say and. You know, we're getting to tough choices.

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That's a reality for a lot of public budgets right now. Alright.

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If there's no one else, I see, Roger still has to stand up. If you saw your hand up, you can drop in.

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Cool.

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Okay. Moving on, so how we've structured this in the past and thanks Alexandra for, getting and sharing that, draft of our past letter is we've looked at, you know, kind of climate interns.

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I think some of the things that we've highlighted in the past. Are still true. In fact, you know, the enrollment to client is likely, becoming a bit more severe.

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As we as we kind of get into that curve. So declining enrollment. Roger, I know that you always wanna touch on facility costs.

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That's, definitely an important piece as well. I think it's worth noting in there.

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The piece from the contract. The I'm not gonna remember the dollar amount on it. From the, the, .

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That had some kind of short term facility fixes in there But really we still have that, kind of longer term facilities cost and Good for maintenance.

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Any positive trends we'd like to highlight.

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Graduation comes to mind.

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And then if Grace is on, we can talk about. We can dive into perhaps 3rd grade reading.

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And what we're seeing there.

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Yes, I'm here. I don't have a Feet back to share tonight about.

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In terms of growth. For 3rd grade reading. But I think something to notice in the budget is that you know there are specific funds available for early literacy through the early thatacy grant.

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And to pay close attention to how those are being. Allocated to support the board goals. Would be a recommendation.

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Great. Yeah, sorry to put you on the spot there. I know you'd indicated your interest in that.

00:36:51.000 --> 00:36:53.000

That's okay.

00:36:53.000 --> 00:36:59.000

I didn't expect that you'd dove into our 200 page document. Great degree yet.

00:36:59.000 --> 00:37:05.000

Patty, let me see.

00:37:05.000 --> 00:37:06.000

Perfect. Board member Sylvan, Director Sylvan.

00:37:06.000 --> 00:37:16.000

Yes. That is fine. Yes, I have been visiting some primary schools. And I've always been asking.

00:37:16.000 --> 00:37:24.000

You know, are you, how are you feeling about the new reading adoption and almost everybody has been positive about it.

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And been positive about the coaches, which. You know, I wasn't sure how they feel because a coach kind of thinks.

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You know, isn't always in the classroom all the time. And I know a 4th grade teacher at Whitman.

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Having, you know, really hard time because her 4th graders did not have a lot at 1st and second grade.

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And she's just so hopeful that things seem to be going better now in the lower grade. So.

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I hope that's what everybody is seeing. That's a limited number of schools I've seen that it's felt good when I've talked to the teachers.

00:38:05.000 --> 00:38:07.000

That's great news. Yeah.

00:38:07.000 --> 00:38:14.000

Yeah.

00:38:14.000 --> 00:38:21.000

Regent Sharif. You want us to call on you or if you just have your hand up?

00:38:21.000 --> 00:38:24.000

Please jump in.

00:38:24.000 --> 00:38:31.000

Are you muted, Roger?

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There it comes. I'm sorry. The

00:38:35.000 --> 00:38:47.000

I was wondering if Grace. that feels that 3rd grade reading is affected by the proposed library cuts.

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And, the other area that concerned me. That seemed to be. Not answer the.

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And last night's presentation. Was, what the impact is. Yeah, on the cuts that are proposed.

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In the in the campus security and. And custodial areas.

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Both areas of which have been brought to my attention.

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Roger, to answer your question about the libraries. I think it's definitely going to impact.

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3rd grade. I mean, all of the. All the board goals I think will be impacted if libraries are closed for some portion of the week.

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I think they need to be open all the time. And. The best, you know, best practices to have a teacher librarian.

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Full time in every library. So that's what I can say about that.

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Just wanna say it's an important, I think connection there.

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Yeah, I see.

00:40:18.000 --> 00:40:25.000

Yeah, I kinda wanted to kind of and like harp on that discussion about the library. Cots.

00:40:25.000 --> 00:40:43.000

Do we know I haven't had a chance to look over the entire 200 page budget, but are we a hundred percent like certain that that's gonna be in every single school and how much how big a part of the cuts is that.

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Well, let's see if we can find that or maybe some of our staff experts can help answer.

00:40:54.000 --> 00:40:55.000

Yeah.

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Stefan, I do know at at Franklin.

00:40:59.000 --> 00:41:05.000

The high school, library there is, is being cut by a 3rd

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Yeah, just to, if you go to volume 2, you can look at the library stuff where it's in each line.

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And you can look at the changes. For schools and if you wanna do this by hand you could tell it up there.

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So that's where would be one option, to go about that if you wanna be systematic.

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Yeah, I guess that's very important. Something that I definitely want to focus on in our report.

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Is definitely, trying to stray away from those cuts because I think a lot of times for students like These numbers in the budget don't really mean much to us like physically, like we don't necessarily see the tangible impact of like you know, an extra 1 million dollars here, an extra 1 million dollars there.

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But I can speak as like especially for Franklin and I'm sure this is the case for plenty of other schools as well.

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Not only is it going to impact things like 3rd grade reading, but it's going to impact the overall like.

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General like community of the school. At Franklin, the library is one the only kind of community centres that we have.

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And I think the school was designed for it to be that way. So it's not just I think like.

00:42:18.000 --> 00:42:27.000

You know, cutting library part. Part time, but it's like fully. You know cutting a huge part of the community.

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Part time.

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Yeah, can I can I just offer couple of points about the about this specific issue. So my understanding is that this is a shift that's, concentrated at the K 5 level.

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And that there aren't changes to the staffing model for libraries and high schools. And in general, I mean, just to comment a little bit, I mean, there are.

00:43:09.000 --> 00:43:31.000

Tough choices. Laced throughout the budget for sure. Given the need to reduce our expenditures. And so we're trying to make reductions in a way that preserves access to library services and also the contractual requirements for planning time for K 5.

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All students. At all grade levels will have, will continue to have access to the library. And and literary services through school.

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Teacher librarians. But that's That's the the gest of the shifts.

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So and one of the board members did ask for some more information last night as folks might have. Bird.

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So when we provide more information about the detailed impacts at the school level we'll share that with CDRC but I just wanted to provide those general comments for tonight.

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Yeah, I just wanted to we'll clarify because at Franklin we are losing a library. So I don't know if the changes are just impacting K through 5.

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Schools. So I do know that that is something that's definitely present in Franklin I'm not sure about the other high schools as well.

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But yeah, even if it's, you know, just at the K through 5 level.

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That definitely is. You know, a harder cut to kinda stomach than anything else I can imagine.

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Okay, thanks Luke. We'll look into that. Sure.

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Yeah, you'll find that. The assistant librarian at Franklin. Falls into that category of classified.

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Personnel that are being cut.

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Might not show up as a librarian or what I don't know.

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Anyway, that's where I would look anyway.

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Okay, thanks Roger.

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Yeah, and I was just gonna say it's pretty much just what Roger said, but if you do look in that volume too.

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It tells you, you know, what's been cut from the, license staff and the I'm certified staff, so.

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When you hear there's no librarians who can look and say, well, yes, there are not as many, but.

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They can be a little more accurate about what's happening.

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I think it might be really nice if we have someone able to do the analysis to just see like what are we talking about in terms of, cuts with library support services.

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I'll just, you know, kind of broad umbrella there for assistance or librarians.

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Do we have that broken out? Is that in volume too?

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Okay.

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Yes it is. Thank you. You can just look under.

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There's like for each school, And it's got a license library. Last year they had point 5 actually this year they have point 6 0 you want to and then on but then last year for classified they had point 5 and now they don't have any so actually they did lose point 4 FT.

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Is there a way to look at that comprehensively across the district? Perhaps by K through 5 and so forth.

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Can, can I?

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I'm not sure the book is. Alphabetical.

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Yes, I'm trying to look in the volume one to see if we have that.

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Oh, I don't know if it's in.

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I don't think it's important, but you can do this. I think you can, if you can expect the numbers by school.

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Classify schools, get the FTE, last year and this year, and then you can make a comparison.

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If that's something interesting, look, I'd be interested if you're interested in this, I'd be happy to work with you in this.

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I guess my question is, is there an excel sheet or a you could use for that? Or would we need to extract that from the PDF?

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Yeah, would there be any staff support around that?

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Yeah, you have your hand up. Do you, did you want to respond to the staff support for the library?

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Sorry. That was up from before.

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I was just scanning through the document to see where there might be a helpful report. I think our general fund, I think our general fund FTE by function reports.

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May be helpful in this case and I, that is, you know, something that we could provide.

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He just, what page are we referencing there? Sorry.

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In the next. Yeah, I'm just, trying to find which page it's on this year.

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And then Juno, if you wanna. Let me know if you think that would be helpful, but I was thinking about the budgeted positions by minor function.

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For libraries. Yeah, that's why I was looking at too.

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On page 96 and I'm just seeing if the minor function. Included library. Yeah.

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No.

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Okay.

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I'll screen share what I'm looking at. Kind of problem solving together.

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Yeah, cause I'll say like the budget books works well for if you want to look up your own school.

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And kind of get that granular detail but it's a little harder to make the broad analysis and see what what the trend is.

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Yeah, It I don't, but do you know which function it's within? Do you know?

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I think it's 2 2 2 0.

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I'm pretty sure it's 2 2 2 0, but let me look in the PM real quick just to verify.

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Okay.

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Yeah.

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That just looks like a small. For Gen Fund that only would have been. 5.8.

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Oh, that was in the non-rep. So this table is set up with license classified administrators, non-rep.

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And it's only for one budget year so it doesn't show a trend. So yeah, that does look like that could be it, cause that is, quite a large amount of FTE.

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Right.

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So this is something. I believe we could provide this in Excel. Do you agree, Juno?

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Yeah.

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Like just this table could be provided so that you all can manipulate the data more easily.

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Yeah.

00:50:07.000 --> 00:50:10.000

Could you just.

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Is that 96?

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Yeah, this was page 96 in the printed document and 1 0 3 in the electronic version. And Luke, I see you have your hand up.

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Yeah, I guess I'm just a little confused because Like, it is correct that we are going to be seeing like cuts at most schools even if you know I guess the idea that I kind of heard from Patty.

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Or, director sold in is that like you know, there still will be librarians, but there's just going to be less.

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But from the general like sentiment that I've heard. Is that even if there's 1 full time equivalent, like librarian at each school.

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That doesn't necessarily mean that the library is going to be able to be open. Most of the time because those librarians are also doing things like processing textbooks and like their own prep time.

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So one FTE librarian is not enough to cover an entire library. I guess is what I've heard so like That's just my main concern.

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So that would be great to like have more inside. What the like what the actual like hour reductions are gonna look like in libraries like what are the actual hours that we're gonna see and how is that like really into.

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I guess like each grade level.

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Yeah, what it really means, right? Yeah.

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So I'd like to pause here. I think this is a point where we can, we have something that many of us are interested in drilling down on and providing some analysis and a recommendation for the board around.

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I don't know that that'll be until we kind of look at the data, but, is there anyone who'd kind of like to lead point on this?

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Because I will work on the overall draft, but if we have some things that people wanna parse out, wanna, you know, kind of dive down on.

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I think that would be helpful in terms of the overall work product.

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Just look, Luke, do you have your hand up?

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No, sorry.

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Well, we can table that and move on.

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Again, we'll go through 5th grade, Man, Man, next, 8th grade readiness and high school graduation.

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Let's see. I don't know if there's anything we want to highlight at this point until all of us have kind of dug in and read through this.

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I will do some work around graduation rates, certainly.

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And maybe we want to just look at climate and trend. So as we're looking at each of these goals, what are the climate and trends that we want to?

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Thank you. Pull out of here.

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I think something that has been raised by the board that we should look at carefully is the the discrepancy in scores.

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Between our black brown and native students and our white students in maths. And specifically, I mean, that's, the board goal is to close those gaps.

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But it's been pretty. Intense to see how few. Of our black brown and native students. Our meeting benchmarks at those different.

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Grade so I think just looking at knowing that we've been in a new math adoption for K 5 now for.

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I think 3, maybe 4 years. Looking at those trends to see. Is it, you know, is that working to give some feedback?

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On that investment would be helpful. I'm not sure how long we've been in with. The middle school or the high school adoptions, but I think it's been 3 or 4 years since we.

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Got the I ready program for elementary. The other thing too is. They did eliminate quite a few teacher on special assignment positions.

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And replaced. Those with the. Site based coaches.

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And so I'd just be curious to see, you know, if there's a change in.

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The testing results since not having. Yeah, teachers don't have a math person to go to per se.

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They have a overall coach to go to.

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That's a good point.

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So just to the way whether it's it's. Which one is more effective in terms of impacting?

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Those test scores for specifically our Black Brown and Native students.

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And Grace, on middle school math, I think we're in year 2 of that adoption.

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If I'm not mistaken. I think one of the things to look at there too. Is going to be around the.

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Changes with compacted math.

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Or I should say at this point proposed changes I think.

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Yeah, are they planning to not offer it anymore or what's? What's the plan?

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I'm gonna be honest, I missed a curriculum meeting on this and I'm not sure where it stands right now, but that had been the proposal which is, to eliminate compacted math.

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I didn't quite follow the logic on it and equity measure to improve outcomes for black and brown students.

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I think it's still on next year, it's my understanding.

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I'm sorry, I'm just cut out.

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Sorry, I think it might you compacted math program.

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Yeah, it's on it.

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It's. Alright, never mind.

00:56:20.000 --> 00:56:24.000

It's still on for next year.

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That's my understanding, but you know, I think it's probably best to just took up with the actual policies. So,

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I know they've certainly the the discussion has certainly been around piloting, removing that. So this might be a good point to look at.

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Where things are headed.

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Maria.

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One thing I know with being a classroom teacher for math, we don't. Have a then adopted tier 3.

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So like for our highest needs students math curriculum right now. We do have it for literacy, but we don't have something for math.

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So that could be a noticing. 1st students with, you know, that need. Some foundational skills and math.

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There, there isn't a tool for that right now.

00:57:32.000 --> 00:57:33.000

Roger, did you have your hand up or are you off mute?

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I did have it up. I have 2 comments. This is an area where.

00:57:42.000 --> 00:57:46.000

Have no expertise and.

00:57:46.000 --> 00:57:56.000

Applaud any teacher or accountant or anybody on our team that. Can do so. My observation is this.

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For over 50 years. For over 50 years.

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Part of public schools has devoted additional resources. Title one, schools. And yet, based on the testing results.

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Dr. Adams has presented in recent times. we've moved the needle very, very, very little.

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And, and, disappointing and.

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I really wonder whether

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The district really is fully evaluating. what they what they're doing. In this very last year.

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I noticed there was a report. There's only one school. System in the whole country.

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Good. Has no gaps. All success and graduation. And that, the schools operated by the military and the foreign service.

00:59:09.000 --> 00:59:17.000

And I thought, well, that in that remarkable. And we do have one director. Michelle the Pass.

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Who is a product of a military background, I believe. at least she's moved around and multiple schools up.

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And her operating. But, I. It seems to me after 50 years. Former public is definitely doing something wrong.

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I could be wrong.

00:59:53.000 --> 00:59:58.000

Well, let's dig into the discussion of that in the budget book as well. Howdy.

00:59:58.000 --> 01:00:04.000

I just want to say I, I read that article that you probably read, Roger, about the military.

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Yes, at the defense schools and. It did say that. Something they all have in common, they all have.

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At least one person is working. They have housing.

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It does have the most diverse group too. I mean, you're looking at a diverse population in the military probably more than we have in from the public schools.

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But One of the main things seems to be stability in the. Of all the families. So, you know.

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We can't do magic. We just and do our best. And I guess like you say, Roger, what is our best?

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We have to keep looking at that. And I, you know, everybody, a lot of teachers here.

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And I taught for many years and every year you're trying something new to make it work. Yeah, maybe we have to stay with something for a while, but yeah, it's hard.

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And it's frustrating.

01:01:08.000 --> 01:01:12.000

Okay.

01:01:12.000 --> 01:01:24.000

Alright, you had asked about assigning the library reduction impacts and we didn't hear, anyone, anyone, you know, jump into that, but I think 5th grade maps.

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

Did we already discuss that being assigned to someone or?

01:01:34.000 --> 01:01:43.000

Stefan, you had your hand up a moment ago. I think it wasn't to fall into your 5th grade math though.

01:01:43.000 --> 01:01:44.000

Okay.

01:01:44.000 --> 01:01:50.000

No, that's not my. I might I would like to know where I can. Could get to a state or in the format that allows to actually look at them.

01:01:50.000 --> 01:02:05.000

Not too pdf. I guess that's part of my consideration. With sorry.

01:02:05.000 --> 01:02:11.000

Well, I will say the ask is gonna be for all of us to jump in. I'm gonna work on drafting this document.

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Tomorrow and Saturday. To give kind of a framework. And then we'll open this up to your input if you would give me at least a day or not to.

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Get something together. We will utilize the track changes, in Google documents to, to suggest, changes and then, to adopt those.

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And given our timeline, let's see. And

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We need to send on Friday the 3.rd

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But it looks like that if we're gonna meet on the 7, th right?

01:02:51.000 --> 01:03:09.000
I didn't get a response on Friday the 3.rd you know the meeting is Right, yeah, I think probably the latest it could theoretically be is Monday the day before but that I don't know that that would be a good benefit for CBRC because the board won't have a very limited time to review it.

01:03:09.000 --> 01:03:10.000
Yeah,

01:03:10.000 --> 01:03:17.000
So I think a reasonable, it's probably not reasonable, but it, but a target could be that Friday.

01:03:17.000 --> 01:03:24.000
And then that will get the board the weekend and a and 2 days during the week to review it.

01:03:24.000 --> 01:03:25.000
Okay, well,

01:03:25.000 --> 01:03:28.000
Alexandra, just,

01:03:28.000 --> 01:03:47.000
Sorry, I don't mean to cut anybody off, but just on that point. I'm seeing an email from Rosanne saying that the 3rd works as the target date and she's conveying that to the board.

01:03:47.000 --> 01:04:01.000
Okay, well, in light of our, for short and timeline here, I will invite everyone to jump in afternoon on, 12 o'clock on Saturday, to begin adding and, reviewing.

01:04:01.000 --> 01:04:20.000
Let's do that through Tuesday. If we could, Tuesday the 30th and then I will try to, tighten it up and incorporate changes and ask my co chair and Roger if he was willing to also review that with me so that we get something that's pretty well together by the second.

01:04:20.000 --> 01:04:32.000
And so that we have changes or adjustments, we can do that. Also given this timeline, which is shorter than, we have had in the past, I think I want to be pretty, pretty brief.

01:04:32.000 --> 01:04:39.000
And to the point I want to use that section if we can, if you want to scroll down a little bit.

01:04:39.000 --> 01:04:46.000
On climate and trends. To really bring that to the top and thinking about this as a public document.

01:04:46.000 --> 01:05:04.000
That could be the section. That may be the only section that many people read. If they open our letter at all beyond the board and so in that piece I want to kind of bring that to maybe 3 to 4 paragraphs that is really the bulk of our recommendations there.

01:05:04.000 --> 01:05:09.000
At the end. So 2, 3 paragraphs of kind of climate. That we We feel are most critical.

01:05:09.000 --> 01:05:17.000
And then, you know, let's say. A half dozen or so bullet points of what we think the board goals are being met or not being met.

01:05:17.000 --> 01:05:26.000

In this particular budget. That would be my thoughts and then we can expand upon that below.

01:05:26.000 --> 01:05:33.000

Because I'm just looking back at our last year's report. And there's a lot of good meet in here.

01:05:33.000 --> 01:05:41.000

Some of the things like deferred maintenance. Roger again if you wanna. If you wanna take that on, I'm happy to weigh in as well.

01:05:41.000 --> 01:05:46.000

I think we can move lower.

01:05:46.000 --> 01:05:56.000

Not because slower in importance, but simply. I think the board is familiar with our recommendation.

01:05:56.000 --> 01:06:03.000

Please jump in. Just stop

01:06:03.000 --> 01:06:15.000

My hand is raised only to ask, Alexander, make sure we know. How the, I need to help getting to the document that we're all.

01:06:15.000 --> 01:06:19.000

Fashioning together. Thank you.

01:06:19.000 --> 01:06:25.000

I, I can pause and do that. And just quickly before Director Sullivan, comments.

01:06:25.000 --> 01:06:38.000

So you all already have the link to this. It was linked in our last slideshow from our last meeting and then I also sent it in this most recent email.

01:06:38.000 --> 01:06:47.000

So let me, there could be access issues if you use a different email. Or something like that. So let me know if you have access issues, but you should all already have it.

01:06:47.000 --> 01:06:59.000

And this is set to like Maria described track changes. I think Mariah if you if I think it would make sense for you to be the editor on this and and accept changes.

01:06:59.000 --> 01:07:00.000

Okay. Yeah.

01:07:00.000 --> 01:07:15.000

So I'm going to change your access so that you can do that work. And then I can also, maybe your co-chairs or vice chairs if we want other people to be able to do that but it kind of makes sense for one person to be the lead.

01:07:15.000 --> 01:07:24.000

I think. But let me know if we should add more people and then for people who are suggesting changes.

01:07:24.000 --> 01:07:32.000

I'm I just this is the function in Google Docs. I'll make it a little bigger.

01:07:32.000 --> 01:07:33.000

Is Taz our coach on as well? I mean, this is kind of our shared duty.

01:07:33.000 --> 01:07:43.000

So. Tazis. Yes, Oh, T was on.

01:07:43.000 --> 01:07:44.000

Okay.

01:07:44.000 --> 01:07:52.000

I think some folks have messaged me during this and she might have been one who had to hop off.

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I don't see her right now.

01:07:54.000 --> 01:07:55.000

Okay.

01:07:55.000 --> 01:08:07.000

For other folks around how to suggest so I just highlighted this And then if I wanted to make a suggestion, I am going to highlight it like that.

01:08:07.000 --> 01:08:12.000

And then,

01:08:12.000 --> 01:08:21.000

Let's see.

01:08:21.000 --> 01:08:27.000

So when I pushed that button that said, suggest. And now I'm typing into the document.

01:08:27.000 --> 01:08:34.000

And you can tell it's a suggestion. Because

01:08:34.000 --> 01:08:40.000

It's in this comment field off to this to the right and I typed in 4 M's.

01:08:40.000 --> 01:08:42.000

So I can go like that. And then it's kind of like I accepted it by pushing that little check mark.

01:08:42.000 --> 01:08:59.000

So it is kind of tricky. Another thing that you could do is comment. So now I've deleted that suggestion.

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And then anytime you push a check, it's going to accept the suggestion. So that would be Mariah's role as accepting it.

01:09:00.000 --> 01:09:15.000

Another. Way to have dialogue in here is to comment on it like this.

01:09:15.000 --> 01:09:23.000

And that could be a way to have dialogue with each other as you're flushing out the report.

01:09:23.000 --> 01:09:25.000

Okay, director Sullivan.

01:09:25.000 --> 01:09:38.000

That's pretty much what I was gonna ask you. Except so we are our role is to look through the old one and make any changes we think There are many suggestions, right?

01:09:38.000 --> 01:09:44.000

And then what was happening on the 3? rd I'm sorry, on May 3.rd Are we good?

01:09:44.000 --> 01:09:52.000

We will submit our final draft. Or our final version to the board.

01:09:52.000 --> 01:09:53.000

We're gonna meet on the second, right?

01:09:53.000 --> 01:09:54.000

Okay, but we won't be meeting. Okay. Well, we have our meeting on the second.

01:09:54.000 --> 01:09:55.000

But we're meeting on the. Yes.

01:09:55.000 --> 01:09:59.000

Okay, great. Thank you.

01:09:59.000 --> 01:10:10.000

Mariah, did you, you laid out a timeline and I don't know if I captured all of it but you ask people to contribute their content by Saturday.

01:10:10.000 --> 01:10:17.000

So using the track changes. And then, but were you going to take a 1st pass at it before Saturday?

01:10:17.000 --> 01:10:24.000

So I was asking if I could have. You know until Saturday at noon to take a 1st pass on things and then let everybody jump in.

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Okay.

01:10:26.000 --> 01:10:34.000

Say Saturday through Tuesday, Tuesday night. I'll take a look at it Wednesday morning. And get a final version.

01:10:34.000 --> 01:10:42.000

Okay. Great. Okay. So Maria is working through noon on Saturday.

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Everyone else can contribute after noon. And then you'll prepare the draft for us to look at on Thursday.

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And I will send out an email if I can get this done sooner.

01:10:54.000 --> 01:10:56.000

Okay.

01:10:56.000 --> 01:11:09.000

To give you all as much time as possible. I will say the other thing that I really want to call out here, I've heard librarians, but I think the increase in class sizes as well as portrayed as minimal.

01:11:09.000 --> 01:11:14.000

Here in the budget. I know I have a 1st grader in a class with 31 students.

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I have a 7th grader in a class with 39 students and 35 chairs. And, I can't imagine having more kids to that.

01:11:29.000 --> 01:11:38.000

I do wonder how increased class sizes are in alignment with any of these board goals. I understand our financial reality as well.

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I've seen Grace Hazard hand up.

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Hmm.

01:11:50.000 --> 01:11:54.000

Yeah, thanks. Another, well, I have another trend. And that is the changes to special education.

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That we're hearing a lot about. I have not. Anywhere near as versed as I need to be on what that actually will look like for

01:12:06.000 --> 01:12:15.000

You know, student services. I think that was the question that was asked last night at the board meeting was, you know, what will it look like for a student to have.

01:12:15.000 --> 01:12:26.000

You know, these certain cuts happening and how does that change the student experience versus how does it change. The adult experience in like.

01:12:26.000 --> 01:12:38.000

What the job of the educators or administrators. Will entail. But I think it's important to look closely at that because there are some.

01:12:38.000 --> 01:12:48.000

Pretty sweeping. It sounds to me like there's some pretty sweeping programmatic changes. That are.

01:12:48.000 --> 01:12:57.000

Not real clear yet in the budget. So.

01:12:57.000 --> 01:13:08.000

Grace, if I have, I can get the. Doing thing to raise my hand. But I would not, yeah.

01:13:08.000 --> 01:13:17.000

In the. Volume 2 or no, it's in the 1st volume now. Under the information section tab.

01:13:17.000 --> 01:13:28.000

On page 2 21 there's a. Discussion about the the the staffing of a special education.

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My understanding. Is that, the, The district is in the.

01:13:37.000 --> 01:13:48.000

Of trying to. Go back to where. special education services are provided by the individual neighborhood schools.

01:13:48.000 --> 01:13:52.000

Whereas.

01:13:52.000 --> 01:14:07.000

Previously, they were aggregated in in areas where they could, provide the wrap around services that might be needed for that area and, and then it involves some travel and so on.

01:14:07.000 --> 01:14:17.000

In the years that I've been on this. It seems like there. There is a Special head parents.

01:14:17.000 --> 01:14:26.000

As to What's the most? Beneficial way to provide these services.

01:14:26.000 --> 01:14:40.000

I do know that where I have volunteered at Franklin. We have students there that. Many of whom could be mainlined in a normal class and maybe only.

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One period. Yeah, a special ed, type of thing. And then we've had.

01:14:46.000 --> 01:14:56.000

Other students that have required 3 adults. So it's. There's there's a wide range of needs and.

01:14:56.000 --> 01:15:02.000

Students of.

01:15:02.000 --> 01:15:15.000

Special needs. Their minds since the individual. Disability education act was enacted in their early 70, s by the federal government.

01:15:15.000 --> 01:15:25.000

Federal government provided, promise to provide. 40% funding and they have, yeah, too. exceed 10%.

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So.

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The history and and then at the state level.

01:15:33.000 --> 01:15:41.000

Districts like Beaverton and Portland get hit hammer particularly because they.

01:15:41.000 --> 01:15:47.000

Refunding, our funding of special ad is capped at 11%.

01:15:47.000 --> 01:16:02.000

And, and, Portland District in B, are more like 10% or something like that. So I do I do know the 1st year I was on CBRC.

01:16:02.000 --> 01:16:12.000

PPS taxpayers. Providing about 75 million at that time. Now we're in excess of a hundred 1 million now.

01:16:12.000 --> 01:16:21.000

More like a hundred 2535,000,000 now.

01:16:21.000 --> 01:16:25.000

And the legislature and the federal government are.

01:16:25.000 --> 01:16:35.000

Are always enacting. Unfunded mandates and and special ed has been one of those areas where There's a certain cap of funding.

01:16:35.000 --> 01:16:45.000

That that We can go back and so.

01:16:45.000 --> 01:16:51.000

That's my too.

01:16:51.000 --> 01:17:03.000

Thanks for that history, Roger. Yeah, I know that the the amount that we get reimbursed by the federal government that mandates we provide these services is nowhere near.

01:17:03.000 --> 01:17:12.000

The amount that is actually spent. I guess my question is more about with moving to the neighborhood model.

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How are those services going to be provided? Because there's a From a classroom teacher's perspective, there's a very big difference between doing inclusion that supports the students needs.

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And inclusion that really doesn't because when you include students in the general classroom without support. That's not inclusion, that's dumping.

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Cause they aren't able to get their needs met and it's hard to. If that's the model that they're going for without support.

01:17:47.000 --> 01:17:52.000

We're not going to get the results that the board wants.

01:17:52.000 --> 01:17:59.000

Well, that, I'm not our deal with it. With that, that question was asked at the board meeting last night.

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And, and the answer that was given as I understood it was Yeah, That is forthcoming and.

01:18:10.000 --> 01:18:23.000

Parents are being involved in those discussions. So I I don't know where we stand right now.

01:18:23.000 --> 01:18:24.000

Yep.

01:18:24.000 --> 01:18:27.000

Can I can I just China? I'm sorry, Director Selman, please. Good.

01:18:27.000 --> 01:18:35.000

Oh, I was just gonna say that. The special ed situation seems to be one of the most problematic things.

01:18:35.000 --> 01:18:43.000

For the district. That seems to be what we get most of the emails about. And it's in my opinion it's.

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Like was just mentioned, inclusion without. Enough support. So.

01:18:50.000 --> 01:18:57.000

But when I talked to Jay Buno. You know, had a special ed, he's confident that it's going to be working, so.

01:18:57.000 --> 01:19:04.000

We'll give it another chance and see what happens. Hope a little work.

01:19:04.000 --> 01:19:34.000

Thank you. Director Salvin. I was I was just gonna comment as well and you know mention our colleague J you know as well who has obviously a lot more expertise than I do or Alexandra do you know on the question but There is a lot of thoughtful and intention that I know he and his team are bringing to bear around this.

01:19:36.000 --> 01:19:49.000

This deepening of our approach to inclusive services and just so everybody's aware it's not, it's, it's sort of expanding.

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The practices that are currently my understanding is just in one particular school to about half a dozen. So it's it's quite gradual and not Not going to scale.

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All at once, the the expansion of inclusive services. And Grace, I know, you know, I know you know a ton about this, but it's I don't need to make it overly simplified but for the good of the conversation just to share that you know that the intention is I understand it is to try to serve as many students over time in the least restrictive setting with supports according to their.

01:20:36.000 --> 01:21:02.000

And I know the devil is in the details in terms of the details in terms of the what do supports look like and how effectively does it work and training and and case management and and everything else that's complicated and important to tend to the details but but I know the The intention is to provide.

01:21:02.000 --> 01:21:11.000

As many of the services as possible in the least restrictive environment. And according to what IDA. Spells out.

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So, and I know there's been interest in in the CVRC among CDRC members in hearing more about this from our expert colleagues and, and I know Jay is willing and interested in coming to the CRC.

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It's just been a little bit of a challenge. Lining up the his schedule with with CBRC dates but I I know he's looking forward to coming.

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At some point when we can arrange it.

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Yeah. I'm actually going out, have been invited to go to. To beach school on Monday where the teacher there said she invited the board.

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To I think she's got You know, the special ed program running. That Jay wants and wanted us to see it.

01:22:05.000 --> 01:22:28.000

So. Maybe the next time we meet, I'll tell you what I see. Maybe, maybe I'll feel more confident.

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Let's see, I think that covers a lot of our sections here. We'll get into the meet of 8th grade readiness and high school graduation.

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Page down a little bit.

01:22:50.000 --> 01:22:57.000

And then I just pulled these as key issues, right from the, right from the budget book.

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I just wanted to offer those as like. Kind of a.

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Thanks that we want to look at as we evaluate these.

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So, you know, really just as we're considering. This and going through asking the question, you know, our Is the budget a.

01:23:21.000 --> 01:23:27.000

Seeking to. Spare students as much as possible.

01:23:27.000 --> 01:23:36.000

Yep, there we go. So, spread the cuts across the district. And I think that's a question that I wanna ask this group.

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Like, do we feel that's the appropriate? Approach. And I'm just stepping back from this and looking at a little bit higher level.

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Cause it is the focus on maintaining programs in schools.

01:23:50.000 --> 01:23:58.000

I mean, understand cutting schools is disruptive to families and communities. But that is. You know, there are multiple ways to approach this.

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So, I wanted to open that for feedback as well.

01:24:05.000 --> 01:24:15.000

And then really we're going to evaluate against. You know, does the proposed budget need the data goals?

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And kind of a last thought on that. Let's see how this kind of forms up together, but in that, you know, kind of trends and sections report.

01:24:23.000 --> 01:24:40.000

Would we want to consider giving some sort of evaluation? We're giving recommendations, right? And in that our analysis, but do we want to give some kind of evaluation about how well this budget meets those goals, those 4 goals.

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I mean, as a shorthand, we could give a grade or a number to things in terms of how well we think it fits.

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We haven't done that in the past, but, I want to think about this as being a really readable document.

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I mean, our board members aren't gonna have a lot of time and be if anybody from the public reads it, it's nice to have some shorthand as well.

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So after that is one suggestion.

01:25:06.000 --> 01:25:14.000

My take is with the connection between the. The budget and those goals. Something that we can't make.

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I think we can speak to wherever and how it affects it, but I would be hesitant to be more.

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Specific. Because it's, hard to say how that translates into. And to these, in the I think making a connection, I think is an important step.

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For us to do like nothing but the value that it do here. I think like, but, but the connection is fair.

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So I think that connection, I think is very well.

01:25:50.000 --> 01:25:58.000

Yeah, I was gonna say I'm intrigued by the idea of putting a grade or a number on it, but as someone who does a lot of grading and numbering.

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It takes a lot of time then to go back and make sure you've got a really solid rubric that, you know, where did you get that grade from?

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Okay.

01:26:04.000 --> 01:26:15.000

And I just don't know that we have at this point a lot of time to do that, but that might be something we could build towards with the committee.

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But.

01:26:16.000 --> 01:26:24.000

For future budgets. I do think it's really good to say I wonder or you know the observations and then the recommendations that we did last year.

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Seemed. We notice this, we wonder this. And we recommend that the board think about XY, and Z.

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Okay.

01:26:39.000 --> 01:26:45.000

I would be comfortable with. With that level of. Feedback, but I'm not sure if like a grade or a number right now, or I think it's an intriguing idea Mariah and especially because of the limited time.

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That people have to review our. Reports that could be really handy, but it would just take some time to.

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To make that happen.

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I think it would be great to find somewhere in between those 2. Because definitely we wanted to be. As digestible as possible and like I think you know, the issue with, with making kind of written.

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Long recommendations or you know even if they're kind of shorter is that it'll kind of get lost in with everything else so Definitely like something like a grade wood.

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Potentially have a bigger impact, but also like we won't want to be something that's definitely representative so that's not gonna be possible, maybe finding some middle ground.

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I hate a comment on that, but, Stefan, do you have your hand up?

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Maybe or frozen actually. I. I know that in prior years, the the reports format I I think has typically been a written memo.

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And one suggestion I had was that we could provide a written memo as well as a slideshow that summarizes those key points.

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I think that might be helpful for staff. After the fact as well as were The CBRC report from prior years has really had legs.

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A lot of people have looked at that as you saw in our learning acceleration. Presentation. The team considered that as they were making programmatic choices and, and decisions.

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So If we, it may be beneficial to, as the board is digesting it as well and as an anchor for your presentation to provide a presentation with those highlights.

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I'm not sure if I'm going to have the capacity to do that, but that's a great thought and I will think about it as I am drafting and incorporating everyone's recommendations.

01:29:01.000 --> 01:29:02.000

To see what we could pull out.

01:29:02.000 --> 01:29:10.000

I think it's the, yeah, if the content is there, I did create kind of a shell for you and I would be happy to support.

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So if you wanted to maybe just highlight or let me know what should be included there, I'd be happy to.

01:29:15.000 --> 01:29:22.000

To do the formatting and just. Inputting of content into slide show.

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Let's see if we could do that at our next meeting as a CBRC. That might be a good use of our time to spend 15 min and pull out those points and kind of put that together.

01:29:31.000 --> 01:29:40.000

Okay.

01:29:40.000 --> 01:29:44.000

Okay, anything else for tonight?

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Got to bed. Yeah.

01:29:45.000 --> 01:29:49.000

Alright, just to clarify, you're asking folks to jump in on things. Sorry you wanted.

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People to focus on specific sections.

01:30:01.000 --> 01:30:02.000

Yeah.

01:30:02.000 --> 01:30:11.000

Yeah, certainly, if you have an area of expertise or interest, I welcome you to dive in because there is a lot to go through here and I think that would be the best use of kind of our expertise as a committee is going to have people, you know, pick an area to jump in on.

01:30:11.000 --> 01:30:18.000

So I'm happy to look at the, how the. Budget addresses the goals for 3rd grade reading.

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And then was there something else in the trends? That's still you were looking. For someone to.

01:30:26.000 --> 01:30:30.000

I think one of them was around, library support. And it sounds like staff is gonna give us some help on that.

01:30:30.000 --> 01:30:36.000

Okay. Okay.

01:30:36.000 --> 01:30:54.000

We can provide the data on it. But is someone with someone like to receive the the data and,

01:30:54.000 --> 01:30:55.000

Okay.

01:30:55.000 --> 01:30:57.000

Look at those trends. I think that the desk was around the FTE levels. So I think we know the report that we can provide and we could provide it for prior years as well so you can see the trend.

01:30:57.000 --> 01:30:59.000

Great.

01:30:59.000 --> 01:31:06.000

But does someone want to? Review it and

01:31:06.000 --> 01:31:07.000

I can do this.

01:31:07.000 --> 01:31:08.000

Okay.

01:31:08.000 --> 01:31:15.000

Yeah. You can send it to me as well since I'm gonna be doing some focus on the 3rd grade reading and it seems to be falling under.

01:31:15.000 --> 01:31:18.000

Under that.

01:31:18.000 --> 01:31:19.000

Yeah.

01:31:19.000 --> 01:31:20.000

Yeah, that's true.

01:31:20.000 --> 01:31:22.000

I think it's I think it's probably product and for a quick meeting. I think it relates to it, but I think my.

01:31:22.000 --> 01:31:33.000

My sense is that this is affecting our school others as well. So, it might be a separate thing, but then feeds into that for grading.

01:31:33.000 --> 01:31:34.000

Yeah, it's not it's not exclusively to that one. Yeah, yeah.

01:31:34.000 --> 01:31:38.000

So, it's, Yeah, see, I think we'll have that part of.

01:31:38.000 --> 01:31:40.000

Okay.

01:31:40.000 --> 01:31:41.000

And then.

01:31:41.000 --> 01:31:49.000

I can also you know, on some of that, if I would like to see the reports as well.

01:31:49.000 --> 01:31:50.000

Sounds good.

01:31:50.000 --> 01:31:57.000

Yeah, I think, look, look, you're, I think you're, what you shared today was really valuable and I think it's a different perspective.

01:31:57.000 --> 01:32:04.000

That I think a lot of us, a lot of parents also don't have when what it needs to have a library where in the school.

01:32:04.000 --> 01:32:16.000

So I think like one thing is to look at those numbers and FTEs, but I think another thing is to have some, some language fair around what it means for a library to be where.

01:32:16.000 --> 01:32:28.000

So I think that would be really great if you could if you could think about that.

01:32:28.000 --> 01:32:29.000

Director Solomon.

01:32:29.000 --> 01:32:42.000

Yeah, I'm looking at the document. And number 7 says lack of focus on early literacy.

01:32:42.000 --> 01:32:43.000

Yeah.

01:32:43.000 --> 01:32:46.000

But I think this year we really did put a heavy focus on early literacy. So if you see a place that seems like it's totally different now.

01:32:46.000 --> 01:32:58.000

So I don't know. Just make a comment about. Maybe Brian, you probably. You teach, right?

01:32:58.000 --> 01:32:59.000

Thanks.

01:32:59.000 --> 01:33:06.000

You. There is a grace that does that early literacy. But, seems like that whole thing needs to change.

01:33:06.000 --> 01:33:16.000

I also wanted to, I see another couple of hands here, but I wanted to ask the CPRC in the past, we have maintained a recommendation of a 10%.

01:33:16.000 --> 01:33:30.000

Reserve. And the district has made a decision to draw that down to. Essentially deal with some of the budget cuts for this year and next year.

01:33:30.000 --> 01:33:44.000

Do we want to change that recommendation given the other priorities that we have here?

01:33:44.000 --> 01:33:58.000

I, I know that, last night, board meeting that. I believe it's a by the end of of the budget year next year the next budget year that you'll get to deal with.

01:33:58.000 --> 01:34:05.000

Reserves are drawn down all the way down to 1%.

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I really hate to.

01:34:11.000 --> 01:34:19.000

To see that happen. And I'm hopeful that.

01:34:19.000 --> 01:34:33.000

It appears that we're betting on the come that that. The legislature will indeed have increase its funding and maybe near

01:34:33.000 --> 01:34:37.000

Quality education model funding level.

01:34:37.000 --> 01:34:47.000

I'm not sure because of Every area of a budget. Federal and local and state levels are.

01:34:47.000 --> 01:34:58.000

Are demanding a services of of every kind. Increases in the so whether that's possible or not.

01:34:58.000 --> 01:35:07.000

I don't know, but I do know. In my 15 years on this committee.

01:35:07.000 --> 01:35:16.000

One of the metropolitan area. Cool district major school district in. Is it in Orient?

01:35:16.000 --> 01:35:23.000

Drew down its reserves. To 0 and. And then lo and behold.

01:35:23.000 --> 01:35:34.000

The legislature did not appropriate additional funding the next. So around. And and that district then had to lay off.

01:35:34.000 --> 01:35:40.000

350 teaching positions.

01:35:40.000 --> 01:35:45.000

Well, and that can't afford to do that.

01:35:45.000 --> 01:35:51.000

Okay, see a couple of hands.

01:35:51.000 --> 01:36:09.000

I, I think Stephan was before me, but when, when it's timely. I just wanted to clarify, an aspect of the reserve, you know, the assumptions or the intentions around around the reserve in the following year, the winter coming to them.

01:36:09.000 --> 01:36:15.000

And I think Mo, I, Mo, you let me know you've had internet issues, but I saw you had your hand up for quite a while.

01:36:15.000 --> 01:36:24.000

So if. Hey, I would suggest that, a few of your comment or question now.

01:36:24.000 --> 01:36:26.000

While your internet might be working.

01:36:26.000 --> 01:36:30.000

Oh yeah, can you come back to me in a few minutes? Sorry.

01:36:30.000 --> 01:36:31.000

Thank you.

01:36:31.000 --> 01:36:33.000

Okay, great. Okay, Stefan, sorry, go ahead.

01:36:33.000 --> 01:36:41.000

I, I think, Young, if you, if you can, talk about the reserve, because my points out of our topics.

01:36:41.000 --> 01:36:50.000

Okay, thank you, Stefan. So yeah, I just wanted to clarify that the that the intention.

01:36:50.000 --> 01:37:03.000

And sorry if this didn't come through clearly in the presentation. Last night is that there there would be one way or another.

01:37:03.000 --> 01:37:16.000

Steps taken. In each year, including the year after next, to maintain a 5% reserve. Which is the minimum that's called for in the.

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Pertinent board policy. The board policy calls for the reserves to be I can't remember if the language is at least or you know it says between 5 and 10%.

01:37:29.000 --> 01:37:43.000

And so we're, all organizing around, that. So not, the 10% necessarily in the short term, but but at least maintaining the 5%.

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So whether that's through a combination of additional revenues that are that come in higher than what we're forecasting.

01:37:52.000 --> 01:38:07.000

Or and or an additional expenditure reductions that but that in any in any case that the steps would be taken to to not go not go below that 5% reserve.

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That's outlined in in the board policy.

01:38:21.000 --> 01:38:28.000

But didn't your slide show last night that if. The next year, if nothing happens, we.

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Is gone that the

01:38:32.000 --> 01:38:35.000

Yeah.

01:38:35.000 --> 01:38:36.000

Right.

01:38:36.000 --> 01:38:47.000

Right. So it's it's the if nothing happens part. So, that there's, there's the distinction of if nothing happens, then we're, facing a natural trend.

01:38:47.000 --> 01:38:58.000

That would basically come close to depleting the reserves. But in order to prevent that. There would steps would be taken.

01:38:58.000 --> 01:39:08.000

To prevent the reserves from being depleted and to keep them at least propped up to that 5% level.

01:39:08.000 --> 01:39:21.000

So, so we're the proposed budget. Would does include about 30 million dollars of reductions. For 2425.

01:39:21.000 --> 01:39:30.000

And that if and and those would carry through to the following year to 2526.

01:39:30.000 --> 01:39:43.000

And if necessary, that additional reductions would be identified. For that following year for 2526 in the absence of.

01:39:43.000 --> 01:39:50.000

Additional revenues, additional revenue improvements in order to keep that 5% reserve. Sorry, Director Salvin.

01:39:50.000 --> 01:39:53.000

I know that that chart is a little, a little confusing.

01:39:53.000 --> 01:39:57.000

Yeah, it was scary. Yeah.

01:39:57.000 --> 01:40:00.000

Yeah, sorry.

01:40:00.000 --> 01:40:01.000

Sorry. Alright.

01:40:01.000 --> 01:40:13.000

Can I get some clarification? But. Okay, so on the timeline for that trend you say like, you know, we'll see it completely being depleted, but is that like that's not a next year thing?

01:40:13.000 --> 01:40:16.000

What is the what is the actual timeline for that?

01:40:16.000 --> 01:40:21.000

It's the year after next, the 2526.

01:40:21.000 --> 01:40:26.000

So we'd be out of all of the reserves by 2526 if we didn't put into the reserves this year.

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Is that what I'm hearing correctly or am I?

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

If there, if so, right now we're projecting beginning next year, beginning 2425.

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So, you know, July 1st of 24. Beginning this coming year with a reserve balance of about 84 million

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And spending. Roughly half of that down in 2425. Because we're projecting expending about 40 41 million dollars or something like that more than we're projecting to take in.

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And so that 84 would go down to about 40. 42. By the end of next year.

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Which becomes the beginning balance for the following year. 2526. And if that trend occurs, if that same trend occurs in 2526.

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Then the the account the amount the amount that we begin with in that 3rd year say, 42 million dollars would go down to you know just over 0 so so and that's that's not good That's, you know, very risky.

01:41:54.000 --> 01:42:02.000

So in order to prevent. Draining those reserves down to, you know, a million dollars or so.

01:42:02.000 --> 01:42:23.000

There would need to be. Actions would need to be taken. To you know reduce expenditures or if there was improvements in in the revenues let's say and I always try to keep hopeful and but still action oriented you know if there is more money that comes from the state.

01:42:23.000 --> 01:42:38.000

Because education funding is prioritized. Higher, more highly. And if there's, you know, more revenues that come through than we're projecting, then that would help a lot.

01:42:38.000 --> 01:42:50.000

And maybe it might be a combination you know make this is all speculative but maybe maybe it's a combination of revenue improvements and some additional expenditure reductions.

01:42:50.000 --> 01:43:03.000

But yes, sorry, Luke. That's long-winded answer, but that's the That's the general timeframe.

01:43:03.000 --> 01:43:10.000

Can I just ask, does our reserve fund, balance affect our ability to bond.

01:43:10.000 --> 01:43:13.000

Or to get good interest rates on bonds.

01:43:13.000 --> 01:43:20.000

It does have an effect. So. One of the. The.

01:43:20.000 --> 01:43:33.000

Credit rating factors. That the rating agencies and people, institutions that would buy the bonds or invest in the bonds.

01:43:33.000 --> 01:43:39.000

Looks at, there are lots of different factors they look at, but one of the factors is the general.

01:43:39.000 --> 01:43:49.000

Fiscal stability of the of the district and one of the markers of fiscal stability is adequate reserve levels. So it's not the, there's no single factor that says yes or no.

01:43:49.000 --> 01:44:00.000

You can or can't issue bonds, but that is, that is, you know, a pretty important one.

01:44:00.000 --> 01:44:18.000

And credit rating agencies and investors they like to see. Districts or you know whoever is issuing bonds have policies like PPS does like similar to the board policy that exists that calls for at least a 5% reserve.

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That's not the only reason to. To, you know, maintain, to maintain those reserves.

01:44:27.000 --> 01:44:34.000

In terms of you know ability to issue bonds but it is a good thing. That is one of the good things for.

01:44:34.000 --> 01:44:41.000

One of the good reasons to, keep adequate reserves. 1st of all, you want to make sure you can meet all your obligations.

01:44:41.000 --> 01:45:07.000

That's the most important thing. But another benefit is being in good standing from. Credit rating agencies and investors so you can get lower interest rates rather than higher interest rates.

01:45:07.000 --> 01:45:16.000

And I'd like to remind everybody about the levy coming up on me. 21.st We really need to pass that.

01:45:16.000 --> 01:45:23.000

That supports about 650 teachers. So. Please talk that up.

01:45:23.000 --> 01:45:31.000

And I just got an email. It's called Families for Equity in Schools and it's a launch party.

01:45:31.000 --> 01:45:39.000

It's time for fully funded schools in Oregon. Join us to launch this parentland advocacy effort for fully funded Oregon schools.

01:45:39.000 --> 01:45:47.000

So that's on Tuesday, April 30.th So. I think I'm gonna go there and see.

01:45:47.000 --> 01:46:00.000

What they're doing. And actually, I can send that. Email if anybody is gonna RSVP email if anybody wants to see it.

01:46:00.000 --> 01:46:07.000

I'll send it through Alexandra.

01:46:07.000 --> 01:46:15.000

I think that's what we have to do is. Really? Get to Salem, get everybody down there.

01:46:15.000 --> 01:46:24.000

Because I know the whole state needs it.

01:46:24.000 --> 01:46:29.000

We have a couple of hands up, and I didn't want to forget to go back to Mo.

01:46:29.000 --> 01:46:34.000

But I think Stefan, you had your hand up first.st

01:46:34.000 --> 01:46:43.000

Yeah, just very quickly. So one thing, I don't know if it's in this outline, but I would like to do some one, one per curve on the central office.

01:46:43.000 --> 01:46:59.000

Budget cuts. I would say, okay, good. And then the other thing is like, I think I have some questions about, if we think for a budget, is it, can we just, we should be emailed those, but how should we go about that?

01:46:59.000 --> 01:47:09.000

L.

01:47:09.000 --> 01:47:10.000

Okay.

01:47:10.000 --> 01:47:11.000

Yeah, if you if you have questions over the next few days, email them to me and this is you know this is the work or prioritizing now is is responding to these so Well, they get back to you as soon as we can.

01:47:11.000 --> 01:47:14.000

I know you need the information.

01:47:14.000 --> 01:47:19.000

Okay. Okay, great. Thank you.

01:47:19.000 --> 01:47:23.000

And Roger, do you have your hand up?

01:47:23.000 --> 01:47:36.000

I can't see whether my mic is on or not. Yes, it is, I guess. I wanted to ask me, What the school districts budget are.

01:47:36.000 --> 01:47:41.000

Bye rating is now. And.

01:47:41.000 --> 01:47:49.000

Wanted to comment that I have. Personal knowledge of, of a suburb of Portland.

01:47:49.000 --> 01:48:02.000

That community has a .30%. Reserve account and has a triple A bond rating.

01:48:02.000 --> 01:48:26.000

Thanks, Roger. Yeah, that's a really Favorable reserve level and director Scott last night in case folks caught or missed this he was commenting that and he's he has a lot of expertise about this too that best practice for public entities is I think he said 16%.

01:48:26.000 --> 01:48:41.000

And so, you know, we're, well. Below that but our rating is I know that Moody's 1 of the major rating agencies rates.

01:48:41.000 --> 01:48:54.000

Our debt at double A 2. Which is a strong credit rating. It's not triple A, but very few districts are A A.

01:48:54.000 --> 01:49:01.000

It's, it's, a, a notch below. And that is a good credit rating.

01:49:01.000 --> 01:49:08.000

You know, I haven't, totally. Digested all of their analysis, but, but I.

01:49:08.000 --> 01:49:17.000

I believe part of that high credit rating is due to the reserve policy that the board has passed. And maintaining those reserves.

01:49:17.000 --> 01:49:33.000

I, to be honest, Roger, I'm not sure if Moody's is the only agency that that rates PPS is debt or if standard in pores or fetch.

01:49:33.000 --> 01:49:43.000

Those are the other 2 large rating agencies also assigned credit ratings, but I happen to look this up fairly recently about the Moody's rating.

01:49:43.000 --> 01:49:49.000

So that's a good indicator, but you know. Hopefully they'll see fit to keep that.

01:49:49.000 --> 01:49:50.000

At high rating.

01:49:50.000 --> 01:50:03.000

When I work in the state treasure office, I know the state of Oregon used all 3.

01:50:03.000 --> 01:50:10.000

No, did you, are you ready for your question or comment?

01:50:10.000 --> 01:50:18.000

Oh yeah, I do want to also add that I go Lincoln so I do know that they're losing a bunch of library system so I just wanna add that too.

01:50:18.000 --> 01:50:22.000

So I was looking at the

01:50:22.000 --> 01:50:35.000

Thanks, Mo. We have, I know your internet was cutting out, but we've got lined a process where for the for contributing to the report where Murray is going to work through noon on Saturday so folks can contribute to the shared doc.

01:50:35.000 --> 01:50:49.000

Afternoon on Saturday and then Maria will go back and prep a version for us. To look at on Thursday when our next meeting is and then our report is due on Friday.

01:50:49.000 --> 01:50:59.000

And on the library piece, we had Grace, Stefan, and Luke, as interested in that section and contributing to that section.

01:50:59.000 --> 01:51:08.000

But Mo, if you'd like to also share your perspective as a student at Lincoln. I think that would be really valuable here.

01:51:08.000 --> 01:51:16.000

So can I, I'm just suggesting that you can also be co-assigned to this with a 4 other people or 3 other people.

01:51:16.000 --> 01:51:18.000

Oh yeah, SARS and I'd love to, yeah. That'd be awesome.

01:51:18.000 --> 01:51:37.000

Okay, great, good. And I was just aware that we hadn't heard from, some other folks, like Jen, I don't wanna call on you, but, and I know you're, you're new in a sense in that this is your 1st year on the committee.

01:51:37.000 --> 01:51:45.000

But just wanted to create the opening for you. If there was anything that you were interested in commenting on or contributing.

01:51:45.000 --> 01:51:55.000

Towards these reports or in the process where we're going through now.

01:51:55.000 --> 01:52:02.000

Can't hear you but I see that you're off mute.

01:52:02.000 --> 01:52:04.000

Apologies, are you able to hear me now? Wonderful. Thank you. Thanks so much for the cloud.

01:52:04.000 --> 01:52:05.000

Yes, I can hear you.

01:52:05.000 --> 01:52:14.000

Yes, I've been trying to take a back seat to get a better feel for how these reports get constructed and definitely.

01:52:14.000 --> 01:52:23.000

Privilege the discussion from others but I would be happy especially for jumping into this document on the 3rd or the 5th grade compacted math section.

01:52:23.000 --> 01:52:33.000

And I feel that I'll probably be a better contributor to the document. I'm rather than getting verbal commentary.

01:52:33.000 --> 01:52:44.000

Yeah, perfect. Thanks, Jen. So I noted your name down here. I think we had had already kind of asked if there were, anyone who wanted to jump in.

01:52:44.000 --> 01:52:51.000

So you happen to be the only name here now, but I assume other people will also be contributing the document.

01:52:51.000 --> 01:53:00.000

And then I think otherwise, Mister Cruz, we hadn't heard from you yet today, Kronja.

01:53:00.000 --> 01:53:10.000

So just wanted to provide an opening if there was anything this year that you wanted to. Contribute either in the meeting or in the document leader.

01:53:10.000 --> 01:53:16.000

Yeah, I would just contribute with the document later.

01:53:16.000 --> 01:53:34.000

Perfect. Mariah, was there anything else you, you wanted to cover for tonight? I'm just doing a time check and I see we have about a 11 min left in our scheduled time.

01:53:34.000 --> 01:53:39.000

No, actually, I think we can conclude if there's no other, another business.

01:53:39.000 --> 01:53:49.000

We have timeline for how we can act on this. Frankly, I'll just get to it in the next hour.

01:53:49.000 --> 01:53:58.000

Great. Well, thanks so much so much for doing the heavy lifting and for everyone. Being patient with us while we, you know, this it's been a really challenging budget cycle.

01:53:58.000 --> 01:54:06.000

So thanks for your patience. This and Maria, I can turn it back to you, if you want to adjourn the meet.

01:54:06.000 --> 01:54:12.000

Alright, if there's no other comments, questions, meeting adjourned.

01:54:12.000 --> 01:54:14.000

Thanks so.

01:54:14.000 --> 01:54:18.000

Thank youThank youUse

Submitted by:

Alexandra Martin

Finance Program Manager