



# Community Budget Review Committee

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## Meeting Agenda

Thursday, January 12, 2023

5:30pm - 7:30pm

[[Meeting Link](#)]

[[Member Portal](#)]

**CBRC ATTENDEES:** Roger Kirchner, Sonya Harvey, Lisa Selman, Olympia Calvert, Dashiell, Renee Anderson, Tasz Ferguson, Karanja Crews, Stephan Lindner, Mariah Dulah, Max Niederman, Elona Wilson

**STAFF ATTENDEES:** Nolberto Delgadillo, Jordan Cooper, Alexandra Martin

5:30pm

- Welcome/Check-in
- Refresh last meeting
- Any updates from the group?
  - Chair/co-chair
  - In Zoom chat update

### Notes:

ND: Look towards electing a chair and co-chair at the next meeting; tonight we will continue to get to know each other and can consider nominations.

ND: Are there questions from the asynchronous materials in December? Referenced the google form for questions and the video content.

JC: We cannot use the chat in public meetings. Say your questions.

RK: During Board breakout groups, the public is not included.

KC: Listener during this meeting to catch-up with the materials.

MD: Trying to understand why they want to extend the levy. Understood levy as bond passed by voters.

ND: Both function around property taxes. Bond is restricted to capital projects like construction, renovation, curriculum, technology - have a life to them. The levy also goes to voters but is used for operational activities related to the classroom. We use that funding to pay for teachers. There are limits and the funding source funds close to 900 teachers. It is about \$100m dollars in revenue. There is a cap on how much the district can collect. There are conversations exploring the caps on the legislative limits. Inflation, enrollment changes, other dynamics have changed over the years. The levy

committee is doing due diligence in exploring the caps to understand if we can bring more revenue to the District. The voters would need to approve it.

MD: Have we had success in getting the LOL approved?

ND: Yes. In the nineties some issues but in the last ten years have been successful.

OC: When would it be on the ballot?

ND: Timing is part of ongoing conversations.

RK: It expires in 2024. One year the bond and levy were on the ballot at the same time and one passed and the other did not.

RA: In the graduation rate table on the gaps to be at grade level, Black students have been lowest in most outcome categories. The percentage they have to improve, the graduation rate is 2.4, which is close to everybody. Do we know how many modified diplomas have been given out in the past few years? Disproportionately given to Black students? The testing and scores, there is a table with a 2. Does that mean that only 2 students took the test? [Referenced proposed Board goals document](#). Concerned about the number of students taking the test and lack of good data. I also have a question on Lincoln Program Prep.

ND: We will need to get back to confirm.

KC: Who would you ask? Renard Adams on the student outcomes and Margeret Calvert on the program.

RA: Can we find out the average social workers and the average class size? Did we meet the goals in the budget review? I would like to know where we are.

ND: We shared a report with the Board on class sizes. I can circle back with the number of social workers. One aspect of class sizes, last spring there was a step down in class sizes. For CBRC, it's important to distinguish staffing plans which provide ratios for staff to students. During the pandemic the ratios have been lowered. During the pandemic, the enrollment declined and has trended down. We have kept class sizes as steady as possible and have not staffed to our staffing formula. We started to the right size leading into this year. Last year, we started to the right size, though no teachers were fired. We also calibrate where we thought enrollment would be and where it is trending now. The report shared with the Board focuses on this year.

RK: We are on the cusp of a dilemma state-wide with the birth and enrollment decline. State funding for schools within Measure 5, districts are asked to certify the ADM (average daily membership) every October and this provides the basis for school funding. The funding has to go up per student to lower class sizes. The Board is going to engage in an audit or assessment; the District has been trying to address the education gap for 50 years. Where is the measure on the effectiveness of the different remedies? We have received millions of dollars.

ND: We are not alone in looking for the right mix of investments. There are other levers aside from class size, professional development, and leadership capacity. Moving away from how much to how well is one of the opportunities. The initiatives in the strategic plan are going to move us toward accountability, measurements to achieve the goals.

RK: The point on the additional wrap-around services does not deal with the fact that we are recruiting but not able to hire for the number of positions we budget for.

ND: It is still a tight labor market. We discussed retention bonuses for paraprofessionals.

OC: For the 23/24 legislative session, the state of Oregon has \$2b left of \$4b, will this inflation impact our budget.

ND: On the first question, we did dig into the fund balance to submit a balanced budget. Our expenditures were more than revenue coming in. That played out with the biennium budget of \$9.3b. That will not be enough. Conversations with local districts, there are conversations on the current service level. Calculation based on all districts in the state, to keep the CSL requirements, estimate is \$10.3b. This is another one billion than the current biennium. I will share the Quality Education Model (QEM) from the ODE website; it models the amount of funding needed to give the community all the services required. It says we would fund the state school fund with \$x for a quality education. We consider the enrollment, the biennium budget, the other district's enrollment. Most other districts are also having declines. ODE calculates a preliminary report on funding, it comes out in February. It will better inform the funding over the next year.

DE: Clarity on the one-time federal dollars which didn't have an amount. What is the use of a Student Investment Account (SIA) this year?

ND: SIA will be steady; is based on corporate tax. Is \$39m in FY23. Referenced pie chart in the presentation on the funding mix. SIA is in Special Revenue and is restricted by submitting a plan to ODE. We can share the current SIA plan. There could be volatility related to recession. SIA appears steady in FY24. We are preparing the budget for FY23 and 24. SIA is part of Integrated Grant Guidance (IGG) which requires districts to align SIA, CTE, HSS, EHS in a cohesive funding strategy to support outcomes. In the presentation, you can access a QR code that will take you to a survey to give feedback on the IGG budget plan. We are preparing a four year plan. There is an impact to IGG grants based on enrollment. Referenced chart. The largest slice, general fund (GF) is unrestricted. LOL is not dependent on enrollment, it is \$100m in GF dependent on capped property taxes. What was the question on the federal sources?

DE: When was the last time all of the SIA used all at once?

ND: Distributed yearly and we need to spend in the same year by June 30, at the end of the fiscal year. There is some carryover into summer.

DE: In this transitional year in the market, what is the plan for the impact of the \_\_? (reference video - discussing economic decline)

ND: A few years ago, funding was cut in SIA and we used GF.

KC: Referenced budget overview, is there a process to evaluate the use of funds? How they were spent, how effective the program was, when and how can we shift the budget?

ND: Not an easy answer. There is a process for some, like SIA, we put a plan together and report to ODE. The vast majority of the investment is at school sites. Assessments usually rely on the human feedback loop. For example, how effective is the curriculum rollout? There would be feedback on the professional development (PD) and then the results in the classroom after several years. The assessment would be MAP and others. Differing experience of administrators, students, teachers in curriculum rollout in a different district.

KC: Can you show the budget process timeline?

ND: Over the next few months we will have conversations and guests at CBRC, we will take the learnings from these meetings to look at the budget in April and May.

KC: You mentioned something prior, question on the cycle and milestones graphic.

ND: We were in budget awareness, we are getting more data, and moving to budget building with the elements that are part of the budget. We will be sharing information. In April/May, we will be giving feedback to the Board in a letter. The Board adopts the budget in June. We have a budget calendar to share.

[https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/214/Final\\_2023-24%20Budget%20Calendar.pdf](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/214/Final_2023-24%20Budget%20Calendar.pdf)

MD: What are the trend lines from the state?

ND: Yes, and mostly enrollment.

RA: 3400 less students.

ND: Prepandemic, 48-49k pre-pandemic, trending closer to 42000. Roger mentioned that births are declining.

OC: Is middle school the biggest impact?

ND: I don;t have the specific grade bands, I can see if that's available. For next year, landing at about 42k. Where have the students gone? This is not just a local situation. There are 1m in the US that are missing. It could provide schools. Trend data is not suggesting 4k students will come back.

RK: Encouraged that committee members follow the Board meetings. There are decisions that impact the budget. I understood from Dr. Adams that elementary had the highest decline and high school the least. It comes back to the birth rates. In my day, there are 12 high schools and 70k students. The legislature waits until they have an economic forecast in May, some years they take longer. We are required to adopt a budget and then sometimes amend based on the legislature. Noted differences in jurisdiction's fiscal years.

5:45pm

- Address questions from asynchronous December materials

**Notes:**

6:15pm

- [PPS Budget Info Session Presentation](#)
  - [Investment Descriptions](#)

**Notes:**

7:00pm

- Questions and Answers

**Notes:**

**DISCUSSION on Chair/Co-Chairs/Vice Chair**

ND: As we get closer to the Superintendent's budget presentation in April, there will be more information. We will take questions via the form and get you answers. Reminded on the task of identifying the chair and co-chair. No expectations for nominations but creating space for the conversations.

JC: Thinking about what you would like to see for agenda creation and questions. The chair and co-chair can help set the agenda.

ND: The other key task is helping to facilitate writing the Board report.

RK: Last year, reluctantly accepted the task of chair and created the agenda with JC. Encouraged participation and kept an eye on the clock to facilitate. Last year co-chair Lisa Selman and RK offered nomination as chair.

LS: Due to personal commitments, it would be difficult. Here to help and can facilitate; suggests not the right person to lead.

RK: Ideally, CBRC starts meeting in September. There is a lot of content to learn about: SPED, disciplinary hearings, etc. Encourages making a decision tonight to get on with the work. Preference for chair with previous experience.

MD: What is the role of staff in writing the recommendation to the Board.

ND: It is at the discretion of the committee. We don't write the report but we do answer questions and provide resources

JC: We support coordination and formatting.

MD: Do you support answering questions?

RK: We divided the work last year by paragraphs, discussed and had a consensus report. Three people presented the report to the Board. Last year the Board chair asked us not to read the report because they read in advance, doubting Board members read materials ahead.

LS: For the two years it was more the chair and co-chair. Last year it was a collective and we broke it into parts. People did not have to agree but we felt everybody's voice was heard and stronger statements were made than the previous year. It was a better report.

MD: Interested in co-chair but would want to be paired with an experienced chair.

SH: Would you be chair again and is that allowed?

RK: Interested in moving things along and would be a facilitator. Would be happy to work with Lisa or Maria.

ND: There would be space for all three of you. It would be a chair, co-chair and vice chair.

LS: Could I be an advisor; could I take the lead on the report?

DE: Shared power is reflective of what equity work we are doing. I am all for it.

RA: Agree.

TF: Have all three people been selected?

ND: Still open. Informally, I heard Roger continue as chair, Mariah be a co-chair, TBD opportunity for vice chair.

TF: I would be open to it, I have served in other capacities.

RA: What is the difference between a vice chair and co chair.

ND: Referenced bylaws, not defined. Up to the committee to design. Could facilitate meetings, agenda setting. Hierarchical: chair, co chair, vice chair.

RK: Typically, the chair works with staff on the agenda and presides over meetings. Last year, Lisa was co-chair and helped draft the report. We have had co-chairs, co-vice chairs, co-student chairs. Many on the committee would have a title. Day to day labor did not translate to additional responsibility. Suggested elect the three people be elected.

MD: Asked about website and question submission.

JC: Up to committee, could submit to the chairs or submit via the form. Not ideal to get efficient responses to staff directly.

RK: Worked well that JC took care of questions. In previous years, CBRC members went to individual

staff members and resulted in confusion among staff on who was answering. Their time is limited. That is why we have directed questions through the chair. Similar questions could be combined.

OC: Suggested they all see the questions.

RA: Would you prefer you ask our questions before the meeting.

JC: We track your questions during the meeting. If you submit in the form ahead of time we can have more complete answers. It's both.

Vote:

RA moved:

**Roger - chair**

**Mariah - cochair**

**Tasz - vice chair**

LS seconded

All aye

7:30pm

- Closing
- Announcement of the next meeting date and time

**Notes:**

JC: Will reach out to plan the next agenda for Feb 2, 5:30p.

RK: Look for the materials and agenda.

Adjourned 7:00p.

Meeting Transcription:

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Well by my account on the screen. It says their third are present, so maybe we ought to get moving.

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It's it's passive. 5, 30,

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Hi! I was just about to suggest the same thing. Well, why don't we get started?

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Good evening, everyone. It's good to see you all, and I know hearing folks had a hopefully, somewhat of a quiet, calm December, and others hopefully got a chance to do something exciting.

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But more importantly, hopefully, everyone's just has saved December.

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And the way that you all ever want you know the way that works for you all.

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And so you know, for today we have a few items and one item that will save towards the end.

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But I want you ought to be thinking about this as we have this conversation is that we do eventually need to vote for a chair and a co-chair, and and and so forth, and part of our last conversation, or one of our last meetings was that we wanted to give the group some time to get to know each

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other to then determine, okay, yeah, wanna make a nomination, you know, for X individual and eventually get to that.

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And so now, today's one of those opportunities to continue to get to know each other.

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And then, as we work towards our next meeting, this February the second, I think we can then, you know, work through nominations and and the voting process.

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So just kind of wanted to put that out there, so keep it on.

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Keep. Keep it on top of mine, as we have our conversation today, and as a as sorry, and I'm also reading the notes here

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One of the homework assignments, you know. Speaking of December, we shared a handful of resources and links for some asynchronous learning during the month of December.

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Yeah.

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And wanted to create the space to see if there are any questions.

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You know, some, some wonderings, something that stood out, and any of the materials that we can have a conversation.

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But also as a reminder. We do have our Google form to submit questions.

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So on our site, we do have the link. So as as we have these conversations right we're kind of, we're kind of back.

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It's it's January, and we have these conversations.

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Alright!

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If there's a moment where maybe didn't get a chance to ask a question or just need to kind of process the question some more, you can definitely leverage that that Google form submit question

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So with that in mind, just wanna pause, create some space right now for folks to raise questions, share any thoughts on the materials.

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I'll I'll pause there.

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Can I? Sorry? Can I quickly jump in before we go into questions?

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I just say I put on the agenda, and I had to.

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I was told I have to make sure. I say this tonight before we start.

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No.

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But for I just per the law. We are not allowed to use the chat function for anything, major or really, we're not supposed to use the chat function in any streamed public meetings, because the chat is not visible to in the stream, and so we have to pretend as though.

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We're in a space where the public is in the space with us.

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And so, if you do have questions, make sure you say them verbally.

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If you are having any trouble with your mic, feel free to use the chat to let me know, and we'll have to find another way for you to communicate.

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But just letting you all know we're not supposed to use the chat function here.

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Thank you. Jordan, that's important. Yeah, that's that's definitely, yeah.

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Yeah, yeah. Sorry. Sorry. I wanna make sure. I threw it out there before we started going into things

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Yeah, appreciate that

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Yeah, I might point out, you know, when the board has here meetings and they work.

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They break out into small groups, the the public gets cut out on out so

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Yeah, I agree with that

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So I believe

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I guess I can. I can start. I just wanna Hello, everyone.

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My name is Caronda Cruz. I'm in, and full transparency.

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I've been dealing with a lot, and I have not had a chance to be able to review any of the materials or anything like that.

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So I'm just now one daughter was just released from the hospital today.

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Oh!

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After weeks of, you know, with a lot of different issues.

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But so I'm just now coming out of like foggy land just a whirlwind of that's been happening over the since December, going into a New year.

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So I think for me, I just wanna this is gonna be a space for me just to listen and to to learn and to kinda catch up on things.

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So I'm gonna be pretty quiet. I might have my camera on.

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So I just wanted to let people know that

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Yeah, no worries. Thank you for sharing that, grandja.

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And and of course the materials are there, and we'll we'll we're here.

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Okay.

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So we as as we go through this process. And, Mariah, I see you have your hand up

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Hi, thanks so much we're addula here. I had a question I was watching some of the local option levy committee kind of conversations and trying to understand kind of the bigger picture for why they're wanting to extend that levy.

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And there was discussion about whether they potentially take that to the legislature.

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I thought loveies were a were basically a bond passed by the voters. So I was kind of curious for the context around that

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Yeah, yeah, that great question. So the local, there's a distinction between the bond and all the local option levy.

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They both function like with taxing property. So that's kind of like some of the commonality.

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So taxing, a house, taxing a business, and they generate revenue with the bond.

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It's it's restricted to capital type project.

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So we think about construction, renovation, curriculum technology, things that have a specific life to them, while the local option levy similar to a bond is voter approved.

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So the local option levy also goes to the voters, and then they approved that the distinction with the local option levy is that that is used for up.

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It can be used for operational activities related to the classroom.

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So we use that and that's the way it's written to that extent.

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And it's that funding is used to pay for teachers

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Hmm.

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It's cat. There's certain limits. And that funding source is is funds close to 900 teachers.

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Well.

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It's about a 100 million dollars, a 105 million dollars that gets gets taxed.

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Now there are certain legislative caps that limit.

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How much you can collect for a variety of different reasons. There's like 3 different caps. And so there's current conversations which are exciting. And and they're good conversations. So explore

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There's so much capacity that can be accessed to support the local option.

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Levy, but we can't fully access it, because we're tapped due to these legislative limits.

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So conversations are happening. Could we explore raising those limits?

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It's been done before. So inflation, enrollment, changes what are there so many different dynamics that happen over the course of a decade of 5 years?

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And so it's the due diligence of of the committee is to explore.

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Should we, or or how could we explore increasing those caps to allow for more funding to come to the district to support these functions, to support paying, to continue paying for teachers?

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Does that help

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Yeah, it does. I guess it was just curious on the piece.

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I I guess I didn't understand the cap piece to it.

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So if the legislature increase the cap, we would still need voter approval to extend a levy beyond current current.

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Okay.

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Correct. Yep, there, yep, correct. So the getting the cap approve is is one thing, but the voter still need to approve it, so that it continues for the next cycle

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Can you tell me just just really quickly, how we had a pretty strong history here, and Pps of getting those local option levies and bonds approved

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We? Have. I don't have the the percents.

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There was a point where it was. I think it was in the nineties where it wasn't a good track record. But then, eventually, over the past, I'd say maybe 10 years. It's it's been a fairly good track record

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Olympia.

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Yeah, I was just wondering, is the local option levy on the May ballot.

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The same. As you know, School Board races, or is it back on so what?

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When is that? Okay?

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It it hasn't been determined yet, so that's part of the ongoing discussions to get the right timing.

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And there's a certain timeframe that it needs to happen, so that it then lines up with like the collection of taxes, so that it lines up before the current levy expire.

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So those those are ongoing conversations.

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Do you know, when the current love be expires?

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Yes, we do, it. It's a 5 year, Levy, and it doesn't expire until 2,024.

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But we may have to go out early. So you don't have the prospect of having a local option levy feature on the bow.

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At the same time that we're going out for a capital bond which builds our school.

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So we have a nasty experience in 2,011, where we had both a levy and a bond measure as a bond measure pass in the 11 local lobby.

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I know the local option levy Pass, and the bond measure of did not, and so so the Board tries to avoid those kinds of conflicts that, and also that dictates whether it's in may or in November, and so on and what other jurisdictions are

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Doing is also needed, that they looked at because if you have Monoma County going out for something at the same time, the School Board is that you?

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You might have a built in conflict so

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Absolutely. Yeah.

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So I have a question also a few questions, one. So when we look at that, that table that talks about graduation, it has graduation rate in it.

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But they're talking about the gaps. How much? What's the percentage that students need to improve to be at grade level?

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So we we know that students that African Americans, students, I'll just say black students have been.

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And then the lowest, or next to the lowest, and in most categories.

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And then, when we look so when we look at these gaps, the percentage that they have to improve, we look at the on that table. I think I forgot the page just a minute

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It's page 22, so, but then, when we go to the graduation rate, it's a 2.4, which is pretty close to almost everybody.

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To achieve, to achieve the goals right and so. But my question is, do we know how many modified diplomas are being given out because I have a concern about that I'm trying to figure out.

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How do we go through? And our students are near near the bottom, or next to the bottom?

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But when it comes to graduation they're graduating.

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How are they graduating? I need to know how many modified diplomas have been given out the past few years, because I do know that African American students are getting more than their share.

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Than others, I should say so. That was one. And then the the testing.

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When they talk about testing, and they're looking at these scores.

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I'm trying to figure out. Let me see which page

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If you look at well, I'll just look at the mathematics.

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For fifth grade. So it says, nave Americans, and it has that little, too.

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Does that mean? Only 2 students sit the test. What is that? 2 for

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I do not. I'm having a hard time finding the document.

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Yeah, yeah.

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Oh, so the document is what's the name of this?

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Propose Board Goals

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And

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And they so when they do the bars

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I I don't know what's the they they talk about the test, and for the years 26, through 2019.

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So they talk about the where the students were by group. And then we get to projections for the third grade and fifth grade and eighth grade.

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And I just want to know what those the numbers are in those bars.

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So at the very beginning of the bar, it says, native American, 2 students, and they project the 14% of those students are going to meet grade level

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And then

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I can. I see? I see it now. Yeah, yeah.

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Okay, so could you just make sure I'm reading this correctly?

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Well, actually, I'm I'm asking the question. I want to know what the 68 of the

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I would need to confirm. Yeah, and we can get get back to Conf for confirmation on that.

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I don't have the answer off the top of my head

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Okay.

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Yeah, I'm and and I, and also like, Well, never mind.

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I just I would like to know what those numbers are. How many people actually took the test because I've I've heard that a number of students were not taking the test, and how we're using that to predict.

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And when I attend the state meetings, one of the things they said is, we haven't had good data for a couple of years.

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So anyway, I think that was let me see.

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Oh! And I also had this question about. They have some. There's talking about some of the new programs are going to do.



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And at Lincoln High School they call. They have something called education.

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Prep.

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I'd like to know what that is. The rest of them.

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I I knew. But education prep. At Lincoln High School.

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But what is that?

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Yeah, we could certainly ask and and get that

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Thank you.

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Other questions, comments.

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Who? Who would you ask? Like, who? Who's the source to that information?

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Oh!

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So 4 is the if question regarding the reading and whatnot, I would speak to Don Adams, our chief of research assessment, and accountability, and then, as far as the program at Lincoln, I would I would start with most likely Mart Margaret Colbert as as the Regional soup for that

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Area just to see what insight she has. She oversees a set area.

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But high School secondary, and and get some information from her

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Yeah.

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Okay, I I do have one for question. So I read the superintendent's report, and it sounds wonderful.

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You know where we we have all these goals, some of them, many of them, are the same that we had for this past year, and I would like to know

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How many. So they talk about hiring more social workers, doing more for Paris, etc., etc.

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I would like to know where we are right now, but they also discuss class size making class sizes even smaller.

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But could we find out how many social, how many additional social workers do we actually have?

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How, and how many and what's the average class size, etc.

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So where are we today? Is what I'd like to know. Currently

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We end yes, we can get that. We have a report that was shared with the board.

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I believe it was a October, so we'll make sure we on class sizes, and then I'll circle back regarding like the the number of social workers and in the district, and and that information so

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Yeah, so for for me to see where what he's saying we're doing.

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Yeah.

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But where are we coming from? And so, anyway, in other words, do we meet the goals that we talked about last year?

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So when we had, we did the Budget Review, and Fbm, we said, yes, we're gonna we're not gonna fire anybody.

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We're gonna hire blah blah blah! And I just would like to know where we are

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And and I one of the things one of the aspects with class sizes is that this was as we were getting into this year.

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So thinking about where we were last brain working on the budget towards this year there was this step down, because from class sizes and I think it's important, like for particular, when we think about Cbrc to to distinguish between the staffing plan so like the school side staffing plan has

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Ratios. So the school side staffing plan says, for example, elementary will have 28 students to one like it's like the rules that establish number of students that come in would generate the number of teaching allocations and over the pre-pandemic levels our staffing

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Ratios have been lowered. Now the pandemic excuse me. The pandemic occurred, and enrollment started to decline

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And we were hopeful enrollment with Bounce back up, but, like the the trend that has not been the trend.

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But we've kept classrooms. The number of the classroom sizes as steady as possible, pretty much ignoring the ratios.

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So, even though the ratio set 28 to one, we were maybe closer to 26 to one, and leading into this year, we started to write size because we're like we can't keep.

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We can't keep padding and and using, not using actual enrollment.

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And as we came into this year there were if I recall correctly, 88 teaching allocation, reductions that were made, they did not impact any teachers.

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Oh, right! We went through that right

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No teachers were fired, but it yeah. So I kinda like, like, like bringing it back.

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And and from the perspective, really thinking about like the distinguishing factor between the class size ratios, the staffing plan, the school side staffing plan.

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That's maintaining that. But then also calibrating between well, what we thought enrollment was gonna be where to calibrating against, where we thought enrollment was going to be, to where it's actually trending now.

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And so we continue to to see that trend line go down.

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So it's like, how do we continue to support the the?

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The class sizes into next year, and and the report that I was shared with with the Board.

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It. It focused on this year. And there's some really good data.

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So we'll make sure that it's shared on the on the link, and and we can point to it as well for or we'll share with you, and then also make sure we share the link to where it sits on the board.

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Website. But it's it's really insightful information

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Thank you. I'd love to see it

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We're we're on the task of a of a dilemma.

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And then school this school districts, statewide, our are, are we facing declining enrollments?

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Right.

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We're told about birth birthrate as a at a 40 year, 40 year.

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Lower, the the funding that comes from the state, largely because the State is now responsible for funding education, with the result of Bell Major 5, 20.

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Some young years ago, where it used to be funded locally

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The State funds based on actual enrollments. That's why districts are asked to certify what their average daily membership is on by in October, and that is the basis of which the State gives the District funding and that funding yeah, we wanna effectively address class

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Sizes pass to go up per student, even though we have declining enrollments.

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And that's a big ask of the legislature in all the other demands that are are placed on the State, and so that's what base faces are legislative of members.

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They? I? I would ask no bear to. The the board is, as I understood, was was going to engage in some kind of an audit, or or an assessment.

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Because the the district for over 50 years has been trying to address in various different ways the the, the, the education gap that that exists among the various and and but one begins to wonder, for example, in my 10 year on on Cdrc.

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I know Roosevelt High School, which at various times has had an enrollment around about 600 or so, as actually where you see not thousands, but millions of dollars.

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And yet the gap seems to be rather persistent.

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Over over the years from 2,000 or 1960, when the mile of school program was first inacted, and so on, and so one begins to wonder.

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You know why? Renee raised the question, or we're gonna hire additional Paris or extra resources wrap around services for for for the for schools that need them. Where?

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Where is the measure? On, on, on, on the effect in this?

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Maybe. Is that the right way way to remedy the problem?

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Or obviously the district hasn't found the the the remedy over the last 50 years.

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So.

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It. And it's definitely not unique to Pps. Unfortunately, trying to find that right mix of investments and and and and and strategies and right some, some we have that conf community conversations and conversations even leading into this budget where a lot of emphasis for example, was on class sizes but

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also right? Not thinking about like what are then the other levers to help improve student outcomes, whether it's increasing school leader capacity or redefining how and professional development, really finding how professional development experience there's like all these sort of different strategies that it it's still the I

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think 1 million dollar, or I don't know. Let's count inflation.

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The 1 billion dollar question around like, which mixes the best mix.

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And and I don't think anyone has like the right answer.

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But like asking the question, I think, Roger, that you're getting to where we're moving away from, how much to how well is it is?

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I think the the opportunity at hand, and and as as we think about the the strategic plan, it was in one of the presentations, and outlining those outlining the strategic initiatives in the strategic plan and thinking about how do those fit in closing or cheating the board goals and

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It's gonna start getting us closer to to holding ourselves accountable.

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Measuring. When now we have great 3 reading for our black students, we wanna achieve 5.5 percentage point gain every year.

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What are then? The strategies that are being implemented to make that happen?

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So I think the yeah. These are all great points that that come to the table here

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Olymp. Oh, yeah.

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And the follow-up Renee's question about the the hiring of of an additional wraparound services.

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Does not the district deal with the the fact that the we have a we're recruiting, but we're we're we're the number of hires is is below what we're actually seeking up. I said.

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We have a 100 positions and then we're only able to fill 70.

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Well, what's the gap there?

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Yeah, I don't have an exact number, but it's still very tough labor market and finding individuals.

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So this current year, one of the incentives that we put in place was to offer a retention bonus retention, stipend for paraprofessionals because of those it's very hard to find colleagues in those areas and it it that plays itself out

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and in different areas. So it's still something that as we compete for talent training to figure out, what is that best approach

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Olympia.

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Yeah, I was just gonna say, or the 2023 legislative session as we enter it.

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I'm curious if and I know we don't have all the answers about the state budget, but is state of organs running.

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How about 2 billion dollars less than did last year after they view they're about a use.

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They're they start at 4 billion. They're about to use rainy day funds.

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They're gonna be at 2 billion. So I'm curious if that's gonna affect our, you know, mix of that inflation can affect our budget.

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And then also I think it's a great time kind of for the district to be thinking about.

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I'm starting the infrastructure of kicker reform cause I I don't think it'll pass this year with, you know there isn't a a super majority of past tax reform in both Chambers, and so on.

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So I don't think, but starting that infrastructure say, in 25, if it's a better year for the education.

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Then looking at, if care reform is possible.

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Yeah, I, I I would cross my fingers. It would be an opportunity to reassess with that could look like.

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But to your first question regarding the State School, or excuse me with the budget and the state budget, and and the substantial impact to the State School Fund, I think as as kind of like a flashback to May in June that where we were working through our budget to to get to

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Where we are right now. We had to dig into our our fund balance.

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So when we think about our fund balance, it's our savings account.

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So we had to use our fund balance to to submit a balanced budget.

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So what that means is that our budgeted expenditures are more than like new revenue.

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That's coming in. And so that scenario played out with a biennium budget of close to 9.3.

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I think it was about 9.3 billion dollars

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So as we enter this next legislature cycle, next, by any, it's it like 9.3.

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Anything 9.3 will not cut it and put it simply, and as we have conversations with other local districts, there's the Id.

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There is the concept of the current service level that csl, so for for for the for Cbrc, here it's important to understand the current service level, which is the amount of funding required to keep minimum operations going.

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And it's a calculation based on all the districts in the State.

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So this isn't just about Pps. It's about the whole state, and to keep

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Minimum Service level requirements or or the current service level requirements.

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The estimate is close to 10.3 billion, for the biennium.

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So that's about another 1 billion dollars on top of what we had.

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This wrapping up this by anym cycle. So it's not.

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It's not a small amount, and and so that's current service level agreement.

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And do I think we'll make sure to share this it's it's available on the I believe it's the Ode website.

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There's a quality education model as well. So I think Rogers probably heard of it as well, and and like a quality education model is essentially like a representation of it models out the amount of funding needed to give our students and families like all the services that is is that that would be required.

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So it's like, not just current service level it's above and beyond it's providing quality education.

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And this is a study that gets done through the legislative process, and they then come up with a number that says, Well, if we want to achieve quality education model, we should be funding the State's goal fund at X amount and I believe the latest revision of that it's it's about

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11.9 billion dollars, we're wrapping up a bionium at 9.3.

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So there's right a very large gap to get to current service level, let alone quality education, model.

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And and folks will have different opinions, but a a a that's right, it's normal.

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That's that's expected as to what the right amount should be.

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But then we're faced with the reality of of how we start preparing for the next budget and the next conversations over the next few months.

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And so when we think about just to balance this year's budget, we needed to dig into our savings account

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We need to be thinking, okay, we can't. That's not sustainable.

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So there's some unknowns what's what's the next?

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Binary and budget gonna look like what's enrollment gonna look like right?

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And and and the way the funding formula works in Oregon is that it? It?

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It's. It's one thing for our enrollment to go down or go up, but it's also dependent on what's happening with the other districts.

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And for the most part a lot of districts are are experiencing decline.

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So it'll be interesting. Once we start submitting, we've a lot of districts, or most districts are supposed to submit data to Ode.

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Oregon Department of Education. Who then calculates, estimates, and calculates like this initial preliminary report on what funding would look like so so we're anxiously waiting and unusual that comes comes around in February that will start well, better inform us of what is

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That? What is a funding gonna look like over the next year?

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They shall

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Yes, just a couple of clarifying questions, and I'm sure it's probably in the report.

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But when I was reading that I might have overlooked it, but with the use of using all the student investment account, is there a plan for the following years, and on what to do if we're running into the situation again?

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It looks like that. There was, you know, 1 million dollars last being used this year.

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There was that federal one time use of dollars being mentioned which didn't have an amount that I didn't see.

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So if there can be some Clara, some clarity around that.

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But what is the plan for use of all of the student investment account?

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This year, for the upcoming years as well. Then, how are we?

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How's the plan to replenish that, I guess, is what I'm really at

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Yeah, I. So with the student investment account, that is funded through a corporate tax.

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And the Student investment account at least right now, based on the information we have, will be steady.

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So it it'll be steady, which is call. It's about 38, 39 million dollars, and it's also important to note.

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And this kind of leads into the second part of our agenda, which is the presentation which the presentation is one of the asynchronous items. So I wasn't planning on going through each slide y'all have it.

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And we have a Youtube video recording of it as well. But it, I think, one of the things to call out in the presentation, right?

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We have a pretty pie chart that shows let me see, let me share it.

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Let me share my screen. Think it will be helpful for the conversation.

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Jordan, if you're able to make me co-host

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Just give me 1 s. Here.

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Where are you? It's fine.

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And they show I will answer your question. Don't worry.

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Alright, you should be able to share now.

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Okay. Make sure.

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I have more so.

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I'm not the best at multitasking, so let me get get this

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Are you? Are you able to see the slides? Yes, okay.

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My screen's a little wonky here I have another monitor so I made, okay, that's actually, that's interesting.

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So Si a student investment account student investment account rest in this red slice of the pie.

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The red slice of the pies known as Special Revenue Fund.

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So special revenue fun. If you think about that area that holds receiving grants

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The restricted grants have specific usage to them.

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So the student investment account is a restricted grant.

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The the State of Oregon lays out, okay, but you can use soon.

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Investment account for the following activities, and we submit a plan.

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And the plan outlines. This is what we plan to do with the 38 million dollars.

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This is how we planted it's it's we have it on our website.

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We can definitely share it. That lays out what we want to do.

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Now this, the the Student Investment account, is a corporate tax, so there is some volatility to it.

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If we enter into a recession where you know something like that happens that we can't collect corporate tax.

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And that actually happened. I believe, the first year of invitation was around, when the pandemic began.

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So everyone, all the districts are hopeful. They were gonna get 40 million dollars and budgets were slashed by about 2 thirds, and so this was before me, joining the district.

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But I've heard stories about that time period, and we we've come through the student investment account has been fully funded and we, as we project into next year, the student investment account peer steady and we're also in the midst of developing the next plan for

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The student investment account, the student investment account ode or Oregon department.

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Education requires us to put together I believe it was a 3 Year Plan and we're wrapping up the third year.

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Now what's changing with the student investment account is that student investment account is part of an State white effort known as an integrated Grant guidance.

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So. So there's an integrated Grant guidance that's being promoted by the Oregon Department of Education.

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That is, at requiring school districts to take Sia High School success, which is measure 98 cte.

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A few other funding sources which all rest in that red slice of the pie.

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And first to think about. I think about these different funding sources as a a cohesive funding strategy to support outcomes.

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So in the presentation, so if you all haven't had a chance to see it, there is a QR.

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Code that takes it to a survey for feedback on your thoughts, on opportunities, how we should be leveraging the student investment account, the student investment account along with.

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I'm just getting to the QR. Code for folks who may be online watching.

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They, they can access that the student investment account, along with measure 98.

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Along with these a few other funding sources we're in the midst of putting the new plan together.

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So, although we have the current. Si, a plan on our website that outlines activities that we we plan to do that may change looking forward so as we start planning for the next, I believe it's a 4 year plan so what is it what is the distress plan going to be over.

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The 4 years over the next 4 years. That's what we're working on the QR code.

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Here is to continue to provide feedback to us on, on from a community perspective.

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What are some of the initiatives or activities that can continue to support the work?

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And then you had. So that's sia. And and the reason why I wanted to bring up the pie is because Si A sits in this ret slice there.

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Is some impact on based on enrollment

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But the but that's still. But the the student investment account still somewhat restricted.

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The blue slice of the pie is a general fun. The general fun is what allows for more flexibility, so that we and when I say flexibility there's still restrictions.

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We can't just run off and do whatever we want with it.

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But it allows us to support day-to-day functions and activities.

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There could be some overlap between the blue slice and the red slice.

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But we need. There's some very specific rules and compliance factors that we need to look into.

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But that that that is important to note, as we think about how enrollment could impact the red slice versus the blue slice of the pie.

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Local option. We were just talking about the local option taxes that's agnostic.

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That's not dependent on enrollment. That's a sliver of the blue pie. It's about a 100 million out of that 800 million.

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That is dependent on property taxes, but then it gets capped. So that was back to the earlier question on legislative efforts

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So I'll stop there, and I know. I think there was a question regarding.

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I believe it was. Maybe one of the Federal funding sources as well.

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The shell. But if you want to ask another question, I can come back to it.

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Yeah, yeah, and I guess I guess I can look at that I wonder if I could find that.

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Information on my own. I probably looked over the one time Federal funding.

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Amount, that was mentioned in the report. But my question, then, is, When is, when is the last time that all of the student investment account was used?

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All at once.

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Here.

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So it it's every year so it it gets to distributed yearly.

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Got it

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And we need to spend it down within. There's a little bit of leeway.

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But essentially like it's the easiest way to think about.

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It is June thirtieth, so it's like June 30.

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You need to spend it down. There's a little bit of carry over into latter parts of the summer, but June thirtieth, because that's when the fiscal year ends, and

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Okay. So that is some carry over. Got it?

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So, it's dependent on the market. You said so, I guess with it being a very transitional year that we're up coming up to, I think that's really what my question is.

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Is gearing towards is like, if we know it's we're getting ready to enter.

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Possibly a very transitional year in regards to lots of different things happening in 2020, 24, right with the student investment account being also tied up into the market.

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Yeah.

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That's I guess the I don't think it's gonna be answered here tonight, but that's what I'm getting at, is is there a plan in place for that with it being targeted to be used?

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Then, and seeing as it was impacted at 1 point before, when there, when things were a little bit more volatile.

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That's I guess, where my mind is is going.

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Toward. But that's I don't want to go deep into that.

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Yeah, yeah, yeah, right, right.

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But I got on the table of of us thinking about

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Absolutely. Yeah, absolutely. And that's part of the work that's ongoing with Si.

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Planning is aligning to our strategy, so that ultimately, if there, which is what happened, if you years ago, there were plans for the soon investment account.

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But funding was cut. So then how could we leverage the blue slice of the pie?

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The general fund to make up for some of those activities.

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But right again, right? It's a pie, not a well, so they're always gonna be like some give and take in in in figuring that out I don't know who raised their hand first, but Karanja, go ahead.

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See your hand raised.

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Yeah, I'm just curious. I'm I'm just looking at the overpow of the button and everything.

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I'm curious. Is there a process where we actually evaluate the use of funds at how the funds were spent and the evaluation, if they're like an evaluation process of like yeah, number one, how the the phones who span and how effective whatever program was

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Funded? And is there a process where we can reevaluate, where redistribute funds and things in that nature? I'm just curious.

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That there's a process for that

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Yeah, so it it. It's not an easy answer. There are some processes to evaluate certain funding sources.

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For example, soon investment account. We put a plan together, and then there's like conversations there's assessments.

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Okay, did we do this? How well and and and then, but that's also.

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But then, when we think about the 1.8 8 billion, that's 38 million dollars.

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I know it's a lot of money in in the grand scheme of things.

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The vast majority of our investment is at schools and at school sites.

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So when we start thinking about assessments, it's usually like, relying on the human behavior or the human feedback loop.

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So if we need we're rolling out new curriculum.

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So how effective is the curriculum? Well, we we need to have the professional development sessions.

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We need to see not only get feedback from the teachers on, on.

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How did they experience this? But then it needs to play out in the classrooms, and that process in itself, isn't it?

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Usually it's it's 2 to 3 years before you start seeing actual results play out.

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And those assessments are with. For like tests whether it's the map test, or or some of the other tests to start determining the effectiveness there.

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Now I I think the where it gets tricky is all the different factors and and I'll share an example, not from Pps, but from a prior district, where it was a multimedia dollar math. Program.

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That was rolled out at 2 schools. Very similar demographics.

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One school had great success, the other school did not have great success, and and as the assessment began into that, it was less about the the program itself.

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But you had a a school leader who is enthusiastic, very happy, and accepting of the program, and worked hard with their staff to support and make it happen.

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Other school had more of a. There were more challenges in accepting the program.

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And it's rollout, and these are some of the newances.

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Again. This was previous place where that played out, and so to start measuring like, okay, well, there's so many different variables.

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It does get tricky, doesn't mean we don't try and then those conversations get are part of conversations with with the school leaders, with the instructional team to figure out what that looks like.

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And really, when I think about like, what does that mean from a community perspective, what does that mean for for the everyday?

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You know parent, it's the type of I forget the name of the surveys that go out to families that ask for feedback and and experiences around how they experience a day.

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And it's a matter of taking that information and and and processing it with some of these other conversations.

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And yeah, it it it

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I'm I'm sorry to cut, cut, cut off your your number.

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I just got a quick question in Brooklyn.

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Is there a way? You can show the process of the of the timeline of when the budget is improved and our engagement so it will help me to.

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If you can answer the question in terms of like what in the timeframe does this evaluation process?

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Begin is that ongoing? Is there a certain timeframe where we should really get feedback?

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So we can be able to make proper engagement in terms of design.

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Yeah, yeah.

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And this program is working. Maybe some realignment and links like that.

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So if I can name these like, see a visual of when that actual process happens that will help me a lot

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Yeah, so, yeah, no. I appreciate that. Having on the screen, it's a budget cycle and milestones.

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And and still right, that's all kind of high level.

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But really it's gonna come down to over the next few months right we'll be having conversations.

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We'll have guests who will share some many information and have conversations, and then, like, really roll up your sleeve.

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Starting to look at the like, taking all the learnings from these meetings, and then rolling up the sleeves to look at where the budget is is, gonna be into April timeframe between April and May.

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Pranji, you're on mute, I think

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Sorry. I'm on mute. You had mentioned something that was prior before that.

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Can you explain that process? One more time

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And the in the time in the the cycle, the image at your displaying

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So one of the so kind of like taking a step back to think about where we are right now.

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We're in we we're transitioning from budget awareness.

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So like, what is the data telling us from enrollment?

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To budget planning. What are the ongoing conversations that are happening, whether it's for the budget for next year.

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So the legislative cycle is about to start in around the February timeframe.

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We'll start getting more information from the state around, like, what are the numbers?

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Look like. And as we work through the budget planning process in the budget building, so as we start getting into some more of like these are the elements that are shaping up to be a part of the budget right?

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We'll we'll be having these conversations. We'll be sharing information.

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And then, between the April and May. Time frame is when the Budget book will be out.

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There'll be more conversations, and and being able to like pinpoint, or or ask more feedback, or ask questions to eventually give feedback to the board, which is in a letter, and that happens in may as well, and the board formally adopts the by budget and and we can we have a budget calendar

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that's more granular than this actually has dates.

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So we we can share that as well

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Keep in mind that budget calendars also, and Cbrc.

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Thank you.

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Member Portal. However, I'll link it in the chat as well

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Other questions.

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Alberta. I think you might have spoken to this just a moment ago.

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Around our expectations for financial information from the State, you said February is when we're likely to get projections.

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Correct.

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Do we have any? Do we have any trend lines that we're looking at yet?

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Yeah.

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We we do, and the one is the the biggest one is enrollment, enrollment, snapbouncing back to what we thought it was going to be.

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There's still some refining. There's still we work with the the the population center at P Psu to help work through this.

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But the initial information is that it's it's not bouncing back

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Can you go any more granular on that? I'm I'm pretty curious

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I like granular in the sense of like. Is it fifth grade

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Yeah, what our enrollment trends looking like, you know, versus pre-pandemic

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34, the superintendent said in his report, that we were going to have 3,400 less students

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And that's how of 67,000. Is that right?

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I'm sorry.

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No it, but it's so pre-pandemic.

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We're at about 48,000, and maybe a little closer to 49,000, and we're trending closer to 42,000

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Thank you.

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Yeah, yeah. And and and I think Roger mentioned regarding births. And and so once you start extrapolating out, that continues to go down

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Kind of 2 questions. One is, do we know where those students went, and where are kind of the biggest?

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I think it was middle school, saw the biggest effects, if I remember correctly.

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So is that kind of staying consistent through past year into next year.

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I mean, what are our projections for? How enrollment will change?

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And next year

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Yeah. So I I don't have specifics to like what great vans may be experiencing that.

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But we can. I can go see? That's readily available.

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The for next year. It is still it it it's it's landing at about 42,000 students a as a whole.

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Now, where have the students? Yeah, I it. It's one of those that it's.

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It's not just a Pps question, is our impact. It's it's across the nation. Just I think, if it's yesterday, day before Wall Street, podcast I think it was Wall Street journal like, there's a 1 million students across the country.

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That are just missing. So whether an an initial inclination is yeah, maybe some shift it to private schools or or home schools.

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But it. It is a phenomenon that is just impacting a lot of districts and Oregon districts.

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Pps are are no different are are feeling the effects. There

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Yeah, I mean, it's hard to think a 1 million students, you know, when private school or or online.

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But yeah.

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Right? Yeah, yeah, and and then it's like, is there even enough capacity at other score?

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When you think about the scale of it. But the yeah, the trend data is is not pointing towards 4,000 students coming back

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Roger.

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To to try to answer the question, so I would encourage committee members.

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If you were Canada at all, follow board meetings because decisions get made in the board meetings that do affect the instructions to the superintendent to construct the budget regarding enrollment.

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My understanding of Dr. Adams. Presentation was our largest declines are in the elementary grades.

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Then in the middle school, and and in this last year the high school experience the lowest number of of decline.

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It goes back to the birth rate. Birth rate is at a 40 year low, nationwide, not just in Portland.

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Disk when I graduated high School in Portland Heights and Portland public schools, the school district was 70,000 students, if we're going down to 42,000 that that explains quite a little bit of gap there were 12 high schools in my day.

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There's 9 9 comprehensive high schools now.

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So lots of the questions that are are are raised of today are partially answered in in board meetings, and and also what the legislature does.

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The legislature, historically waits until they get a a economic forecast.

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In early May, and then they then they come in and act as a budget, and and some years they go beyond their cutoff date, and and it requires districts to adopt the budget, because we're required to adopt one and and then we have to come back and amended we get based on

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What the legislature is done. So

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Thank you, Roger.

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And there's just there's a disparity between the States.

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Yeah.

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But fiscal year and the Federal Cisco year. So that helps to exacerbate some problems

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It exacerbates folks on my team keeping track of that

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Other questions.

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And so, as we continue these conversations I I it's it's really, I think, leveraging this session.

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And the next session is, is like building understanding, so that as we work towards the superintendent's proposed budget, which is April 20, this, I believe, 20, third or 20 fifth, that it it there's some concepts and elements that are already familiar, but as

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We work through this, there's a synchronous materials will be coming back.

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There'll be more presentations, more more information. And then I I think, just reiterating the opportunity to, you know, on your own time you have questions.

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There's the the form. We can come back and answer them.

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We knew. There's a few questions from today's meeting as well.

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We're gonna take back and and and get some answers

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And so if there aren't any other questions I wanted to just circle back to the the first topic of something that y'all will have to work on for it's it has nothing to do with one of my slides or presentations.

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Is it identifying a a chair and and a co-chair, and or in the vice chair?

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So I just wanted to bring that topic up again and and open it up for discussions and nothing, no expectations for nominations, but just thinking about.

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If if you all have questions for each other, kind of creating the space, for you ought to have a conversation around

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I can't

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I'll just add, oh, okay, sorry, Renee. I was just gonna add to this and just say, thinking about what you all would like to see.

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I was really excited by the number of questions you had tonight but I'm just thinking for future meetings.

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Co-chairs, chairs very helpful in making sure we get on the agenda, and what many of you would like to be focusing on each meeting.



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So the sooner we can get that in the better.

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But I, yeah. And of course, if there are things that you want on the agenda, and we don't have chair and coach here, I'll also say that you can reach out to me, and we can collaborate on that.

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It's help!

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And and and I think as important, helping to facilitate the conversation on writing the report for the board and and that right.

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That's a final deliverable along with the local option, levy and and getting that assessed and helping to facilitate those conversations, Roger

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I was gonna say, last year, I reluctantly accepted to be chair.

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I routinely just to south of with Jordan, and we jointly came up with an agenda, and that's how how we operated.

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I and I tried to share with the meeting room in such a way, where everybody was a able to participate, and but I kept denying on the clock and the the there's no necessity for every individual list speak 5 times on the same topic, and so on.

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So. But I last year the the vice chair was Lisa Salman, and and if she's willing, I would offer her nomination is chair

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So I guess I I see Renee, smiling as I I have a lot of work and personal commitments that really make me hesitate.

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And so I would. I'm absolutely here to help, and can help facilitate.

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I'm not sure if I'm the right person to lead.

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But again, I'm I'm willing to help in what way I can, so I'll leave it at that and see if there's other people that step forward

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I thought we were gonna discuss this next week

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Oh!

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I'm I'm learning. Yeah. Figure it out. I I did say right?

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Discussion, no pressure to nominate today, but kinda working towards having someone elected for next meeting.

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It would be amazing if that did happen tonight. But again I I wanna create the space here.

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Since we we haven't met we? It's been a month or so.

01:06:51.000 --> 01:06:54.000

Roger.

01:06:54.000 --> 01:07:05.000

Well, I I, historically speaking, members. Cvrc is ideally gets underway in September.

01:07:05.000 --> 01:07:08.000

There's lots of reasons why that didn't happen this year, and I won't go into that now.

01:07:08.000 --> 01:07:37.000

But but some of the expressions about becoming more familiar with this or that the subject area that the September, till the time that we receive the proposed budget is the time to where we can learn in depth about various aspects of historically, for example, briefings on Eol

01:07:37.000 --> 01:07:50.000

Or English learning, special education, the tier system for for the the that the shoes then in disciplinary hearings, and so on.

01:07:50.000 --> 01:08:07.000

But so I I would really hope that we would make a selection tonight, and and and and and let's get on with the work that we have confronting us.

01:08:07.000 --> 01:08:32.000

Oh, I my own preferences! I think that it's helpful for a chair to to have some some previous experience. But if if a freshman wants to step up and be chair of that, so

01:08:32.000 --> 01:08:37.000

Good question here. I'm curious. This is, maybe for Roger and for professional staff as well.

01:08:37.000 --> 01:08:47.000

What's the role of the professional staff in terms of supporting the writing of that kind of end recommendation to the Board

01:08:47.000 --> 01:08:54.000

We are not involved in writing it, so it is at the discretion of the committee.

01:08:54.000 --> 01:08:55.000

We can help answer questions. Yes, we have to. Yeah.

01:08:55.000 --> 01:08:59.000

The only thing we support. Yeah? And the formatting and the housing that document.

01:08:59.000 --> 01:09:03.000

But yeah, we don't write anything

01:09:03.000 --> 01:09:09.000

Okay, I was just curious. If you could assume with, say, references, or if there are questions around that, along with the rest of the committee

01:09:09.000 --> 01:09:15.000

That's yeah, that that's been handled variously over the years.

01:09:15.000 --> 01:09:17.000

But largely. Chair of the vice chair have ended up being the Scribner's of the report.

01:09:17.000 --> 01:09:43.000

But last year we had a very collegial way of working out where individuals took responsibility for graphing certain paragraphs, and then we collectively discuss them and came up with the consensus report, and and there were 3 people.

01:09:43.000 --> 01:09:54.000

I believe, that present presented the report to the Board starting out last last.

01:09:54.000 --> 01:09:58.000

Go round. We have the board chair as asked us not to read the report.

01:09:58.000 --> 01:10:06.000

The the because supposedly board members is already read it.

01:10:06.000 --> 01:10:21.000

If any of the view have been following board meetings, you know that there's at least one person that prides themselves, and and not reading any of the board packets.

01:10:21.000 --> 01:10:27.000

So, but I I really question whether or not more links to report man in advance.

01:10:27.000 --> 01:10:45.000

But anyway, yeah, with a collective effort to to draft the report and and our staff that becomes an enabler and formatting. And all that time stuff

01:10:45.000 --> 01:10:48.000

Yeah, I would say, for the 2 years I've served the first year.

01:10:48.000 --> 01:10:52.000

It was more the chair and co-chair, and last year, like Rogers said it was a collective we had.

01:10:52.000 --> 01:11:06.000

We broke it up into sections, and people took responsibility for those, and I actually feel like the report at the end of the day was a better product, because I think it allowed us to come back together and have a lot of conversations.

01:11:06.000 --> 01:11:18.000

And and people didn't necessarily have to agree on everything but that what we said I think everybody felt good about, and and what the issues we highlighted again.

01:11:18.000 --> 01:11:23.000

I think everybody came out of it feeling like everybody's.

01:11:23.000 --> 01:11:24.000

Yeah.

01:11:24.000 --> 01:11:37.000

Voice was heard, and some strong, stronger statements were made than I think the previous year, and so I again like, I think, all of us collectively worked on it, and you know it narrowed down to a few who of us who just kind of all got it.

01:11:37.000 --> 01:11:42.000

You know, into one final document to submit, but I do think, Co.

01:11:42.000 --> 01:11:46.000

As a collective effort. It to me it felt like a better report.

01:11:46.000 --> 01:11:47.000

At the end of the day

01:11:47.000 --> 01:11:52.000

And I, second, that, yeah.

01:11:52.000 --> 01:12:03.000

Well, I'd be interested in, you know, perhaps serving in a co-chair or a vice chair role, being a new member to this committee, I would want to be paired with someone who's had some experience on the committee.

01:12:03.000 --> 01:12:10.000

But I would be willing to serve in that capacity if desired.

01:12:10.000 --> 01:12:20.000

Roger, would you be interested in being chair again this year?

01:12:20.000 --> 01:12:22.000

Answer to that

01:12:22.000 --> 01:12:44.000

Well in the interest of moving things along, I'd be happy to chair, but I will only do so as of this facilitator to keep the meeting moving and and starting on time and ending up in a reasonable time, and so on, and but Lisa was a national advise chair last

01:12:44.000 --> 01:12:58.000

Time, and and if Maria is willing to serve as co-chair on, I'm happy to work with her, too.

01:12:58.000 --> 01:13:07.000

I think there would be space for all 3 of you. So so then which is, I think it's just come down to formal nominations.

01:13:07.000 --> 01:13:12.000

Of course, with Lisa and Mariah I accept, but I'll I if it's it, would be chair Co.

01:13:12.000 --> 01:13:19.000

Chair and then vice chair. So just kinda for for yeah, go for it.

01:13:19.000 --> 01:13:20.000

Okay, so so can I be more advisor and I'll help with the report.

01:13:20.000 --> 01:13:27.000

How about that? I'll take the lead on the report.

01:13:27.000 --> 01:13:28.000

Okay.

01:13:28.000 --> 01:13:31.000

Causa. How's that

01:13:31.000 --> 01:13:32.000

I I defer to the group

01:13:32.000 --> 01:13:37.000

Okay.

01:13:37.000 --> 01:13:43.000

I think the shared power dynamic is reflective of the equity work that we're saying.

01:13:43.000 --> 01:13:45.000

We want to do. And it looks like this is going to work for the group.

01:13:45.000 --> 01:13:52.000

And so I'm I'm all for it.

01:13:52.000 --> 01:13:59.000

I'm for

01:13:59.000 --> 01:14:03.000

And it could be 2. That's fine, that that that will work, Renee or

01:14:03.000 --> 01:14:10.000

Oh, what I have a question! I do

01:14:10.000 --> 01:14:11.000

Please.

01:14:11.000 --> 01:14:15.000

So.

01:14:15.000 --> 01:14:17.000

Oh!

01:14:17.000 --> 01:14:27.000

Hello! Oh, yeah, as far as vice chair. So you all 3 people have already been selected, or is the vice chair still open?

01:14:27.000 --> 01:14:33.000

Cause. I was just listening to everybody. And have they felt about it?

01:14:33.000 --> 01:14:40.000

In regards to help facilitate meetings and things of that nature

01:14:40.000 --> 01:15:04.000

It's it's still open. So I I think, just for informally, what I heard is for Rod Roger to continuous chair for Mariah to to be a co-chair, and then a a pending or Tbd to be determined there's still a

01:15:04.000 --> 01:15:08.000

Opportunity for vice chair

01:15:08.000 --> 01:15:09.000

What?

01:15:09.000 --> 01:15:10.000

And it would, once it would. Yup!

01:15:10.000 --> 01:15:21.000

Well. Oh, I'm sorry if nobody else would. I would do it, I mean, I've never been as far as vice Chair, but I have served in many other capacities, you know, with boards and everything.

01:15:21.000 --> 01:15:26.000

So, yeah.

01:15:26.000 --> 01:15:28.000

Renee. Were you going to? Sure

01:15:28.000 --> 01:15:36.000

I was gonna ask, what's the difference between a vice chair and a coach here

01:15:36.000 --> 01:15:37.000

Yeah, I wait. So when I think about okay.

01:15:37.000 --> 01:15:43.000

Just just a question. I mean, so people I I'm not sure what each person does.

01:15:43.000 --> 01:15:49.000

I know what Roger said he would do, but then I don't get it. The other 2 people do

01:15:49.000 --> 01:15:53.000

I don't know if we have it spelled out in the, and the bylaws we don't.

01:15:53.000 --> 01:15:55.000

And so they're just going off. How I've experienced it.

01:15:55.000 --> 01:15:57.000

Oh, so it's just okay.

01:15:57.000 --> 01:16:11.000

I a obviously it. It would be up to the committee to designed and and usually could very well be that simply the through view help facilitate the meetings or or help design, lean into the agenda setting, and those conversations.

01:16:11.000 --> 01:16:17.000

If if we were to look at it simply from a hierarchy, our arcial perspective be chair, you know, co-chair, and then, and vice chair.

01:16:17.000 --> 01:16:20.000

But I and I was just about to call in Roger. Roger.

01:16:20.000 --> 01:16:35.000

You raise your hand. You've been several Cvrc committees and could share a lot more insight than I can

01:16:35.000 --> 01:16:43.000

Well, I I think typically the chair works with the staff, in in in making an agenda.

01:16:43.000 --> 01:16:48.000

And then presides over Zoom Meeting and and and that's the work.

01:16:48.000 --> 01:17:05.000

And and and last year our co-chair, Lisa Selman, took the lead in helping us draft our report so if she is willing to to play an advisory role, as she calls it, the that that's the task we have we've had historically, I mean one year.

01:17:05.000 --> 01:17:10.000

We had coat, co-chairs, and we had Co.

01:17:10.000 --> 01:17:25.000

-chairs, and we had Co. Student chairs and go, you know and there was a like a whole legion that was half the committee that was had some kind of a title.

01:17:25.000 --> 01:17:30.000

But in actual fact. Yeah, in in day to day, labor it.

01:17:30.000 --> 01:17:35.000

It didn't translate into any any additional responsibility.

01:17:35.000 --> 01:18:02.000

So so I I I I I I'm I think if if I'm gonna chair and then and we have a I'm trying to remember all the names of the person who was stepped up to the V Co.

01:18:02.000 --> 01:18:03.000

Mariah.

01:18:03.000 --> 01:18:06.000

Chair or vice chair. Yeah, and then has it.

01:18:06.000 --> 01:18:17.000

She wishes to to participate. Then why don't you just select the 3 of us, and let's move on

01:18:17.000 --> 01:18:24.000

I did want to ask. Also, I believe at one of our earlier meetings we had the We had a question around the collection of questions and answers.

01:18:24.000 --> 01:18:29.000

It looks like staff like Jordan's been doing that on the website.

01:18:29.000 --> 01:18:32.000

There was that the intense that you were gonna continue with that?

01:18:32.000 --> 01:18:39.000

Or is there some responsibility of the committee back to kind of those questions and address

01:18:39.000 --> 01:18:41.000

Jordan does that. I think

01:18:41.000 --> 01:18:45.000

Yeah, so it's, it's kind of it's totally up to the committee.

01:18:45.000 --> 01:19:02.000

How they would like to submit questions, and in the past there's been a scenario where questions are submitted just to a chair or vice chair, and then they were given to the staff, just so that there's one person.

01:19:02.000 --> 01:19:11.000

But I went, having created this part of the portal, so that folks who just submit questions, and they would all be in a spreadsheet.

01:19:11.000 --> 01:19:15.000

So, it honestly, it's totally up to the committee how they want to do it.

01:19:15.000 --> 01:19:24.000

But those are currently the 2 options out there of course, the third option is that anybody can ask questions to any staff, but not necessarily.

01:19:24.000 --> 01:19:28.000

I do?

01:19:28.000 --> 01:19:32.000

Getting responses quickly and efficiently



01:19:32.000 --> 01:19:39.000

In the absence of somebody presiding right now Jordan has answered the question.

01:19:39.000 --> 01:20:04.000

I I think last year it worked fairly well. The the questions were submitted to Jordan, and the we took care of it, but but the in previous years we did have a problem where individuals around the committee were going to end individual staff members at that Blanchard, and our announce

01:20:04.000 --> 01:20:11.000

Proffered that that resulted in some confusion, as the among the staff.

01:20:11.000 --> 01:20:25.000

As to to whom are they answering? And and and preparing that their work, that they're their their time, is limited to so so that's why we do.

01:20:25.000 --> 01:20:28.000

We directed questions through through the chair, and there was no effort to censor.

01:20:28.000 --> 01:20:43.000

But it was the to. If you had similar questions that to aggregate them, and and then present them to to the, to the staff, to room.

01:20:43.000 --> 01:20:50.000

Response, and so on. So, so I I I think, an answer to to Mariah's question.

01:20:50.000 --> 01:20:58.000

We can continue this we did last year.

01:20:58.000 --> 01:20:59.000

Roger, did you say, Blanchard

01:20:59.000 --> 01:21:05.000

Yeah, I? I said, I I said, it's now called profit.

01:21:05.000 --> 01:21:06.000

Oh, okay. Just checking.

01:21:06.000 --> 01:21:08.000

But if you didn't, no, yeah, yeah. And and I was around when Matthew was was the superintendent.

01:21:08.000 --> 01:21:16.000

So.

01:21:16.000 --> 01:21:20.000

Okay. Just checking.

01:21:20.000 --> 01:21:24.000

I think the best way is to submit the questions and then have a spreadsheet where we have the answers.

01:21:24.000 --> 01:21:33.000

Just, so we all kind of have access. The same answer as my guess is, we'll have a lot of similar questions.

01:21:33.000 --> 01:21:34.000

So, yeah.

01:21:34.000 --> 01:21:45.000

That's the that's the purpose that Jordan Denver, when he put some question out and shows what the response was, and it was shared with all of us. So

01:21:45.000 --> 01:21:48.000

Yeah, I think the website that he's created is working really nicely.

01:21:48.000 --> 01:21:56.000

I just wanted to make sure there wasn't some responsibility for the chair or coach around that, because it seems like there's a good system right now.

01:21:56.000 --> 01:22:01.000

That I and I do have a question, Jordan. So instead of that's asking.

01:22:01.000 --> 01:22:11.000

So I had those questions before I came up. So would you prefer me to type that in before the meeting

01:22:11.000 --> 01:22:12.000

Or as soon as I have the questions

01:22:12.000 --> 01:22:16.000

I you know, I think, for I think it's a two-part like if, of course, we're open to answering questions during the meeting.

01:22:16.000 --> 01:22:24.000

That's totally fine. We'll we're pretty good at Alexander Martin's here with us today.

01:22:24.000 --> 01:22:28.000

By the way, she wasn't in the last meeting. She's a on our team as well.

01:22:28.000 --> 01:22:46.000

We we do a pretty good job of tracking your questions in meeting, so don't I necessarily refrain from asking questions during the meetings if you have questions ahead of time that you know, you're gonna definitely if you if you submit them in the form ahead of time, we could get more full

01:22:46.000 --> 01:22:47.000

Answers, so there are some things tonight like we wouldn't.

01:22:47.000 --> 01:22:56.000

We couldn't answer if those are submitted ahead of time, we would have had maybe a little time to get answers for you.

01:22:56.000 --> 01:23:09.000

But yeah, it's both, for sure.

01:23:09.000 --> 01:23:16.000

So our do I hear nominations on the floor

01:23:16.000 --> 01:23:28.000

I move that we have. I think I have this right. Roger is the chair, Mariah is the co-chair, and Tess is the vice chair.

01:23:28.000 --> 01:23:32.000

Is that correct?

01:23:32.000 --> 01:23:34.000

I believe so. Yes.

01:23:34.000 --> 01:23:36.000

And I will second

01:23:36.000 --> 01:23:43.000

All in favor

01:23:43.000 --> 01:23:45.000

Bye.

01:23:45.000 --> 01:23:46.000

I,

01:23:46.000 --> 01:23:47.000

Hi

01:23:47.000 --> 01:23:48.000

Bye.

01:23:48.000 --> 01:23:49.000

Oh, I

01:23:49.000 --> 01:23:50.000

Hi

01:23:50.000 --> 01:23:51.000

Looks like everyone

01:23:51.000 --> 01:23:54.000

And any against

01:23:54.000 --> 01:23:56.000

Okay.

01:23:56.000 --> 01:23:57.000

And you repeat who's second to that motion?

01:23:57.000 --> 01:24:01.000

Lisa

01:24:01.000 --> 01:24:02.000

Lisa. Okay, thank you.

01:24:02.000 --> 01:24:24.000

Great. The motion passes. Congratulations looking forward to working with you. All, of course, continue working with everyone here so that that'll be exciting

01:24:24.000 --> 01:24:25.000

Yeah.

01:24:25.000 --> 01:24:26.000

Monumental.

01:24:26.000 --> 01:24:29.000

So quite so awkward, virtually right. It's just like I'm I'm just imagining the roaring applause

01:24:29.000 --> 01:24:30.000

Yeah.

01:24:30.000 --> 01:24:31.000

Hey! Woo!

01:24:31.000 --> 01:24:32.000

Yes, I'm doing in the background. You can't see it, though, but I'm doing it

01:24:32.000 --> 01:24:35.000

Right there, there you go! Exactly exactly

01:24:35.000 --> 01:24:42.000

Okay. The question now becomes, Marathon, or is there anything else on the agenda that we need to address tonight?

01:24:42.000 --> 01:24:45.000

If not, we will move toward a German

01:24:45.000 --> 01:24:52.000

Hi! I'm there with you. There is no other item

01:24:52.000 --> 01:25:00.000

I'll just add quickly, say, for now that we have a chair and co-chairs, and oh!

01:25:00.000 --> 01:25:10.000

For in terms of the next agenda I'll be reaching out to you all specifically and just asking you how you'd like to start facilitating that that work.

01:25:10.000 --> 01:25:11.000

But yeah.

01:25:11.000 --> 01:25:17.000

Yeah, Jordan, why don't you remind us when we're meeting again?

01:25:17.000 --> 01:25:20.000

You always say that Roger and I never have the calendar in front of me.

01:25:20.000 --> 01:25:28.000

I believe it's February second, 5, 30

01:25:28.000 --> 01:25:33.000

I call that out. Is that right? February second, 5, 30.

01:25:33.000 --> 01:25:36.000

Yep. Yep.

01:25:36.000 --> 01:25:37.000

On the dot. I'll send reminders

01:25:37.000 --> 01:25:38.000

Okay, well, thank you, and we will meet again on the second of February.

01:25:38.000 --> 01:25:55.000

Hopefully, you look forward to receiving an agenda in advance of, and and the link and all that the information that Jordan graciously provide this each time.

01:25:55.000 --> 01:26:04.000

So thank you very much, for first, to your to participation tonight, and was a good discussion, and and we'll see you on in February.

01:26:04.000 --> 01:26:09.000

Good night.

01:26:09.000 --> 01:26:11.000

Mr. Roger, could I have your email address? I may have some questions. Is that okay?

01:26:11.000 --> 01:26:14.000

I'm I'm happy to respond to any questions.

01:26:14.000 --> 01:26:16.000

And my my email is on the on the group thing.

01:26:16.000 --> 01:26:22.000

But it's rkk, it's all lower case.

01:26:22.000 --> 01:26:32.000

Rkk, pdx. Like the airport@gmail.com

01:26:32.000 --> 01:26:36.000

Okay. And Yep, thank you. And Maria, can I have yours as well?

01:26:36.000 --> 01:26:38.000

Is that okay with you?

01:26:38.000 --> 01:26:41.000

Absolutely. It's my name, Maria Dula, that Jml

01:26:41.000 --> 01:26:43.000

Okay.

01:26:43.000 --> 01:26:45.000

Look forward to working with you both

01:26:45.000 --> 01:26:49.000

Yep.

01:26:49.000 --> 01:26:50.000

Have a great evening. Everyone

01:26:50.000 --> 01:26:55.000

Hopefully, it won't. Hopefully, you won't have any emails from community members

01:26:55.000 --> 01:27:01.000

Just thinking it's on stream. But that's okay.

01:27:01.000 --> 01:27:04.000

Okay. Good night. Everybody.

01:27:04.000 --> 01:27:05.000

Good night.

01:27:05.000 --> 01:27:06.000

Right.

01:27:06.000 --> 01:27:07.000

And everyone

01:27:07.000 --> 01:27:10.000

Have a great weekend. Good night. Have a great weekend