

CBRC 01.16.2020

16 January 2020 / 6:00 PM / ROOM: Mazama

MEMBERS PRESENT

Members Present: Thomas Lannom, Betsy Salter, Judah McAuley, Roger Kirchner, Parker Myrus, Jennifer Samuels, Leesha Posey, Jeff Lewis, Brad Nelson, Judith Solomon, Tastonga Davis

MEMBERS ABSENT

Christine Pitts, Irina Phillips, Krystine McCants

STAFF AND OTHER PARTICIPANTS

Eilidh Lowery (Board), Cynthia Le (PSS), Nicole Bassen (PPS), Jordan Ely (PPS), Janice Hansen (PPS), Dani Ledesma (PPS), Elona Wilson (Stand for Children)

AGENDA

- Welcome and Introductions
- Approval of Meeting Minutes from December 5, 2019
- CBRC Bylaws Draft - Review and Discussion using PPS RESJ Lens
- Overview of PPS Budget
- Wrap-up & Discussion of Next Agenda
- Adjourn

Introduction

- Call to order - 6:00 pm
- Approval of minutes
- Overview of agenda

Announcements

- Thomas announced that Ranfis Villatoro resigned from CBRC.
- Jordan Ely has accepted a promotion to CFO with Gresham-Barlow School District and will be leaving PPS.

New Business

1. Overview of PPS Budget

- a. CFO Cynthia Le provided an overview of local budget law and the PPS budgeting process; no decisions related to this item.
(presentation slides will be published alongside minutes)
2. Minutes approval
 - a. Minutes approved unanimously by members present with correction to attendance
(Jennifer Samuels was present at December 5, 2019 meeting)
3. Bylaws through RESJ Lens - discussion only; no decision related to this item.

Adjourn 8:07 PM

Next two meetings:

1. **Joint Meeting with PPS Board (work session) February 25, 2020, 6:00 PM, Mazama Room**
2. **CRBC only meeting, March 19, 2020, 6:00 PM, Mazama Room**

DISCUSSION NOTES

NOTABLE HIGHLIGHTS

- Joint CBRC work session on 2/25 - review strategic plan and multi-year business plan (first year PPS will have aligned, multi-year business plan)
- Draft budget available to CBRC on/around April 7th - before formal presentation on April 21st
- PPS Strategic budget team has been established - principals, district staff, SLT, executive team-->setting instructional priorities and strategies that will inform budget
- Budget team will put dollars to priorities
- General fund - second year of biennium - "flat year" meaning we will get the funding set aside in governor's budget - no new resources via General Fund, but new revenue through SSA expected.
- Ending fund balances from SY2019-20 are starting point for 2020-21 budget
- Overview of property taxes and compression
 - 5.278% rate per \$1000
 - Local option - could apply to capital or operating funds, though board has chosen to date to invest levy in teachers and could only change fund use as part of a new levy.

CFO Budget Presentation (PowerPoint presentation placed in shared drive)

TSCC - reviews budget and requires approved budget book 30 days prior to hearing. Hearing is another opportunity for public comments/questions. TSCC provides oversight to ensure district is in compliance with local budget law.

Property taxes - compression is caused by measures 5 and 50 and caps increases to assessed property values. Permanent rate is \$5.2871. Local option levy is an operating levy that is solely for teachers, but it

can be used for any capital or operating expenses, if ballot language describes the change. Bond can only be used for capital improvements.

Local option - revenues and expenditures are accounted for in a sub-fund of the General Fund. Measure 5 limit is \$5/\$1,000 of assessed value, and increase is capped at 3% per year. Local option revenues cannot exceed 20% of State School Fund formula.

Gap tax - refers to a tax on the gap between real market value and assessed value.

Bylaws through RESJ Lens

Lens will not give answers, but will help guide discussions. Six questions on page 3 of the lens document. Breakout discussion in groups of 2-3. Group encouraged to surface assumptions first. Then consider the desired outcomes and how specific stakeholders have been engaged in the process. Which demographic groups will be impacted, and might there be any unintended consequences? Where are you looking at removing barriers and how will you track progress? What is the data/information on which you are basing your decisions? Describe how the lens has changed your proposed action.

Debrief -

Assumptions:

- CBRC is committee of parents with kids in the district
- I would be surprised if people wanted to engage in conversation about bylaws
- These are standard and legal bylaws; may not have been engagement with the lens and is formulaic. How does the formula apply to you? It is the norm for me but not for everyone.
- Everything will be done in english and technology will not pose problems
- This meeting location and time is workable for all members. Are there any assumptions about who cannot make this time work? Common assumption is that people who show up care.
- This is a white-dominant, high-SES group; most accessible to that demographic.

Stakeholder involvement:

- Recruitment is in charter but who is being targeted, given the language and means of recruitment? If we only recruit in one language, who is impacted? If applications and recruitment are in english, those who speak other languages are excluded.
- Parents are not the only group with a stake in the functioning of our system. Bylaws state that students are the primary stakeholders.

How have students been intentionally involved? Would students support these bylaws?

- Students were recruited via student rep to the Board. Students did not apply but were appointed. Recruitment was limited to the District Student Council. No other outreach, to the knowledge of the student reps.
- Would your peers be interested or have opinions about how the district expends resources? Definitely. DSC lacks representation for all schools.
- If we described bylaws to students, would students support the bylaws? Students would respond well to greater representation.

If we consider the community and its myriad groups of stakeholders, would they be in support of the bylaws?

- Do we have enough information to answer that question? No.

To summarize, this discussion does not answer questions; it helps us ask better questions.

Who is most impacted by decisions made by this committee?

- All students would be impacted in different ways.
- Community is impacted.
- Students needing additional supports are impacted.
- Students with disabilities.
- Students experiencing poverty.

Homework for CBRC Members:

Pace is lively in small groups, becomes glacial in the large group. Continue to think about these questions and the bylaws. Do not focus on the fix, but instead surfacing the issues. Give yourself mental and emotional space to surface issues. We can incorporate and synthesize feedback to find solutions later.

Final discussion:

Flyer for Feb 5 open dialog about disparity between east and west side communities. Board will listen but not speak into that space.

Solving problems can be a “white instinct.” The Vietnamese DLI community at Rose City Park encourages staying in the conversation, and “expecting and accepting” non-closure.

NEXT MEETING'S AGENDA - MARCH 19TH, 2019

Approval of minutes

Introductions

RESJ lens to bylaws

Budget 201

end