

**School Board Members Present:**

Susan Greenberg
Anne Bryan
Donna Tyner
Becky Tymchuk
Tom Colett

Budget Committee Members Present:

Heidi Edwards
Greg Gabriel
Ryan Sweet
Sarah Beachy
Bettina Jeszenszky
Shafina Fazal-Gardner

District Administration Members Present:

Brian Sica, Administrator for Secondary Instruction, Assessment & Curriculum
Carl Mead, Deputy Superintendent for Operations & Support
Danielle Hudson, Executive Administrator of Student Services
David Williams, Executive Administrator Strategic Initiatives
Don Grotting, Superintendent
Erica Marson, Human Resources Administrator
Gayellyn Jacobson, Chief Financial Officer
Ginny Hansmann, Deputy Superintendent for Teaching & Learning
Jared Cordon, Administrator for Elementary Instruction, Assessment & Curriculum
Jennifer Cuellar-Smith, Administrator for Fiscal Services
John Peplinski, Administrator for Instructional Digital Design
Jon Bridges, Administrator for Accountability

Jon Franco, Executive Administrator for High/Option Schools
Kayla Bell, Elementary Principal
Ken Struckmeier, Executive Administrator for Middle Schools
Maureen Wheeler, Public Communications Officer
Melissa Murray, Elementary Principal
Nicole Will, Executive Administrator for Elementary Schools
Patrick Meigs, Executive Administrator for Elementary Schools
Paul Odenthal, Executive Administrator for Facilities
Sara Schmitt, BEA President
Sho Shigeoka, Administrator for Equity & Inclusion
Steve Langford, Chief Information Officer
Sue Robertson, Chief Human Resource Officer
Susan Rodriguez, Human Resources Administrator
Toshiko Maurizio, Administrator for Multilingual Programs
Todd Corsetti, High School Principal

I. Welcome and Opening Remarks

Becky Tymchuk, (“Tymchuk”) School Board Chair called the meeting to order at 6:41 PM. Tymchuk made note: “Due to an increased participation at the Budget Committee Meeting on Monday, April 22nd, we are changing the location to accommodate a larger audience at Merlo Station High School.” Two School Board Members, LeeAnn Larsen, Eric Simpson and Budget Committee Member Denise Petterborg will be absent. Introductions of the Budget Committee commenced.

Becky Tymchuk**II. Elect Budget Chair**

School Board Member Donna Tyner (“Tyner”) nominated and School Board Member Susan Greenberg (“Greenberg”) seconded Denise Petterborg be elected as Chair of the Budget Committee. Members of the Budget Committee unanimously elected Denise Petterborg as Budget Committee Chair.

Becky Tymchuk**III. Elect Vice Chair**

School Board Member Tom Colett (“Colett”) nominated and School Board Member Tyner seconded Heidi Edwards be Vice Chair of the Budget Committee. The members of the Budget Committee unanimously elected Heidi Edwards as the Budget Committee Vice Chair.

Becky Tymchuk

District Goal: WE Empower all students to achieve post-high school success.

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes. The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired, or for other accommodations for persons with disabilities, should be made at least 48 hours in advance of the meeting. Please contact Community Involvement Office at 503-356-4360.

IV. Budget Committee Charge

Budget Committee Vice-Chair, Heidi Edwards ("Edwards") described the responsibilities of the Budget Committee ("Committee").

Heidi Edwards

V. Budget Message

Superintendent Don Grotting ("Supt. Grotting") welcomed and thanked the Committee, parents, community and staff. Supt. Grotting presented the budget message. "I submit for your consideration the Proposed Budget for the Beaverton School District ("District") for fiscal year 2019-2020. The Proposed Budget of \$956,019,404 is the result of aligning resources to the Strategic Plan set by the School Board, staff, students and community and the work of the 40-member Internal Budget Team ("IBT"). This Budget Proposal includes ongoing allocations for strategic investments making progress on established metrics, discontinues investments not showing improvement and identifies investments to be monitored for improvement over a three-year period. The District has made new investments to support the Multiyear Finance Plan while recognizing the very real financial challenges the state faces with funding programs and services, including Pre-K-12 schools."

**Superintendent
Don Grotting**

Planning the Budget for 2019-2020

The District has advocated Beaverton's need for significant and sustainable funding for Pre-K-12 funding through several meetings with Governor Kate Brown and legislative leaders. The Governor provided a great starting number of \$8.97 billion dollars for Pre-K-12 education funding. After the Governor's budget, the co-chairs' proposed budget framework of \$8.87 billion dollars, about \$100 million dollars less than the Governor's Budget. For every \$100 million their budget goes up or down, it impacts the District by an approximate increase or decrease of \$3 million. While the co-chair proposal is a \$650 million dollar increase from last biennium (8.1% increase), the majority of the increase will go to cover increased Public Employees Retirement System (PERS) costs and will not provide funding to maintain current staffing or programs at the current service level, let alone make additional investments. Also, as a reminder, educators make up only 40% of employees covered by PERS. There are many other professions that belong to PERS.

The District's Budget Proposal is based on a proposed \$8.97 billion budget for K-12 schools (State School Fund). At this level of funding, a net deficit of \$35 million dollars is projected. The District has been in constant contact with several lobbyists and believe that pressure from advocates (OEA, OSEA, BEA, COSA) will result in an increased allocation of \$100 million. The \$35 million deficit does not include any increased costs that may be incurred after certified bargaining is completed. In an effort to meet budget timeline obligations, the District is progressing with required reductions to balance the budget, including staff reductions to programs and other resources. These include increases to the student/teacher ratio and reductions of administrative, certified and classified staffing. It also includes a step increase for eligible certified and classified staff.

Approximately half of the \$35 million deficit can be attributed to increased state-wide PERS costs. It's possible these will increase further over the next four to five biennia. The remaining deficit can be attributed to increases in roll up costs (salaries and benefits), flat enrollment, current year budget deficit due to decreased enrollment and underestimated salaries, pay equity mandates and attrition assumptions not being realized. ESL enrollment was overestimated by approximately 400 students. This resulted in a \$12 million deficit for fiscal year 2018-19, with the hopes of recovering \$8 million and carrying over \$4 million to the 2019-20 school year.

It is important to understand the Proposed Budget is constructed based on the most current information; however, most of the revenue information is an estimate and will change. The Legislature will make adjustments throughout the session that will impact the District's 2019-20 Budget. While there is optimism regarding a sustainable and long-term investment to the state's Pre-K-12 budget, the ability to plan and spend investment funds in the 2019-20 school year will be extremely difficult to project due to Legislative timing and the likelihood that any revenue package could be referred to voters in January 2020. School districts will see

very little, if any, funding from tax revenue package by the end of June. In addition, Department of Education warned there could be a 7% decrease in Title funding. The number of poverty and ESL students in Beaverton is decreasing.

While these reductions will be difficult, it is important to remember that the District will still have one of the premier education programs in Oregon. Removing days from the District's calendar is determined by bargaining. Some of the proposed reductions could change. The District has the most instructional days of any school district. There are counselors and PE and Music specialists in every school. Also, the District has made significant investments to address behavior and social and emotional issues, option schools for students, multiple college and career pathways, early learning opportunities, one of the state's highest salary and benefit packages to attract quality educators, low class sizes compared to similar school districts, programs like AVID to address some of the historically underserved populations, multiple co-curricular activities and many other assets not used by other school districts.

Many of the current investments are the exact areas being proposed by the legislature for additional funding, including lower class sizes, expansion of learning time, development of career technical education programs, increasing graduation rates and providing early learning opportunities.

In preparing the Proposed Budget for the 2019-20 school year, enrollment projection calculations, salary estimates, attrition assumptions, and projected roll up costs were closely examined and ensured by multiple stakeholders. Additionally, a more conservative approach to projections will be taken including working with Portland State University on enrollment projections. Internal departments are working together to optimize the most accurate information. For clarification, in this Proposed Budget you will also see a large amount of funding attributed to the Bond. The Bond funding can't be co-mingled with the General Fund.

No cuts are good for students or staff. Investments have been made for Social Emotional Learning, however, more resources at all levels are needed. In this Proposed Budget there will still be PE, Music Specialists and college classes offered.

Chief Financial Officer Gayellyn Jacobson ("Jacobson") shared the Financial Overview, as well as provided a budget document orientation. The All Funds Budget for 2019-20 is \$956,019,404. This is a decrease of \$59.8 million from 2018-19 All Funds budget. The largest decrease is due to spending down of the Bond. The General Fund budget of \$500,006,054 is \$11.7 million higher than the 2018-19 Budget. Revenue changes include an increase of property taxes of \$6.9 million, increase of \$2.4 million from Local Option Levy, increase of \$0.9 million local revenue, \$0.8 million from ESD revenue, an increase of \$14.7 million from State School Fund ("SSF") and a decrease of the ending fund balance of \$13.5 million. There is a decrease in weightings for poverty and ELL students. The \$11.7 million increase over 2018-19 isn't enough to sustain the current spending level. Expenditures have increased for roll up costs for salaries and benefits, including pay equity increases. PERS expenditures have increased substantially with an overall increase of 4.85% for PERS and 1.3% for a PERS UAL Bond repayment. Health insurance rates have also increased with one plan in excess of the Health Insurance cap. Utilities, fuel and connectivity costs have increased substantially. Some utility costs have increased by 14%. Although District enrollment is relatively flat, charter schools have seen increases across all grade levels, which results in larger charter school payments.

Gayellyn Jacobson

The Budget is comprised of six different funds. The General Fund (Fund 100) makes up 52% of the overall budget and is the general operating fund. The 200 Funds are Special Revenue Funds, Grant Fund, Sustainability Fund, Student Body Fund, Special Purpose Fund, Donations and Fundraising Fund, Categorical Fund for restricted expenditures for state grants (transportation grant, energy grant and nutrition services fund). Fund 300 is reserved for repayment of debt on General Obligation Bonds, Limited Tax Liability Pension Obligation Bonds and Full Faith and Credit Obligations. Capital Project Funds are accounted for in the Fund 400. This is where Bond dollars are extended for capital improvements. Fund 600 - Internal Service Funds are insurance

reserve and workers' compensation funds. The District is self-insured for a portion of the insurance claims and must maintain reserves to cover these claims. These funds continue to save the District money for the safety programs. Fund 700 is a fiduciary Scholarship Fund that accounts for fundraising and scholarship resources received in-house by the District and disbursed based on trust agreements.

Expenditures for General Fund by Function shows which activities the District is spending resources. Most of the resources are spent on direct Instruction for students (57.6%). Support Services (36.2%) covers guidance, health, administration and all operations. Enterprise & Community Services is where nutrition services expenses are coded for student charges that cannot be collected. Facilities Acquisition & Construction is used for expenditures on projects that cannot be funded through the bond program. Transfers to other funds include the portion of the Transportation grant that is received in General Fund but must be expended in the 200 Fund for equipment replacement and the transfer from the General Fund to the Insurance Reserve Fund. Lastly, the Contingency Fund must be budgeted at 5.0% by School Board policy.

Expenditures for General Fund by Object shows that Salaries and Benefits at 84.3% of the General Fund budget is the largest budget item. Purchased Services (6.0%) is for contracts for property services, including repairs, maintenance and utilities. Supplies and Materials is 3.2% and Capital Outlay is 0.1%. Lease payments and interest expenses as well as insurance, judgements and transfers to other funds make up all Other at 1.4%.

When the District was compared against the 13 largest districts in Oregon, Beaverton spends the most actual dollars per student spending on All Instruction and School Administration. When comparing Central Administration and Operations Beaverton spends a low 18.9%, which is the second lowest of all 13 districts.

VI. Budget Highlights

Gayellyn Jacobson

Jacobson explained the Budget was built with the District mission to empower all students to achieve post-high school success. The Pillars of Learning are Expect Excellence, Innovate, Embrace Equity and Collaborate are the basis for all budget decisions. Budget decisions also took into consideration the Equity Lens questions that have been proposed by Teaching & Learning:

- Whose voice is and isn't represented in this decision?
- Who does this decision benefit or burden?
- Is this decision in alignment with the BSD Equity Policy?
- Does this decision close or widen the access opportunity and expectation gaps?

Great strides have been made in student learning. The graduation rate has increased to 86.4%, which is the highest ever in Beaverton and 7.7% above Oregon.

Educator Effectiveness

Internal Budget
Team

Human Resource Administrator Susan Rodriguez presented Educator Effectiveness. The District will continue to invest in Mentoring from the General Fund. The ODE Grant will not be available for 2019-20, therefore there will be a decrease of 40%.

Chief Human Resource Officer Sue Robertson described the Ongoing Investments with Teach 4 Beaverton. Both Mentoring and Teach 4 Beaverton are considered long-term investments. Teach 4 Beaverton is an intensive two-year residency program in the partnership of Oregon State University. It was created to redesign the teacher preparation in order for teachers to enter the classroom on day one and feel prepared to meet the needs of their students. This program is being offered to six schools.

Standards-Based Learning

Administrator for Secondary Instruction/Assessment & Curriculum Brian Sica ("Sica") presented the Standards Based Learning System derived from the Oregon State instructional standards. The District practice is the

Quality Curriculum Cycle which brings administrators, certified and classified staff, community members, parents and students to select the curriculum material, as well as the related professional development provided by the District. The District is continuing to invest in adopted English Language Arts (“ELA”), Math and Health curricular resources, along with professional development. The current adoption process of PE and Science materials with professional development will be a continued investment. 2019-20 will be the first year for the adoption of Social Science and the formation of Teacher Cause, although these investments will be continued at reduced levels.

Teachers on Special Assignment (“TOSAs”) who are assigned centrally and provide support across the District will be reduced. Currently there are 53 central TOSA positions which will be reduced by nine. In addition to the reduction in this area, the Chief Academic Officer position will be eliminated. ELA service contracts for professional development at Columbia University’s Reading and Writing Project will be reduced. Teachers who were receiving multiple days of professional development for the high school adopted curriculum in Math are reducing the professional development due to teachers having established significant training. The budget will be reduced for ELA curricular resources in the next school year. The Fine Arts adoption will be re-adopted for 2019-20.

Future Ready Schools

Sica also explained the Future Ready School Program is currently funded by a technology bond and will continue for 2019-20. This Bond allows all Chromebooks to be replaced and upgraded over the next two years. Library Instructional Technology Teacher (“LITT”) work side-by-side with classroom teachers to help utilize and implement innovative instructional strategies using technology. These positions will be reduced from 18.5 to 8.5 at the secondary schools, leaving each with a half-time LITT. Future Ready TOSAs and professional development will also be reduced.

Advancement Via Individual Determination (“AVID”) is an elective class or single class period in secondary schools and will be a continued investment. The AVID elective Writing, Inquiry, Collaboration, Organization and Reading (“WICOR”) will continue. It will also include tutorial support and college preparation and visitation. AVID Schoolwide provides leadership, instruction, culture and systems. AVID strategies are used in every period, every day and in every classroom. The professional development, including culturally responsive teaching practices and resources relating to AVID will still be offered, but the relevant training sessions will be reduced. Seven AVID elective sections will be eliminated and distributed using a new allocation formula based on the Equity Lens.

Learning Teams

Sica described that Learning Teams is the process of educators working together to know each student’s strengths and challenges, and to meet students’ specific learning needs while strengthening the teacher’s own teaching practice. This program will continue to have ongoing professional development opportunities and support for staff during collaboration time with reduced sub usage. There will be three areas of reductions in this program. Two professional development facilitator positions in every comprehensive high school will be eliminated, as well as Collaboration facilitator stipends (K-12) and TOSA support of professional development and teacher collaboration.

Culturally Relevant Practices

According to Sica, culturally relevant practices is a process designed to break the “predictive” link between student demographics and student success. Continued investments include Social Workers, Health Assistants and Culturally Relevant Teaching training. The addition of Safety Care training (training to de-escalate situations and return the climate to an acceptable level) will continue, along with Special Education curriculum and redesigning a program model of English Language Development (ELD). The reductions in this area include professional development and multilingual research funding. Due to the ELL student enrollment decrease, ELL staffing will be reduced and elementary ELL facilitators will be eliminated with duties being redistributed.

Early Learning

Executive Administrator for Elementary Schools Nicole Will ("Will") presented the Early Learning program. Pre-K classrooms have been added in two additional schools in the 2019-20 Budget, for a total of seven schools and 14 programs (morning and afternoon). A school nurse for Pre-K classes will continue, although the Early Learning Administrator position has been eliminated.

Elementary Schools

Will explained the investment of intervention teachers will continue at each school, reduced from 1.0 to .50. Counselors and half-time Student Success Coaches will also continue. PE and Music Specialists will continue ensuring 90 minutes of PE and Music instruction every 5 or 6 days. Student/teacher staffing ratio will increase by 2.15 for Kindergarten and 3.15 for Grades 1-5. This is not a direct correlation to class size, but is the ratio used when staffing is allocated. The funding will be eliminated for Primary Years Programme (PYP)/STEAM/STEM/Expeditionary Learning (EL) programs. A 15% non-salary reduction will be taken from each elementary school, as well as four Assistant Principals.

Middle Schools

Executive Administrator for Middle Schools Ken Struckmeier described that there has been an increase of students who require Social Emotional Learning, resulting in the addition of specialized Special Education classrooms. Measure 99 will support Outdoor School for all 6th grade students. Reductions include the elimination of an Intervention teacher at each middle school and funding for Middle Years Programme (MYP) at two schools. Student/teacher staffing ratio will increase by 3.15, non-salary budgets will be reduced by 15% and one Assistant Principal at one middle school will be eliminated.

High/Option Schools

Executive Administrator for High/Option Schools Jon Franco listed the ongoing investments for high schools. Measure 98 supports state funding for Graduation Mentors for drop-out prevention, Career Technical Education (CTE) programs and a 9th grade Success Coordinator. College & Career counselors and the 8.5 Summer School program will continue. There will be an increase of 3.35 in the Student/Teacher ratio, 15% non-salary reduction for each school and one Assistant Principal eliminated at one option school. A restructure of Alternative Education programs, HS2 and SST will result in savings. Next year will be a transition year with an opportunity to open a new option school in the following year.

Central Support

Deputy Superintendent of Operations, Support Services, IT and Carl Mead explained the essential operations to open the schools daily. Utility rates have significantly increased, resulting in transportation fuel having a 3-year deficit of approximately \$300,000 each year. In order to fund things accurately per Supt. Grotting, the Budget for 2019-20 will increase for transportation fuel, maintenance and state compliance requirements. It costs \$800,000/per year to meet compliance requirements, which doesn't include costs for repairs or upgrades. Additional custodial staff is needed to meet the additional square footage with the new schools. The reductions will include a 15% non-salary reduction from each central office department across the District and the Administrator for Fiscal Services position will be downgraded to a Manager position.

Chief Information Officer Steve Langford described the 2014 Technology Bond for modernization. This Bond allowed the District to build out the systems necessary for student devices, increasing security measures and modernizing technology systems. As expected, these contracts are expiring and support service fees and maintenance will transition to the General Fund. The District has experienced added expenses due to increased internet connectivity being used daily. The proposed budget has adjusted to meet the increased usage as well as increasing bandwidth and invest in expanding dark fiber at high schools.

VII. Public Comment

Representing the certified staff of Beaverton School District as Beaverton Education Association (BEA) President, **Sara Schmitt** advocated that budget reductions be as far from students as possible. **Leslie Polaski** (Employee at HS2/SST) questioned the budget process and championed the need to do better for the students. **Alfredo Solares-Vega** (Teacher at Aloha Huber Park) and **Katie Lukins** (“Lurkins”) (Teacher at Bethany Elementary) expressed support for funds to be allocated and prioritized based on what is most important to students and their success.

Lukins further commented, along with **Ellie Rozendaal** (“Rozendaal”) (Teacher at Sunset HS) and **Doug Willson** (“Willson”) (Teacher at HS2/SST), concerns about how job uncertainty among teachers is disruptive and does not promote the stability of student needs.

Dishya Arkalgud and **Maria Navarre** (9th graders at Sunset HS), **Jessica McBride** (Teacher at Bonny Slope), **Cady Geer** (CTE Teacher at Sunset HS), as well as **Rozendaal** and **Willson** all expressed concerns about the effects increasing class sizes will have on a quality education and student learning.

Both **Geer** and **Betsy Thornewood** (Teacher at Sunset HS) indicated concerns about transparency in the budget process. **Kate England** (SPED Teacher at Highland Park) admonished District leadership to use more care in communicating budget information. **Dana Ruginis** (Parent at Oak Hills Elementary) expressed concerns about the seeming lack of unity in the District community.

Michael Tarascio (“Tarascio”) (Sexton Mountain Elementary parent) and **Eric Ufer** (parent of 3 students in the District) both commented on the need for reform of PERS at the state level. **Tarascio** further stated concerns about District strategies for forecasting and balancing the Budget. **Nolan Bryant** (Teacher at Sunset HS) asked why the Proposed Budget is retaining contingency resources rather than using them to offset the deficit.

Kristen Haslebacher (parent of 3 students in elementary, middle, and high school) shared her thoughts on the value of quality teachers and programs over the quantity of instructional days for a good education. Coming from outside of the District, **Kenneth Cosey** attended as a friend of BSD teachers and to show his support of teachers. He also encouraged students to keep attending budget meetings and to be involved in the processes that affect their education.

Tommy Navarre (Senior at Sunset HS), **Rosa Rothenberge** (LITT at Mountainside HS), and **Ernesto Fonseca** (“Fonseca”) (parent of students at Ridgewood and Cedar Park) questioned equity considerations in the budget process as the proposed reductions would be taking away opportunities from some of the most economically disadvantaged students who need more resources, not fewer. **Fonseca** further emphasized his support for culturally relevant teaching practices and programs. **Ashlee Rice** (SRC Teacher) championed extremely disadvantaged students who will be directly impacted by the proposed reduction to augmentative resources and assistive technology.

Colette Cassinelli (LITT at Sunset HS) and **Rick Bush** (LITT at Stoller) shared their personal experiences and perspectives in support of the need the LITTs for the continued success of Future Ready and for the underrepresented students interested in Computer Science.

Yuliana Rodarte (HS Spanish Teacher) and **Kathy Barnes** (PE Teacher at McKinley Elementary) both highlighted the lack of resources for certain schools and programs, and the effects this underfunding already has on students.

After a significant investment of time and effort, including starting and growing the student newspaper, **Helen Huiskes** and **Em Galante** (Students at Westview HS) expressed frustration that the journalism elective class they finally got approval for next year may not be possible now due to budget reductions.

Brooke Bailey, Kathryn Hoffman and Rachel Youm (Teachers at West Tualatin View Elementary), **Kathy Lehey** (Teacher at Elmonica Elementary), **Nathan Traller and Miriam Ambriz** (Teachers at Bonny Slope Elementary), **Trish Pazdalski** (Teacher at Raleigh Park Elementary), **Heidi Gilbertson** (PYP Coordinator at Hazeldale Elementary), and **Danielle Jacobson** (parent of student at Ridgewood Elementary) all shared their personal experiences and perspectives in support of the value of the PYP and MYP programs.

Yuka Ruell (parent of students at Ridgewood Elementary) expressed her support for the value of community and concerns that the proposed changes to PYP and the staffing ratio will negatively impact this sense of community.

Rebecca Moon Leibowitz (parent of 2 students in elementary and middle school) shared her perspective on the value of the School of Science and Technology and concerns over any reductions to it.

VIII. Questions and Comments from Committee

Heidi Edwards

School Board Member Anne Bryan (“Bryan”) is incredibly saddened and frustrated to be in this position at a time of economic growth in Oregon. Bryan has been a School Board member for 6 years. In addition to being proud of the graduation rate, the Board has been very diligently financially prudent during this time. Collectively OSEA, Beaverton School Board and BEA are united in the demands to the State for additional funding. Bryan emphasized that everyone is here to represent and serve the children of Oregon. Bryan’s questions will be submitted electronically

Q: Budget Committee Member Sarah Beachy: Is there a platform for questions or comments?

A: Budget Analyst Jessica Jones (“Jones”): Yes, there is a link on the BSD 2019-20 Budget webpage for questions and/or comments. If submitted by April 28th, they will be provided by the next Budget Committee meeting on May 13th.

Colett agreed with Bryan. Even with current budget level, roll-up still wouldn’t be enough for students and the District will still face a heartbreaking deficit. Long term - For the last 30 years, the State has neglected to adequately fund schools. There is hope with HB 3427 providing for \$2 million of funding but unfortunately it will not be available for the next fiscal year. Question for Speaker of the House - What can be done to get funds into the school system for the next fiscal year?

Q: Colett: Regarding staffing allocations at ACMA and ISB (Option teachers) on Page 66, how does 263.2 positions decreased add up to \$7.2 million listed?

A: Jacobson: It includes the \$6 million increase to Staffing and associated payroll costs.

Budget Committee Member Greg Gabriel will submit questions online and had no additional comments.

Q: Budget Committee Member Ryan Sweet: Can Title I reductions be quantified in dollars?

A: Jacobson: Will provide this in Q & A for next Budget Committee meeting.

Greenberg requested everyone write to state legislators to express their concerns and advocate for additional funding for education. Executive Administrator for Strategic Initiatives David Williams has been encouraging everyone to communicate with the State. Greenberg explained that many of the challenges the District is facing is out of their hands. Will submit questions online.

Budget Committee Member Shafina Fazal-Gardner submitted questions online and expressed appreciation to all the comments and advocacy from the students, teachers and community.

Tyner is a parent of two children who were attending the District during the last budget cuts. Tyner expressed how uncomfortable and painful it is to make these decisions, however, the Committee will strive to lessen the impact as much as possible.

Q: Tyner: Difference between last year’s budget and this year’s budget is \$59 million. Why is there a \$35 million reduction?

A: Jacobson: That is for All Funds. The biggest change was the spend down of the Bond.

Budget Committee Member Bettina Jaszensky (“Jaszensky”) is a parent of PYP and MYP students and appreciates the comments made from everyone. Jaszensky agrees this process is very painful but has a great deal of hope for what can be accomplished. Will submit questions online.

Tymchuk expressed appreciation to the teachers, students, board members and community for being so passionate. Tymchuk reminded everyone that they’re in this together to find answers. Please share passion of all the important needs for the District with the State Legislators. Oregon needs this for all 41,000 students of the District. Thank you for being dedicated to the process. The main goal is to make improvements for the long game, not the short game. Kids deserve better and count on all of us to be their voices.

Edwards thanked everyone for their patience and recapped the successful passing of the levy campaign to save teacher positions was only one year ago. Keep fighting, keep showing up. Edwards reminded everyone that the committee can’t make decisions on modifying the number of school days.

IX. Closing Remarks

Supt. Grotting thanked everyone for their testimony, advocating for students and lobbying in Salem regularly. Williams is lobbying in Salem frequently. Passionate call-out to all Superintendents in the State of Oregon to fight for change. Approximately 600 comments went to the joint committee on Student Success, 500 were from Beaverton. Imagine \$2 billion being invested in Pre-K-12 education. That would get the District close to the Quality Education Model for successful students in Oregon, including needs of staff resources and class sizes. School needs have changed drastically over the years. Need some bold changes to prevent this situation from happening every two years. Thank you.

**Superintendent
Don Grotting**

X. Set Agenda for May 13th Meeting

Jones will provide answers by May 13th to questions submitted before April 28th online through the Google form.

Budget Meeting adjourned at 9:48 p.m.

Heidi Edwards
Budget Committee Vice Chair

Marcie Davis
Recording Secretary