

2020-21 Budget Questions from Board Directors and Staff Responses

Question #	Question	Response
1	1a. Confirm that the total revenue this year is \$760M (excluding restricted funds) for SY 2020-21, which is an increase from \$780M for SY 2019-20. Asking because the formal budget document does not include current numbers.	You can see in our budget presentation for the Town Hall, that total operating revenue for 2019-20 is \$760 million and is estimated to be \$780 million for 2020-21.
2	1b. Does that number include federal CARES funds?	The \$760 million does not include CARES Act funding for 2019-20, and it does include CARES Act funding in the \$780 million for 2020-21.
3	1c. Confirm that the \$57M cut is a budget reconciliation number pre-COVID forecast budget to post-COVID budget forecast versus a reduction in revenue from SY2019-20 to SY 2020-21. And the \$57M budget reconciliation includes savings from SY2019-20 (travel, furloughs, etc.) and reductions in SY 2020-21?	Yes, the Town Hall presentation shows the \$57 million initial reconciliation. The savings from hiring and purchasing freezes and furlough days will be part of the offset of the revenue shortfall as well as budget reductions in SIA, M98, and the general fund.
4	1d. Confirm that PPS will have \$25M in new SIA funds from the state? Is there an expectation that will change and if so how will PPS transparently make decisions and adjustments to SIA funds? Will it be selectively releasing the “holds” on the SIA funds?	Yes, we have estimated our SIA funds to be \$25 million for 2020-21. There is no anticipation that it will change at this time. We will continue to use our strategic plan and theory of action to prioritize any additional or reduction of funds.
5	1e. There is a likelihood of budget reductions throughout the year, PPS has always had an open process and it is described Administrative Directive 8.10.030 (p. 60). It describes a public process for budget reallocations post-budget adoption by the board. Given that we don't have a Finance, Audit, & Operations Committee, I am	After the legislative process and when we receive updated estimates from the Oregon Department of Education, we will bring an amended budget to the board. We hope to have it on the agenda in late August or early September. We will continue to bring quarterly financial reports to the board that includes projections through June 30, 2021. This will be the avenue for staff to report changes in revenue projections and how the district will respond to them.

	requesting (per the policy) that the information be provided to all board members.	
6	1f. Reserve size and % of the general fund on July 1 assuming this budget is adopted? (Policy 8.10.0225 requires a General Fund Reserve of 5-10%). This proposed budget does not utilize any reserves, correct?	The 2019-20 ending fund balance will increase by the anticipated \$19 million in savings from furlough days and purchasing and hiring freezes. This will increase our fund balance to 9% as of June 30, 2020. As described in our budget presentations, we will use the \$19 million to offset the loss in revenue in 2020-21. This will bring the fund balance back down to the originally anticipated 6% ending fund balance on June 30, 2021.
7	1g. Highlight specific investments being made via the strategy of targeted universalism that will result in changed outcomes for Black and Native students and in which schools will those investments be made? Share the proficiency and growth goals for 2019-20 and how they link to the budget.	We have prepared an SIA Crosswalk with board goals. When we focus investments on our CSI, TSI, and Title schools, we are supporting schools with the largest Black and Native student populations. Many of our investments are targeted to these schools.
8	1h. With the focus on Black and Native students, what will be different for those students academically in the classroom?	Our targeted efforts to meet the needs of our black and Native students include the development of a more culturally sustaining pedagogy that encourages asset-based teaching approaches. As a result, all students will express a strong self-identity, healthy pride, and self-esteem. Students will experience classroom practices defined by thoughtful classroom organization, social and emotional safety, individualized and shared inquiry and discourse opportunities, values-based classroom management, positive engagement, differentiated learning opportunities, that allow multiple entry points and learning assessment options, and relevant and real-world connections.
9	1i. Will the 7th period being added at four middle schools be done in a longer student day or will all classes all be shorter? Do shorter class periods allow enough time for science labs? Enough time to cover core content?	The four middle schools will be piloting the 7 period day. Principals will be exploring different scheduling options. To create longer periods, the district needs to bargain a longer school day with our labor partners. The Office of Teaching and Learning and the Office of Student Support Services will be supporting these schools to ensure content can be covered in periods that are shorter than they are in a school with a 6 period schedule.
10	1j. What parts of the budget are flat funded and what parts have roll up costs included? What are those and how much do the roll up costs add to the proposed	The departments across the board were held flat with strategic investments and uplift for contracts. GF Rollup (Step & COLA) and Contingency increases were 85% of the total increase from 2019-20 to 2020-21. 8% were in support of

	2020-21 budget versus the 2019-20 budget?	Utilities and Transportation services and the remaining 8% was across various departments to include Legal, Risk, Election supports, Charter School equity increases.
11	1k. The strategic plan that was presented was described as “emergent”; when will it be completed? (The budget document states on page 14 that the “Five Educational System Shifts have been prioritized into a three-year strategic plan that will lead to the District Goals and Strategies”.)	We will continue to work on the strategic plan and hope to have the completed formal version to the board by the winter break.
12	1l. How many FTE (staff) are being held back for fall balancing?	A total of 45.27 FTE (28.54 General Fund and 16.73 SIA)
13	1m. On page 22 of the budget document, it says that the all funds budget had increased by 25%, from \$1.3B to \$1.73B. With the new revenue and budget numbers from the state, what is the new all funds number, and what is the % increase? What percent of that % is the remaining 2017 bond authorization (p. 24)	New projected All Funds total for 2020-21 \$1.67B or 21% from 2019-20. This does not include the possible bond sale which will be included in both Approved and Adopted appropriations.
14	1n. It would be helpful to get the Community Budget Review Committee report at least 48 hours before the Board meeting where we are going to approve the budget so that we have time to review and ask questions.	The report was emailed on Monday, June 8th.

<p>15</p>	<p>1o. Was the Special Ed Parent Advisory Committee (SPEAC) and Talented & Gifted Advisory Committee (TAGAC) consulted as part of the budget process? The SIA allocation process?</p>	<p>Due to the pandemic, we, like every public agency in Oregon, have had to truncate a community engagement process around the 2020-2021 budget. Unlike these same public agencies, our community established a bold vision for the district. As a result, this budget, like our plans, makes concerted efforts to align the values, vision, and hopes of our community for PPS.</p> <p>The development of this vision included many voices in our Special Education community, including, most notably, students in our Community Transition Program, and a series of meetings where members of the SPEAC facilitated. We also hosted gatherings with members of the TAGAC, of which their then President served on the Guiding Coalition. During the SIA engagement process, our team hosted a focus group with parents and staff in Special Education (October 24).</p> <p>For this year's budget process, we hosted focus groups with Racial Equity and Social Justice community based partners, students, a diverse group of stakeholders connected to PTAs across our district, and Black and Native parents. Given our truncated calendar, we've had to make decisions, using our RESJ lens. As such, the Engagement Team took the task of being explicit and target RESJ partners and Black and Native parents. We also know that our community is made up of a diverse lived experience, and so our diverse showing from the PTAs raised issues/topics of SPED and TAGAC.</p> <p>As we anticipate shifts throughout the budget, the Engagement Team will work with The Office of Student Support Services, especially the SPED Parent Coordinator (and the new bilingual SPED Parent Coordinator) to really engage parents of color whose kids require special services to really integrate intersectionality into our direct approach of targeted universalism, through a racial lens.</p>
<p>16</p>	<p>1p. How were parents and families of ESL students engaged in the budget process? SIA process?</p>	<p>On Monday, 10/21, we hosted a meeting completely in Spanish to discuss the SIA Application. As a result of these types of conversations, including many informal ones with parents, we know the need and value for a Bilingual Parent Coordinator in SPED. As you can see, this position is reflected in the SIA</p>

		Application. We are committed to continuing to engage with our diverse multi-lingual community.
17	2a. What funds and how much in the budget will be earmarked to implement the health guidelines related to COVID, including recommended face coverings for students and staff; increased hand sanitation; deep sanitation of buildings if there is an outbreak in a specific building; extensive building signage regarding the guidelines and facilitating social distancing; voluntary temperature checks and testing; All materials translated; etc.	After we receive the information and expectations from ODE, we will plan accordingly for our re-entry work. Currently, we have held some funding in SSA for the pandemic response needs. As soon as those are identified in combination with the ODE guidelines, a budget will be developed. This has been started in draft form at this time.
18	2b. Will nutrition services continue with sack lunches versus cafeteria serving?	Meal service plans are being drafted and awaiting national USDA waiver responses in order to be flexible to the need for classroom meal services, cafeteria services, or grab and go/delivery options if necessary. We are in conversations with the Multnomah County Health Department and ODE regarding updates to food safety regulations.
19	2c. Adaptions to the bus contracts for social distancing or staggered schedules?	Plans for providing student transportation options while social distancing and other health and safety measures are in place (related to COVID) are in development. Specific options and associated cost estimates have yet to be created.
20	2d. If extended responsibilities (e.g. coaching, co-curricular activities) are disrupted again in SY 2020-21, will pay be based on a pro-rata basis? Same thing for other contracted services: will payments be made on services provided?	Extended responsibility pay is based on contract requirements. We have reviewed extended responsibilities that are not, or are not likely to be, needed in a distance-learning setting and, depending on re-entry contingencies, will have instruction to administrators in the fall to not assign ER.
21	2e. If PPS is in a distance learning scenario again, will PPS move off of the expectation that parents are to provide extensive day-to-day support? If significant support for distance learning is still required, what tech classes will we have for parents to help them with supporting their students?	In considering our reentry, any scenario we plan for will have a parent component. A portal with parent resources, including classes, will be available for parents. We will provide assistance to help answer questions and troubleshoot any technical issues.

22	2f. Director Scott has raised the issue of the City of Portland CARES Act funds to support PPS COVID related costs. Has PPS developed a proposal and if so what is it?	A funding proposal requesting reimbursement from the City of Portland has not been developed. The EOC team is charged with identifying all costs associated with COVID-19 response which is currently underway.
23	2g. Do we have the flexibility to move our spending to different times of the year? For example, if there is a re-occurrence and another temporary closure next spring due to Covid-19, could it be made up in the summer?	We would need to work with employee contracts, school calendars, ODE guidelines, local and state health authorities, parents, community partners, and many health and safety protocols to accomplish a shift in the school year.
24	2h. Have there been additional changes post-budget submission made to the "Variances by Major Program or By Major Project? (p. 80-81)	The only changes were \$200K for a contract for visitor background checks software moved between two Support Services departments in GF to align with contract ownership and \$1 billion for the potential bond in November.
25	2i. What is the reduction in Middle School Programs on the variance reports (p. 80). It's a \$13M decrease and states that it is a reduction of 9 FTE. What middle schools had FTE reductions?	The decrease is actually \$1.3 million, 7 FTE moved from GF to SIA and the remaining adjustments are to staff salary and fringe that more closely aligns with actuals.
26	2j. On the variance report (increases of more than 10% or a \$1M) on p. 80 there are at least 5-6 lines of central office functions receiving increases of more than \$500,000 with several in the \$1-2M increase range. What is the aggregate increase in central office budgets/chart fields in this variance report?	Central Increases: ~\$10.0 million School Increases: ~\$12.9 million Other Increases: \$13.7 million - Contingency & Fund Transfers Of the Central ~\$4.5 million is related to Utilities, Transportation contract increase, SIA staffing support, and the IT Verizon grant matching that is in direct support of schools. All of the variances also reflect staffing costs due to COLA, Step, and associated payroll costs.
27a	3a & 3b. Send Board and Superintendent B2A's for 2021	Board Report
27b	3a & 3b. Send Board and Superintendent B2A's for 2021	Superintendent Report
28	3c. Last year as part of the budget process, the Board was told that all central office non-represented employees would have an annual evaluation. Has that -- or will that -- occur?	Yes. The shift to annual evaluations is in effect. This year, evaluation deadlines have been paused to account for emergency operations conditions where work expectations and performance goals set prior to the office and school closures changed dramatically. Evaluations will resume when we begin re-entry.

29	3d. For the remainder of SY2019-20 there is a travel freeze (not that anyone is going anywhere), it appears that travel out of district increases from \$743,000 in SY2019-20 to \$851,000 in SY2020-21; does this mean that the travel freeze is not extending into SY 2020-21 and that there is no reduction to this object code 534200? (p. 90)	There is no travel freeze in place for 2020-21 as a whole. This is being discussed and will continue to be monitored as we respond to the pandemic. Travel is also part of the non-salary budget of many schools and departments. Professional development is often tied to travel budgets. We will need to be flexible in our budgeting for this next year. We may need to move travel budgets to offer professional development using other methods.
30	3e. It appears that money is set aside in the budget for COLAs and step increases (as applicable) for central office, non-represented employees. Share the number of employees in the central office making more than \$100,000 and what the SY2020-21 cost would be of a COLA and step increase? Those same employees received a COLA and steps last year; how much did that cost?	<p>Central Office Non-rep for 2020-21: 216 FTE Step: \$566K COLA: 921K Total: \$1.49 million</p> <p>Central Office Non-rep for 2019-20: 158FTE COLA: \$695K Step: \$461K Total: \$1.2 million</p> <p>Increase in FTE due to: 10 FTE in bond program gearing up for large high school projects, 24 FTE were below \$100,000 in the prior year, SPP was down to 2 employees and now staffed appropriately at 11 FTE, IT had contracted positions moved to employees and positions moved from schools to IT for a total of 11 FTE</p>
31	3f. Where is 640 Dues and Fees in the budget document; what are the SY2019-20 and the SY2020-21 budget amounts?	<p>Dues and Fees (546000) for the General Fund is located on p. 92</p> <p>2019-20: \$1.01 million 2020-21: \$903K</p>

<p style="text-align: center;">32</p>	<p>3g. Are all the secretary of State audit recommendations related to the budget followed?</p>	<p><i>RECOMMENDATION 5 Make it's budget more clear and transparent to the public, including staffing and spending by the program over time, key performance indicators, and analysis of key initiative outcomes.</i></p> <p>Yes. The budget process is following the Government Finance Officers Association's best practices for school budgeting, and the budget document has been submitted for and received the Meritorious Budget Award from the Association of School Business Officials. Following these best practices for process and reporting includes alignment of the budget to the district's strategic plan and is tied to the district student outcome goals set by the board.</p>																																																																																																																					
<p style="text-align: center;">33</p>	<p>4a. Provide Black employee data that was requested by email on May 13. Specific data relating to the recruitment, hiring, and retention of Black employees. So that my request closely tracks what we received for teachers. Here is the data that was requested for 2016-17, 2017-18, 2018-19, 2019-20: # and % of Black principals # and % of Black asst/VP principals # and % of Black central office employees below the senior/area director level # and % of Black central office employees above the senior/area director level # and % of Black employees overall at PPS</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="9" style="text-align: center;">June 9, 2020</th> </tr> <tr> <th></th> <th colspan="2" style="background-color: #0056b3; color: white;">2016-2017</th> <th colspan="2" style="background-color: #0056b3; color: white;">2017-2018</th> <th colspan="2" style="background-color: #0056b3; color: white;">2018-2019</th> <th colspan="2" style="background-color: #0056b3; color: white;">2019-2020</th> </tr> <tr> <th></th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><u>Black Principals</u></td> <td>8</td> <td>9.30%</td> <td>8</td> <td>9.30%</td> <td>8</td> <td>9.30%</td> <td>8</td> <td>8.99%</td> </tr> <tr> <td><u>Black Assistant & Vice Principals</u></td> <td>13</td> <td>16.25%</td> <td>12</td> <td>25.38%</td> <td>12</td> <td>14.46%</td> <td>14</td> <td>15.73%</td> </tr> <tr> <td><u>Black Central Office below area/senior director level</u></td> <td>79</td> <td>8.85%</td> <td>82</td> <td>8.58%</td> <td>91</td> <td>9.28%</td> <td>85</td> <td>8.03%</td> </tr> <tr> <td><u>Black Central Office above area/senior director level</u></td> <td>3</td> <td>11%</td> <td>4</td> <td>14.81%</td> <td>4</td> <td>10.00%</td> <td>5</td> <td>11.90%</td> </tr> <tr> <td><u>All Black Employees</u></td> <td>558</td> <td>7.34%</td> <td>646</td> <td>7.67%</td> <td>640</td> <td>7.50%</td> <td>625</td> <td>7.59%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><u>All Black Students*</u></td> <td></td> <td>9.70%</td> <td></td> <td>9.30%</td> <td></td> <td>8.90%</td> <td></td> <td>8.70%</td> </tr> </tbody> </table>	June 9, 2020										2016-2017		2017-2018		2018-2019		2019-2020			#	%	#	%	#	%	#	%	<u>Black Principals</u>	8	9.30%	8	9.30%	8	9.30%	8	8.99%	<u>Black Assistant & Vice Principals</u>	13	16.25%	12	25.38%	12	14.46%	14	15.73%	<u>Black Central Office below area/senior director level</u>	79	8.85%	82	8.58%	91	9.28%	85	8.03%	<u>Black Central Office above area/senior director level</u>	3	11%	4	14.81%	4	10.00%	5	11.90%	<u>All Black Employees</u>	558	7.34%	646	7.67%	640	7.50%	625	7.59%																																					<u>All Black Students*</u>		9.70%		9.30%		8.90%		8.70%
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<p>34</p>	<p>4b. What specifically is in the budget that will ensure as PPS recruits and hires open or new school and central office staffing positions that PPS will have a more diverse workforce, especially for Black and Native who are underrepresented in the PPS workforce. Same question for any new positions funded through the Student Success Act. What are the expected recruitment and hiring outcomes based on these investments?</p>	<p>Our budget invests in an FTE for a recruiter, and all our recruiting efforts focus on diversity. Currently, we have one professional academic recruiter for the district, which necessarily means that recruiting efforts are limited and decentralized. The addition of an FTE will accelerate (double) and expand recruiting efforts. Our strategic plan priorities for 2020-21 include collaboration with ODE, MESD and college/university partners (e.g. PSU, UofO, W-P, etc.) to support the PPS Career Pathways framework and develop more effective "grow your own" pathways to ensure the development of a diverse, licensed, and high-quality workforce. As a result of these efforts, we expect increased diversity in better-prepared and culturally competent candidate pools with significant connections to PPS. Our goal is to accelerate the hiring of people of color to reflect and support student and family race and culture. Currently, approximately 44% of our students are racially diverse, compared with 26% of all district employees, 31% of licensed administrators, and 20% of district teachers.</p>
<p>35</p>	<p>4c. What specifically is in the budget that will ensure PPS will retain diverse leaders, especially Black principals, assistant principals, and central office leaders?</p>	<p>Our strategic plan priorities include several strands expected to retain diverse leaders. These include leader development opportunities (e.g., Leadership Institute, Aspiring leaders academy) centered on a RESJ lens; pilot SEL learning for adults to create working conditions where employees thrive, especially our employees of color, aligned with RESJ PD and school-based SEL efforts; and all of the RESJ PD and the PD framework is informed by the intention to disrupt systemic racism and create conditions where employees of color can thrive.</p>
<p>36</p>	<p>4d. The emergent strategic plan states that the budget will fund Racial Equity and Social Justice professional development for 20% of PPS staff over a three year period in addition to the other cohorts for a total of 1600 employees who are trained as influencers. Will that be accelerated or is a 15-year implementation?</p>	<p>The plan is to build our 20% of influencers with a base knowledge and understanding to be better prepared to implement and execute on a full and complete scope and sequence for RESJ professional development for all employees in our next phase. Organizational development theory asserts that we are better prepared to sustain improvement and change if we can focus in on a strategic set of influencers (20%) who can help move and support the rest of the organization. By design, the first three years will equip us to facilitate accelerated learning afterward.</p>

37	4e. What specifically in the budget will ensure that as counselors and social workers are hired that the new hires will reflect the diversity of the district?	There is not a separate allocation in the budget for recruiting for these two positions. However, both positions were targeted as a high priority for recruiting diverse candidates. Early results of those efforts yielded social worker and counselor conditional hire offers (letters of intent to hire pending the finalization of PAT internal round) with high rates of racial diversity: 8 of 15 accepted social worker offers were people of color; 4 of 11 successful counselor candidates were people of color.
38	4f. Thank you for changing the slide in the budget presentation titled “Our Investment Plan” to now indicate that School Modernizations, Health and Safety investments will have a Racial Equity Aligned Systems and Structures	You're welcome.
39	5a. For SY2019-20, the Board allocated \$4M for FTE for the under-enrolled K8s so that there would be less inequity between middle grade students in these under-enrolled K-8s and middle schools. Was that extended in SY2020-21? If not, why not?	It was extended to SY2020-21 but is being funded by SIA.
40	5b. Are there any funds to implement recommendations from the Middle School Redesign Task Force in this year’s budget, especially for historically underserved students in the remaining under-enrolled K-8s?	There are funds available from this year's budget to support the initial implementation of the Middle School Redesign initiative, with a focus on our historically underserved and marginalized student populations.
41	6a. Why the disproportionate cut in PE teachers and the 1/3 reduction in PE, especially when PPS is also noting it is claiming it is making a “refresh in the PE curriculum”? Also on page 29, PPS said that they used an “equitable formula” that did not overly burden nor benefit single student groups, schools, or departments? Did PPS use a RESJ lens when considering this cut? Healthy, active kids learn better, it’s the “thing” for some kids (like art/music for others), and many underserved students less likely to have access to clubs and fee-based sports or activities.	The initial proposal was to reduce by 21.5 FTE. We were able to restore PE to 3X per week for all CSI, TSI, and Title Schools so the new reduction is 13.2 FTE. We agree that healthy, active children learn better and with the fact that many underserved students don't have access to clubs and fee-based sports programs, which is why we prioritized this group of schools when restoring PE minutes. There were many scenarios modeled to get to our \$5 million target, and we prioritized the following: maintaining class sizes at all grades except for K-2 in which we wanted to reduce and hold harmless CSI/TSI/Title schools as these schools are where our most significant populations of underserved students attend. Arts cuts for K-5 were not possible due to the funding mechanism.

42	6b. Why are the PE cuts being held back until after public forums and are in none of the public documents that were available prior to public meetings? Share the reduction by the school of the teaching staff.	District leaders wanted to be sure staff in elementary PE positions heard the information directly from their supervisor rather than materials for the budget town hall. We have updated the materials at 1:45 pm on Monday prior to the Town Hall meeting. CSI, TSI, and Title schools will maintain PE instruction three days per week and the remaining schools will have two days per week.
43	6c. PPS is proposing “Central Office Reductions” in several budget categories (see attached); it’s unclear if they are reductions or they are smaller increases than planned. Please provide the 2019-20 and 2020-21 budget (Personnel/Purchased Services & Materials) for each.	Attached file
44	7a. Are there funds to plan a potential move of HTMS given the RQ project?	Specific funds for moving HTMS have not been set aside in this budget.
45	7b. Are there funds to convert an outer SE school to a middle school?	Specific funds for converting an outer SE school to a middle school have not been set aside in this budget. The 2020 bond planning efforts have discussed/reviewed potential options for capital funds within a next bond to support district capacity or enrollment needs. If a need for a school conversion is identified via the enrollment balancing process (or through another avenue) these potential bond funds could be used for this scope.
46	7c. Are there funds to exercise the option to return the SW school to the PPS inventory?	Similar to 7.a, specific funds have not been set aside.
47	7d. Has PPS made the minimum \$150M health and safety capital investments as promised to voters in the 2017 bond?	We are well on our way to meeting this requirement with over \$60 million in health and safety funds spent to date, and a busy summer quickly approaching.
48	7e. With regards to the Full Faith & Credit Debt Service: if PPS does not have a bond in 2020 or 2021 and it had to issue full faith and credit debt to finish Benson, would that be in the SY20-21 school year or later (assumes resolution is followed. (P. 142)	In this scenario, an FFCO would not be needed in FY2020/21. The current bond program has enough funds to maintain the current schedule of improvements through the end of FY2020/21 without additional funding.

49	8a. Schools with SES Classrooms: What additional school, classroom, and administrative supports are provided these schools, especially since they are not geographically dispersed (most on the eastside) and in schools with more historically underserved students? Do they all have a safe, appropriate de-escalation room?	We will be moving the SEL program under the MTSS department in order to align with our tiered supports. We will have a dedicated administrator to work with schools, MTSS TOSAs, and OTL in order to develop an implementation plan. This plan will be inclusive of RESJ, trauma informed practices, and restorative justice approaches. Additionally, we will be reviewing the CASEL assessment and recommendations that were completed in March and work with them to put forward a plan for SEL implementation. Not all schools currently have "soft spaces", which is one area we will be included in this plan. In previous years, we have prioritized our pilot schools based on two priorities - CSI/TSI schools and readiness to benefit. This coming year, we will be prioritizing more CSI/TSI and Title schools.
50	8b. School Foundation funding of school staff positions: Please provide the list of staff positions by the school that is being paid for by school foundation dollars. (Request to have the final list in August.)	As staffing is being redone, we will need to send this later in the fall.
51	8c. Provide the information about the Fund for Portland Schools that was requested on May 25.	The Fund for PPS is an independent nonprofit organization. As it's first fiscal year comes to an end, we look forward to sharing a full update to the School Board about the impact The Fund for PPS has had on our school community.
52	8d. Are high school students forecast into a full day of classes for SY2020-21 in compliance with the ODE instructional hours requirements? The supplemental sheet of SIA implies that "ensuing students can be fully scheduled" is being cut by \$880k. Does that mean Freshman-Juniors won't have a full schedule?	We will be working with high school principals as they complete their master schedules to ensure that all students are enrolled in a full schedule. We also have set aside that we can give to high schools for those that need additional staffing to ensure that students have a full schedule.
53	8e. Pay to play fees on p. 88 appear to still be at \$521,000. Is PPS charging F/R students fees still?	All athletic forms have fees of \$35 for families receiving Free/Reduced meals and \$200 for all other families. When students register on "Family ID" they all choose Free, Reduced, or regular. If a family is unable to pay, there is no attempt to recover the fee and it is waived. Athletics is working to eliminate the fee altogether for families receiving Free/Reduced benefits through fundraising efforts.
54	8f. Funding for an Ombudsman position or what position will have this as part of the portfolio	Funding for a family engagement/conflict resolution position is anticipated to be added as funds are adjusted. This position would reside in the Instruction and

		School Communities Division.
55	8g. Will Rosa Parks students receive Summer School as promised?	Yes, and now that we have received further guidance from ODE regarding summer programming we will plan the programming in collaboration with the school staff members.
56	8h. Will there be a continuation of supports for ACCESS school students in the split campus model?	Yes
57	8i. Will there be a continuation of supports and SIA funding for Pioneer School and students?	With our general fund budget cuts, SPED had a 1.8M cut. We eliminated many services and positions that are not mandatory by IDEA and reconfigured special focus classrooms and eliminated the "bump" for psychs and SLPs. One of the cuts is an assistant principal position at Pioneer and one para educator. We did, however, receive .5 counseling from the SIA funds for Pioneer, which we believe will help support staff, families, and students with mental health and behavioral supports.
58	8j. The emergent strategic plan references a "digital backpack" and a "digital district". What does that mean and how is that supported by 2020-21 budget? What approximate percentage of the \$25-30M in proposed curriculum adoptions going to be digital resources and what approximate percent will be textbooks and physical materials and supplies?	The "digital backpack" is a set of educational resources, including textbooks, apps, and content in digital format, which have been procured for use by students and teachers, in the classroom, or in the home. A "digital district" reflects a district that is steeped in effective practices that leverage digital tools and resources as an important strategy for creating individualized, cognitively demanding, and authentic student learning experiences with multiple access/entry points, and opportunities to demonstrate mastery/learning. It facilitates the expansion of learning pathways.
59	8k. What are the additional funds for elections in the Board budget (p. 80, function 2310)?	The \$250K is to support election costs. In 2019-20 we had the local option levy and in other years it will support bond program and board member elections
60	8l. In the MESD budget is PPS securing health services for the high school School Based Health Clinics so all high school students have access to school based health services? (p. 182-184	All of our high schools receive a 1.0 nurse through MESD resolution dollars. Currently, the County Health Dept funds our school based health centers. The Student Success and Health department is currently working cross agency with OHSU, MESD, County Health, and PPS in order to seek ways in which we can provide student health services in all high schools through a telehealth model. As we figure out how to make this work, the Board will be updated.

61	8m. Utility rates are expected to increase \$2.3M (p. 80, function 2540)?	Function 2540 includes Custodial, Maintenance, and other Operations areas. \$1.6 million is utilities. Rate increases across the board o 3.2% increase, electricity o 6.4% increase, gas o 2% increase in diesel o 5% increase, sewer & water
62	8n. What is the line item Professional Child Care services referencing (p. 92 object 538960)?	Services performed by persons, organizations, or other agencies to provide child care services. This increase is mostly in relation to the Teen Parent Program.
63	8o. What is the annual cost of the Early Retirement Supplement Program (p. 95)?	Contributions are financed on a pay as you go basis. During 2018-19 the District recognized expenditures of approx \$8.7 million for the post-employment healthcare benefits.
64	8p. Has there been a review of the Student Body Activity Funds across schools with a Racial Equity Social Justice Lens? (p. 101-102)	There has not been a systematic review of Student Body Activity Funds using the RESJ lens from the central office level
65	8q. Is it correct to summarize that grants have increased about \$14M from SY2019-20 to SY20-21 (p. 107). Are there across the board increases or is there a large driver?	Of the budgeted increase to Grant Funds (Fund 205), there was \$3.8M built in for future grant opportunities, which we had not budgeted for in the past. Preschool Promise was projected to have a \$2M increase in 20/21. M98 was budgeted for \$8M more in 20/21 over 19/20 (which was caused by expected increased funding and rollover grant funds), in addition, there are other various grants that had increased funding and/or rollover grant funds budgeted in 20/21.
66	What are the costs for COLA & Step for all Non-Rep Staff?	Step: \$1.6 million COLA: \$2.2 million Total: \$3.8 million
67	Can you explain the impact of the cuts to PE on students and provide the rationale for imposing these cuts at the elementary level rather than at MS or HS? How many layoffs of PE teachers will likely result from these cuts?	See response to question #41

68	We are getting a lot of emails with concerns about cuts to the Step Up program. Are we contemplating cuts? My understanding was that the contracted programs were going to be held harmless, if not receiving additional funding. Can you clarify the status of Step Up and other contracted programs?	<p>The short answer is no, we are not cutting culturally specific wrap-around services to Franklin. Currently, there is an active RFP for RESJ partnerships of which Wrap Around Services is a major strategy that partners will implement at high schools. Franklin is an identified site and will be prioritized for services. Because we are in the middle of the RFP we cannot speak to the details of scoring, applicants, or outcome.</p> <p>We do know that we are increasing this funding by 62%, Franklin is an identified school, and Step Up has been a strong partner for quite some time. If folks would like to see more information they can go to: https://www.pps.net/Page/15401.</p>
69	I understand the need to be conservative with our limited resources given the dire forecasts for the next 3-4 years, but I am wondering if there has been any discussion of using reserves to offset anticipated cuts. If so, what would the staff recommendation be for allocating any reserve monies and why?	The state economist has forecasted four years until the economy grows back to where we started from pre-pandemic. We are using the savings accumulated by freezes and furloughs in 2019-20 and will use these reserves to help balance 2020-21. We do not recommend using any additional reserves, as the reserves are needed to get through the following three years.
70	Have staff developed a "wish list" for add backs in the (probably unlikely) event that additional funding is available, either through the state or the federal government? If so, can we see it?	We would continue to use our vision and strategic plan to make our recommendations for the budget. Keeping in mind we are still responding to a pandemic and some uncertainty for planning operations in most unusual circumstances.
71	Are we proposing to cut two positions (or not filling vacancies) in the Office of System Performance? How will that affect our ability to develop systems measures, accountability systems, etc.?	We will have sufficient capacity in the coming year to continue developing and developing the next level of system performance measures and processes, that the school district will be prepared to integrate into its ongoing continuous improvement efforts. There will be a need for additional capacity and resources in the future as the school system evolves further and strategic plan progress measures and other key performance indicators are identified over time.