

**Supplemental Notes – Siuslaw School Board meeting – May 13, 2020**  
**Andrew S. Grzeskowiak, SuperintendentS**

**Work Session – Budget Notes** – The business manager and I will walk the board thru the anticipated \$1.2 million reduction coming from the state level. This is the worst case scenario; nothing will be solid until the revenue forecast on 5/20 and the special session of the legislature. The Governor can only call for unilateral cuts, but the legislature can vary the cuts to different areas of the state budget. None of this state level discussion includes any of the use of cash reserves, the rainy day fund or the school stability fund.

If the district absorbs some attrition of positions and holds off on hiring some of the positions planned for new hires from School Investment Act funds, with some minor furlough day considerations and using local emergency funds, we feel that this is manageable for the next two school years. There has been a great deal of work in restoring programs lost in the cuts of 2008, and going backwards only recreates problems with class sizes, course offerings and career trade classes that every district has strived to work back from over the last decade.

There are options for some furlough days in the remainder of this school year, regardless of any adjustment to the school year calendar. The business manager will detail the potential cost savings of furloughs this year.

**Impacts to other potential district initiatives –**

Kindergarten facility – inclusion into regular elementary building without bond funds

Working this \$1.2 million reduction into overall operations plan means that the district self-funding a remodel at the elementary school to include the kindergartners is off the table for the foreseeable future. There were tentative plans to put a 5 classroom wing between the two elementary buildings to bring the kindergartners back into the center of the building. The old external kinder site could then be used for a pre-kinder program.

Internet service options – for distance and online learning

During a normal school year, about 20% of our students are involved in some form of online learning. The majority of this related to alternative school programs and credit recovery; for either health or alternative discipline reasons a smaller number of students are also involved in primary online learning. All of this is much different from where we stand today. Part of the reason that number is not higher due to the lack of availability of broadband access.

Currently, HYAK is facilitating cable connections through Charter or making connections thru their current network services; the district is funding these short term connections for those that did not have home internet access with CARES relief dollars. HYAK is an authorized Charter agent.

There is no one solution that would provide coverage of all homes in the school district. If the board wanted to move forward with such an initiative, there would need to be multiple sources.

Hot Spots are currently unavailable in the quantities needed, and are of lesser service level than fiber or cable. The bigger issue is the limited cell capacity in this area. Data connections are being throttled down to allow for direct phone communication.

There are some areas that cable and phone providers do not reach and those networks would need to be expanded. Fiber could also fill that need, but again, this is a network expansion issue. Satellite connections could be a temporary patch in the most remote areas, until any networks reach those areas. The other option for remote satellite service is not necessarily a satellite connection in every home but rather setting up remote access 'satellite labs' at granges, fire stations, etc. in the most remote areas. Satellite is the most expensive and least stable of the available technologies; the satellite connections are impacted by local weather, upper atmospheric weather and simple line of sight issues to receivers on a property as trees and shrubs are regular issues with any satellite service.

#### Cost comparisons – single platform distribution

Fiber optic broadband - While it has a high up front cost, it is the best value over 5 years. And it builds a network that would be ideal for distance and remote learning. Building out a fiber network has additional community benefits, and can be argued that municipal or corporate infrastructure is not a duty of the district.

Copper cable broadband - 90% of our student households would qualify and cable can reach 90% of those homes. Depending upon the level of 'subsidy' provided by the district to these homes (there will be an argument between 'fair' and equity) this could cost up to \$3.76 million over 5 years, while the service level is 20% of a fiber optic connection.

Satellite - The average household cost is \$100 per month, but data is purchased on a gigabit need basis, so actual cost is probably closer to \$250 per month when digital streaming is involved. Once someone gets internet in their home, there is no guarantee that the service will be used just for learning. It will also be used for everyday internet access. The best estimate here I can calculate is \$300,000 over 5 years for the 20 homes that cannot be reached by either cable or fiber. Minimum 2 year contracts for satellite internet.

LTE Hot Spots – A moderate quality device is roughly \$100 per unit, with a basic access of \$20 per month and \$60/10 gig of 'home' data. After the initial data cap in a month, the cost is \$15/gig. The district can negotiate a better bulk rate on data than retail cost, but our government discount has been historically 18% of retail. With our assumed high discount - for the 90% of home that qualify, with our discount, the cost to serve the same areas is over 5 years is \$3.85 million (high estimate). The minimum commitment here is 2 years, so \$1.54 million. Hot spots are coming off of backorders now; other schools in the county are receiving units they ordered in mid-March. Some scaled down version of this is doable, but the district will get burned on data cost.

Qualifications for service or subsidized service –

There is no policy in place related to this type of direct benefit to students. The use of ‘free and reduced’ lunch status is not optimal as the current threshold qualifies 90% of all students and with the district being on the verge of obtaining a Community Eligibility Provision, all students would be eligible.

A structured need allocation would need to be created, regardless of how the services are provided. My suggestion would be qualification matrix –

If a household is at the defined Federal Poverty level – 100% of service is subsidized

If a household is at twice the defined Federal Poverty level – 75% of service is subsidized

If a household is at three times the defined Federal Poverty level – 50% of service is subsidized

If a household is at four times the defined Federal Poverty level – 25% of service is subsidized

The 2020 Federal Poverty Guidelines and qualification thresholds are as follows –

2020 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA	
PERSONS IN FAMILY/HOUSEHOLD	POVERTY GUIDELINE
For families/households with more than 8 persons, add \$4,480 for each additional person.	
1	\$12,760
2	\$17,240
3	\$21,720
4	\$26,200
5	\$30,680
6	\$35,160
7	\$39,640
8	\$44,120

## Bidding and Procurement –

If the board would like to move forward with any internet service proposal, regardless of the technology to be used by a provider, the next step in the process is to have the business manager send out a request for proposal to any internet service providers that would be interested in providing such services in a contract with the school district.

The proposal brought before the board previously, is a more akin to a 'proof of concept' model to demonstrate how such a project could be conducted. This current pandemic and providing home internet access for distance learning does not meet either the 'sole provider' or emergency procurement provisions set forth by the state. If the board decides to move forward, HYAK or any other internet provider could submit a bid for services. All bids would need to be considered by the board before a contract is issued. The previous HYAK presentation was an overview, a preview, of how such a service could be provided to a majority of students in the district. Other supplemental means of service delivery would be required for service areas outside of the city limits to provide overall school district coverage.

## **Potential Scenarios for School Models – Fall 2020**

There is no state level plan yet for reopening schools and probably won't be for a while. Schools will be addressed as a whole, and not included in the county by county re-openings. More likely than not there will be some sort of group meeting size restriction along with social distancing requirements that will impact how schools open next fall. I am working on outlining several scenarios, none of which are ideal, for how Siuslaw Schools could re-open in the fall. Health concerns will dictate how schools can operate until there is a vaccine, herd immunity or a declaration of 'regular operations' by the OHA and/or the CDC.

Until it is known how many students can be on campus at a time, or how many students can be in a single classroom space at a time, all of this anticipatory speculation. Between now and the expiration of the current Executive Order, the parameters will shift again. Between now and the proposed start of school in September, even those parameters will most likely shift even further.

A – Modified Opening – By either running half the students in the morning, and half in the afternoon the district can create small enough groups to safely operate.

The same safety levels are accomplished by splitting students into two groups – a Monday/Wednesday group and a Tuesday/Thursday group – and going every other day. Going every other day lessens the contact and transmission issues while also creating a situation where busses, classrooms and general school facilities are cleaned once per day instead of twice. Going in two half day groups means sanitizing everything between the morning and afternoon to be ready for the second wave of students.

B – Hybrid opening 1 – There is about 25% of students that for one reason or another probably can't attend for health reasons if the 'vulnerable persons' guidelines are still in place. There will also be other group of students that can't attend because their parents are fearful of an infection from either school contacts or travel to and from school.

Certain staff would be re-tasked to teaching those students in a distance learning mode, while the rest are taught on campus. If the distance learning population is big enough, the on-campus rotation would be daily rather than every other day.

C – Hybrid opening 2 – The elementary students need more direct teacher interaction than the 6-12 students. The elementary students also need much more help from parents navigating technology for distance learning; so these past few has been more taxing on this group than any other. In this scenario, all elementary students would attend school but to create enough space to safely teach both the elementary and middle schools would be used...in essence every grade level has 7 or 8 classes instead of 3 or 4. Staff would be re-tasked to meet these assignments, and it would also require multiple substitutes. MS & HS students would be served either as distance learning off campus and/or in daily rotation at the high school.

D – Distance Learning for All – With some universities already announcing closed campuses next fall, this may be reality for K-12 schools. There would be some limited in-person instruction on a rotation in this model.

E – Regular return – The best option for regular operations, but chances are slim that health guidelines will be there by September.

## 7.4 – Calendar –

Earlier today, the Siuslaw Education Association submitted a Memorandum of Understanding revising their position on a previous contract item interpretation. The board was emailed that document earlier as a separate attachment.

The board has three unique calendar drafts prepared for how the remainder of the year could look –

#1 – A simple modification creating a student end date of 6/5 and final staff work day of 6/12; this rolls back the days that were added back in April and are no longer required under Executive Order 20-20. Any student not finished with any form of distance learning work, would be provided flexibility through June 9<sup>th</sup>. For the majority of students, the school year would end on June 5, 2020.

#2 – A modified, staggered ending to the school year with K-3 students ending on 5/29, Gr 4-11 students ending on 6/5, and the staff year ending on 6/12.

#3 – An earlier student end of year on 5/29 for all grades K-11; the staff year would end on 6/12 with the time from 6/1 to 6/12 for assisting students with tying up any loose ends, advanced planning and curriculum realignment and regular end of year staff check out processes.

Considering the need for curriculum planning and restructuring necessary for next fall, no matter how schools open, the Superintendent recommends an end school year for all students on 5/29, final completion days for any outstanding work for student assistance on 6/1 & 6/2, and a final end of year of building staff on June 12, 2020. This would be Option #3 of the drafts presented to the board.

## Superintendent Communications – supplemental

I would like to highlight a food services partnership with Florence Food Share. At last meeting, the partnership details were still being ironed out, and the board has been entirely committed to making sure that students are properly fed whether on or off campus, especially in light of the pandemic and economic realities of many families. Now these partnership projects are going forward.

As of last week, Food Share has raised \$32,500 for supplemental food services being coordinated by the schools. Some of the funds will be used to offset the cost of the summer food program. Typically, the district only runs 4 fixed sites during the summer break, but with the Food Share partnership grant funds the district can maintain all 22 mobile stops over the summer even without knowing the level of state or federal reimbursements available yet.

Last week, we ran a trial run of an evening meal delivery program in partnership with Food Share. On May 7, school staff delivered 78 family meals (heat at home pasta casserole dishes and breadsticks for 4 people) out into the community. The district already works with the Food Backpack 4 Kids group to deliver supplemental weekend nutrition supplies. This additional Thursday night meal run is a combination of the supplemental weekend list, plus families or individuals that staff have met when out during regular lunch delivery. Some are struggling with food availability at home or might be a homebound senior citizen.

Tomorrow's delivery count is at 82 and I anticipate that it will grow a bit as the summer proceeds and there is more stress on families with unemployment and other issues related to the current crisis across the state and nation. Food Share is committed to looking at other grants or donations to meet this need as it may grow in the future.

Additionally, Florence Food Share is stocked and ready to serve the community as necessary. Unlike many other local food pantries, Florence Food Share has the resources on hand today to assist those in need. If you come across anyone in need that needs food assistance, please direct them to Florence Food Share for assistance. Additional paper notices will go out with Thursday dinner and Friday lunch runs to help spread the word about capacity of Food Share.