

# Community Budget Review Committee

March 14, 2024 @ 5:30pm



PORTLAND  
Public Schools

# Welcome and Housekeeping

## Upcoming meetings

Tuesday, March 19, 2024 (CBRC/Board Work Session)

Thursday, April 11, 2024 (working meeting)

Tuesday, April 16, 2024 (working meeting)

Monday, April 22, 2024 (working meeting)

Tuesday, May 7, 2024 (CBRC Report Presented to Board)

## Questions/Answers

Use this [form](#) or email Alexandra ([amartin5@pps.net](mailto:amartin5@pps.net)) with your questions

# Agenda Overview

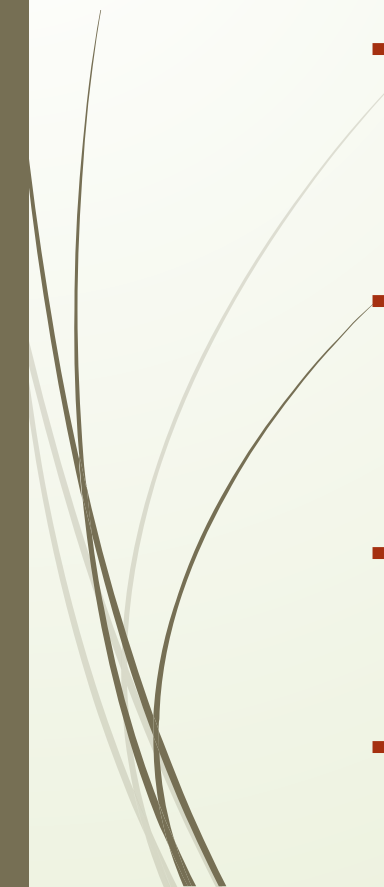
- Ethics Training with Mary Kane
- 2024-25 Budget Development Update
- Comments from Interim Superintendent Dr. Sandy Husk
- Learning Acceleration Program Overview with Darcy Soto and Kristina Howard
- Q & A - Good of the Order
- Closing - Committee Chair



# Public Meetings Law



# Overview

- The Public Meetings Law is based on the idea that the public should be aware of the deliberations and decisions of governing bodies and the information upon which these decisions are made.
  - The law requires that governing body meetings and deliberations are open to the public and that the public has notice of the time and place of these meetings.
  - The meetings must be accessible to persons wishing to attend. This may include participation by video, phone, or other virtual means.
  - The law applies to the governing body of a public body.
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# What is a Governing Body of a Public Body?

- Two or more members of any public body who have “the authority to make decisions for or recommendations to a public body on policy or administration” are a governing body. Individual officials are not.
- The School Board is a governing Body. The Superintendent is not.
- Committees that are authorized to make decisions for or to advise the School Board are governing bodies. Committees tasked with information gathering or who make recommendations to an individual District official, such as the Superintendent or the head of a District department, are not.
  - If the individual District official lacks the authority to act on the recommendations and must get final approval from the School Board, then the committee becomes a governing body.



# Members of Governing Body Committees

- All members of a governing body committee are subject to the Public Meetings Law. This means that community members and other non-PPS employees are subject to this law.
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# PPS Governing Bodies Subject to the Public Meetings Laws

Audit Committee

Student Success Committee

Facilities & Operations Committee

Policy Committee

Bond Advisory Committee (BAC)

Community Budget Review Committee (CBRC)

RESJ Advisory Committee

Climate Change Response Committee

Jefferson Design Committee







# Public Meetings

- All meetings of a governing body must be open to the public, with certain exceptions (e.g., executive sessions)
- A meeting is convened when a quorum of members are present. This includes in person meetings and when members of committee engage in phone or email conversations.
  - A quorum is the minimum number of members needed for the committee to make decisions or vote on a matter. This number is typically defined by charter, bylaws, or in some instances by statute.
  - Although a gathering of less than a quorum of a governing body does not constitute a meeting, be aware of the appearance of impropriety.
- Meetings, to the extent reasonably possible, must be accessible remotely through technological means and to provide opportunities for members of the public to remotely submit oral and written testimony.
- Social gatherings and meetings to discuss matters outside the governing body's jurisdiction are not “meetings” under the law.



# Cannot meet in private to deliberate

**192.630 Meetings of governing body to be open to public; location of meetings; accommodation for person with disability; interpreters.** (1) All meetings of the governing body of a public body shall be open to the public and all persons shall be permitted to attend any meeting except as otherwise provided by ORS 192.610 to 192.690.

(2) *A quorum of a governing body may not meet in private for the purpose of deciding on or deliberating toward a decision on any matter except as otherwise provided by ORS 192.610 to 192.690.*


- This means that a quorum may not meet in private to deliberate toward making a decision.
- TEST - three board members of a five-member board exchange emails discussing the upcoming high school boundary changes that the full board will soon vote on. Violation?



# Bend La Pine SD Board gathering sparks complaints

This is significant because shortly after the official and public meeting, the entire BLS Board, Dr. Cook and several others attended an unannounced, private, and illegal meeting that not only broke their oath to office, but they also violated state statutes regarding Board Meetings ([ORS 332.045](#)), Quorum ([ORS 332.055](#)), Duties to be performed at meetings ([ORS 332.057](#)), as well as several questionable and ethical violations. “Most gatherings of the board of education are defined as public meetings under the law, and bringing together members of the board to discuss district business is subject to the Public Meetings Law ([ORS 192.610-192.990](#)).

[https://www.deschutesrepublicans.org/lapine\\_school\\_board\\_gathering](https://www.deschutesrepublicans.org/lapine_school_board_gathering)



# “Purely social”

If a gathering of board members is completely social and no district business is discussed it is not a meeting and does not need to be noticed.

**BE VERY CAREFUL not to discuss district business!**

**\*\* Three members of a five-member board attend a district athletics event together. No school district business is discussed. OK?**

**Four members of a seven member board gather at a local watering hole to celebrate the school district's successful bond campaign. Late in the evening, the members begin discussing their priorities for the bond funds. OK?**

**During that same evening, the four members agree that in upcoming full board discussions, they will vote as a block and prioritize athletic funding. OK?**

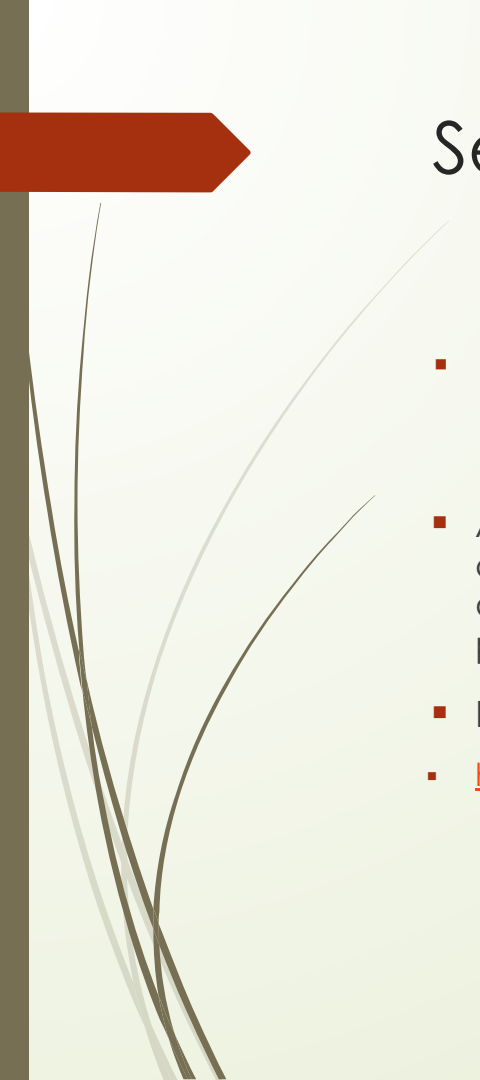


# Electronic Communications Included

Public meetings laws apply to electronic communications - including text and instant messaging.

**\*\*SAME RULES APPLY**

In August, Eugene School District 4J's board of directors was accused of violating public meetings law by holding meetings via text and other messages — aka discussing school business without other members of the board or the public present or even notified of the meeting.



# Serial Communications, including texts, emails, etc.

- A governing body risks violating the Public Meetings Law through a series of private communication with members of the committee deliberating on an issue before the governing body.
- A serial communication has been defined by the court to be communications between members for the purpose of deciding or deliberating toward a decision—in this case, the decision whether to publicly release the attorney's letter.
- Handy v. Lane County
- <https://cases.justia.com/oregon/supreme-court/2016-s063725.pdf?ts=1480090268>



# Small group or Individual recommendation Work

- Work done individually or within a small group (but not a quorum) for purposes of bringing to the government body for review is not considered a meeting for purposes of the law.
  - A quorum is determined by the size of the committee, not the full Board.
- For example, a member of the committee working with staff or students to refine a policy that is being developed or amended by the Policy Committee.



# Informational Meetings



- A meeting in which the governing body is receiving information but is making no substantive decision or recommendation is still within the Public Meetings law as it is information the public should be aware of as part of the governing body's decision making process.
- There are some exceptions for on-site inspections.





# Requirements for Public Meetings

## **Notice**

Time and place and type of the meeting.

Provided at least 24 hours in advance of the meeting.

Provide the name and phone number of someone who can address communication requests.

The main subjects to be considered at the meeting.

## **Space and Location**

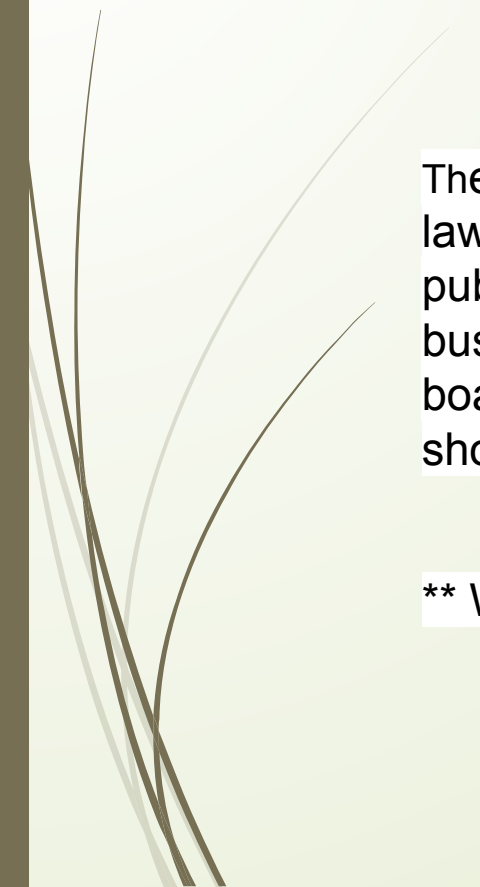
Meetings must be held in locations that are accessible to individuals with disabilities and that can accommodate the likely public attendance. Virtual attendance options are allowed.

## **Public Attendance**

The public has a right to attend public meetings but the law does not guarantee a right to participate. Public testimony or comment provisions may be in other statutes or provided in the governing body's charter or bylaws.



## REMINDER...



The court of public opinion is frequently as important as a court of law. If the public assumes that this was a way to avoid posting a public meeting, or there is suspicion about how the board conducts business, or the topic of the meeting is a particularly hot one that the board will soon be addressing and voting on at a board meeting, it should be posted.

**\*\*** When in doubt, post it.



# Resources



[https://www.doj.state.or.us/wp-content/uploads/2017/06/appendix\\_k\\_4.pdf](https://www.doj.state.or.us/wp-content/uploads/2017/06/appendix_k_4.pdf)

(Executive session checklist)

<https://www.oregon.gov/oda/programs/NaturalResources/Documents/SWCDSessions/PublicRecordsAndMeetingsManual.pdf>

[https://www.deschutes.org/sites/default/files/fileattachments/community\\_development/page/21621/reference\\_guide\\_-\\_public\\_meetings\\_law.pdf](https://www.deschutes.org/sites/default/files/fileattachments/community_development/page/21621/reference_guide_-_public_meetings_law.pdf)

[https://oregon.public.law/statutes/ors\\_192.640](https://oregon.public.law/statutes/ors_192.640)



# **FORWARD** **TOGETHER**

## **Budget Development Update**

Community Budget Review Committee Meeting  
March 14, 2024

# Informing Difficult Decisions: Engaging Stakeholders and Data

# How are budget decisions made?

The district must center PPS's priorities when making decisions, especially when facing a budget shortfall that requires large reductions. One of the earliest phases of budget decision-making is **designing the core requirements for schools. The core program is designed to comply with all requirements, including contractual needs, and to align to the district's priorities.** This year, the team analyzed the **overall system of school-based supports** (including central and school-based positions). This analysis found some redundancies. A goal for this year was to be **more strategic and more specific about allocations to the schools that need additional supports.**

In lean times, we must **isolate core requirements from additional investments.** Investments beyond core requirements are evaluated and data is engaged to understand:

- The intention of the program and orientation to schools; is the program impacting students?
- The success of a program; is it meeting its goals? What are our communities' perspectives on the program?
- The resources used by the program
- How many students are served and who are the focal student groups
- The cost effectiveness or “academic return on investment” of the program

# Engaging Data and Perspectives: Principal Survey

- **This January, principals shared insights** in a survey focused on **school-based staffing** allocations, **central supports**, and **long-term planning**. These findings were **key in formulating and validating** school staffing decisions and central office proposed budgets.
- Principals ranked some positions as highly important to student success, for example:
  - Counselors, site-based instructional coaches, and social workers
- Principals ranked some central office supports as highly important to student success, for example:
  - Social and Emotional Learning, Professional Learning, IT Support, and Curriculum Adoption
- **A theme in open-ended responses was limited resources:**
  - “Our school has very few resources. I cannot imagine our school operating safely without at least keeping our staffing as it is for the 2023-2024 school year.”
  - “We are running thin in most areas. We currently do not have additional staff who are not essential to student success.”
  - “We already do what we have with very little staff. Nothing can go without impacting our students.”

# Reductions to Centrally Funded Budgets - INITIAL ESTIMATES

Unfortunately, our budget gap means that over the next few years, PPS will experience a reduction in staff, programs, and services in schools and the central office.

**Central budget reductions will likely total to \$15-17 million**

## **Staff Reductions**

**(Includes Vacant and Filled Positions)**

**Estimated \$13 - 15 million**

## **Non-Personnel Reductions**

**(Includes Contracts, Supplies)**

**Estimated \$2 million**

These are **preliminary estimates**; as additional information and decisions surface, these figures may shift.



# Impacts to Centrally-Managed Services

In order to address the long-term imbalance in our budget, resources allocated to centrally-managed services have declined over the last two years and will continue to be reduced in the coming school year.

- Central office operations will be streamlined and services will be consolidated.
- While these resources are centrally-managed, reductions will impact school sites to some extent.
- District-wide spending policies are being assessed to reduce non-personnel costs.
- More information will be shared in April.

# Continuing Enhancements and Prioritizing the Student Experience



# Resources for Our Communities

- [Budget Development Website](#)
- Community Information Sessions in April and May (Details Coming Soon!)

# Next Steps

- March 19: CBRC/Board Work Session
- April 11: CBRC working meeting
- April 16: CBRC working meeting
- April 22: CBRC working meeting
- April-May: Community Information Sessions
- April 23: Proposed Budget Presented to Board
- May 1: Board Conducts Community Engagement (Public Comment Session)
- May 7: CBRC Report Presentation and Board Work Session
- May 14 (tentative - if needed): Board Budget Work Session
- May 21: Approved Budget Hearing
- June 11: TSCC Hearing and Adopted Budget Hearing

# Preparing for the Work Session on Tuesday, March 19, 2024

- The CBRC and School Board work session goals are:
  - Sharing updates on developing the proposed budget
  - Provide space for discussion and questions
  - Outline next steps
- CBRC role:
  - CBRC members are welcome to engage in-person or virtually and there will be time set-aside for CBRC to engage
- Logistics:
  - The meeting is from 6p to 9p in-person at the PEC in the Board Room and on Zoom
  - There will be food available in the PEC

# Budget Development - Appendix

# Deeper Dive: Preserved Programs, Efficiencies, and Key Funding Changes

# Modest Increases in Class Size

- Looking ahead to next year, the district projects the average elementary class at 23.2 students. For comparison, in the current year, the average elementary class size is 22.3.
- The district estimates that 98.7% of total homerooms will be below the class size maximum.
- Generally class size maximums will return to 2021-22 levels.



# Continued Investment in School-Based Professional Development

- Instructional Coaches are focused on improving instruction. They work directly with teachers and school leadership.
- Starting in 2023-24, every PPS school has a School-Based Instructional Coach. **This investment is continuing in 2024-25.**
- Feedback from principals informed this additional investment. This feedback was reaffirmed this January: **site-based coaches have become key instructional leaders.** These team members are enabling aligned instruction and promoting research-backed best practices at every site at PPS.

# Continuing Arts Access

- The district has changed how arts educators are allocated to each school.
- The result is a slight reduction in the number of arts educators, and some arts educators who have been at just one school may now work at multiple schools over the course of a week.
- Our students will continue to receive the exact same access they currently have.

# Other Changes to School Staffing

- The district is ensuring teacher planning time is supported and state mandates are met for middle school PE; to meet these requirements there will be changes to staffing allocations at each school.
- The district is streamlining and combining learning support services in schools and through the central office.
- Resources will be redirected for social, emotional and behavioral supports towards efforts that create a more consistent, high-quality, and joyful learning experience for every student.

# Title Program Changes

- Federal Title programs provide funding for a specific purpose. For example, Title I funds provide additional support for schools that serve children who have risk factors like poverty.
- Eligible Title I schools get an amount of federal money based on the number of students in the school who are directly certified by USDA standards. A recent change to Title eligibility requirements added Medicaid enrollment as a factor; thus, PPS will see an increase in Title identified schools in 2024-25.
- **In the current year, PPS has 25 Title schools. In 2024-25, PPS will have a total of 36 Title schools, which now includes three high schools and two charter schools identified as Title.**
- **This means the same amount of funding is spread across more sites.**

# **School Year 2024-25 Budget Development: High-Level Financials**

# We Face Financial Pressures

## Rising Costs

Inflation has resulted in higher costs of goods and services.

We have invested in our team members' wages and teacher planning time.

Our student needs continue to grow.

## Limited Revenue

Our state dollars continue to fall short of the costs to operate our schools.

We have less special revenue, including the end of federal pandemic aid.

## Declining Enrollment

We have fewer students, more staff, and the same number of buildings.

Our funding is dependent upon number of students.

Since 2020, PPS's student enrollment decline has been 9.5%, has fallen faster than Oregon's (6%), and is projected to continue to decline.

## General Fund Revenue and Expense Gap: **\$170 million+ in 3 years**

	Current Year 2023-24 (in millions)	Projected 2024-25	Projected 2025-26
Total Revenue (+)	<b>\$746.8</b>	<b>\$764.7</b>	<b>\$777.3</b>
Total Expenses & Requirements (-)	<b>\$789.3</b>	<b>\$826.2</b>	<b>\$850.5</b>
Net (Revenue - Expenses)	<b>-\$42.5</b>	<b>-\$61.5</b>	<b>-\$73.2</b>

- \$170 million+ gap is total of negative net revenue over the three years

# How Are We Going To Balance The Budget?

	Current Year 2023-24 (in millions)	Projected 2024-25	Projected 2025-26
<b>Net (Revenue - Expenses)</b>	<b>-\$42.5</b>	<b>-\$61.5</b>	<b>-\$73.2</b>
<b>Use Reserves</b>	<b>+\$32.5</b>	<b>+\$30.5</b>	<b>+\$1.2</b>
<b><i>Remaining Gap Closing Needed</i></b>	<b><i>+\$10.0</i></b>	<b><i>+\$31.0</i></b>	<b><i>+\$72.0</i></b>
<b><i>Balanced Budget</i></b>	<b><i>\$0</i></b>	<b><i>\$0</i></b>	<b><i>\$0</i></b>

<b>Projected Reserves</b>	<b>\$72.9</b>	<b>\$42.4</b>	<b>\$41.1*</b>
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- ***Remaining Gap Closing Needed*** is where we need to make cuts to get to a balanced budget.

\* 5% minimum  
threshold per board  
policy



# Continued Budget Cuts Taken by Central Office

Because of the ongoing budget cuts taken at the Central Office, further reductions beyond the expected \$15-17 million would not be possible for this budget year.

## 2022-2023

The central office made over \$30 million in reductions to spare schools from funding cuts.

## 2023-2024

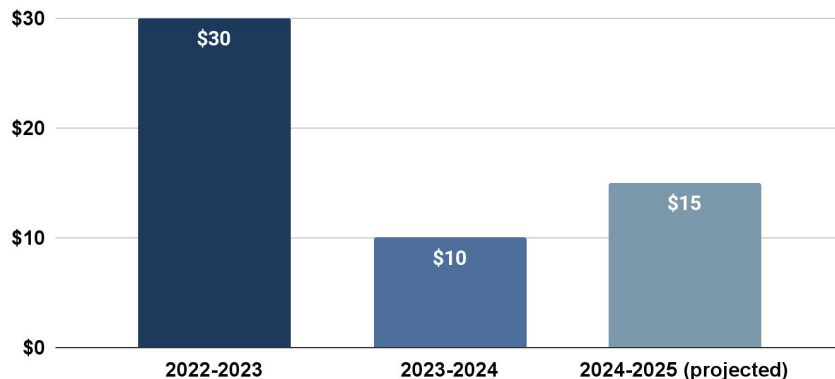
During the middle of the school year, we implemented a hiring freeze for central office positions and reduced non-personnel budgets by \$10 million to address the shortfall.

## Projected 2024-2025

Reductions for the centrally-based, centrally-funded services are estimated to be \$15-17 million.

This will be achieved to the greatest extent possible by decreasing non-direct student-facing staff, central office operations, and contracts with outside organizations.

Central Office Budget Cuts (in millions)



**Total \$57M cut  
over three years**

# Learning Acceleration 2024

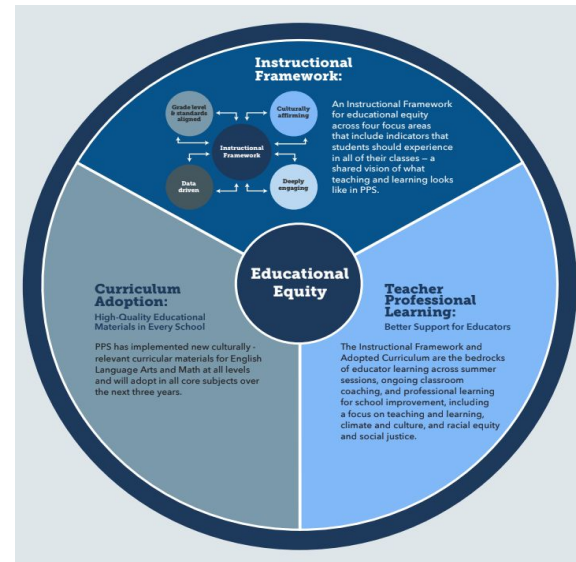
CBRC Presentation



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# Learning Acceleration in Portland Public Schools

*Learning Acceleration in PPS is the intentional implementation of a set of strategies intended to leverage students' assets, strengths, and gifts in order to accelerate learning, provide access to unfinished learning, and move every student towards mastery of key grade level standards and skills.*

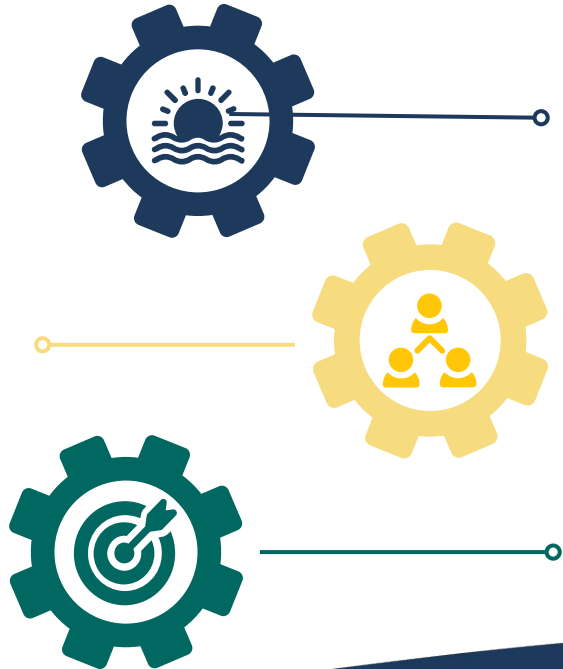


# 24-25 Learning Acceleration in Portland Public Schools

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## High Dosage Tutoring

8 week cycles of before and after school highly focused and systematic tutoring, primarily focused on foundational literacy skills.



## Summer Acceleration Academy

4 weeks of intentional academic programming for K-5 grade students, focusing on foundational literacy, math, and STEAM learning.

## Learning Acceleration Instructional Specialists

Specialized instructional staff provide push in support, co-teaching, and scaffolds for Black and Native identifying high school students enrolled in AP classes.

# SAA 2024: Program Details

- **Program Dates:** July 1 - August 1, 2024
- **Serving 2,200 Students at 11 Hub Sites (map)**
  - Grades K-5
  - Students below grade level in reading based on district-adopted assessments
  - Prioritized enrollment for historically underserved students
- **Increased Instructional Minutes** to add minutes for literacy instruction aligned with curricular requirements and Rand research.
- **Reading Support Team** deployed across grade levels to ensure small group literacy instruction for all students
- **Transportation Provided**
- **Meals Provided** (breakfast, snack and lunch)
- **Afternoon Enrichment** activities & enrichment offered through partner programs

# High Dosage Tutoring 2024: Program Details



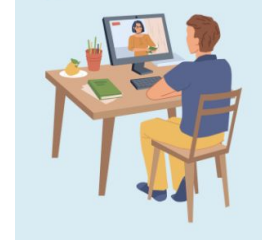
## HDT Classic

Small group before/after school tutoring for 3rd, 4th, 5th grade students with PPS Teachers working extended hours using training, materials, and system used in 2021-2022 and 2022-2023 (outcome data [here](#)).



## HDT Align

Small group before/after school tutoring for 1st - 5th grade students with PPS Teachers using new PPS HDT system developed with curricular alignment by Learning Acceleration team, consultants, and teams of PPS licensed teachers.



## HDT Align + Remote

One-on-one tutoring for 1st - 8th grade students with limited term licensed and classified Reading Support Tutors using newly developed PPS HDT system.

# Early Literacy Support: Program Details

## Science of Reading PD

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Over 3 years, educators in all 60 of our K-5/K-8 buildings will be trained in the Science of Reading and supported in bridging this research to practice.

## Early Literacy Coaches

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We will be hiring 6 Early Literacy Coaches to help K-3 educators participating in our Science of Reading PD apply their learnings to their curricula and classrooms.

## Interventionists

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We will have 78 school-based (centrally-supported) interventionists working directly with students in need of Tier 3 support  
*[53=K-5 Literacy/25=6-8 Math & Literacy]*





# Contact us



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## Summer Acceleration Academy 2024

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# Q/A and Closing

**See you on Tuesday, March 19!**