



Community Budget Review Committee (CBRC)
Meeting Minutes

Date: Thursday, December 12, 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

[CBRC Budget 101, 2025-26 Context, and Priorities Session](#)

ATTENDEES

CBRC Attendees

Caitlin Bice
Minyana Bishop
Karanja Crews
Aaron Cronan
Tasz Ferguson
Jen Gray-O'Connor
Natan Hadgu
Sonya Harvey
Mariah Hudson
Stephen Lindner
Adriel Person

Staff Attendees

Junho Chang
Myong Leigh
Alexandra Martin

Board Attendees

Public Comment
None

MINUTES

5:35 pm

- Opening - Committee Co-Chair
- Welcome and introductions
- Housekeeping

Mariah Hudson opened the meeting at 5:35p.
Members and staff introduced themselves.

Staff shared brief updates and summarized the agenda.

6:05 pm

- Budget 101 and CBRC Charter

Staff provided an overview of the CBRC charter and a budget training.

6:25 pm

- 2025-26 Budget Context

Staff shared updates in developing the 2025-26 budget.

6:55 pm

- Priorities

Staff facilitated a discussion on district strengths, weakness, and areas of focus.

7:25 pm

- Closing - Committee Co-Chair

Mariah Hudson adjourned the meeting at 7:25 pm.

TRANSCRIPT

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So let's go ahead and kick off. This is our first engagement this school year, looking towards developing the budget for the next school year and engaging with this community committee along the way.

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So let's go ahead and get started with some introductions.

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We do have new members, including student members and a new adult member who

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was appointed by the board for a three-year term with our two student members appointed for one year terms.

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So I'm really grateful to be in this space with all of you. I think I can go ahead and kick it off with the introduction and then let's go ahead and popcorn around the room.

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I'll track and see who hasn't gone yet if we need a little support.

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keeping a mind on who hasn't been able to introduce themselves yet.

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But I'll go first and then if I'll call on

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one of our attendees. You can introduce yourself

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And then also share this other information. How long have you been on the committee and what was your favorite subject in school?

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So we'll popcorn around the room and I'll kick us off. So I'm Alexandra Martin.

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My pronouns are she, her. I am a program manager on the finance team in the finance division at PPS. I support a lot of different projects, but especially support the CBRC and the budget development process.

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The main staff contact and staff support for you all for the CBRC. So look out for communications from me as we go through the process together and always here to help and answer questions.

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I've been supporting this committee for several years. Last year was my first

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year as the main staff support for the committee.

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And my favorite subject in school was English language arts.

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love poetry and reading and writing. So that was always a bright spot for me that part of the day when I would get to be in my English class.

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So I want to pass it over to Caitlin. Caitlin is one of our new student members.

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Hi, I'm Caitlin, obviously. I use she, they pronouns and I just joined the committee as a student member

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And Iraq Finson.

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Caitlin, your audio, can other folks hear Caitlin?

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Is it messed up?

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Oh, no.

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I don't know what's wrong with that. I'm sorry.

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Caitlin, I'm able to hear you just fine. I don't know if I...

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Maybe it was just me. I'm sorry about that. Go ahead, Caitlin. I can hear now.

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Can you, is it okay now?

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Okay, sorry.

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I go to Benson. So my favorite class is my major classes. So digital media production and photography.

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Jen, are you okay with going next?

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Yeah, thanks, Caitlin. Hi, I'm Jen Gray O'Connor. I use she, her pronouns, and I've been on the committee for this my second year

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Like Alexandra, my favorite subject was also English, and I loved the chance to get to read Middy.

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And with that, I will pass it to Nathan.

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Hello, I am Natan, he, him, pronouns, and I'm from mcdale High School.

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This is also my first committee member

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year, I guess.

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My favorite school subject would probably be psychology

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We took that AP psychology last year. It was one of the best

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subjects i've ever had.

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And for this year is going to be speech and debate.

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You learn a lot about like, you know, speaking and philosophy. So that's kind of my interest. But yeah.

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you want to choose someone to go next?

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I will choose.

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Aaron.

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Mr. Aaron, that's okay with you?

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Thank you. Yep, I'm Aaron Cronin. My pronouns are he, him.

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I just was on the board last year. This is my second year.

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And my favorite subject in school

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Strangely, was physics

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I didn't know I'd like it until I was in it. And then I realized at that point it was probably too late for me to even go that way. I hadn't had the math.

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I guess I will go with...

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Stefan.

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Hello, my name is Stefan Inchner.

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is pronounced.

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I have been on the committee for three years.

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Oh, just FYI, I need to step off

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five minutes or so to get my daughter to her basketball practice. So that's my other commitment.

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And favorite subject in school

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I think I said history last time, so I'll stick with that. History.

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Next one is TASS.

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Hello, my name is Taz.

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I've been on the committee. This is my second year.

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And my favorite subject in school, I was always a geek, but I'm more like math

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and science stuff.

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Yeah.

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And is that it or is there someone else that needs to go have no idea?

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You look at the participants, you can see everyone

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Our new committee member, Mignana, hasn't gone yet.

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Hi, I'm Inanna Bishop, pronouns she, her.

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This would be my first year serving on the committee appointed for three years.

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And definitely my favorite subject in school was performing arts.

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I had the pleasure of going to Da Vinci Arts Middle School.

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We didn't have PE. We had to do art.

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dance of all different genres.

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And then I had the pleasure of attending Jefferson High School, where I also performed

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And dance and later became a dance teacher. So I love my math, my reading, writing, all that stuff, but the dance definitely

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stood with me throughout my life.

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I'll call on Sonia.

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Thank you. Hello. My name is Sonia and this is my third year in the committee.

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And favorite subject. I really actually like algebra a lot. I don't know if I remember it, but I remember I liked it.

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And yeah, thank you all for being here.

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Oh, I see.

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Mr. Cruz?

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Hello, everyone. Mr. Cruz here.

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How long I've been on the committee here i've been on

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For like three years now. I think two years or three. And my favorite subject in school was um

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African-American literature.

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I think Mariah hasn't gone.

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Not sure. I can't see everyone in my screen how I have it displayed right now.

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We can get back to you, Mariah.

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Hi, no, I'm here. I'm sorry. I'm having a little bit of an unstable connection right now. Yeah. Hi, I'm Mariah Hudson. I was the co-chair last year and um

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I just want to say to everyone who's new on this committee, feel free to ask lots of questions. We have a big job here to do, but I think it's one that's really worthwhile.

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favorite subject in school is probably political science

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So something I'm still engaged in a little bit on the sidelines. Thanks, everyone.

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Thanks. I think that rounds out our committee members. I'm just scanning through and I don't think anyone else has hopped on.

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So Juno, would you want to introduce yourself now?

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Sure. Hi, everyone. I'm Juno Chang. I'm the Senior Budget Manager.

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I've been with PPS nine years this December.

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And before that, I was at Reynolds School District.

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four or five years. And my favorite subject in school was creative writing.

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Thanks, Chino. Hi, everybody. Great to be with you all thank you for

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all of your service on this important committee. So my name is Myung Lee, and I'm the interim chief financial officer for pps

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Then with the district team for about a year and a half, a little less than a year and a half.

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And worked for many years in San Francisco schools and a few years in DC public schools before that.

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And I will join the English language arts

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crew among us.

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I would say that was one of my favorite subjects, some years more than others but

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I remember the good years really, really fondly.

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And I think that's it.

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Love it. Thank you, everyone. Appreciate.

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Everyone's sharing here.

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So we do have a pretty robust agenda. I shared the content with you all.

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This afternoon, so you should have a PDF that you can follow the link to this PDF and see the content. It's also presented on the CVRC website.

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as a public facing document. So we want to cover a few general housekeeping topics with you all first and start to orient to

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some of the upcoming decision points that CBRC will go through together. And then we want to provide a

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pretty brief and high level budget 101. We will get more into the details as we go through the process, but wanted to

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set the stage for upcoming conversations we also have

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information on the budget context for the upcoming 25-26 school year.

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So that will be shared this evening. We also want to spend the bulk of our time in an activity or an exercise to hear from this committee about your priorities.

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So those are the topics that we'll go through together today.

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Kicking us off.

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In terms of housekeeping, we have

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you know we're going to engage on the budget

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over the next several months. And so we want to hear from our committee members what topics you think would be important to cover this year.

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And this will evolve. And we also want to make sure that you know how you can

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request topics and ask

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questions. So I'll speak to that first, but while I'm going through that, please start to think about any of these topics that you want to share with the group or test with the group.

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or any questions that you have about agenda setting for CVRC.

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So if you have items or questions and you want to make that known, you can email me at any time if you want to just directly email me.

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That's a really good way to get in touch. And if you have a question or you think that there's a specific area that we should share more information about. So an example might be the special education

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budget or program or another example could be a new grant that you heard about, maybe the early literacy grant coming from the state. So if there are some topics or questions that you have that you think are relevant to the CBRC report.

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or relevant to budget question you have, go ahead and email me with those. I'll also create a Google form link

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for any more specific

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questions that you want an answer to and that will help us keep track of all those questions.

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But I'll go ahead and pause there.

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So this is the question for this group. What topics are important for CBRC to learn about this year?

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Is this a question you're posing to us?

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Okay.

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Yeah, I'm posing it for discussion for this group.

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Do you have a response, Erin? I have a little more voiceover if it helps.

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I will just say that my experience from last year is

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We spent a lot of time, very high level, talking about what the budget was kind of in it. And then when we actually got the document, it was so fast.

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And when I looked at it, it made no sense to me. And so

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I don't know what we can do to get ready for that.

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But that was kind of my takeaway was by the time we got the budget, I was like, I don't even know what I'm looking

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So I didn't feel helpful.

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I recall the feedback definitely was well taken and well understood. It's a really complex and dense

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document a complex and dense topic. So we do want to be

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more proactive in providing the information that will help understand the document. We will stay pretty high level early on, but

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That was heard loud and clear.

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Yeah, I'll say...

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In our last budget letter, which I think,

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you know we might touch back on, we called out a number of areas you know of concern. Special ed was one

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Instructional coaches were another. Just kind of for example

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where we felt like we either needed more data or we had concern as a committee. So for me, it would be a priority to look back at those areas. Those were areas of either investment or divestment by PPS.

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And, you know, see whether that continued investment and

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I'm just calling out, for example, instructional coaches

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is getting the returns the anticipated returns you know

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Because that was an area where we

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we were you know kind of looking to see how that was aligned with board goals right

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And that's the mission of our committee is, you know, are these things

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is the budget that's being proposed aligned with board goals and how can we

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You don't get the most for the dollars, right? You know, as it's being proposed.

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So I would look at those things.

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Thanks for that comment, Maria. I agree. So I think in terms of next steps in this, we can go back. I like that suggestion. We do need to start developing these agendas and these topics that will engage monthly.

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you know, over the next couple of months.

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I can review those areas where CBRC wanted to hone in on and send out those for some feedback from the group.

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Especially for our upcoming January meeting, what would be most important to touch on at that time?

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Any other thoughts? Yeah, Maria.

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You know, insofar as we might be advised by PPS's kind of government relations team, looking forward to

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as things are coming through with the legislative agenda. At this point, I'm sure PPS well knows what they're going to be asking for. We won't necessarily know what we're going to get.

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But kind of forecasting what are the areas of

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you know potential investment and you know

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Where would those be? Where are we looking at those

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We're looking at shortfalls at this point where those cutbacks likely going to be

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kind of thinking about those as a through line in our conversations this year, even as we're talking at those high level.

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overviews.

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So for some context for anyone who might not have missed it, Mariah is referencing PPS as a legislative agenda. I did send that out to everyone over email, but it's been several weeks.

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So that would be something that would be great to review if you need a little additional context about the legislative agenda that PPS is pursuing for this biennium.

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Are there any other thoughts on this right now? This is not the last conversation that we'll have about this. This will come up as we start to plan

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plan meetings for the next couple of months.

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One thing that I was personally curious about

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And I was wondering if we would be able to talk about it more was sort of what Mariah was saying about talking about the cuts and where we think that we will be ending up cutting.

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or PPS plans on cutting because I know we have to make pretty big budget cuts this year. if I'm correct.

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But I've been kind of curious for a while about where exactly we plan to make those cuts.

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Thank you. Caitlin.

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Okay, I just noticed that Atrielle was able to join and join just a little bit late.

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But I would like to circle back to you, Adriel, if you can hear us. The rest of the committee introduced themselves already, but

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Would you like to take this time to introduce yourself? We do have a few new members. It'd be great if we could have an introduction from you.

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Yes. Hello and greetings. I apologize for my tardiness. Work ran a little later than I thought it would.

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My name is Adrielle Person. Pronouns are she, her.

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I've been on the committee for a year.

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And my favorite subject is

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funny because I went to Benson and I was in the health office.

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But I did not like

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the CNA. So I ended up opting out of that and doing childcare my senior year.

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And I think that that was probably what catapulted me.

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to youth service. I'm just being

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in space with little kids and seeing the

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wonderment in their eyes and the ability for the world to just be brand new and sky's the limit.

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So I still try to operate with that when I deal with youth that's

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still my goal to make sure that all youth have

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the feeling of value and knowing that they can be whatever they decide they want to be.

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And that's why I'm here.

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That's why I volunteer because I want to make sure that the opportunity presents itself in a meaningful way.

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Thank you so much. Thanks for sharing your why with us.

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And thank you for hopping on, Leighton. This is great to have you.

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So we did already touch on agenda setting. If there are topics and questions that come up, please email me and we'll work to embed them in upcoming agendas. We'll work to bring other PPS

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stakeholders and subject matter experts.

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into the committee space and you can ask your questions directly of those folks in this

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space. So the next topic that we wanted to address in terms of housekeeping

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is to see this as an upcoming decision point for this committee.

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CBRC leadership. So our community budget review committee

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structure has varied in different years. Sometimes we have co-chairs, we have vice chairs

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In this most recent cycle, we had four committee members in leadership. So Taz and Mariah worked as co-chairs and

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Grace and Stefan worked as vice chairs

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So that group works with me to develop the agenda. I share materials with them ahead of time.

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And they take a leadership role in terms of facilitation in this group. And especially when we get to

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So the CBRC deliverables to the board and working towards having consensus or documenting any divergence

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characterizing the divergence or sharing with the Board of Ed. presenting to the Board of Ed.

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So those are some of the specific activities that CBRC leadership works on.

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And is there anything else, especially from our leadership, current CBRC leadership that you would want to mention about the opportunity?

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help serve in that last year.

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I feel like it was helpful to have a diversity of opinions, whether

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And I guess, you know, kind of where we're all leading with this is our final product

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For those who are new is really recommendations to the board.

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A review of the budget, the superintendent's proposed budget.

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And recommendations, you know, where that is in alignment with the board goals, where we feel like we need more information, where we have questions, where we feel like it may not be in alignment.

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So that's a final report. It's been you know

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a dozen or more pages oftentimes and it is um

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you know some pretty in-depth and quick work.

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all this pre-work and many months of meetings so that when we get a couple of 250 page

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budget documents, we can as a committee go through those take sections

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weigh in and break out the pieces that we need to to make those recommendations. So I feel like

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it benefits from a diversity of opinions.

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we've offered one document and you know unanimously in the past years um

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past two years I've been a part of this as a committee, but recognized

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you know different opinions within that.

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So I do feel that having multiple folks on leadership, not just a chair is beneficial.

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I would welcome folks to step up.

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Yeah, seeing it in, from my point of view.

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your staff support role. It does seem like there is

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quite a bit of lift and that our CBRC leadership does often take on

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I would say a little bit more in the background than other CBRC members. So I think it does create a little bit

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heavier of a lift for the leadership members.

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I've been saying this for a few years is that I want to get to an opportunity where we can evaluate because that's one of our duties and roles is to evaluate programs and provide recommendations.

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So I would love to get to a point where we can really

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view the potential cuts. So I know we have some huge cuts this potential budget year, but I'm just curious to know if we can

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have information way in advance to really be able to really analyze and

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evaluate and come up with a solid recommendation for the budget.

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Instead of, you know, the small window of time that we have to review the budget, it's not

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really effective. But if we can...

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you know get engaged with the conversation to different things that are happening before the budget is even created. That would be great.

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Right. And that, Mr. Cruz, that resonates with um

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Erin's comment earlier in this session around

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the volume of content and the complexity of the content. So I think it's, you know, we're hearing that

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more comprehensible

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summaries and programmatic

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change descriptions might be needed.

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and earlier.

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Right. And I have to um go have

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parent duties, have a recital to go to tonight. So I have to take off. But thank you for your time.

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Thank you for being on here, Mr. Cruz. We'll see you next time.

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Tess, do you want to jump in?

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Yeah.

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in alignment with Mariah and Karanja.

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And to...

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I'm sorry, what was his name who's like he's

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What was his name that was kind of like confused about the whole process?

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of um what

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this is about as far as what we do as a committee.

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I will say to you.

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hang in there. And I do think that we do need to have something where it's kind of like a crash course.

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I don't know who's on board with it, but I was thinking about that.

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that something that is easy to understand and just get the gist of what we're trying to do.

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as a committee and as we do with the budget reviews and cuts and everything that

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people who are new don't really get it, which is not a bad thing because it is a lot.

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I was thinking maybe, I don't know.

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do like a little crash course on just the basics of what's happening, just to have a general idea of what's

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what's going on and what's behind the scenes and how we operate as a group.

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That's my thoughts about it.

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Thanks, Taz. I think we're going to kick. I hope we'll be kicking off pretty strong in our aim is to do

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to start high level tonight and then get more into the details as we go through the process together.

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So, um,

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I think we can touch on when the committee would like to vote. So this is kind of a part of agenda setting in multiple prior years, the committee has waited a few meetings before voting.

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but did ultimately have

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leadership decisions in place and have a vote prior to

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the work that's focused on the local option levy review and the CBRC

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proposed budget review.

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So that's how I've seen the timing play out. So that might mean that we're voting in January, that we're voting in February.

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So I wanted to test that with the group and see what your thoughts were around when you would like to

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take that action to vote for new leadership.

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will we be looking to fill four spots or just two?

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Thank you for clarifying that. So we've had different numbers and configurations of CBRC leadership.

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chairs, co-chairs, and vice chairs so

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it's been it's it's varied and it would be

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to be determined based on the CBRC's direction.

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I mean, I think I know who I hope is going to want to be a chair but

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I think it would help for us to kind of get to know each other maybe one or two more sessions and then get a sense of who wants to do what.

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At least. So probably early January then?

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Is that how that would clock out?

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If we voted in January, that would be our next meeting

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So it might end up being February if you'd rather have a little bit more time to get to know each other.

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Can we defer to the next meeting?

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Okay.

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I think that makes sense.

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We can touch on this and recalibrate in the next meeting. That sounds good.

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Okay, great.

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So that concluded housekeeping. But like I said, if you have questions along the way that are more oriented to where do I find information or

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anything like that, feel free to reach out to me.

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So, um.

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We want to share just at the very highest level CBRC's charter and operating guide as we kick off the work.

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So you can see the CBRC's mission and included in the PDF I sent you are these links where there are more detailed documents. So the charter

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spells out the mission for CBRC. Our committee's charge is to review, evaluate, and make recommendations to the Board of Education.

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about the superintendent's proposed budget, as well as any other issues identified

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by this committee or by the board. It's an advisory group.

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to the board. So this is a committee that reports to the board.

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And the structure

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CBRC is composed of 12 members at this time with our two student members as well.

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Our adult members are appointed to three-year terms.

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and may serve up to three terms and students are serving for one year. So our two student members terms would conclude at the end of this school year, our fiscal year, June 30th.

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Someone, Erin, do you have your hand raised?

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Yeah, I just thought of a question. I don't know if this is the time to ask it, but throwing it out, I'm curious to know if

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Because I saw the wonderful document that we actually delivered to

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the board. Were there any adjustments made to the budget that

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were a reflection or in response to

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they advise our recommendations.

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Do we know?

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we do

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we could know if I pulled up the documentation. I'm actually not remembering right now off the top of my head, but Juno and Myung, do you

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Do you happen to remember if there were any CBRC insights or recommendations

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from the proposed to the adopted?

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I don't need to drill it. I think it might be helpful for us, though, if it's easy to get to at some point or

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Yeah.

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I don't need it answered right now, but I thought it would be educational for us to see what impact we might have had.

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Yeah, I think we should think we should

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follow up from this meeting with maybe a quick email sort of

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summarizing the

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the specific changes that were made.

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I think that's a great suggestion. Great question, Aaron. Thank you.

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Thanks.

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And before we move on to the other

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content. Were there any other questions about mission

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Or structure.

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And if not.

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We'll go ahead and move along. And thank you, Erin, for that question.

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So we're going to go through, like I said, both a budget 101 and a budget

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framing or context for our upcoming school year and what we're planning towards.

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And I'll kick us off. And June Om Young and I will take these slides together to share information.

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Erin, you still have your hand up. Was that...

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Okay.

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Thanks.

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So our budget conversations and planning are grounded in our why as a school district. Our mission is to educate all children to their highest potential, to be productive, respect.

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full self-reliant and responsible citizens

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who value the richness of diversity.

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That's PPS's mission statement.

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And we, along the way, we have um

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developed a vision

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for our students and it's articulated in PPS Reimagined

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This content is included in your PDF, so please feel free to click through if you want more details on this, if you haven't happened to have seen these documents before.

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But our vision lays out educational system shift.

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educator essentials and a graduate portrait

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that provides our North Star for what we're hoping to achieve.

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And Forward Together is our roadmap to achieve our vision. So this is our strategic plan for racial equity, inclusion, and excellence.

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It's organized into four themes, racial equity and social justice, inclusive and differentiated learning, professional excellence and support, and embracing change.

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This strategic plan was adopted and is the roadmap for our work through 2025.

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We also simultaneously have Board of Education goals. These Board of Education goals are focused on eliminating opportunity and outcome gaps.

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the areas of focus are third grade reading, fifth grade math, eighth grade readiness, and high school graduation.

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CBRCs.

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Charge is to evaluate the proposed budget to understand alignment and

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and share.

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perspectives on how the

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the budget that's proposed aligns to these goals.

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This is our planning cycle that we follow. There could be some subtle differences that happen each year depending on the context that we're operating in.

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But generally, this is the cycle that we follow. So budgeting is a continuous process. We operate on a fiscal cycle that goes through from July through June.

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I'm going to start with the fiscal new year. So fiscal new year means we're implementing and monitoring the budget that was recently adopted.

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And at the same time, we're conducting work to analyze prior year expenses and do accounting to close the prior fiscal year and audit the prior fiscal year.

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That happens in about July through September, although sometimes the audit does continue into

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further months and it culminates in the release of an annual comprehensive financial report, which shares our school district's

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prior year spend and other analysis.

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Starting in fall time, we have budget awareness. And so during that time

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sharing information with the board around our planning, the cycle that we intend to follow for the upcoming year. We adopt a budget calendar. If you click through the link to this budget calendar, you're going to see

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the specific dates for this planning cycle, so the engagements that are happening.

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That started happening in fall and will continue happening until we adopt the budget before June 30th.

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And the specific required milestones are included there.

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So our board will adopt a budget calendar. Our finance division will forecast, our finance division with our research

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research department as well will work on a forecast for finance and an enrollment forecast.

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We'll be conducting a needs assessment. So that means scanning our environment to see what some of the critical needs are.

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We'll be engaging with stakeholders during that time, both internal and external, in sessions like this and other and focal group engagements where we're engaging with PPS stakeholders, people who receive services, students, staff.

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So that engagement really kicks off in fall.

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In winter, January through March, we're in a budget planning phase. So we're finalizing

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priorities that will flow into the proposed budget

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were implementing the workforce plan. So this means specifically school staffing will will

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play out during that time. Principals will consider their local needs and start to scaffold their school.

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And the district will and the Board of Education will conduct budget outreach. So sessions like this, but other listening sessions and opportunities as well.

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And in April through June, we start to have some of our required formalized sessions that are required as part of our

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process to adopt the budget. So we have work sessions with the board. We have including a work session where that includes CBRC as well

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The superintendent will release a proposed budget in late April

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CBRC will produce your report on local option levy

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review and then the review of the proposed budget for alignment with district goals.

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The board will meet to approve the budget. There'll be a public comment session and a hearing.

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And then the tax supervising and Conservation Commission will need to certify the budget

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And following that phase, it can be adopted and the budget must be adopted by June 30th.

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I'm going to pause in case there were any questions about the planning cycle.

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Okay, hearing none, I want to pass it over to Juno to take the next few slides.

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Our budget, it's our plan.

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And it's how we plan to spend our dollars to achieve our mission and vision.

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informed by our values.

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um and

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the concept that you'll hear a lot is building a balanced budget.

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What does that mean? Oregon budget law states that our resources equal our requirements.

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So our resources include our revenue

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Those are the dollars that we bring in.

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And also includes our beginning fund balance and those are the

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dollars that carry over from the previous year.

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Our requirements are going to be our expenses. So everything that we spend our money on to try to achieve our mission.

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As well as our

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And reserves. So those reserves include both our

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ending fund balance as well as our contingency dollars.

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So in the general fund, we tend to budget contingency instead of ending fund balance because we're a large enough district that

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our reserves may, if there were a catastrophic event to happen, we may need to tap into a large amount of dollars

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kind of help cover those costs.

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So we keep our dollars in contingency in the general fund for that reason.

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And then we vary in contingency or anything else in our funds.

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Next slide, please.

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These are our five major funds.

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And so our general fund, our special revenue fund, debt service, capital projects, and our internal services funds.

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But I said major funds because within each of these major funds, there are numerous funds

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within them. The general fund, this is our operating budget. So this is the bulk of our dollars that we're going to be spending on our kids.

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It primarily comes from property taxes, our local auction levy

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that we passed recently, as well as state sources like our state school fund.

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And then, and our general fund revenue is

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for the most part, unrestricted. That means we're free to spend it on

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what the district deems necessary.

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And our special revenue fund.

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it supplements the operating fund.

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dollars that come from local, state, and federal sources.

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And they are restricted. We have to spend them in a certain way or towards a certain goal.

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For example, our nutrition services, we have to make sure that those dollars we spend on nutrition

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This also includes Head Start and special education dollars

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our title programs, our integrated grant programs, which includes

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the SIA or the student investment account

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high school success and CTE programs.

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This also includes programs like DART and Columbia Regional Services.

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And so...

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together the general fund and the special revenue fund

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Give us an idea of

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all the expenditures that go towards our schools and our programs.

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We also have the debt service fund.

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The debt service fund pays off our debts, capital projects funds uh those are

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how we modernize schools

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As well as upgrading technology in our curriculum adoption.

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And then our internal services funds, we are self-insured as a district and so

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our workers comp, our property and liability insurance, as well as our unemployment.

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is held there.

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Each of those major funds needs to be balanced within itself so again

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resources and requirements need to be balanced.

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And then overall, our budget needs to be balanced.

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Next slide, please.

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And we do get a lot of resources from various sources and so

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These are the major resources that we get from

00:56:38.000 --> 00:56:42.000

for our general fund and our special revenue fund.

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And they vary between local, state, and federal sources.

00:56:47.000 --> 00:56:51.000

The green ones indicate the general fund sources.

00:56:51.000 --> 00:56:59.000

And the size of the bubbles are pretty relative to the amount that we get from those sources.

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And then the blue ones indicate our special revenue fund.

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So as you can see, our general fund

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a huge bulk of our dollars come both from our state school fund as well as our property taxes.

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And the local option library. It's a pretty sizable chunk as well.

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And the next slide.

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This is a pretty good representation.

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of where we spend our dollars. So in the general fund and special revenue funds.

00:57:31.000 --> 00:57:34.000

About 50% of our dollars.

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are spent on direct instruction.

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And then another 40% on support services. Those support services

00:57:42.000 --> 00:57:44.000

vary from vary from

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uh...

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all kinds of support services for students that are directly impacting students.

00:57:52.000 --> 00:57:57.000
things like social workers and counselors and

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instructional coaches and so on, as well as a lot of professional development for teachers and other instructional staff.

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And also covers any operational costs. So like

00:58:13.000 --> 00:58:20.000
operations and custodial services and finance and hr

00:58:20.000 --> 00:58:23.000
payroll, things like that.

00:58:23.000 --> 00:58:27.000
And then you can see that our

00:58:27.000 --> 00:58:32.000
split of like fund balance and contingencies between the two funds

00:58:32.000 --> 00:58:37.000
It's relatively small. In the general fund, we do hold a

00:58:37.000 --> 00:58:40.000
contingency.

00:58:40.000 --> 00:58:45.000
between five to 10% of overall revenues.

00:58:45.000 --> 00:58:52.000
So those dollars are meant to roll over to the next year to help

00:58:52.000 --> 00:58:55.000
pay for any costs before we start to receive

00:58:55.000 --> 00:58:59.000
our new year's revenues.

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And so they kind of help us float the first couple of months.

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Any questions?

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All right.

00:59:13.000 --> 00:59:19.000
I'll pass it back to Young.

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Great. Thank you, Juno. And just for uh

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a little segue. I'm going to be talking about

00:59:29.000 --> 00:59:32.000

our current budget context

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Just to take all of that general information that Alexandra and Juno shared and walked through

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And...

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focus a little bit more in the next couple minutes on

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our current situation in terms of our budget

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And what's coming up ahead in the spring

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for the process to develop and for the board to eventually adopt the budget for next year.

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So this is focusing more on current events, if you will.

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And returning CBRC members have heard some of this. This will probably sound kind of familiar to you.

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But just to ground us all with a bit of a common understanding of some of the drivers.

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So we have three buckets that are illustrated on this slide here.

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The first bucket has to do with rising costs so

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Inflation has been increasing a little more slowly over the last year or so but

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But in the not too distant past, we had

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pretty significant increases in our costs and just

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in the general economy. And then here at PPS we

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We did invest pretty significantly in compensation for our

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employees.

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very important for recruitment and retention

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Obviously, I think everybody knows we had a prolonged

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strike teacher strike last fall and

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the agreement that we reached with teachers, other employees later on last year.

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have been meaningful in terms of the pace of increases, pretty significant increases in compensation.

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Pension costs are also increasing.

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really quickly for the next two years. So this is sort of a newer issue.

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And I don't know if folks might have heard about this in the news, but if you haven't, I'll just say that we were

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a very

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We are, we were and are. We still are concerned about some recent news that we and

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plenty of other districts, most other districts in the state

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got about a month and a half ago.

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about really sharp increases in contributions that districts including

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PPS have to make for pension costs over the next two years. In the meantime, our student needs continue.

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And we are still trying to

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make up for the impact of

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of COVID and the years following the outset of the pandemic, learning loss

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higher chronic absenteeism.

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need for wraparound services continue.

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So we have seen some increases in revenues, which is really important.

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But those increases

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are not enough to keep pace with the

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the pace of the increases in our expenses.

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And...

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Specific note, this year is the first year, the year that we're in now is the first year that we

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have no resources from the federal COVID relief funds, which we had for about three years. Last year
was the last of those years. And so we're

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adjusting to adjusting to

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to the new normal of those funds having expired.

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And then finally, we are still gradually

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declining in our enrollment.

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And we've had...

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faster decline in PPS's enrollment just proportionally

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than the state as a whole.

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So this is an important trend to keep.

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keep our eye on and to try to

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to change, frankly, I know one of Superintendent Armstrong's

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main

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priorities is to do what we can to

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to retain and attract more families and students?

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in PPS to

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continue to make the case and demonstrate the the great

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program offerings that pps schools

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continue to offer and to continue to offer

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spread the word that PPS is still a great place for families.

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and students to get a great education. So to try to move the needle on that pace of declining enrollment.

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The next...

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slide is a little bit of a closer look. You can sort of see this

01:04:34.000 --> 01:04:39.000
this trajectory, this pattern of our enrollment

01:04:39.000 --> 01:04:42.000
declining over the past few years.

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And you can see, you may be able to say it's a little hard on this the way this is scaled but

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there was a faster rate of decrease in the first couple years of the

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pandemic.

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in the first two or three years

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into the chart there and it's it's

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the rate of decrease has slowed down a bit.

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But if you kind of squint, you can still see there's a little bit of a decrease, a downward trend in that chart.

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Even though it's kind of become a little bit slower that the rate of decrease has become a little bit flatter but it's still

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trending down. And that dashed part of the line

01:05:29.000 --> 01:05:31.000
just indicates just indicates

01:05:31.000 --> 01:05:35.000
that we are projecting that trend to continue.

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So not a drastic.

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steep drop, but a continuing.

01:05:42.000 --> 01:05:45.000
gradual decrease.

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And that's

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The last bullet point there just

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it just states that

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some of our expenses

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although some of our expenses do decline a bit with student population declining, so if we have

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fewer students

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There is an effect, at least to a degree

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in the need for the need for

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for classroom teachers, for example.

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But plenty of our expenses don't really decrease in proportion to

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to our enrollment decreases. So it's not a one for one.

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relationship.

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So here's a little bit more information about a little bit more information about

01:06:35.000 --> 01:06:38.000
the gap that we're

01:06:38.000 --> 01:06:43.000
estimating for next year. So we're in December of 2024 so

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We're kind of at the beginning stages but we are

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expecting, as has been mentioned in this meeting.

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a second pretty tough

01:06:53.000 --> 01:06:57.000
budget cycle in terms of the need to find some more

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balancing strategies and most of those frankly will

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will take the form of expenditure reductions.

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Unless there's some improvements in revenue projections. We'll talk about that in a minute.

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So we're looking at a gap of about \$40 million.

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Which is about 5% of the current general fund budget.

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And this is very consistent with what we

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thought we would see.

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At this time.

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last year. So we had last year

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about a 70 million dollars

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imbalance between our revenues and expenses

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that we identified.

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you know, probably around this time last year.

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And we made

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about \$30 million of reductions for the year that we're in now for the 24-25 year.

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And we knew or we expected at that time that we'd

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40 million or so in reductions to make

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next year. So taking a two year

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period to bring our revenues and expenses into balance.

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What happens after next year?

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is important at this point in time

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We are...

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We're hoping that this \$40 million of cuts, if we need to make them for next year.

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that that'll make most of the progress we need to align our expenses to our revenues.

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However, even if nothing else changes.

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our enrollment decline will likely continue to require some gradual reductions.

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in following years.

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All right. And then...

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I think I've got one more, more hopeful, more hopeful

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topic to share.

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I think a couple of folks mentioned this earlier too. I think Mariah and then Alexandra commented on this at

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the beginning of our meeting, the Board of Education did pass. I think this was in

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October, September or October, they did pass a

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what's called an advocacy

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agenda. And if you and Alexander

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circulated this to everybody by email earlier, but you can also

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find it in the link.

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in this link to this slide.

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So it has a lot more details, but just at a high level, there are specific elements

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of this document.

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that the board discussed and voted on and unanimously approved

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that basically says, here's what PPS and the PPS board and by extension the PPS community

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is seeking.

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in terms of support for adequate funding

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First and foremost, for

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for our students needs in the next

01:10:13.000 --> 01:10:17.000
budget development process that the state goes through.

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So for folks that may not be familiar, the state of Oregon

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passes a comprehensive budget every two years.

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We're sometimes known as the biennium. So for every two year period or every other year they they take a

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um they they

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have a comprehensive

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discussion about

01:10:43.000 --> 01:10:47.000
the budget priorities and how much money they expect to have and how they

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will allocate those funds across all of the different

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needs that the state has to consider. And of course, education

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pre-K-12 education

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we think should be

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at the top of the list, but it also has to be

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considered

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alongside many other types of priorities that the governor and the state legislature

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has to balance.

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And so in that process, we are going

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into a new biennium. So the year that we're in now

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was the second year of the current

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biennium.

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Now the doors are open.

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for the governor and the state legislature to really

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take a fresh look at budget priorities for the next two years

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And for interested

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community members and interested organizations to weigh in to try to make the case as well as possible.

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as effectively as possible for

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for funding for, in our case, for our students needs. So all of these

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points, there's a specific

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case to be made for general

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funding for schools

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investing in high quality education

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There's a specific

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term of art called the current service level, which really sets the

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the basis for our general core funding through the state school fund.

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I'm not going to go through each of these.

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points one by one, but there was a specific case for each of these bullet points

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And if you care to look at that legislative agenda.

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document, then you can see a few more details. So the broad takeaway here is

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The \$40 million gap

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that I mentioned from the previous slide.

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That's what we're working to address.

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Based on our on the most recent

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information from the state, including from the governor's

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budget proposal.

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that was released just a couple of weeks ago.

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And...

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we are at the same time

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hoping to

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make the case to influence the revenue picture so that it's better than what's

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then the assumptions that were assumptions

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using that go along with that \$40 million gap.

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So I think Mariah mentioned

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the CBRC's potential role or CBRC members potential role in in

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helping and contributing to this advocacy effort.

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And that's, I think, really well taken and

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very welcomed by the board, among others. So there's going to be

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advocacy opportunities, visits to Salem or

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opportunities to write letters, send emails and such. So please stay tuned for more word about that.

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intensifies in the spring.

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As the legislators hold their hearings and such.

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So with that i will

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pass to Alexandra.

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Talk about engagement some more.

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Thank you. So we are um

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As we go through this process, we shared the graphic that shows the cycle in budget planning.

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Well, budgeting is a continuous process, community engagement is also a continuous process and work at the

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at the school district, our programs are engaging with their communities

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all the time consistently to hear feedback and understand insights and their experience in

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in our programs and schools.

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And so as part of this engagement cycle in planning the next school year's budget, community engagements have been really critical. It's a critical part of developing our budget that minimizes negative impact to student success.

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And we've been engaging in

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many different

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formats. We've been asynchronously online through surveys and in-person engagements, virtual engagements like this one.

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So we did have a community

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As an example and a highlight in the work, the community survey was deployed in November and was online for about one month.

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It did close at the end of November, but those insights are being analyzed at this time and we had multiple thousand people respond to that and that will be critical in understanding

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community priorities as we go through the process.

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principals, school leaders have also been engaged through the process. They're especially well positioned based on their work

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directly with students, directly with teachers and other support staff in the schools

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to let us know what's working and what's not working and what we should prioritize as we go through the budget process.

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We've also conducted interactive engagements with focal groups. So for example, students who are enrolled in migrant ed or are career technical education.

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students and families, special education families so

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Different groups have been engaged in virtual meetings. We've been engaged in person.

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throughout the cycle. And those insights and feedback are being captured and

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organized and shared with leadership so that they can hear those insights as they're making decisions and proposals through the budget planning process.

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an upcoming activity will also be an educator town hall.

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As we look towards

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towards winter.

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And so on that note, I would like to pivot us to a priorities discussion with this group.

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Like I noted, we've been conducting a community engagement and a lot of different

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settings and this is a really, really key setting where we need to hear from hear insights

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to inform and flow into the conversation around prioritization.

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As a school district, we do have a number of areas that we could focus on.

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And this is an opportunity to hear what you think should be prioritized.

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So our goals in engaging like this

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are for our CBRC members to share insights about what areas are most important. So that's that prioritization.

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And your perspective on the district's strengths and opportunities for improvement. So both of those

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areas will shed light on, hopefully shed light on what um

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what the CBRC priorities are.

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So...

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to start to get a little bit more into the details.

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you know this this can be a really challenging conversation and prioritizing activities can be challenging. right? We could focus on a lot of areas and

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all of these areas are important, right?

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The question that we're asking is.

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Which of these areas do you think is most important for the district to focus on over the next three years and why?

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So I'll provide a little bit of voiceover for these items that you see in the list, but as I'm

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As I'm reading through those, if you can start to think about

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what area you might want to highlight as important for us to focus on.

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And why?

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But I'm going to go ahead and read through the different options that we've presented here. And if any of you took the community survey, this is actually really well aligned to that. And so that's purposeful and that can help us

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hear from different groups in a live setting with more context and see how that might compare or contrast with what we heard from the general community that responded to the

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survey opportunity.

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So student achievement is one of

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One of our areas of focus, and this includes the support that helps our learners attain their educational goals.

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diversity and inclusion of all students. This can include specialized instruction or programs or initiatives that are designed to improve outcomes for historically underserved.

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Students, classroom instruction refers to teaching that takes place in the classroom.

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really a large majority of our

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activities and expenditures could be focused in classroom instruction.

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hiring, developing, and retaining the best staff. This includes our human resources activities like professional development, as well as strategies that might promote retention.

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school climate and culture. This refers to the school environment. It can be the relationships, attitudes, safety.

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elements of the school.

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Physical facilities, so this is the sites where learning occurs and services are provided.

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community partnerships. Our school district engages with many community partners to deliver services, to build relationships, to enhance engagement, and to provide additional support.

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So these sometimes could be culturally specific community partnerships that support focal student groups.

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School leadership is an area like leadership roles

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principals, assistant principals, vice principals

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And student activities and extracurricular activities, these are engaging activities for our students at individual school sites.

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It could also be our out of school care that's provided in different settings. So before or after school care could be something that falls within that category.

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I think first, are there any questions about it? That might be a good way to kick off.

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there are any questions about what you see on this list or any clarifying questions about what I'm asking.

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Let's start there.

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I kind of want to share

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I've had several thoughts going through all these slides. I'm not exactly sure where it will fit.

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in the category, but what I'm hearing is that

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we need to

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get more students involved.

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And COVID has definitely played a big toll in that.

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not only

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for the

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I'll just put it out there. Mental health is very serious in the schools. I'm a mother with three children.

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I advocate at the schools. I'm up there. I'm hearing from the parents.

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I created an affinity parent group

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And there's a lot of concerns

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around the children

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and teachers connecting with children over the years. Things have changed.

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old school

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kids may be greeted with a hug. Can't do that anymore.

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So being able to not being able to

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I'm sorry, I'm in a meeting. Being able to not

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have those connections in those ways I know plays a really big

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tall, but more importantly

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trainings.

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a huge necessity for cultural

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responsiveness, trauma informed

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we have a lot of diverse students now

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And traditionally they have traditionally

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Especially I work in early learning at ERCO. So I see it all the time where a lot of families, when they get to the US, they don't really

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want their children to engage in school settings

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where they're from, they keep them home until they're about eight.

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which really um which really

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it really plays a toll when they do get put into the public school system.

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So I'm just...

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Maybe I'm just venting because I heard so many things at once, but I just know mental health

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Not just for the students, but for the teachers as well.

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I know there's some schools that have those partnerships with

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telehealth and telehealth

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Over the last year or two, they've kind of dropped off.

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One of my concerns was budget. That's kind of why I got involved in

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I was like, what can I do to help and advocate, not just for myself, but the families that I see.

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Billings seemed to be an issue.

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I don't know if i don't know if

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when children are receiving counseling services.

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why they were being limited and not being able to receive

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more than one day of support.

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maybe two days a week.

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However long those sessions were, it seemed like billing was an issue.

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Then I also seen on one of the slides that

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healthcare. I know insurance and our politics will be getting brought up very soon.

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But my idea was that billing directly to

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the families, if they have it, insurance could help

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I don't know if that's already being done.

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But I see that

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some of these things may have to be addressed as a wraparound.

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Because the goal is to get more students and families

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you know in the public school system

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And then also so everybody feels supported

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And I know one of the biggest feedbacks I always hear

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is safety

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all inclusion and feeling welcomed.

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And I don't know if it was COVID that did that.

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that kind of took that away from us and kind of fogged up some of our kids is

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interactions and even the teachers

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But I would like to

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grow more on these topics to kind of figure out how to solutionize because I don't think it's

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One, two, or three. I think it's a collection.

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for what we're trying to solve. And we may not be able to solve it this year.

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But I'm just kind of seeing past experience

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It's a current experience. And I just wanted to share. Sorry. I was all over the place. That was a big tangent but

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I just wanted to put that out there.

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Noah, thank you so much for sharing that. I hear a lot of good themes and prioritization coming from you. Magnana. Thank you.

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Are there any responses or your own perspective around areas of focus for PPS?

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I have a thought question of maybe trying to tie this back to the declining

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the declining student numbers. I guess my question is, are

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Are we seeing the declining numbers that are correctable are related to

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parents choosing to put their kids in private school is that

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where we're losing children to or is it just numbers in general going down in the population?

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I think it's a little bit of both.

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We definitely have seen

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in the past couple of years.

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some increased

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choices.

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some families a slightly higher proportion of families making other choices outside of PPS schools.

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And that's

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that I think has caused some of the dip in our enrollment.

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And there are also demographic trends about few

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school-aged children

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living in Portland.

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projected to

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that trend is projected to

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also

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with smaller

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They're called cohorts, fewer babies being born

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in Portland. And so it's a little bit of a combination of factors.

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We really, for the projections, we rely on

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researchers, demographers from portland state

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And they do a great job of

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publishing reports that really describe

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each of the factors

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that they've both seen historically, recent past and then

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forming the basis of their forecasts

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So I'm just kind of generally, I'm giving you a general answer that it's a bit of all of those things.

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But their latest report, I think, is really good in terms of

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speaking to

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which factors are driving factors

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the degree to which each of these factors is driving the trend.

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And we'll likely continue to drive the trend.

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I don't know, Gino, if you...

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have more to add. I know you work closely with Sarah and Sean, our colleagues um

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Yeah, just like Myung said, and you, Aaron, you're kind of spot on in that

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Well, there are a lot of additional

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options that are popping up so like charter schools, private schools

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virtual schools

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students that are being homeschooled. So a lot of students are kind of

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taking alternative routes as well as, you know, because the real estate prices and rent prices going up in the

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Portland proper you know people are moving their families out

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into other areas.

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And we're not the only district to face this. The majority of Oregon districts are facing this issue.

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And it's kind of

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collectively hard to pin down exactly what is

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which one is like the main cause

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So I guess...

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Sonia. Oh, go ahead, Erin.

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I'm just thinking to tie this back in is, you know, if part of the solution we're trying to achieve is

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drawing people back into school

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public schools where you know we we were already paying the taxes you know if somebody's going to shell out

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a bunch of money to send their kid to private school.

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then what is it that's happening at the public school that they aren't

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happy with and what can we prioritize and if that's, you know, if that's something, if that is a goal is to try to be like, hey, look.

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Public school is fine. It's great.

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What are the things that we should prioritize?

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to make that so that they're not making that choice

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to entice people to come back to the public schools.

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And so that's, you know, I don't know which of these would be the

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The driver for that. I'm curious to know if we have any survey data on what parents are saying when they're choosing public or private school.

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I certainly would prefer not to

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spend an absolute fortune on private school for my children.

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So vested interest in keeping the public school strong.

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I'll just weigh in here in terms of budget priorities here. I see a whole list of things but um

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student achievement, particularly looking at graduation rates and

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Not just simply whether students are meeting kind of their mean

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You know, year over year what we're anticipating for them, but whether they're actually making progress.

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And classroom instruction, whether looking at class sizes, looking at improvement

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looking at school improvement year over year. I would like to see that and physical facilities

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whether we're able to make any progress on maintenance

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Which has been a multi-year priority for this committee, I'll just note.

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There are a lot of other great things in here.

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But those to me are the ones

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well, three of, I would say, the five that are most closely tied to board priorities.

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Sonia, I think you had your hand up first.

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Thank you. I had a couple of questions. One is about the school enrollment. Just to piggyback on what other people were asking.

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um

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Was there a significant difference between the projected enrollment numbers for this school year, those from the demographers at PSU and the actual enrollment figures, the fall figures, I'm curious.

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And then two, would it be possible for someone in finance to offer perhaps a review or where the cuts were made to be able to get to the 30 million for the group to understand, particularly for the new members? Specifically, I think it's important for us to understand what areas

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or programs were reduced from both the district level and also at individual schools or at school levels. I think that to me at least, understanding what took a

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big hit last year to say in a way, will be important for me to understand what happened, how did we get to the 30 million

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And I was wondering if we can get a little bit of education on that or a reminder, a review on that piece as well.

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On your first question, Sonia, about enrollment, enrollment is kind of ever-changing, as you probably know.

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So our

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estimates that we have for enrollment from year to year.

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we kind of have a low, medium, and high scenario.

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that we based on this last year, we came in a little bit higher than what our midline was.

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In previous years, we have seen that when we come in higher than our estimate.

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it starts to drop off during the year.

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And so...

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Right now, October, October, November kind of timeframe is usually when we see the highest number of students.

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And then as they do start to drop off that list.

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But for this year, our enrollment is um

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probably about our mid-range right now. It did come in just a little bit higher at the beginning of the year, but it's probably

01:34:36.000 --> 01:34:47.000
right about where our middle estimate was, our middle scenario.

01:34:47.000 --> 01:34:56.000
I wanted to recognize your other comments, Sonia, around understanding the cuts that the reductions that were implemented in our current school year so i i

01:34:56.000 --> 01:35:01.000
Just wanted to acknowledge that you stated that. And I think there's also a nexus with um

01:35:01.000 --> 01:35:08.000
The question earlier in this meeting around the CPRC report. So it might make sense to share that information in context with

01:35:08.000 --> 01:35:13.000
the recommendations that were in the CPRC report to

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to see where there's that alignment. I think both in terms of reductions as well as where there were programs that were maintained that might have been emphasized by CBRC.

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wanted to recognize that. And I think that would be great to address in an upcoming meeting.

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Any other thoughts or wonderings, prioritization, Stefan?

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Yeah, I just want to kind of reaffirm that with student achievement one seems high to me um

01:35:44.000 --> 01:35:49.000
I want to say two things about it. One thing is that a lot of other ones seem to be

01:35:49.000 --> 01:35:54.000
instrumental for that. So classroom instructions, school climate.

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This is all part of what actually leads to achievement. I think we often look too much on the scores or like, well,

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But this is much broader. And I think if you put that up, a lot of these things need to be in place for students to be successful.

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I think what Minyana...

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emphasize this right in there as well, right? I mean, this is all really, really important for students to have a place where if you can learn and and

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We feel like where behavioral health needs can be met and so on and so forth with absolute necessary parts of it.

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The other reason I think this is important because it's a school board goal and we've been tracking that for the last couple of years in terms of like how

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The budget has supported that goal. One thing I want to emphasize with that, that the goal doesn't just state overall achievements, but also states reductions in achievement gaps

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And I think that would tie the second one into that as well to some extent. It's a little bit separate, but I think like

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I think we can't separate student achievement from

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looking at the distribution of achievement and reduction in achievement gaps.

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Thank you, Adriel. You've been waiting. Please go ahead.

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I concur with what the rest of the team has said about

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the priorities being

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interconnected i think one of

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the most important things that I see as I go into schools

01:37:28.000 --> 01:37:33.000

is the lack of diversity in the staff.

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and the need for

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That would be cool.

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because you're on a meeting

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All right.

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I think that that intersects.

01:37:49.000 --> 01:37:52.000

Some of the other challenges that

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or opportunities for prioritization.

01:37:55.000 --> 01:37:58.000

prioritization.

01:37:58.000 --> 01:38:00.000

I think that i've seen

01:38:00.000 --> 01:38:07.000

where student achievement is growing in PPS when I look at

01:38:07.000 --> 01:38:09.000

the end of year report cards and things.

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And so what I do know is that

01:38:12.000 --> 01:38:14.000

we are making some strides.

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I just feel like we need to

01:38:17.000 --> 01:38:26.000

make sure that when we're talking about student achievement and their experience, which doesn't seem like the experience of the youth.

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I mean, they're that that is

01:38:28.000 --> 01:38:31.000

that we include.

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identity and representation.

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I know specifically for African-American and Native American youth, I still struggle to see representation in a meaningful way.

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across the district. There are some schools you can go to where there is better representation and where

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African-American male teachers do exist.

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But I think when we're talking about disproportionate outcomes and we're talking about achievement gaps.

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if we're really going to prioritize those things, we need to look at the milestones that are really causing

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or not milestones rather the big issues that are contributing to some of

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the student achievement issues.

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Are there any other wondering. I had stated initially that this is

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could be difficult to prioritize or stay

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areas of focus if there are any areas of

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wonderings or questions or

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maybe even specific opportunities or challenges associated with the prioritizations that you've heard.

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So far, for anyone that we haven't heard from.

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Great, yeah.

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Khan, you had your hand up first.

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Thank you. And...

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Yeah, I agree with a lot of you guys like uh student enrollment

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As you guys were discussing it and, you know, just talking about it

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it seemed like the biggest problem because in the future and in the present

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Because it's kind of like applied

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to a lot of our future plans or future goals.

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and especially what i or at least what I kept thinking was

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the fact that we kind of need to

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get a little bit more information

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on the factors that we can control

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So that we can get student enrollment up.

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Because since a lot of factors are intersecting

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connect to this issue

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And there's many factors in that section that we can control. So maybe looking at like specific schools or

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I don't know. looking at what kind of plans are working and what kind of not

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so we can actually improve it on a whole district-wide basis.

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Because I think that's most important if we just go into one thing

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thinking it's the best thing.

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But we have. I guess. data

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behind it and specific

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data behind it that we don't know yet it will just might not work

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is the best. And also. I think one of those areas that we kind of need to focus on is certain activities and extracurricular activities

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one of the attraction of like private and like charter schools is the fact that parents can

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make their kids focus in a

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special area or I guess like something that they

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themselves can really a part of the parents and the kids so they you know push their kids into that they pay this exorbitant amount of money and time

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into this. So the more we kind of

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allow our schools to host different specialities

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the more diverse students we can have in terms of

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color and in terms of you know future and I guess I think, yeah, that should be also

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and a priority that we can do. But yeah. yeah.

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Thank you, Natan. I hadn't heard anyone else elevate that. But coming from our student, emphasizing student activities and extracurriculars is meaningful.

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Caitlin, would you like to jump in now?

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Yeah, one of the things that I wanted to point out as a big priority for me would be staff retention.

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Because talking to people over the years, like as budget cuts are made, one of the main things that is felt throughout schools

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is when staff is lost, when teachers are lost, and support staff as well.

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And just talking to a lot of people, somebody mentioned earlier

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like um

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students connecting to staff

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And I think that is really important in keeping students in school

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And also just supporting them in like basically every other

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way that they can be at school. I mean, the staff defines basically their school experience and so keeping staff and also diverse staff who can relate to a lot of different students around

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And prioritizing keeping staff over even some other things because the staff can sometimes fill in those gaps because they have such a strong connection to students.

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I think that is a really important part of this.

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Thank you.

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I appreciate those insights. We do have time, I think, on this to just

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continue to sit with this question over time as well. So as the work evolves, if

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if it makes sense to get back to this conversation, I think that would be helpful if um

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It's been really insightful to hear from everyone so far.

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I'm just noting who we haven't heard from. There are a couple of folks and I don't want to

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call on you.

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But if we haven't heard from you yet, feel free to chime in.

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Now.

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I will, Alex.

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I was just sitting back and listening to everybody and

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For the most part, I am in agree.

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agreement. My thing that really concerns me

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with the budget cuts, the ones who will suffer the most. And that is the underserved.

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You know, that really bothers me.

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you know um

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they're going to be like shorthanded in the long run versus short term.

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And I just think that's

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Disconcerting.

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You know what I mean? I just...

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how has this gotten to this point where they always have to suffer?

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You know, as far as the cuts, you know what I mean?

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Every child deserves an education.

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And a good one.

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That's all I have to say on that. You know, the student activities, you know, more programs out there. I know it's about money.

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But, you know, where is the equalizing

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You know what I mean? More so, you know, dealing with those types of students.

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You know, it's it's

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It bothers me.

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That's all I have to say about that.

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Can I add something that I forgot to say. I also feel like regaining trust is a big

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It's going to take time.

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It's going to take a lot of time. And it was out of our hands and

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I don't like to say it over and over but covid did

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do a big number on us with that one. So, you know, there are a lot of

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families in the community that have lost trust and they you also have some children that that put a lot of fear

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People didn't know if they need a shot, if they need to go to school, if they need to...

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a lot of the youth have decided

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I got to get out there early. And I am interested in seeing the graduation numbers

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in comparison to a few years back, because I do feel

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from what I've observed is that there's a lot of youth that have been eager

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to get out there and get employment and just start finding their own way.

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Also, just the financial struggles of wanting to help support their families.

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that has when I was younger, I graduated in 05 and that was already a thing back then.

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So it does make me sad as well that these cuts

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affect families in such a

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a deeper way. We won't have like Nathan has said, we're not going to have all the solutions, but we should focus on the ones that we can control.

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For sure. But trust that was a big one for me.

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Yeah, I'll just speak up now. And Alexandra, I appreciate the invitation to speak up.

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I think there are so many good arguments for each of these priorities. They're all very important. But what I would be really curious about is kind of an argument from

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the district like how do each of these priorities fit into the overall goal of achieving the vision and mission for the organization so

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We know we can't really funnel funds into each of them so

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If we are in a situation in which you're having to look at a reduced budget.

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which of these areas which create

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opportunities for change like where are the levers in which we could affect

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change for our school district, you know, and because again, we know that they're all important

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So how does the next budget really help us

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focus and prioritize.

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each of these.

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Thanks, Jen. I think your comments and Mariah's comments sounded like they were pretty in sync around

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around wanting to understand kind of the potency of some of these possible investment areas in terms of

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how they'll drive towards student outcomes.

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Okay, let's shift our focus to the strengths and opportunities.

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And I think it would be okay to take this holistically to make sure that we hear from everyone in the time that we have left.

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So what I mean holistically is I'll read these two questions. Let's give some processing time.

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But if it makes more sense for you personally to respond to both of them at the same time, feel free to

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frame your answer in responding to both of them at the same time, or if you would rather

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state your response to one of them and then hear what other people say and jump in again later, that's totally fine. So it's your preference.

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Sorry, actually.

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Sorry, I couldn't see that.

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What, in your opinion, is the single most positive aspect of this school district?

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And if you could change one thing about the district, what would it be?

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I'll share.

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I've already said it.

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in my opinion, the most single positive aspect overall

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in the Portland Public School District is that it's so diverse

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And that's just really great. You don't see that everywhere.

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And then one thing

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that can improve is knowing how to work with

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diverse children.

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in stack. There's a lot to be learned there.

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So it's like we have a situation where they're already there

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And then so it'd be nice to be a more acquainted on knowing how to

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work and understand, be more culturally responsive and well-rounded.

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Yeah, I'll echo that. I think that was really brilliant.

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I think what's positive about

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the district is its commitment to DEI. And I know as a parent of a trans kiddo, the commitment to inclusivity

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You know, as imperfect as it is, is really laudable and I think unique in this moment.

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One thing that I would change is, you know, we're a district that can't be everything to everybody. So the prioritization of where we can make financial investments

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now and then into the future is going to be a really critical conversation.

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I agree with what was just said about diversity being

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the most, the best thing about PBS. I think that there's so many different types of people all over PBS

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And I also agree with the fact that we need to improve on supporting all of those different types of people and different types of students that want different types of education and that need different types of people

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to be teaching them.

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should just be jumping in here.

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I guess I would say that the classroom instruction is

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From what I've seen in our area has been

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good and very good and i think very good

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That's pretty much why we're here.

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I appreciate that. And I like that.

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where that has been and um

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I just continuing to support that. I think through class size and support for the teachers is critical so that they can have the time and space to accommodate

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some of the people that might need more

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attention.

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Yeah.

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I agree with all of you, especially on the diversity part

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I don't have a lot of comparisons in terms of schools

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But I have found, at least in my experience, the district to be

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diverse in not just like races and stuff but in background in opportunities in futures that you know people i guess get into

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And it's quite amazing to see, you know, because there's a lot of people who are going to different stuff

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And I think PPS tries to

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do their best, maybe not their best, but tries to do an adequate job, which I have found quite good

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to create those opportunities for people to grow.

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in classrooms, outside classrooms actually

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you know, activities and all that.

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which I participate upon. So I think, yeah.

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So very positive aspect of the district.

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Yeah, I have to agree.

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try, they do a little.

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needs improvement, just like everything else.

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And one thing I can just, there's a lot of things, but one thing

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the budget process.

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That's one thing that I would change. Just revamp the whole thing.

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define better solutions.

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That's all I have to say.

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I'll go next. There are so many positive things. Sometimes I feel like we forget the positive and, you know, think a lot about the negative, but positive starting with the staff, with the teachers, with so many

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people that work at our schools and that make our schools better. This group, the community involvement, there's a strong sense of community involvement throughout the district. So I really appreciate that as well.

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And then changing one thing, perhaps enhancing the equity and access across all schools when you think about

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the affluent schools and those that don't have as much resources will i

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think that the district has made strides in promoting that inclusivity. There are still disparities in access to things, for example, advanced courses, extracurriculum programs, and even technology.

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between schools in more affluent areas and those in lower income communities.

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That's just my two cents.

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Now our...

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List of attendees.

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I think we have not. Stefan, I don't think that you have shared with us your perspective on strengths and opportunities. Would you want to jump in?

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I think I shared my thoughts and priorities.

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Okay.

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Adriel, did we hear from you specifically about strengths and opportunities?

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Sorry, I was trying to get my mouth to the right page. I shared that I could see that some of the achievements were increasing like over the last couple of years.

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And I see with the RESJ priorities that there is an intention

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to move the needle with diversity and inclusion. I think that there's a lot of work to be done.

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In both of those areas, I think that

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To Mignana's point, coming off of the pandemic has not

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We haven't recovered in a meaningful way in terms of social

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skills in terms of mental health.

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impacts and so i think

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That's definitely an opportunity.

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And I think when we get our finger on the pulse of some of those things, the things that we can control.

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That's going to help us realize some significant increases

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in some of the opportunities that are listed here as priorities.

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Right. I think across a lot of these are some obstacles that we would

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we would have to overcome to um

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to make some of the changes or improvements that were described here.

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So unless there are any final thoughts on this, I think we can close out the session, but I'll just give it just

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Just pause for a minute in case there was anything else or any wonderings that

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that surfaced for you.

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And hearing none, I think we can start to pivot toward closing out our session this evening.

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been incredibly hopeful to hear the perspectives from CBRC. It's really important that we're listening to communities and community insights.

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hearing perspectives as the district works on budget priorities. So like I said, we're engaging with other groups as well so

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feedback we heard tonight will be combined and

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and collected with other community groups, including those focal groups that I described. And these are all flowing together to inform the decision making that's happening at the district.

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More to come on that and more opportunities to engage, of course, especially for CBRC as we look towards upcoming meetings.

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So if there are no other

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questions for tonight or any other comments? Usually we look to CBRC leadership to close out our meetings.

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Mariah or Chaz as co-chairs, would either of you like to say a few final words and close out our meeting?

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Mariah or Taz, are we adjourned? Any other further thoughts?

02:00:23.000 --> 02:00:26.000

Oh, no, I was like trying to find my mic. Sorry.

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Okay.

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No, it's been really...

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informative and insightful. I don't have anything else to add.

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Everything was awesome.

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Okay. I think we're adjourned for the evening. Thank you so much, everyone, for being here. I'll be in touch over email with our next meeting date and looking to schedule that in January. So in the meantime, let me know if you have any questions and thanks to everyone.

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Thank you.

02:00:59.000 --> 02:01:00.000

Thank you. Nice meeting everyone.

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Thank you, everybody.

02:01:01.000 --> 02:01:02.000

Bye, Mignana.

02:01:02.000 --> 02:01:03.000

Good night.

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Bye.

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You guys have a blessed night.

Submitted by:
Alexandra Martin
Finance Program Manager