

Portland Public Schools District # 1J
2019-20 Hearing Minutes

Tuesday June 23, 2020
5:00 pm
Virtual Meeting

Attendees

Present:

TSCC:

Chair David Barringer, Vice Chair James Ofsink, Commissioner Margo Norton, Commissioner Mark Wubbold, Commissioner Harmony Quiroz, Executive Director Craig Gibbons, and Budget Analyst Tunie Betschart

Absent: [REDACTED] JETCQ.00000912 0 62 92 reW*nBT 11.04f1 0 0 1 1084.2.3 Tm0 GAbsen506 JETCQ.00000912 0 62

you have any brief introductory remarks on your budget, we would like to hear them now. Then we will ask our questions and discuss the budget with you. Following that discussion, we will take any testimony from the public if there are any participants that wish to be recognized at that time. With that, I will turn the floor over to the superintendent. And if you have any introductory remarks, please do so now. Thank you.

Guadalupe Guerrero:

I'll be brief, commissioners, but it's good to see all of you again. I know we only meet annually typically, but I feel like you've been a part of our journey. And I think we've talked about that in our past. Tonight, you're going to hear our deputy superintendent tell you a bit more about the proposed budget we've forwarded to the Board of Directors for their consideration. We think it makes key investments in not just the effective operation of the organization, but also places a key emphasis in a few priority areas. The continue to build on our district's overall, what we call a transformation.

And so I think you will find clearly laid out in our budget message is that focus on racial equity and social justice that we invest in those levers that will improve the equitable conditions and outcomes for our students of color in particular, and our theory of action that calls out our black and native students specifically. So staff is here to take any and all of your questions this evening, and hope that we conclude the evening with your vote of confidence.

But I'll turn it over at this point to our ringleader, our Deputy Superintendent of Business and Operations, Claire Hertz.

Claire Hertz:

Good evening. I'm getting a little bit of feedback, which is making it hard for me to hear. A0.h0(, o)7(u}lac m0850

So what you have is a budget that has been built based on our O-D-E estimates that came early in the year pre-COVID, both for state school fund, for Measure 98 and then for the S-I-A application. So what you have in the documents that we've shared with you is pre-COVID. And then since then, we've had information of percentage of revenue shortfalls in both the S-I-A and the Measure 98 grant funding, and then also a shortfall in our state school fund. So you will see in your Q and A's that we've shared the reductions that we've had to make in those areas and are ready to talk those through with you as we go through your questions. So I just welcome you here. We're excited to share, even though we are probably totally exhausted from just operating schools in a new way, and having new demands that we never knew we'd have to learn how to do.

And somehow this team has come together and really done some phenomenal work with the leadership of the board and with our superintendent and working through our principals and all of our teachers in our schools. Somehow we came together and had school while it was distance learning, different than we were ready for initially. We certainly came together and brought that forward. And so we are now, as the school year has ended, we are moving on to the O-D-E guidance has now come out on our fall re-entry plans. And so we are busily developing those plans and we'll have more to share later this summer as we bring back to the board and the community for that input and feedback as we go forward.

So with that, I would like to turn it back to you, and I think that was David Barringer. Is that correct? I know that you guys have some questions you'd like to ask staff.

David Barringer:

issues from previous legislative sessions, which for lots of reasons that I won't get into here, didn't happen in previous sessions.

So where we fit in is you hit the nail on the head. We are the largest district with, I think, close to, or if not the most diverse student body. We engage regularly with our partners at a couple of

held back a fair amount as well. So as we are better able to quantify exactly what reentry looks like and the type of expenditures that we will have, that is I think a conversation, a very legitimate one for us to have with the legislature about assisting us with those costs.

Scott Bailey:

This is Scott Bailey. I think the other piece is looking ahead over the next, as you probably know, the state economists are projecting a three to four year recovery path. The state does have, in contrast to 2008, their rainy day funds, one earmarked for education. I think in discussions with our legislators over what's the best path forward for disbursing that money. There's always that tug between right now and trying to smooth things out over the next three to four years.

James Ofsink:

As I'm sure you can imagine, a lot of our questions tonight are going to deal with what

some community engagement opportunities for staff and for families and students. We will continue to use that information to help guide our work moving forward. So thank you.

Margo Norton:

All right. Not to add any pressure here, but there are only... if my calendar calculations are accurate..., there are only 49 business days from tomorrow to September 1. That's a really short time. In order to get surveys back from folks, conduct your community engagement, what's your drop dead decision date? When are you going to have to decide? Childcare arrangements are critical for parents. They're not going to look for this decision on August 28th.

Brenda Martinek:

Right. As a mom of four kids, I completely understand that need to have decisions made as quickly as possible. We also need to make sure that we're as thoughtful as possible and to make sure that we are targeting our neediest and most marginalized students. So we don't take that work lightly. At the same time, we actually have a due date of August 14th because the ODE blueprint is due August 14th. We do have, excuse me, very condensed timeline that is quickly disappearing with each hour. So we have aligned our groups. We have our thinking caps on, we're actually rolling through some proposals right now. We're also working with our communications department in order to roll out a comprehensive communication plan so that staff and families will be informed of

Mark Wubbold:

This is Mark Wubbold. David, I would also add that the colleges for the most part in this region, are on the four terms rather than on the semester. And that has a lot to do with when they end and then go into the Christmas break. That's something that we'll be looking at.

My question has to do with the coming fiscal year. You've really pretty much covered it in that last comprehensive answer, because you talked about when you'll begin to make a formal adjustments to the budget, and it sounds like August 14th is a key date and that you're going to be communicating with your constituents through surveys and other methods of community engagement.

I'm not sure what I'm asking you right now. Maybe we have a follow-up to a question that's not necessarily to ask at this point.

Claire Hertz:

A couple of things is the way we know the governor has announced the budget will be discussed in a later session. Well, for us to have schools open at the end of August, we have to start staffing now. So we're taking the best information that we know, and we're running through the staffing process. We've shown you the reductions that we've made based on the assumptions on the revenue shortfalls we received from the state. We have processed that through many groups. As it continue, as things get refined, we will continue to engage our board. And we do plan on bringing an amended budget forward. Now I'm thinking it would be an August, but it depends on when the session is, it might need to be September. It depends on when they're done.

Mark Wubbold:

Okay. I actually, I would like to follow up with a question I wanted to ask a little bit earlier, but I think you're the right person to answer this question. Workshare savings of, I think you said \$18 million approximately?

Claire Hertz:

\$10 million. Purchasing and hiring fees. Yes.

Mark Wubbold:

Okay. So the limitations on that, are they restricted in any way, or can you use that for a refilling

that we spend looking at every single request. We were able to address everything except for class size. We'll address those again in the fall.

Harmony Quiroz:

I have a quick follow-up. I say quick follow-up, who knows how long the answers will be. Are we seeing any trends yet in enrollment or unenrollment, given the situation? Are we seeing higher kindergarten enrollment or lower kindergarten enrollment? And then across the district, in terms of parents maybe moving their students out of the public school system at all. I'm interested if there are any trends appearing yet, or does it seem like everybody's just waiting to see the decisions made at the district level?

Shawn Bird:

I think kindergarten, from what I understand, is a bit down right now, but that would not be unusual because people usually go to the school to find out the information. We are working on communicating with those families, and have been, actually, since March, trying to find different channels to communicate with incoming families.

Some schools we've seen, definitely in some of our DLI programs, we've seen increased interest in those. We don't know yet what the answer is going to be about people. They're waiting to see what the progression of the virus is. Just anecdotally I've talked to people that they would like to know what our plans are to know how then they can plan for their future. But we are planning multiple scenarios for kids that need to be in a virtual setting versus a brick and mortar or hybrid setting.

Kregg Cuellar

That's a good question around kindergarten. This is Kregg. I just want to expand on Dr. Berg was sharing, that we do have a three-step process when we're looking at set aside. We address critical needs in the spring, which Dr. Berg was just talking about. And then when we look in summer, when we look at set aside, we're really looking specifically to that question that you just raised around kindergarten.

One of the things that the superintendent has been adamant about is that we have to reduce kindergarten transition as much as possible and not make teacher decisions after school has started and disrupt a kindergarten's environment.

When we're looking at making any additional hires or transitions based off of kindergarten numbers, or even looking at pre-K, we like to make those decisions during the summer. While we do like to be extremely conservative with allocating FTE during the summer, because we really don't know what fall has to bring, and you typically also want to give the fall at least three additional weeks after school has started, so you have a much, much clearer picture in terms of

that students need often to do something beyond that. They have to have some pathways for postsecondary readiness, postsecondary training.

The final board goal and the metric on that, again, is closing the gap over time between our white students and our historically underserved students of color in terms of their postsecondary readiness. Those metrics and those goal areas remained unchanged.

That being said, I would go back to something that was said earlier by Mr. Barringer. February, the bottom dropped out. We have found ourselves in an unprecedented time and it certainly hasn't been business as usual. As we reenter school, we're going to have to reestablish a baseline. We can't pretend this past year was like every other year. We're going to have to establish a new baseline, and then we'll have to look at the targets and the timeline for those targets based on that new baseline. It's just not reasonable at this point in time to assume. There's research at this point, suggesting that students in the 19-20 year across the country will not have accumulated the expected levels of learning and so we need to take that into account and set a new baseline in the coming year.

Mark Wubbold:

Thank you. And thank you for targeted universalism. That was new to me, and I appreciate the fact that you had it in your budget notes. I do have one quick little follow up. Whenever we talk about applying a lens or using a lens, if I'm a parent, and I was, I put three children through the PPS program, and I'm a parent that's curious about the application of the lens. Are you able to point to something and say, because of the lens, this? Because we applied the lens, we spent this money in this way, or something. Is there an example like that, that you... because I'm sure I'm not the first parent that would have asked this question if I was still a parent.

Daniella Desmond:

I want to answer that question with a "yes and," if you don't mind. It's going to seem like I'm being swirly, but I'm going to come back to the "yes" part. I'm going to start with the "and." I think one of the things, in the work that I've done with racial equity in our community for many

as we go into planning and design for our new projects we have those available so if there are changes that we need to do in the design itself, we have that information about going forward.

Mark Wubbold:

Daniel, I'm curious about this 10% contingency, because as a citizen of course I've been following all the wonderful updates that our local schools, like Grant, it's just beautiful. We're very proud of that. Ten percent, is that common or is that an increase from your last bond series of facilities? What would you say about that?

Dan Yung:

Yes, I'd say there's no specific standard. It's general good practice to be somewhere in the 10%

