

MINUTES

Gre

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Thank you. And then as I acknowledged, last week and over email, Young Lee is on leave and just so folks are where he will be heading back to the district but is is a way on vacation right now.

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So I'm gonna go ahead and shift towards public comments. I will start at the top, with Anna Marques.

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Hi. Can you hear me? Okay. Okay, I'm gonna read a statement.

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So my name is, I'm the parent of an awfully green middle school student and I'm also a member of the PPS racial equity and I'm also a member of the PPS racial equity and social justice community advisory committee and social justice community advisory committee.

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I'm here to ask that the BRC continues to include foundation policy reform in its report to the board to highlight the importance of allowing all schools to work together to raise funds and align state funding advocacy.

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CB, our city needs to continue to show its support for foundation policy reform because our district is in crisis when it comes to equitable outcomes for all students.

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We as an entire district need to unify and collaborate to support each student's needs fairly.

Every school foundations is the 1st step in helping the entire PPS community see each and every PPS student as one students collectively.

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We can invest in each and every student's future by providing equitable and similar experiences no matter what side of the river they live on.

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Wouldn't it be amazing if we could begin to eliminate the stereotypes that exist in the district around the wealthy and poor schools?

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Wouldn't it be amazing if we could begin to eliminate the stereotypes that exist in the district around the wealthy and poor schools?

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Thank you.

As you all know, better than most, PPS has serious funding issues. If nothing changes, in 2 years PPS will be facing exactly what Salem Kaiser had to do this year.

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Later last spring. Digging into the data revealed a system that perpetuates our districts and equitable outcomes.

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In 2122 8 schools raise more money through foundations than the rest of the district combined. At these 8 super earners on average just 15% of their student body is historically underserved compared to the district average of 33%.

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It's no coincidence that these schools are wider and wealthier because many of them draw from majority draw the majority of their students from neighborhoods that historically excluded.

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People of color through the practice of redlining. With this in mind, I ask you the members of this committee, are you comfortable in your report to the board saying that you, well, encourage the district to develop strategies to decrease inequities long term in one breath.

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While upholding the current. Foê

of

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know understand that I don't think we can do this this year but this more like some sort of my perspective on this is we had that that that kind of information I think we could say something more specific about that.

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And that related to that, you know, I talked to people who were, you know, supporting or organizing foundations.

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And you know, we have an argument that most of the money goes to a district. And that I'm removing foundations would essentially just reduce a PBS budget.

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I'm not saying that's that's right or it's my position. But I think like that's kind of like the conversation that's out there and I think like in order to have a a good conversation around that.

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It would be helpful for me at least to have that kind of like information. You know, as I said, it's like how much money is collected and there is how this money is distributed by schools, what kind of difference it makes.

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You know, is this a trivial amount of school budgets. This is an important amount of budget.

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And so these are these are things that I, you know, I think I would love to address.

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Thank you, Stefan. I think we have a limited amount of time with everything on our agenda, but, just we do.

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In case you're curious later, we do have a row within volume 2 that shows the FTE that are funded by Foundation and those dollars are also reflected in volume one.

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So I can, I can highlight them if it's interesting now that I am looking at the clock and aware that we have more.

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Luke, go ahead.

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Yeah, I just wanted to jump in. I think that this is, especially pertinent given the recent, library assistance cuts because only 2 schools were able to fund, the library system position after the district made the cuts, being I to be well as in Oxford. ⁱⁿ

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So I think, you know, if we're talking about equity concerns surrounding cuts and foundations, this would be, you know, an especially good time to see that reform and might be something we're including in our report.

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We have to go back and check and see exactly how much more the contract is next. Te

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The 3rd grade meeting goal and the early literacy competency and the graduation goal we have not delved into.

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the 5th grade math and 8th grade. right.

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Readiness. This year I think that's fine given our time constraints. And given the fact that.

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Bye and large these changes are. Pretty sweeping and affect all 4 of the goals. So I think that's reflected there.

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In increase just size. I'm on a small laptop right now. Thank you. Apologies.

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Alright.

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Did that change the size? If I move it. I don't think it does, right?

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I'm, I'm not seeing, I'm not seeing a document now.

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Oh, okay. Let me start.

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Okay.

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I can just speak to the kind of the next. The next piece is we wanna acknowledge.

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So, I think that, sorry, that's just my, interpretation of it's hard to, you know, it's hard to make for sense of it because we're just aggregate numbers.

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I don't have an issue with this. I just wanted to. To make sure it wasn't.

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Yep.

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I think. Sorry, I think you might say, but to say it's perhaps a more general, right?

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mean, like essentially like, the district doesn't necessarily assume higher

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We call for the district to continue as part of our I mean, I just wanna know like.

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School buildings are community pubs as well as schools. Reforms the budget process, CBRC, we're supporting the district's efforts to You know, make our processes more transparent and accessible to the general public.

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I think we've had that. We've had more public comment this year. So again, we request, that PBS share the individual school level data.

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We talk about public benefit from that. Also, the school continuous improvement, not plans. We asked for continued application of the racial and social justice lens.

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And, encourage the district to continue.

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Nice.

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When you say sharing school level data. Do you mean what's in that? Volume 2 or do you mean something more than that different than that?

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Well, this might be my personal crusade, but I personally have asked for and feel that the district should email out the one pager to each of the schools and that the district should email out the one pager to each of the schools and their PTAs so that people are email out the one pager to email out the one pager to each of the schools in their PTA so that people are actually aware of it because I

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Oh, the one page that's in the. Are there?

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know publicly available, but. I think that. Yeah, and it may be a summary. It's, it's just hard to access, you know, to access it.

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200 page document.

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Oh yeah, I guess everybody had that on their computer, but it's really hard to read that way.

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Yeah. So.

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Okay, I see. So just to send out their individual school stuff. Okay, thank

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Disseminated to. To schools and so on. The adoption of the final budget.

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But,

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That's gone by the board. In recent years. But, but I do think schools need to be appraised as as the what what's going on at their own school and And then, and reference, where it's found in, I am too so they can see what What is done with all the other schools though?

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The Title One, the CSI TSI. Schools are still continued. Remarkably higher funding.

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And, then, does the Lincoln High School that was cited earlier. You know, they're, They're all about half of what.

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Many.

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Thank you. Roger. Is there specific revision that you'd want there?

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Okay, I see Grace.

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I'll talk

Do we just wanna add line in here and adminiv

Hmm.

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We requested it last year and it didn't hjt

I know, and I' we're gonna be doing more, give them the constraints.

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Roger jump in.

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Yeah, I. wonder whether Grace of, doesn't agree that.

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It seems like. Schools are being inundated with multiple surveys. And, and the

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In the years that I've been on the committee, it seems to me. When we do get public commen

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I think my comments is. As a PPS direct service provider. Just be nice to be asked.

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So including direct service providers.

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You know, went Yeah.

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Okay.

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Good morning. Oh, I think Okay.

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If you go ahead and, so kind of a reiteration of things we've said before, continue to recruit your team background and, folks, and staff.

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I'll be asking for opportunities on the 8% staffing model. And I think we probably have some discussion here.

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Okay, like, Raja, I see you.

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Hmm.

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Yeah, thank you. I just have a quick question about the remaining balance of ester funds. And where is the Esther funds going to be earmarked and if the committee can make a recommendation.

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Where those funds could be earmarked.

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Thank you. We are still planning to spend down ESSER within the current fiscal year.

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So we are not planning. Esser dollars for the coming school year. And Do you know, let me know if you have any other information that might be helpful on that.

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Yeah, you are correct. There won't be any S or dollars. Any at any point next year, we are looking to spend it fully with in this fiscal year, correct?

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Okay, thank you. I thought we had until September. Is that correct?

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Yes, that's true. But, I think though that. For.

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Our main purpose is whether or not the dollars are spent on ESSER or GEN fund.

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Yeah,

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It's still district dollars that are being spent on those services. So if we are able to spend down Esser in this current year, then that just means those are Gen fund dollars that we don't have to spend on those.

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Items this current year and that means

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We can use those gen fund dollars f

Putting any language support porting the continuation of foundations is static questionable, especially given that it is up for a board vote pretty soon.

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So. I would like to reconsider putting that in the report at all.

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And potentially even putting to support the other argument.

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I'm in Alameda and a B.

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Yeah. I would like to point out that like Alameda has in a hundred \$1,000 foundation, for this fiscal year.

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Franklin's Foundation is \$500. And that is, you know, and, Let me just.

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Okay. Yeah, I would also like to Sure.

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And, and, and that's, you know, a very small. For Franklin that's not that's not much but that's reflected a lot more in in schools across the district.

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And I think there's a graphic that Alexander is displaying right now. That like shows the direct correlation between.

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The, historically underserved races in the school population and the amount that they're able to, raise through their foundations.

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So. You know, it may be an unstable time for district funding. But all that funding is doing is affecting the schools that.

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Are able to, are able to pay for it and. You know, we can still fundraise if we were.

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To transition to like in equitable foundations policy. But we wouldn't have to just allocate it to the schools who will most likely be experiencing the effects of these cuts the least.

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Okay.

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I'm not recognized after Bernard Adams.

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Hi, good evening everyone. I am wondering. I appreciate this conversation and debate. I'm wondering since there is actually a policy.

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On the record and up for a vote that would change this. I am wondering. What the tenor is about the report.

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Given that in that conversation around the policy. There were, I'm thinking about counting the board members votes, right, and I'm director of Solomon is here.

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There were a couple directors that sort of oppose foundation reform. And then there was a lot of, there was not more than 4.

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And so I'm wondering. What is the right statement that the group wants to make? Knowing that this is likely to change.

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At the next board meeting, quite frankly. I don't want what I would hate to see.

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I'll just jump in

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We could.

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Take out a statement of support and leave in a statement of equity.

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There's 2 sentences in that piece and we could continue. We could keep the 1st sentence.

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Could we add a sentence? After it, just specifying that we encourage the district to.

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Work towards. The creating the district. Foundation for funding staffing.

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Through fundraising. Cause I think that's the biggest piece is, that. Right now foundations can fund staff.

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Okay, if we if we want to add that then.

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And. We're not saying they've foundations raise money, but you know funding staff specifically.

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Yeah, if we want to add that, then since it doesn't seem like this is a consensus report any longer, then we could keep in both recommendations.

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So then we could simply note as we have in pastures that our community has multiple views on this. And we can keep in both.

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Hello. How about we just edit this to to the words opportunities to support schools.

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Would that remove the. The concern here. And C.

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Stephen.

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Yeah, I had the same. It's, That'd be my suggestion.

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Okay.

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So we wanna delete in light of looming budget shortfalls and the, the specific foundation policy.

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We don't have.

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You could, we could remove that language if we're going with if we're trying to move to a consensus report.

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That's again, that

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To support Portland Public Schools. I like that.

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That past muster with most of the committee.

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Yes.

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Alright, so. I'll give a minute for any further comment.

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Alright, diving in

Just say, so it's not as if we're saying we're gonna cut off. Library, AIDS at high school.

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Please correct me if I'm wrong, but was it not a position that was previously funded by the district and it was that funding was cut not necessarily the position.

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Mike, am I correct?

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Yes, that's what I understand.

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The district cut the funding for the position and then left it. Open for the schools to be able to fund that by themselves.

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Well, they cut we've had to cut funding period. What? This is, I wish. Young or here, he's the budget person that really can talk to this. But as I understand it, the.

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You know, the principals have so much money to spend and they have to decide where.

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And it was less than That was one place. They cut, they probably cut other places too that don't show so much.

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Yeah.

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Thank you, Director Sullivan. I can share a little bit. Thank you for that question, Luke.

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At the high school level. There was a reduction in a pot of funding for FTE. That's called discretionary.

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And the library assistants do fall into that funding pot. And so because there was a reduction there. We have seen some building leaders make decisions about whether or not to fund.

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That particular position of a library assistant moving forward into next year. That would be an accurate assessment. Thank you.

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For the question.

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Okay, so to clarify, there was

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And I was just gonna time it.

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So I have a question about that because in the budget book. In in volume one in the budget book in the informational section on school staffing.

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This section where we were focused on library was within cuts to direct service staff.

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Right. Right. And it says the, I guess the preamble to that section says that. Continues the trend of reductions to student facing position.

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It says.

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No, where did we where do we put that? Where is that where it says? We recognize.

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It's the 1st point there. We're down to number 2, so just scroll up a little bit.

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Okay.

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And I'll just say on this, I'm. I'm not sure that we've taken or discussed as a committee a position on the district strategy other than reducing impact to students.

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Right.

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And I'm not sure how it's gonna pan out in coming years. We could we could praise them for this year and then see.

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I don't know. I don't know. It's gonna pan out.

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Roger.

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I guess, I compare with your observation, Grace, I think, you know, it's a lot of Tory that we're not closing schools in this proposed budget.

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Boy, I think that's very likely in the future. So.

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Way best being silent about that.

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And, I mean, I think it's, been discussed in public meetings and so maybe it could be about the manner in which CPRC recommends the district purs that work.

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If they're.

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I think we'll have the opportunity to discuss this in depth next year. I mean, we have harder cuts.

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Yeah.

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Hmm.

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I had a question on this 1st recommendation if I can.

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Okay, hearing none, I think I think it's captured above.

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Okay, so looking at differential staffing allocations, based on increased student need, our recommendations here, the need for accurate data on investments.

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And tracking that over time. I think the district is attempting to do that. Sorry, I'm having a trouble reading this at the scale.

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Can you see it now? No, it stopped the share. Okay, let me try again.

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Yeah.

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Is it increasing when I do that? Okay.

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Quite a bit now. We might have to take it down just to not.

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Little bit.

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You can't, can you not see all the text? Okay.

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There.

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I apologize, I'm not on my desktop where I could, myself. So we're asking for accurate data over time to talk about the return on and equity investments.

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Recommend that PPS track and assess how the allocation of school base interventional intervention. Is to the schools of highest need based on map testing data impacts outcomes.

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So that's change this year. We recommend the district work closely with administrators. During the time of.

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Page down a little.

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Oh, do we have a drop?

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Just hovering over this sentence because I see. Okay. Yeah, the subject of the sentences.

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Or

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Which I think this most edits that maybe that. Yeah.

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At any copy edits and

Okay.

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Is this a recommendation or?

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Program and book if I could speak. And. We have been rounding up.

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So there are instances, for example, in the core program handbook. Were calls for a point 5 for example.

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Allocation and because we're outating in point 2 We've been rounding that up to point 6.

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I can work with Alexandra to make sure that you all have access to that document. I think it is.

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Available. But I want to make sure that it's somewhere in the drive where anybody can access it because I'm not the owner of the document.

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Yes.

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Okay, so I think what I'm hearing, I mean, if I'm reading the I don't have it in front of me, page 2, 14, whatever it is.

01:44:44.000 --> 01:44:45.000

Yeah, 2.

01:44:45.000 --> 01:44:46.000

It looks like high schools of over 600. I don't know if there's high schools of under 600.

01:44:46.000 --> 01:44:56.000

Everybody has at least 1 point O for our counselor. I'm just wondering, is are we?

01:44:56.000 --> 01:45:09.000

Are we under that for? . 4

01:45:09.000 --> 01:45:18.000

Yeah, cause on page 2 13 at the top it said counselors are allocated using a ratio of 335 to one.

01:45:18.000 --> 01:45:24.000

Based on total school enrollment and allocations are rounded to the nearest point too. S r

Okay.

01:48:05.000 --> 01:48:06.000

Yeah, we should find out what that is. I think the 100.

01:48:06.000 --> 01:48:14.000

200. Or it

It's not clear what's happening to other special education staff. I don't know.

01:50:12.000 --> 01:50:21.000

Does anybody want to lay in on this? Okay.

01:50:21.000 --> 01:50:29.000

Well, only reiterate what I said that the last time we met.

01:50:29.000 --> 01:50:48.000

It's my understanding. We're in the process. Moving to individual schools. Providing these services whereas they used to aggregate in given schools within a cluster.

01:50:48.000 --> 01:50:58.000

The services and. The last time I asked your question. Mayon said, well, the very next day.

01:50:58.000 --> 01:51:08.000

The district was going out to. The community to explain what their proposal is and.

01:51:08.000 --> 01:51:13.000

I don't know anything more than that.

01:51:13.000 --> 01:51:24.000

Well, in light of this, I think we might just want to note here. That in light of significant changes to special education programs.

01:51:24.000 --> 01:51:34.000

See I don't know what we want to say. Would like to continue to track this next year, would like to see outcomes from those changes.

01:51:34.000 --> 01:51:55.000

I think we want to see the outcomes of changes. I don't know how to weigh in on them right now.

01:51:55.000 --> 01:52:11.000

I was just looking at the memo that was shared by special education specific to. Staffing and shifts and it's not clear from that memo and I wasn't able to decipher it in the budget.

01:52:11.000 --> 01:52:20.000

But we have a line in our draft right now that says there is significant. Cuts to

01:52:20.000 --> 01:52:29.000

Also notes reduction of classified staff for special education. But it's not spelled out in the in the special education memo.

01:52:29.000 --> 01:52:35.000

About those. Cuts.

01:52:35.000 --> 01:52:44.000

They did cut the feeding team and the adaptive PE team.

01:52:44.000 --> 01:52:51.000

I'm forgetting what AT stands for, but another an acronym.

01:52:51.000 --> 01:52:58.000

But it doesn't specify the like pair educators that were.

01:52:58.000 --> 01:53:03.000

Reduced.

01:53:03.000 --> 01:53:14.000

Okay, well, it seems to me like our recommendations here can stand. To review these, to better understand it next year.

01:53:14.000 --> 01:53:27.000

And to monitor the shift. So let's move on to early literacy. I wanna make sure that we get through this, Grace, has kind of led the charge on a little bit or see with some expertise in this area.

01:53:27.000 --> 01:53:32.000

Or a lot of expertise and sorry.

01:53:32.000 --> 01:53:35.000

Do you want to talk us through?

01:53:35.000 --> 01:53:43.000

Sure. So we've got, you know, laying the groundwork, that literacy

So this, I think this was from last year to the ma.

02:00:18.000 --> 02:00:32.000
Yeah

I can, I can rethrow on it, recognizing in the district, is trying to continue to improve on budget goals, reduce disparities and inequities8

02:07:09.000 --> 02:07:10.000

Thank you.

02:07:10.000 --> 02:07:12.000

Yes. So I like that personally, but. Okay.

02:07:12.000 --> 02:07:13.000

I think that's.

02:07:13.000 --> 02:07:19.000

Also move and. And you get a second.

02:07:19.000 --> 02:07:22.000

Second, yes.

02:07:22.000 --> 02:07:23.000

Okay.

02:07:23.000 --> 02:07:26.000

Let's see.

02:07:26.000 --> 02:07:34.000

But, by show of hands, perhaps, all in favor show of hands.

02:07:34.000 --> 02:07:40.000

And then we have a corner there tonight. Let's see, do we need to refresh anybody?

02:07:40.000 --> 02:07:45.000

Oh, there we go. Everybody's

Adams. And let's say you're Dell and all the other staff, you know, who have assisted us this year and put a lot of information together and we recognize that we've scrambled this past 10 days to full letter together that you all have had to move very quickly as well.

02:08:59.000 --> 02:09:01.000

So thank you.

02:09:01.000 --> 02:09:02.000

Thank you very much.

02:09:02.000 --> 02:09:04.000

Alright, good nice everyone Tuesday.

02:09:04.000 --> 02:09:05.000

Thank you.

02:09:05.000 --> 02:09:07.000

Thank you.

02:09:07.000 --> 02:09:11.000

And you

Submitted by:

Alexandra Martin

Finance Program Manager