

BUDGET COMMITTEE QUESTIONS (Submitted from May 13, 2019 to June 2, 2019)

	Question	Answer
1.	With eliminating MYP programs, I assume that means one less elective class option. Will this result in more periods offered of other electives or larger class sizes of current elective classes?	This will be a site-based decision by the principals at the MYP schools.
2.	Generally speaking, would the intervention and AVID teachers being cut be placed in classrooms instead? I ask because I'm wondering if we restore these positions fully in 2020-2021 if the same teachers would still be available. These seem like the types of positions where trust is important and you shouldn't be shifting around the staff member every year.	Generally speaking, AVID and intervention teachers will be placed in open classroom positions. Placements will be conditional on contractual and TSPC requirements related to licensure and seniority. Should these or any other currently eliminated position be restored in the future, they will be posted/filled in the same manner as any other licensed position.
3.	Are there any specific plans for how to restore the rainy day fund if we do not get the HB 3427 funding?	Flattening enrollment threatens the sustainability of the District's programs. The District must deal with this regardless of the passage of HB 3427. If it fails, the problem is more severe and more immediate. The revised budget is more technically sound, which provides a more stable foundation for budget discussions. But the Rainy Day Fund can only be restored through a process of setting program levels that recognize the new environment.
4.	Most of the enrollment changes on the 2019-2020 Classroom Teacher Allocation we received at the last meeting are minor other than Elmonica - I was wondering why we are expecting such a dramatic enrollment decrease and therefore a large cut in staffing.	This enrollment decrease is due to a boundary adjustment. Information about the Elmonica/Beaver Acres/McKinley boundary adjustment is located here: https://www.beaverton.k12.or.us/departments/long-range-planning/boundary-adjustments/elementary-boundary-adjustments
5.	On the IBT Reduction List, what is the "15% per pupil non-salary reduction?"	Schools are allocated non-salary discretionary dollars based on the number of projected students time a rate. Rate for 2019-20 are: Elementary: \$81.42 Middle School: \$80.21 High School: \$88.79 At the secondary level, there is also a poverty factor included which multiplies the same rate times the number of students times the poverty percentage times either 25% or 15%, depending on if the school is greater than 40% poverty or less than 40% poverty. The item on the IBT Reduction List of 15% per pupil non-salary reduction means that there was a 15% reduction from the 2018-19 per pupil rate.
6.	Will there be time between receiving updated budget information and the next meeting where we have to approve the budget? Is there an estimated timeline yet for getting any new information after the school board responds to the request to use 10.7 million from the Rainy Day Fund?	The Revised Proposed Budget Document was sent to the Budget Committee on Friday, June 7, 2019. It can also be found at https://www.beaverton.k12.or.us/departments/business-services/district-annual-budget

7.	Was the IDEA grant reduced because of a reduction in enrollment of applicable students or because the state received less funds or for other reasons? Please expand.	There are two factors impacting IDEA. The first factor is that the Oregon Department of Education failed to meet Maintenance of Effort (MOE) in 2011 and is required to pay back the Federal Department of Education. This pay back resulted in a reduction of IDEA funds being sent through to Oregon districts. The second factor impacting IDEA is that federal funding is dictated by the federal budget and has remained flat. Expenses in the IDEA budget are salary and 2/3rds of the District's contract with Providence for Occupational Therapy and Physical Therapy services. The federal government does not increase the IDEA funding to address cost of living (salary and benefit) increases. The salary and benefits costs of employees funded through IDEA cost more each year, but federal funding does not increase at the same rate resulting in a reduction in services.
8.	The current proposed budget changes do not include a COLA increase for 2019-2020. When I asked what would happen if one was negotiated, the response was that the budget would no longer be in balance. My question is how it would be re-balanced in that case. Where would the funds come from if a COLA increase for 2019-2020 is required?	The funds to cover the cost of a COLA in General Fund will increase the Superintendent's request from the Rainy Day Fund.
9.	Are all of the LITT positions TOSAs?	All LITTs are TOSAs.
10.	Is there a document available that shows more details about class sizes instead of just an average class size by school? For example, at the elementary school, actual 2018-2019 class sizes by grade at each school.	See Attachment A

PUBLIC QUESTIONS (Submitted via District website from May 13, 2019 to June 2, 2019)

	Question	Answer
1.	Will there be any special consideration to teacher layoffs affecting Mountainside High School since we hired so many new teachers to support a new school? If the cutoff is strictly by district seniority, then we will be significantly, and unfairly, impacted as we will be losing a large portion of our teachers. This will also severely impact the culture and experience for our kids as coaches/mentors would be collateral damage in that cut. Our kids suffered one budget disaster and turmoil already. Please do whatever you can to mitigate that trauma from being repeated.	Article 13 of the BEA contract only allows for seniority and licensure to be considered in the various layoff groups. There are no provisions for special circumstances, site impacts or programmatic impacts. Given the recent decision to return to 2018-2019 staffing ratios, there will be less impact to Mountainside than would have occurred under the previously proposed ratios.

2.	<p>What is BSD doing to further engage the business community who are the direct recipient of our student success? At the school level, we are very successful in getting community business involvement and sponsorship. Is there more happening at the District level besides BEF projects? If government is no longer going to adequately fund our schools, what other options are being explored for long term partnerships and innovations in education?</p>	<p>Yes, we work closely with schools and departments to build community partnerships that include parents, businesses, non-profits, faith based community, etc. We are also active with the Beaverton Area Chamber of Commerce and the Westside Economic Alliance as allies and advocates. While none of these groups can be expected to provide long term, sustainable funding, they are strategic partners who help share their voice at the state and legislative levels.</p>
3.	<p>When will the new 2019-2020 calendar be available?</p>	<p>The revised 2019-20 calendars can be found on the District's website: https://www.beaverton.k12.or.us/dist/Pages/calendar.aspx</p>
4.	<p>I have a question about the free lunches in the park program that runs through the summer and is associated with the Beaverton School District. Is there any way that people in charge could cancel that program and reallocate those funds in order to keep staff from being cut? I know this makes me sound like Ebenezer Scrooge. The free lunches program is a beautiful service and I would be sad to see it go. However, there are various forms of government aid for food insecure families already in existence (WIC, SNAP, etc.). Also I know for a fact that several of the children who are eating those lunches are not from food insecure households. They just enjoy free lunches (I mean...who doesn't?). I love that program, I just know it is not critical (at least for a large percentage of children who use it), whereas keeping low class sizes, extra-curricular courses, and mental health workers in our schools will improve graduation rates and every other possible beneficial outcome to our children IS critical. I have no idea if it is possible to move money from the summer lunch program into the overall budget, but I thought I would voice my idea in case it was a new one.</p>	<p>The District's Nutrition Services department is operated out of a special revenue fund and does not impact the current shortfalls in the General Fund.</p>
5.	<p>If the Student Success Act passes, can the School Board please consider dipping into the rainy day fund for 2019-20 to prevent increase in class sizes (due cuts to teaching positions)?</p> <p>When will it be rainy enough to use the rainy day fund?</p> <p>Since the new school funding bill has passed, it seems like things will be better in 2020. Can't you use the rainy day fund to cover this gap year?</p> <p>What is the criteria for using the rainy day fund? An arbitrary 5% of the general fund is required as a balance, but what warrants it being used? Why isn't it 2%?</p>	<p>The revised proposed budget recommends the transferring \$10.7M from the Rainy Day Fund to cover the General Fund shortfall for 2019-20. In addition, it is worth noting that HB 3427 (Student Success Act) can still be placed on the ballot through Oregon's referendum process that allows anyone to gather enough signatures (about 75,000) to place a legislative bill on the ballot. Many observers believe this is likely, in which case the voters would have a final say on the measure in a January 2020 special election.</p>

6.	<p>When the \$55 million (slated for technology) from the bond was proposed - the original document mentioned support for students & teachers with technology & LMS. In light of changes to the revised budget, will you be adjusting the LITT position back to full time at secondary schools? 10 people for all MS & HS doesn't seem enough.</p> <p>Would you consider keeping the LITTs at the comprehensive high schools full time since they serve over 2000 students each?</p>	<p>At this point, the decision is to remain with the recommendation of the IBT to reduce the LITT position to .5 at all secondary schools. The decision will be revisited in next year's IBT process. There will be a loss of support to students, teachers, and staff as a result of this reduction.</p> <p>The current Staff Allocation Model (SAM) does not take enrollment into account when allocating the LITT position to secondary schools.</p>
7.	<p>When the LITTs were cut from elementary schools following the 16-17 school year, they were considered part of the building allocation, but now they are considered part of teaching and learning? Have the LITTs actually every been considered part of building allocation?</p>	<p>When the elementary LITTs were eliminated from six elementary schools (the original elementary Future Ready pilot schools), three of these positions were converted to Innovation Strategist positions and shifted to T&L with the intent that these positions would combine efforts with other Innovation Strategist positions to support innovation and technology integration at all elementary schools. At the secondary schools, the LITT positions continue to be part of the allocation to the school.</p>
8.	<p>In your previous set of answers to district budget questions, you admit the value of LITTs and the role they play as support for PD, staff, and students. How do you intend to fill that gap now that you've cut them in half?</p>	<p>At this point, the decision is to remain with the recommendation of the IBT to reduce the LITT position to .5 at all secondary schools. The decision will be revisited in next year's IBT process. There will be a loss of support to students, teachers, and staff as a result of this reduction.</p>
9.	<p>Can you provide update projected enrollment numbers. The ones in the document are as of September 30, 2018. How does enrollment play a role in the assignment of TOSAs - specifically the LITT position. Shouldn't a larger comprehensive HS have a full time LITT and an option school have a .5 LITT?</p>	<p>September 30, 2018 is the official enrollment data submitted to the Oregon Department of Education for the 2018-19 year. The current Staff Allocation Model (SAM) does not take enrollment into account when allocating the LITT position to secondary schools.</p>
10.	<p>Is it true you have a new CFO in the Beaverton district?</p>	<p>Currently, the District has an interim CFO, Jim Scherzinger.</p>
11.	<p>Is there a reason ELD teachers don't have substitutes when they are absent? I currently have 9 ELL students out of 19 kindergarten students. Every day the students don't work with their ELD teacher negatively impacts their learning!</p>	<p>This decision was made to generate savings for the District. Overall, the goal is to save \$2M by not providing substitutes to ELL teachers (and other non-classroom teachers). In collaborating with other districts, most districts do not provide subs for elementary teachers for short-term absences. We will, however, provide secondary teachers and newcomer teachers subs, as well as any long-term subs that are needed. What is important to note is that federal and state law require that ELs are still being served and that consistency in language development is critical to the success of ELs. This means that for schools that run a pull-out model at the elementary level, sub plans will need to be left with classroom teachers so they are able to weave in language support throughout the day. For teachers collaborating with classroom teachers in an integrated model, because classroom teachers have knowledge of how language is acquired through the collaboration with ELD teachers and through extensive training, they can deliver the language instruction for students.</p>

12.	Is there any effort to ask the State Legislature to eliminate the kicker and use that money for Oregon schools?	<p>We have raised the issue of the appropriateness of the state's kicker policy. Legislative leaders have made it clear that if there is any redirect of the kicker, it would be for one-time expenditures (capital projects, transportation, PERS liability) and not for on-going expenditures. Additionally, a one-time suspension of the kicker would require a $\frac{2}{3}$ vote of the legislature which does not appear likely at this time.</p> <p>It is worth noting that the CORPORATE kicker is permanently redirect into the State School Fund, however this is a much smaller amount than the personal income tax kicker and much of the current corporate kicker is already allocated in the state school fund appropriation.</p>
13.	Looking at the "Budget Q & A for May 13th Meeting," page 38, #5. It states that there was "pressure from the system as a whole to 'make the budget work.'" Pressure from where? Why is there not transparency here, and what does this mean? What is the source of this pressure? If it is district leadership-the Cabinet, board, and/or superintendent, then those positions should be vacated immediately.	There is always pressure to deliver as many programs or services as possible to students, however, there was no directive or pressure from cabinet, the superintendent, or the school board members to adjust salaries, not correctly interpret contract language, etc., to balance the 2018-19 budget.
14.	Is the administrator's union willing to take a pay cut to show leadership during this financial crisis?	Administrators are non-represented and are therefore not part of a union. Their agreement expires June 30, 2019 and no new agreement has been determined at this time.
15.	Why does the district have a lobbyist? Shouldn't that position be cut in order to save teachers?	The school board and previous superintendent created the position of Administrator Strategic Initiatives to provide more advocacy at the local, regional, state, and national levels in order to attain more funding, create better policies supporting students, and to enhance partnerships between other agencies. The position also serves as the Title IX officer for the District and fulfills a variety of other strategic functions for BSD. This administrator was instrumental in advocating for HB 3427 (the Student Success Act) and the \$2 billion it will bring to public education. He was also able to assist in stopping several pieces of legislation that would have resulted in unfunded mandates and continues to work on and monitor many other pieces of legislation impacting public education in general and the Beaverton School District specifically.
16.	Why get rid of early release? Early release was helpful for students to get more homework done and catch up on work....	With the reduction of student contact days from 184 to 175, the District will no longer be able to meet ODE's minimal instructional hours if early release continues.
17.	Question: Upon receiving the money from the Oregon Student Success Act and after the teacher walkout that occurred last week, how high of a priority are the reasons that teachers and parents went on strike for at now? (decreasing class sizes, affording full time librarians, recruiting counselors instead of cops for students)	The Beaverton School District has and continues to prioritize the classroom experience over other areas. This is shown in the sole expenditure of the Local Option levy on classroom teachers and in the Superintendent's revised budget proposal that seeks to mitigate increases in class size. The Student Success Act funds (not available until the 2020-2021 school year) will be spent according to the District's strategic plan and in alignment with the requirements of HB 3427. The District will be engaged in reviewing that plan and crafting an application for 3427 funds between now and November 2019.

18.	Question: About how much of the \$1 billion budget from the Oregon Student Success Act is the Beaverton School District getting for your use for our schools within the district?	Funds from HB 3427 (Student Success Act) will not be available to school districts until the 2020-2021 school year. At that time, it is estimated (by the Department of Education) that the Beaverton School District would receive approximately \$34 million in that first year from the Student Investment Fund.
19.	Question: Because the Student Success Act's passing in Oregon led to having gun safety in Oregon to take a back seat in the Oregon Legislature, will there be anything done for our schools when it comes to taking action against school shootings with the money gained from the Student Success Act?	The Beaverton School District takes student safety as a top priority and is continuously reviewing ways that we can make schools safer for kids. This includes the investments that we have made in our school buildings through the capital bond program (i.e. secure vestibules) and it includes process and systems improvements around the level of access we provide to individuals to our buildings.
20.	How much is the Beaverton School District spending on the legal defense of Sunset High School administrators John Huelskamp and Shawn Davitt and former Superintendent Jeff Rose in the following case: C.M. v. Beaverton School District 48J et al, filed on October 19, 2017 with a current jury trial scheduled for March 16, 2020?	The District does not comment about active litigation.
21.	Has there been an investigation as to why the budget is so out of control? Have the people in charge of the budget been let go or the people who were to be checking on this budget?	Currently we have an interim CFO as the two previous CFOs are no longer with the District. The new interim CFO will also be providing information regarding issues found in the budget and making recommendations for future checks and balances for future budgets.
22.	<p>Can you give concrete examples of the steps the district is taking to change its approach to budgeting in the future so we don't have a similar shortfall?</p> <p>I do not want this situation to occur again. Families should not have to worry about this every year. What changes will be made so that this shortfall will not happen again?</p> <p>What are the checks and balances that will be in place going forward?</p>	<p>(1) The District's budget model is highly efficient in that it allows the budget to be prepared by much less staff than other large districts. However, the model is complex and has some technical flaws that make it less transparent to the budget analyst and ultimately to leadership and the public. The new interim CFO is dedicated to fixing these issues.</p> <p>(2) Shortfalls happen. They can be mitigated by early identification and better long term planning.</p> <p>(a) The interim CFO has begun sharing budget office calculations and issue identification as they occur. The revised proposed budget contains estimates of revenues and expenditures that are tied to more current actuals than prior years' budgets.</p> <p>(b) The interim CFO is developing a multiyear and multifund framework to consider the opportunities of HB 3427 and the sustainability of programs when enrollment is flat and costs are rising.</p>
23.	What is the updated budget shortfall now that corrections have been made?	The District has provided a balanced Revised Proposed Budget to the budget committee. In this revised budget, the District is requesting a \$10.7M transfer from the Rainy Day Fund to the General Fund.
24.	What is the exact, line by line, breakdown of the budget cuts with correct and specific dollar figures attached?	<p>Please see the 2019-20 Budget Reductions Description and Rationale beginning on page 6 of the Revised Proposed Budget Document.</p> <p>https://www.beaverton.k12.or.us/departments/business-services/district-annual-budget</p>

<p>25.</p>	<p>I'd like to know the exact number of students enrolled in the AVID elective divided by the amount we spend each year (including the airfare, hotel, conference fees for hundreds of teachers, some of which going for the 2nd -5th time) so we can determine the exact amount we pay per student to be in AVID.</p> <p>I'd like to know why more and more school district, including several in Oregon and Washington around us are dropping AVID yet we seems to not be slowing down. When teachers are going to lost their jobs, seems like something that would at least be examined.</p> <p>Why do you think teachers still need continued AVID training, that is at a huge cost? We know the strategies, we use them. They are nothing new. We don't need to keep paying for AVID to "benefit all students". It only benefits those in the AVID elective, and is very costly.</p>	<p>There 1,927 students enrolled in the AVID elective. The overall cost for AVID for 2018-19 is \$2.7M, including 18.8 APU for AVID elective and one TOSA. AVID has been identified as one of the key efforts to support the District's commitment to equity based on AVID's 35+ years of data (https://www.avid.org/data). There are two components to AVID: 1) AVID elective and 2) AVID schoolwide. The AVID elective is designed to support the college and career readiness for historically marginalized students. AVID schoolwide is designed to improve the overall culture, systems, and instruction, grounded in culturally relevant leadership to close the perpetual access, opportunity and expectation gaps while ensuring the college and career readiness for all students.</p> <p>In the last five years, over 60% of the secondary educators have been trained in AVID philosophy and strategies to improve leadership, culture, systems, and instructions. BSD values on-going, high quality professional development opportunities to support educator practice to improve outcomes for all students.</p> <p>During the past five years of AVID implementation in Beaverton, Oregon has increased the number of AVID districts and schools from 20 districts and 103 schools (2014-15) to 72 districts and 287 schools (2018-19). Out of the 13 largest school districts in Oregon, 11 of them have AVID. This statewide trend is seen due to promising data being produced by the AVID college readiness system.</p>
<p>26.</p>	<p>Did the continuation of early release without the 4% increase in revenue this year lead to the \$10-12 million shortfall experienced in the 2018-19 school year budget?</p> <p>What are the exact factors (with a specific and correct dollar amount) which are making up the budget deficits- both this years and next.</p>	<p>The under-estimation of salaries was a result of continuing budgetary estimation practices and assumptions based on enrollment growth which provided a cushion for budget fluctuations. These assumptions were not adjusted to changing conditions of flat enrollment.</p> <p>For 2018-19: Forecasted salary and benefit expenditures are \$14.4 million higher than originally budgeted, mostly due to faulty estimates of average salaries. The rest was implementation of pay equity (\$1.1 million) and replenishing the PERS debt fund (\$0.9 million). The higher personnel costs are partially offset by mid-year non-salary budget cuts. So total forecasted GF spending are \$6.2 million higher than originally budgeted. GF resources are forecast to come in almost right on the original budget.</p> <p>For 2019-20: The \$30 million projected "current service level" (before school day and position reductions) shortfall resulted primarily from rollup of the higher salary and benefit costs from 2018-19 (\$11 million) and higher PERS rates (\$17.5 million).</p>

27.	<p>If the Elimination of Early Release is cutting the school year by 5 days, isn't that a savings of upwards of \$8 million dollars? Restoring class size ratios according to the end of the Budget Q&A should cost just over \$10 million. So, are you only dipping into the Rainy Day fund by \$2-3 million? Why not maintain current levels of support for struggling students (AVID, intervention, etc.) and dip into this generous fund a bit more? Our kids who struggle can't afford to have their supports slashed.</p>	<p>The reduction of 5 certified and 9 classified days is approximately \$9.6M. This number did not include the additional 0.5% COLA to certified and administrative staff and more accurate estimates on salaries and benefits system-wide. The revised proposed budget requests \$10.7M from the Rainy Day Fund. This request does not include a COLA and an additional amount will need to be requested from the Rainy Day Fund to cover the cost of a COLA.</p>
	<p>Can you give a breakdown of the Increased Expenditures: Class Size of \$15.0 million. This number seems a lot higher than what was previously reported as savings of reducing the 200 positions.</p>	<p>With the original proposed budget, the classroom teacher allocation ratio was increased at kindergarten by 2.15, grades 1-8 by 3.15 and grades 9-12 by 3.35. The amounts associated with these areas was approximately \$15.0M. The position reductions in the proposed budget was approximately 260 certified positions, 162 of which were due to the staffing ratio. Other reductions included intervention teachers, LITTs and PYP.</p>
	<p>How does this equal 15 million: VARIANCE FROM 2018-19 BUDGET 0100 Salaries \$ (7,267,822) Reduction in positions districtwide Certified Classified Administrators (253.3) (2.2) (7.7) =(263.2)</p>	<p>This variance should not equal \$15.0M as this particular variance is salaries only. It does not include benefits. In addition, class size was not the only reduction included the General Fund salaries. This particular variance included all reductions made to the District's General Fund budget, including central administration and school non-classroom teacher reductions. This variance is also comparing budget to budget. The 2018-19 budget underestimated the cost of salaries by approximately \$7M.</p>
	<p>Please break down how the posted information of: District Total 38,892 Projected enrollment 38,864 / Enrollment change (28) 2018-19 Adopted budget 1,770.9 / Proposed Budget 1,558.3 / Revised budget 1,719.7 equals the 15 million increased expenditures for class size.</p>	<p>The change between Revised Budget and Proposed Budget is an increase of 161.4 positions. This is actually greater than \$15.0M and was partly offset by the additional central reductions. The remaining shortfall is being requested from the Rainy Day Fund.</p>
28.	<p>Does the District realize the liability of reducing counselors at the middle school level when suicide is at an all time high in Oregon?</p>	<p>Counselors are not on the reduction list. Any change in counselors is due to a change in enrollment. The counselor allocation can be found in the Staffing Allocation Methodology in the proposed budget on pages 260-268.</p>
29.	<p>What is the exact, line by line, breakdown of the budget cuts with correct and specific dollar figures attached?</p>	<p>Please see the 2019-20 Budget Reductions Description and Rationale beginning on page 6 of the Revised Proposed Budget Document. https://www.beaverton.k12.or.us/departments/business-services/district-annual-budget</p>
30.	<p>When will the detailed list of "budget corrections" and "additional central office reductions" be made public? The budget committee was given a document to refer to at the May 22 meeting that the public has not seen yet.</p>	<p>The Revised Proposed Budget Document was posted on the District's website on June 10, 2019. https://www.beaverton.k12.or.us/departments/business-services/district-annual-budget</p>
	<p>On what date will the BSD budget review be released to the public?</p>	

31.	When will we know the decision on the proposed budget?	After the Budget Committee approves the revised proposed budget, the School Board will vote on adoption at the June 24, 2019 meeting. This is a public meeting.
32.	Will PYP coordinators be cut from elementary schools? Is this a decision for the principal at the school? Will language teachers be cut from PYP schools? Is this a decision for the principal of the school?	PYP Coordinators and World Language teachers have been cut from all PYP schools.
33.	Is there any way to cut MORE than 5 school days? As a parent, I want quality over quantity. I do not see school as daycare. I would rather my children get a high quality education in small class sizes, with robust curriculum and materials, and with licensed and classified staff retained rather than boasting the number of days they have attended school. Please negotiate cutting more days if necessary.	Next year, the District will reduce student instructional days from 184 to 175, a loss of 9 days. Cutting additional days jeopardizes the District's ability to meet ODE's minimum instructional hours.
34.	I ask this because I don't know who else to ask- what can we do about the rising costs of PERS and how can we keep it from affecting our schools? It seems to be a snowballing problem that will continue to haunt us year after year.	It is important to know that PERS is the required retirement system for nearly all public employees in the state of Oregon, including ALL school district employees. It is true that the rising cost of the Unfunded Liability is a significant concern as that is currently translated into a higher "employer" rate; this is the portion that creates a ~\$17 million increase in PERS costs for BSD. The Legislature is currently considering legislation that would reduce the future projected cost increases, but court rulings on past reforms have severely limited the ability of the legislature to modify accrued benefits and as such much of the "cost" is a fixed cost that will have to be paid down as employees retire and receive their benefits.
35.	Without the outcry of the public would a budget revision process have even happened?	Yes. As a practical matter, the mistakes in implementing the teachers' contract required a rethinking of the proposed budget which led to developing opportunities to restore class sizes.
36.	How can teachers have more of a voice in this process? We are the ones most directly influenced by these decisions- TOSAs are highly talented, but through their removal from the classroom they do not have an accurate voice of what is going on at a building level. Where is our voice?	The Internal Budget Team is made up of approximately 45 District staff members from all areas, including principals from all levels and BEA and OSEA representation.
37.	Who was on the panel that identified what areas and programs were open to cuts and which were not?	The Internal Budget Team is made up of approximately 45 District staff members from all areas, including principals from all levels and BEA and OSEA representation.
38.	Why didn't the district use more recent comparison data before deciding to add 3 instructional days to the 2018-2019 school year?	A previous CFO calculated the revenue increase based on revenue estimates that they felt best aligned with the language in the collective bargaining agreement with BEA; however, this calculation led to an estimate that was not an accurate picture of actual revenue increases which were much lower.

39.	<p>If we are all struggling with cuts to PYP LITTs Intervention AVID etc --- why are investing in brand new early childhood program in elementary schools when there are already programs like HeadStart. Stop going after the shiny pot of money at the State to fund programs we can't afford.</p> <p>I see quite a large investment in new PreSchools being added to both new and existing elementary schools. I want the Budget committee to discuss whether it is a good idea to move forward with a brand new program when the district cannot even afford to fund the programs that they currently have. Ones where they have already invested a lot of money towards -- specifically Future Ready and the Library Instructional Tech program, PYP/MYP, AVID, and Intervention teachers. The Early Childhood Programs are listed under the pillar of INNOVATION -- isn't that what all of these existing programs already do? We can't keep wanting more and more programs at the expense of our current programs. Invest in what we already have. This feels like Superintendent Grotting's pet project. It should be delayed until the district can really afford it.</p>	<p>The Beaverton School District believes strongly that all students have infinite worth, that all students can thrive in school and find learning to be a joyful endeavor. Research and practice around the nation and world continues to highlight the need for structures that support all children and families to enter kindergarten with a strong foundation for lifetime learning. One critical structure highlighted in the research is access to high-quality early learning opportunities, specifically for our most historically underserved children; children who are learning English as a second language, children with a defined disability, children whose families are experiencing poverty and children of color. Our Pre-K classrooms are providing our children, who are furthest from opportunity, with high-quality early learning experiences that are changing the outcomes from both our students and their families. We believe strongly that this investment will continue to yield incredible returns for students and families.</p>
40.	<p>Where is the voice of the students in this process? The budgetary process is so far removed from the actual people who are affected by the decisions: there is no teacher voice on the committee, there is no student voice on the committee.</p>	<p>The District's budget process follows both a legal/statutory framework as well as local district processes. The budget committee is a statutory requirement and is formed as such. Throughout the fall and winter, however, the District convenes many groups to review and provide feedback in several forms. Early in the process the District forms an Internal Budget Team (described above) that provides significant feedback. The District holds several "listening" sessions to get feedback from the broader community (one such meeting is targeted at our Spanish language community). At these listening sessions we often have students and teachers providing feedback. With that said, there is not a formal student position on either the budget committee nor the School Board.</p>
41.	<p>Why did the "pencil sharpening" and "digging deep" not happen in December when the deficit was first presented? Why did it take until May?</p>	<p>The District's budget development is always an on-going process and revisions are often made up until final budget adoption. With the magnitude of the problem this year the impacts are more acutely understood by staff and community members. As well, during a legislative session (such as this year) the budgetary variables are great, and it was not until late in the session (April/May) that it was clear that the Student Success Act would be approved. When combined with the contract challenges that were brought to our attention by the BEA, these factors drove additional review and change to the budget.</p>
42.	<p>Why did the previous CFO resign? Where is the transparency around this?</p>	<p>We are unable to comment on personnel matters such as the individual reasons for an employee's resignation.</p>

43.	<p>Why was the MOU previously deemed a "contract issue" and not touchable despite the fact that district leadership knew that the MOU was expiring, was in control of contract negotiations and could have broached the subject with union leadership earlier to avoid the stress, heartache, and frustration this process has caused?</p> <p>Why are we suddenly able to talk about cutting days? Nothing around the days themselves has changed, is it just that the public outcry caused leadership to acknowledge the problems?</p>	<p>Through the bargaining process, BEA shared data indicating the MOU should have been re-negotiated last year, as revenue did not meet the requirements in the trigger language. As we could not "undo" the days at this point in the year, we notified the BEA that our intent was to let the MOU expire. While doing this earlier in the year would have alleviated \$9.6 million of the shortfall, it would not have been enough to restore class size to the current level.</p>
44.	<p>How is the Budget Committee justifying to retain the proposed reductions in essential programs such as Interventions, ELD, Counselors, when those programs are at the front lines for students who are in need of specific supports outside of the mainstream classroom?</p>	<p>Any changes to counselor allocations are the result of increasing or declining student enrollment. The Internal Budget Committee did not increase the counselor to student ratio from the 2018-19 school year to the 2019-20 school year. The counselor allocation can be found in the Staffing Allocation Methodology in the proposed budget on pages 260-268.</p> <p>Any reductions to ELD is as a result of enrollment decrease and the elimination of the program model study investment and ELL facilitators. Please view this EL Projection Analysis (Attachment B) for more detailed information on projection and staffing.</p>
45.	<p>Middle School ELD teachers were reduced from 19 teachers to 10 for 2019-20 school year. However, most schools' student projections are the same or higher for the Fall. ELD staff was told they were overstaffed for this current school year. How then do you explain jumping from 1:58 teacher to student ratio in 2017-18 when ELD was appropriately staffed, to 1:85 teacher to student ratio for 2019-20 school year?</p>	<p>Middle school class sizes range from 1, 4, 5, 7, 8, 12, and 14. Next year, class sizes will increase to 5, 6, 7, 8, 10, 14, 17, 19, 22 with the higher class sizes for students at the higher proficiency levels. Additionally, middle school as a level reduced by -73 students for the 18-19 school year but this level was staffed the same as in 17-18 (19 APU). This means that class sizes decreased significantly by 73 students but we maintained the same staffing. Next year, 19-20, the middle level is projected to lose -133 students and will be losing a total of 9 APU. If we had reduced the middle level this year with the reduction of -73 students, the 19-20 reduction for this level would be only about 4 APU. The reason it seems significant is that we did not reduce staffing this current school year. If we kept the ratios the same, with the projected -133 students for next year, class sizes would be significantly lower, which is not sustainable given our current budget deficit AND enrollment decrease. Please view this EL Projection Analysis (Attachment B) for more detailed information on projection and staffing.</p>
46.	<p>Interventions, ELD, Counselors and Library Tech teachers are all included when figuring in class size averages. Yet BSD has no plan to restore those programs. How then is BSD maintaining our current year's class sizes without adding back in the above mentioned programs?</p>	<p>Any changes to counselor allocations are the result of increasing or declining student enrollment. The Internal Budget Committee did not increase the counselor to student ratio from the 2018-19 school year to the 2019-20 school year. The counselor allocation can be found in the Staffing Allocation Methodology in the proposed budget on pages 260-268.</p>
47.	<p>Does the District realize the liability of reducing counselors at the middle school level when suicide is at an all time high in Oregon?</p>	<p>Counselors are not on the reduction list. Any change in counselors is due to a change in enrollment. The counselor allocation can be found in the Staffing Allocation Methodology in the proposed budget on pages 260-268.</p>

48.	Why is there such a huge discrepancy between elementary ELD ratios and Secondary (1:31 vs 1:85)?	<p>In order to apply the equity lens, we had to create different ratios for the different levels as elementary teachers have to support ELs at 6 different grade levels (K-5), middle teachers support 3 grade levels (6-8), and high school teachers support 4 grade levels (9-12). Also, most of our ELs are at the elementary level. Additionally, ratios at the secondary level vary depending on proficiency level so the 1:85 ratio is for more advanced students. At the middle level, if we did not increase ratios, class sizes would be significantly lower, which is not sustainable given our current budget situation and enrollment decrease.</p> <p>Please view this EL Projection Analysis (Attachment B) for more detailed information on projection and staffing.</p>
49.	Class sizes are important but learning still is difficult when students are trauma impacted. Why then are we not using the Rainy Day funds to bring back supports for our high needs students so they can have access to Interventions, Counselors and ELD services?	<p>Any changes to counselor allocations are the result of increasing or declining student enrollment. The Internal Budget Committee did not increase the counselor to student ratio from the 2018-19 school year to the 2019-20 school year. The counselor allocation can be found in the Staffing Allocation Methodology in the proposed budget on pages 260-268.</p> <p>ELs that are suffering from trauma and that are highly impacted are still supported through our newcomer centers. These students will also have access to an instructional assistant and a dedicated social worker that will support the classroom as well as home life. Currently, newcomer centers are for our more at-risk ELs and the student to teacher ratio is 20:1. Class sizes for non-newcomer center classrooms should be able to handle a class size of 20 or less especially for students at the higher proficiency levels.</p>
50.	How is it equitable that SUMMA was never on the chopping block, and that charter schools get increased funding, while ELL, SPED and Interventions get slashed so dramatically?	<p>SUMMA is a districtwide program that has no additional allocation to support it. Charter School funding is dictated by statute and is not within the control of the District.</p>
51.	The proposed budget values lowered class sizes for mainstream classes. How will BSD make this equitable for ELD staff and Counselors who, because of reductions, will have twice as many on their case loads?	<p>Any changes to counselor allocations are the result of increasing or declining student enrollment. The Internal Budget Committee did not increase the counselor to student ratio from the 2018-19 school year to the 2019-20 school year. The counselor allocation can be found in the Staffing Allocation Methodology in the proposed budget on pages 260-268.</p>
52.	Class sizes for Secondary ELD are being proposed to increase to 1:85 teacher/student ratio. An increase from the 2016/17 school year of 1:58. Why are they not being included in the efforts to maintain current class sizes?	<p>This ratio is for advanced ELs at the secondary level when students are more proficient. Students with this higher ratio may be challenged and not pulled out for language support especially when they are close to exiting. Schools may run a “consult” model where ELL teachers “check-in” and collaborate with classroom teachers to provide expert language support to teachers. Additionally, although this number may appear large, when divided up into 6-7 sections that ELL teachers teach, the class sizes range from 12-14 students. This is a reasonable class size for ELL classrooms. Please see previous comments on class sizes and decreased enrollment at the middle level.</p> <p>Please view this EL Projection Analysis (Attachment B) for more detailed information on projection and staffing.</p>

53.	<p>ELD is not just about language, but about helping students and families adjust and access supports and services to help them succeed. How do you propose ELD teachers remain on the front lines for their students with case managements of 85 students with specialized needs?</p>	<p>This ratio is for advanced ELs at the secondary level when students are more proficient. Students with this higher ratio may be challenged and not pulled out for language support especially when they are close to exiting. Schools may run a “consult” model where ELL teachers “check-in” and collaborate with classroom teachers to provide expert language support to teachers. Additionally, although this number may appear large, when divided up into 6-7 sections that ELL teachers teach, the class sizes range from 12-14 students. This is a reasonable class size for ELL classrooms. Please view this EL Projection Analysis (Attachment B) for more detailed information on projection and staffing.</p>
54.	<p>If we value closing the achievement gap, why would we cut FTE and raise staffing ratios for ELL teachers?</p>	<p>Unfortunately, there is no research to support that specific student to teacher ratios are more adequate than others, specifically for ELL teachers. There is no consistency state-wide on ratios used to allocate teachers to buildings. What is highly researched is program model designs. However, research typically does not include the number of teachers needed to run the most effective models. The current service level for ELs at the ratios for 19-20 still produce class sizes that are reasonable across the levels. Please view this EL Projection Analysis (Attachment B) for more detailed information on projection and staffing.</p>
55.	<p>Intervention counselors and ELD staff are at the front lines for working with highly impacted students. How will restoring those programs fit in to going back to our current APU?</p>	<p>Unfortunately, due to the reductions in program model study, ELL facilitators, and reductions due to decreased enrollment, we will not be restoring ELL programs back to original or current APU. The current ratio and allocations are not sustainable with a trend of decreased enrollment over the last 3 years. Any changes to counselor allocations are the result of increasing or declining student enrollment. The Internal Budget Committee did not increase the counselor to student ratio from the 2018-19 school year to the 2019-20 school year. The counselor allocation can be found in the Staffing Allocation Methodology in the proposed budget on pages 260-268.</p>
56.	<p>What research and data were involved in the decision to decrease staff and instruction for language learners?</p>	<p>The Internal Budget Team (IBT) recommended reductions of program model study allocations (12.78APU), ELL Facilitators (5APU), and the rest of the reductions are due to decreased enrollment for a total reduction of 20.4 for ELD teachers. There is no research supporting a specific student to teacher ratio for language learners. However, there is research to support certain program model designs and their correlation to student achievement. Resources to support these effective models have not been studied.</p>
57.	<p>How are you justifying Middle School counselors having case loads of 400-500 students?</p>	<p>Any changes to counselor allocations are the result of increasing or declining student enrollment. The Internal Budget Team did not increase the counselor to student ratio from the 2018-19 school year to the 2019-20 school year. The counselor allocation can be found in the Staffing Allocation Methodology in the proposed budget on pages 260-268.</p>

58.	<p>How is BSD justifying reducing programs that are on the front lines for highly impacted, often trauma affected students, such as Interventions, Counselors and ELD?</p>	<p>Any changes to counselor allocations are the result of increasing or declining student enrollment. The Internal Budget Committee did not increase the counselor to student ratio from the 2018-19 school year to the 2019-20 school year. The counselor allocation can be found in the Staffing Allocation Methodology in the proposed budget on pages 260-268.</p> <p>ELs that are suffering from trauma and that are highly impacted are still supported through our newcomer centers. These students will also have access to an instructional assistant and a dedicated social worker that will support the classroom as well as home life. Currently, newcomer centers are for our more at-risk ELs and the student to teacher ratio is 20:1. Class sizes for non-newcomer center classrooms should be able to handle a class size of 20 or less especially for students at the higher proficiency levels.</p>
59.	<p>How did the over projection of ELLs contribute \$1M of the \$12M shortfall? We didn't add more ELD teachers this school year. How was this \$1M spent if not on teachers?</p>	<p>There are two ways the over projection can impact the overall budget. One way is through the ADMw allocation, meaning how much of what we get from the state per EL is given to the MLD to allocate to buildings. This year, the MLD was budgeted at 4359 ELs (not at the projected number of 4972). This means we did not spend MORE on ELD teachers than what we will be receiving from the state. If we budgeted more than what we receive from the state, the additional funds will have to come from general fund. However, our ADMw budget we received was 88% of the projected amount. Our current counts are 4630 so we will be receiving approximately \$1M more than what we were budgeted.</p> <p>Another way the over projection can impact the overall budget is through the General Fund budget. The projection of 4972 active ELs was included in the larger student projection which is used to generate allocations to buildings for classroom teachers, administrators, counselors, etc. Therefore, this is possibly where the over projection generated an estimated \$1M deficit and contributed to the \$12M shortfall. At the beginning of the year, the MLD initiated a hiring freeze which saved about \$1.2M that went back to the General Fund.</p>
60.	<p>How are the needs of the language learners being addressed with the reduced program?</p>	<p>The elementary program will be undergoing a program model redesign over the course of four years to a more integrated service model where ELs are not pulled out of the classroom setting. This is in line with best practices and based on research. Running an integrated model actually requires less ELL teachers as the primary goal is to empower classroom teachers to be language teachers. However, classroom teachers need more training in how to serve ELs from different proficiency levels. Therefore, having the expertise of ELL teachers is critical as we roll out an integrated model. Most secondary schools will be running an ELD Class Period model where students are pulled out for language support. The service level for ELs will still be adequate to run an effective model for students at all the different levels.</p>

61.	<p>The following statement was included in the latest budget message from Superintendent Grotting, "The Beaverton School District has invested in the International Baccalaureate® (IB) Program over the past decade at a level that went above and beyond what is required by IB." Could you please explain specifically how BSD's investment in PYP is beyond the IB requirements?</p>	<p>IB requires instruction in culture as part of their mission of promoting international mindedness. BSD allocated a full-time language teacher to every IB school, which is more than what is required. Also, BSD has provided at a minimum a 0.5 IB Coordinator at each IB World School although it is not necessary to staff each with a coordinator. It is possible to pay an existing teacher a stipend to support the work with teachers. Additionally, the annual fees associated with being an IB World School has typically been paid out of building funds in most other districts across the state. BSD has been paying for the fees out of the Teaching and Learning budget.</p>								
62.	<p>How will we be communicated impacts to our immediate school?</p>	<p>If the question is referring to programmatic decisions and staffing, e.g. layoffs, transfers and placements, communication will come from principals.</p>								
63.	<p>How does the district determine the number of students who are eligible for enrollment in the BSD, but instead enroll in private school? With the potential increase to class size and the education of programs, are we predicting higher private school enrollment numbers next year?</p>	<p>The recently completed PSU report cited the 2013-17 American Community Survey estimate that 12.8% of school aged kids in the BSD boundary are enrolled at a private school (in BSD or elsewhere). That 6,111 estimate is at a 90% confidence interval with a margin of error of plus or minus 673; furthermore it is not really a point in time, but an average over several years. While the ACS is the most comprehensive total population estimate conducted between the decennial census nationwide (for any population type), it is less precise at smaller geographies.</p> <p>Below are the percentages of the historic rate of private school attendance, pulled together from prior PSU reports and the most recent edition. The share of kids attending private school most likely waxes and wanes with the economy. We have a relatively high figure now, but PSU has noted that it is on par with other districts.</p> <p>Private School Attendance Rate for BSD:</p> <table border="1" data-bbox="764 1249 1214 1312"> <tr> <td>1990</td> <td>2000</td> <td>2006-10</td> <td>2013-17</td> </tr> <tr> <td>9.7%</td> <td>12.1%</td> <td>10.4%</td> <td>12.8%</td> </tr> </table> <p>Based on lottery application we get a sense of how many private students might enter from private schools via the Options lottery (they are identified on their lottery application). We also receive students from private schools via the SUMMA program, usually entering at 6th grade. At the same time, students enter/leave comprehensive schools at certain points of the K-12 cycle. Overall, the most important and reliable factor are the historic cohort progression ratios and births at the district-wide and school-level.</p>	1990	2000	2006-10	2013-17	9.7%	12.1%	10.4%	12.8%
1990	2000	2006-10	2013-17							
9.7%	12.1%	10.4%	12.8%							

PUBLIC COMMENT (Submitted via District website from May 13, 2019 to June 2, 2019)

1.	MYP is a solid approach but we could keep teaching in that manner without being certified. Priority is reduced class sizes.
2.	Students don't know if the classes/teachers they signed up for will exist in September. Please be sure to have the schools with electives communicate frequently over the summer.
3.	I want to tell you a story. Joey walked into our school as a 4th grader reading at a beginning first grade level. He has been with me in intervention for the last year and a half and just bumped up to a mid-4th grade level reader. With careful monitoring, strong communication between his teacher, his parents and I and matching him with books at his interest and level we have made huge gains with him. This could not happen unless he was seeing a highly qualified reading specialist in a small group. By cutting intervention teachers in half, we are jeopardizing the model that allows intervention teachers to support teachers support students like Joey as well as get him the help he needs. With class sizes increasing (even if they weren't) it's important we help those students who can not speak for themselves. So many students benefit from intervention in their elementary years before they will get lost in the shuffle in middle and high school. We should be making this a priority.
4.	Save teaching positions. Lower class size. Use the rainy day fund until money comes in from student success act. Protect our most vulnerable students.
5.	We at Kinnaman would really ask you to consider reinstating substitutes for EL and Reading specialists or anyone else that doesn't have a "classroom". When there is no one to cover, students suffer, and these are usually our most vulnerable students, the ones who need the most individual attention. These teachers are also ones who have duties like recess and pick-up or cafeteria duty, so there is less supervision. It puts a burden on the other staff members to have to cover, and if several people are absent on the same day, it can become a safety issue. Please reconsider the ability to get substitutes for these teachers. Thank you.
6.	My son's Intervention teacher has been instrumental in his reading growth. Nightly reading was a battle, but now he enjoys reading the books she finds for him. I hear this position is being cut in half. Can you change this? I don't see how a half time teacher can make this sort of impact.
7.	With all the failures in accounting, business, transparency and such this year, how can the board stand by our current superintendent? He states, " Like Beaverton District leaders, I have a laser focus on closing the achievement gap and I am committed to transparency and building trust." He has done nothing of the sort.
8.	I believe that it is a disservice to ELL students to not provide substitute teachers when an ELL teacher is absent. Not only does it require the rest of the staff at the school to take on additional responsibilities beyond their already full plates but it also does not provide the language support that we are legally required to give ELL students EVERY DAY!
9.	PYP / IB is too large of an investment (in time, resources, heart) to lose because of a mishandled budget. We have been promised time and time again that our district supports IB and those of us who teach in PYP schools firmly believe that we are using best practices and that our students are being prepared for college and career-readiness.
10.	It is extremely frustrating that the budget cuts start with the most vulnerable population - our students. This is not the first time that due to budget woes, ELL teachers, Counselors, Intervention teachers, and other support staff do not get substitutes when they are out. We are punishing the students when they are not able to receive the services they need or the counseling they deserve.
11.	There are many areas that can be trimmed for budget reasons, but everything that touches a classroom should only be following best practices and what is best for the students, not what will save the district the most money.
12.	The last CFO seems to have resigned. Is the public to believe that she was the sole cause of the budget crisis the district is in? Or simply a scapegoat? At one of the meetings Superintendent Grotting stated that he was at fault for the budget crisis. Will he be resigning as well? Is he the direct supervisor to the CFO? What kind of oversight did he have of the budget?
13.	I am very concerned about the policy of not providing substitutes to ESL and Title teachers. This school year I have felt uncomfortable taking sick days or PTO days. I even had to take grief days to travel for a funeral and was not allowed a substitute for my 5 days absent. How is this meeting the needs of my students or the teachers I co-teach with? This policy should be reconsidered for next year!

14.	I'm concerned about the plan to continue the lack of subs for non-classroom teachers such as ELD and Literacy. I personally have had a hard time using personal days this year knowing my absence puts a higher workload on other staff in my building. When our Lit teacher or ELD teachers are gone, other staff have their workloads increase due to having to cover duties that we cover and provide more services for our students. Also, the expectation of ODE that we write lesson plans for the teachers to implement while we are out is unrealistic. We see students from multiple classes around the building and writing upwards of 15 plans for different teachers and expect them to incorporate it into their already prepared lesson for the day is unreasonable.
15.	Reducing class size should be the top priority for funding
16.	Retaining classroom teachers to reduce class size, including temporary employees should be the top priority
17.	The emergency fund should be used to ensure classroom size is below 30 students per class, particularly for elementary age classes
18.	The committee should consider options for allowing public donations to help offset this years deficit to ensure class size remains at 30 or less students
19.	Why should the teachers/kids be pushed to there limits if the budget was not handled correctly?
20.	What steps will be put in place to adjust the pay to the higher district personnel so that help is coming from all sides?
21.	Do you have a plan to make sure that all kids and teachers get the necessary help they need to teach and learn 30-50 kids for one teacher is not realistic. What is the plan to help the kids and teachers succeed? Will we get the plan in writing or verbal to where no answer is given and just pushed under the table?
22.	Comment: I believe that along with the reasons behind the strike, if available, some of the money should also be spent on providing proper resources/education/programs for students with mental disabilities that cannot attend/struggle to perform well at public schools, particularly in some of the urban areas, like Portland.
23.	Superfluous spending observed by a parent would be summer free lunch program, misc incentive prizes (Example: physical activity patch award for winter break activity, pencils, etc) sports playoff travel and bracket sizes.
24.	Suggestion - wave Required PE classes for students who successfully letter in varsity sports (or participate in any district sponsored sport requiring a fee). This would reduce demand on the class and allow target faculty cuts while minimizing disruption.
25.	Suggestion - rent out the High school performing arts space for community use.
26.	Suggestion - Many high schools have recording studios. Why not rent this capacity out to the community? Musicians pay private studios to make recordings. Why not make this a revenue opportunity for schools? We train students to run the studio and they get paid or get volunteer hours providing practical professional trade level experience running the boards.
27.	Is the district STILL looking at expanding a program (Pre-K) when other established, impactful programs are being cut? The district is still intent on expanding Pre-K programs to our most vulnerable students. Most of the students being served in district PreK are students of color, second language students, and students below the 200% poverty level. Research clearly indicates the sooner you can engage young children and their parents and provide the children with a quality Early Learning Education that it will be the best intervention strategy to close the achievement and opportunity gap. It is also a strategy to help in early diagnosis of the increased trauma and mental health issues we are seeing in our students entering Kindergarten. It is the best long term return on investment, and that is why the legislature is allocating significant dollars through HB 3427.
28.	Please keep our language teachers! As a parent, I feel my child is learning so much more from focused Spanish instruction rather than World Culture. I value our Spanish teacher!
29.	Please keep PYP coordinators in schools. Teachers really need continued support from these coordinators! Parents need these coordinators to connect with and to better understand how PYP is used in school and why it is important. Our PYP coordinator has worked very hard to constantly present what PYP is to our families. She has had coffee chats to connect with parents and has put together valuable info to send home for parents to be a support at home. She has made us active participants! I value our PYP coordinator and feel that without her support and voice, this program will loose it's strength!
30.	Thank you for valuing our teachers and for retaining the current staffing levels. We value our teachers! We value all of our teachers-even those who are in their first couple years.

31.	I have heard that early release Wednesdays are very important for teachers to train and plan. This consistency of having time every week is more productive and focused as compared to full teacher work days spread out. Are there more administrative positions that can be reduced in order to keep these teacher work days?
32.	We need our ESL and ELL teachers! We need our reading intervention teachers! We need our counselors! We need these teachers in addition to our regular classroom teachers. What administration costs can be cut to keep these supports in our schools?
33.	How did a budget that did not prioritize students make it to our budget committee?
34.	How did a budget which included cuts which would "harm kids" (quote by Don Grotting in several public forums) make it out of central office?
35.	To what extent are these meetings simply "lip service;" it has seemed like budgetary decisions were a foregone conclusion prior to the public comment meetings- how much of an impact can 2 minutes really have?
36.	Where is the support for & collaboration with teachers? Why is the Superintendent of our District advocating for cuts to teacher retirements?
37.	Why have I been asking most of these questions since January with no real answers, despite the claims of transparency and the supposed desire for collaboration?
38.	<p>I am writing as a BSD teacher of 26 years, and as a parent of 4 students who all attended BSD schools, and all graduated from Aloha High School. In both contexts, it has been obvious how much my students, and my own children, have benefited from excellent and caring teachers. Relationships with teachers are vital to student success. Therefore, keeping teachers in place is vital to student success.</p> <p>However, merely maintaining current staffing doesn't go far enough. I used to think that a class of 45 was a sad statistic from a developing nation. But now it's common in Beaverton.</p> <p>Even classes of 36 high school students means less individual attention for each person, less time on each student's papers, less time to plan engaging lessons.</p> <p>Please, let's find a way to decrease class sizes. Keep ELL, keep SLP's, keep counselors... all those resources who help students come to class able to learn. But decrease the size of classes, too.</p>
39.	Thank you for serving BSD on the budget committee.
40.	Last night at the budget meeting I heard about universal reductions to the intervention program, LITTs, and Avid. Equity doesn't mean equal. I heard compelling arguments why Intervention programs should be kept at some poorer schools, why LITTs should be kept at large high schools, Avid at some option schools. You do not have to make equal cuts across programs. It shows that you are listening by restoring some positions.
41.	Thank you for considering bridge funding for PYP for next year. I ask that you include in your plan fully funding PYP, including a half time coordinator and a World Language Teacher as soon as funding allows. PYP is a program that meets the needs of all learners, especially our most vulnerable.
42.	Please watch this video made by Mrs. Buckley's 3rd Grade class, with help from Findley parents and the Findley community as just one small example of how PYP helps develop global thinkers and builds community. Thank you. https://youtu.be/EjcMU7bek4g
43.	How does the District square their stance on equity when you are cutting ELD, Intervention teachers and counselors?
44.	Have you considered getting rid of the pillars, since they no longer apply?
45.	Do you intend to inform the public that you are decimating other programs, such as counseling at the middle school level, ELD, and intervention programs?
46.	<p>What data other than enrollment numbers are you using to make cuts to counseling? Are you taking into consideration the needs of the building, the number of suicide assessments that have been completed, 504 plans, homelessness, truancy, drug/alcohol issues, DHS calls, police intervention and, and, and...</p> <p>This is a safety issue. God forbid a student gets hurt or dies because they don't have the level of support they need at school.</p>
47.	Why would the Budget Committee even consider restoring funding for luxury programs like MYP/PYP - which are inherently inequitable -- before restoring funding for ELL?
48.	Why can't we cut things like Canvas? Google Classroom is free and nearly everyone prefers it.

49.	<p>I do not see how the district has "The Beaverton School District has invested in the International Baccalaureate® (IB) Program over the past decade at a level that went above and beyond what is required by IB." The IB schools were told (promised?) that the district supports IB, wants to expand IB (more PYP schools, etc), and that all of the hard work we have been putting into our schools is recognized and appreciated. I do not feel that Supt. Grotting has supported IB schools at all. It's not one of "his" programs, so he is okay with letting over ten years of work go down the drain. This budget crunch was created by the Central Office, so it is up to the people in Central Office to tighten their belts for the next couple of years, not the classroom teachers, and definitely not the students who are benefitting from the PYP/MYP/DP programs.</p>
50.	<p>My name is Wayne Grimm and I am the Library and Instructional Technology Teacher, or LITT, at Southridge High School. In every middle school and comprehensive high school across the district, and in several Options schools, our LITTs are doing incredible work that supports the pillars of excellence, innovation, equity, and collaboration--work that I fear is too often invisible to those outside the schools we work in.</p> <p>It is our task as LITTs to train and collaborate with classroom teachers, to empower innovation and excellence in every classroom across the curriculum.</p> <p>It is our task as LITTs to ensure that every student is an avid reader and critical thinker, equipped with the essential skills of digital citizenship and information literacy--truly 21st-century survival skills.</p> <p>It is our task as LITTs to ensure that every student has access, at school and at home, to the tools they need to succeed, and to teach the skills required to use those tools effectively, so that equal access is truly equitable as well.</p> <p>If you have spent time in a BSD classroom in the last 3 years, you know that there are some innovative, effective, engaging teaching practices going on; training and collaboration with a LITT are behind many of those practices.</p> <p>If you were able to attend the BSD Innovation Expo at Aloha High School May 16, many of the student-created wonders you saw there would not have been possible without the intensive planning, collaboration, and teaching of the LITTs.</p> <p>When the 2014 Bond Measure was first proposed to the voting public, it was published that "Sustainable, just-in-time, job-embedded support will be necessary to ensure teachers are equipped to lead this change." We, the LITTs, are that just-in-time, job-embedded support for the classroom teachers in our buildings.</p> <p>The proposed budget as published calls for reducing the 17 current full-time LITT positions to half-time. This budget cut would have a negligible effect on average class size (about 3/10ths of 1% by my calculations), but will seriously impact the LITTs ability to collaborate and teach effectively. Effective collaboration, like all effective teaching, takes time and relationship-building; the LITTs need to be full-time--and building-based, not itinerant--in order to build such relationships and so to nourish the kind of innovation and excellence our district can now proudly proclaim.</p> <p>We all know that collaboration works, and encourages excellence. With the loss of early-release teacher collaboration time for next school year, it is doubly unwise to consider cuts to the LITT position now.</p> <p>I applaud the district's renewed commitment to maintaining student/teacher ratios; class size matters--of that there can be no doubt. I am a little hesitant to celebrate too loudly, however, as our class sizes are already larger than ideal, our classroom teachers already overburdened. The LITTs, in our role as collaborators and co-teachers, help to ease that burden.</p> <p>The LITTs are truly the best bang-for-your-buck budget add-back you're going to find in the budget proposal document, giving every classroom teacher in our buildings a partner, for team-teaching, collaborative planning, and 1-to-1, on-the-job professional development. I urge you: restore the LITT position to full-time.</p>
51.	<p>I have felt undercut by this supt since day one pretty much. His "listening sessions" last year were a joke and I haven't seen hide nor hair of him this year. Vote of no confidence in Don Grotting in being able to move the district forward.</p>

52.	<p>I heard that there was a way to submit our public comments in writing. Hopefully this is the correct format. Below is the written form of the statement I made at the May 22nd Budget Meeting.</p> <p>Full statement for Budget Committee. by Luke Unger, LITT Aloha Huber (.5) and Springville (.5)</p> <p>I want to start by saying thank you to all the budget committee members for putting in your time and effort to make the Beaverton School district the best that it can be. We are all feeling cheered about the recent legislative actions that have moved us closer to a reality of adequate funding for public education. And the improved budget outlook for Beaverton school district.</p> <p>I am a Library and instructional Technology Teacher (or a LITT) at two of our K-8 schools, Aloha Huber and Springville Elementary. Last year, I was a full time LITT at Aloha Huber, but the K-8 LITT position was cut to a .5 position last year. Needless to say I was only able to do about half the work at Aloha Huber this year that I did last year. And I was only able to provide about half the services to Springville that they recieved from the previous year. Probably less than half at Springville because I had the added task of learning a whole new staff and building.</p> <p>But what services does a LITT provide? The summary is that we work with teachers, administrators, students, and classrooms to efficiently integrate technology and innovation into the classroom which enhances the learning targets in all subject areas. This work may mean we are teaching a model lesson to an entire class in using a technology like WeVideo which allows students to show their thinking through video production or working with a teacher to organize their classroom canvas page that allows teachers to communicate, to collect work electronically, and provide instant feedback directly back to students (and their parents.) Our entire department of LITTs, Innostrats and District Librarians, assist classroom teachers in such important topics as digital citizenship and digital literacy. As you can imagine, these topics are of vital importance to students and teachers as we progress in the digital age.</p> <p>The people in the Future Ready department, (LITTs, innostrats and District Librarians) are teachers and many of us have been classroom teachers. Of course, we know that the district commitment to keep classroom size stable is of vital importnace. But I would like to advocate that if during this process you (the budget comittee) find a way to prevent the cut of the Middle school and HS LITTs to a half time position you should definitely take advantage. I know from first hand knowledge that trying to juggle the work of two full time positions is frustrating to the schools and teachers that I serve. There are missed opportunities to teach the vital skills needed in a 21st century economy and democracy. There are times that all the new technology we have invested in does not get utilized to its full potential because teachers don't have time to figure out something new. By cutting this position, we are adding to the workload of every teacher in these buildings by telling them they will just have to figure out things by themselves on top of all their grading, planning and teaching they already do.</p> <p>During our last budget downturn, we eliminated a vital position to all of our k-12 schools. The professional librarian. The library is the heart of the school and the librarian served every student and teacher by pointing them to effective research strategies and reliable information both digital and in our print collections. We have never gotten this vital position back. The LITT position does not make up for the loss of the librarian because we have many duties related to chromebooks, ipads, software integration, etc. But at least we have a someone who is seeking to spread the word of media literacy on our staffs full time. Someone who is willing to go into classrooms and model teach vital skills. We know from experience that if we make this cut of the LITT position, we aren't likely to get it back any time soon. Our schools, students and communities deserve to have full time LITTs that will help students thrive in information literacy and 21st century technology skills.</p>
53.	<p>Perhaps instead of the proposal to "use a portion of reserves to balance the budget and avoid even greater disruption to services to kids for 2019-20" the district should think about who we are here for - the children - and use WHATEVER IT TAKES to fully fund the programs our students need. With the emphasis on growth mindset, Social Emotional Learning, and "you can't teach a child who isn't ready to learn" - all of which are true, of course - let's back of from requirements on IRLA entries, State Testing, and make sure that every school has enough counselors, intervention, ESL, and special ed teachers so that every student can get the support they need.</p> <p>And STOP with the ridiculous policy of not allowing ESL/Intervention/Counselors, etc to not have subs. Apparently our supt thinks that if their teacher is sick that day, that student won't have any problems, or the problems they have been dealing with since they walked into our classroom will suddenly also have a day off!</p>

54. I would like to point out that a lower number of comments from parents at Title I schools is a reflection of socioeconomic differences. This is likely already on the committee's radar but bears repeating.
- Some schools have families without internet access, families with adults who are not comfortable communicating in English, families in which all adults work multiple jobs just to make rent. The families who face barriers to offering input into the budget process care very much and want their children to have the same educational opportunities as other children in our district.
- We are working hard to stand up for all families. Lower numbers of comments from Title I schools is not a reflection of less caring. Rather it is a reflection of less opportunity.
- My son is a student in second grade at Fir Grove Elementary, which is a Title I school. Fir Grove has amazing teachers and a wonderful community. However, in the three years that my son has attended Fir Grove, there have been a shocking number of incidents involving highly dysregulated students. These incidents include my son and many other students being punched, tripped/knocked to the ground, and strangled, desks and chairs being thrown, trusted adults at school being assaulted by students, students shouting profanity and threats to kill or injure other students and staff, students as young as kindergarten roaming the halls with no supervision because all available staff are dealing with classroom disruptions, and more. My husband and I have met multiple times with teachers, the principal, and the principal's supervisor to discuss these issues. I have also talked on the phone with our school board member, Susan Greenberg. From those conversations it is clear that more supports for teachers and mental health services are BADLY needed.
- I am very glad that the budget has been revised to minimize class size increases. But, for Fir Grove and other schools in similar crisis, that is not enough. With the disrupted learning that we are seeing in so many schools (from testimony I heard on May 22 it sounds like especially Title I schools) the district needs to heavily emphasize funding mental health services and supports for teachers and students who are in crisis.
- I heard a lot of comments about PYP at the May 22 district budget meeting and they made me so, so sad. It sounds like a wonderful program. I wish that my son could benefit from PYP, but unfortunately we do not live in the right place for him to be allowed to attend a PYP school. It is very painful for me to hear about all the amazing programs that children who live in our neighborhood are not allowed to access because of where they live, but that other students whose parents are able to move into the neighborhoods with PYP schools do have access to. That is outright unfair. I understand that equity is one of BSD's pillars of learning and I am having a tough time understanding how offering PYP in some schools but not others supports that pillar.
- I am asking this committee to allocate money for a very basic need - for my child and the other students at Fir Grove to be able to attend school without being harassed and assaulted or observing other students or staff members be harassed and assaulted. This is a NEED, not a want. All children deserve to be safe at school, regardless of socioeconomic status. We must achieve that goal before we focus on other programs. Children cannot learn if they are constantly on alert for when a classmate is going to throw a desk at a teacher or try to stab them with a pencil.
- Please fully staff schools like Fir Grove so that students can be safe and have a chance to learn. Due to the large number of dysregulated students and inadequate support to help those students, none of the students at Fir Grove are getting the education they deserve and that we should be providing to them. Increasing class sizes at Fir Grove would be an absolute nightmare and completely unfair to a group of kids that is already disadvantaged. We should be increasing staffing, services, and supports at schools that are facing crises like Fir Grove's.
- We need to provide a meaningful opportunity to learn to ALL of the children in our district. This is an equity issue and equity is one of BSD's pillars of learning.
- I appreciate all the time and energy the committee has spent working on the budget. Thank you very much for your efforts!

55. To: Budget Committee, School Board, and Superintendent Don Grotting,
- First, I would like to thank the Budget Committee and School Board for volunteering your time to serve our schools and students. I have been to many school board meetings and budget meetings over the years, and I've heard your thoughtful and caring comments while you are in the process of making many difficult budget decisions. I've also seen the exhaustion and stress on your faces as you have to make these heart wrenching decisions that affect so many lives! I appreciate ALL that you have done in order to make the best decisions you can for our students and staff during these overwhelmingly difficult times.
- I currently work as a school counselor at Rock Creek Elementary School, and I have worked in the district for many years as a teacher, intervention specialist, and school counselor. I do my best to look at problems from various perspectives while also keeping in mind the effects of the possible decisions that will be made.
- While listening to everything the district has shared with staff about our current budget situation and also attending the budget meetings, I've been able to hear many different thoughts and concerns about our budget for the 2019-2020 school year. After the last budget meeting on May 22, 2019, I decided it was important to share with you one more perspective.
- Rock Creek Elementary School is one of 4 elementary schools who will lose their assistant principals for the 2019-2020 school year. The reason this decision was made may surprise some of you. It was not technically a specific budget cut item. The formula that is used to assign assistant principals to elementary schools is based on the number of staff evaluations that need to be completed by the administration.
- When the district decided to change the staffing for PYP and Intervention, that inadvertently caused Rock Creek Elementary to no longer qualify for an assistant principal. I would like to point out that we don't have one less student to serve, but now we have less adults in the building to serve them.
- If you had suggested this type of cut 6 years ago, I would have understood the reason for the cut. I would have been disappointed knowing it would mean more work for the rest of us, but we would have been able to handle it.
- When I think about the 2019-2020 school year without an assistant principal at Rock Creek Elementary, I'm literally scared! Although we are not a Title I school, we serve more students who live in poverty than some of the smaller Title I schools in the district. We have a school with some of the best staff members I have ever worked with and yet we are a school with one of the highest numbers of room clears for safety this year.
- As a school counselor, I wear an ear piece attached to a radio all day long so I can respond to the many calls for help from staff members for students who are not being safe for a variety of reasons. Most of you have heard about the increase in disrupted classrooms and our school struggles each day to meet the needs of these hurting children and the other children and staff members that are affected by these behaviors.
- Again I will say, Rock Creek Elementary has the best staff I have ever worked with, and they go way above and beyond to meet the needs of our students. Yet, we are all still so overwhelmed serving the needs of our students this school year! Now we hear that we are going to lose our assistant principal, and we can't even imagine how we will keep our students safe next school year.
- What will I do next year when I'm with one disruptive student trying to prevent them from hurting themselves or anyone else and then I get a call over the radio that there is another disruptive student that needs support? There have been days this school year when our support team (principal, assistant principal, 1/2 time student success coach, counselor) have all been needed at the same time for various issues that involve safety.
- I know that it may not be possible in the current budget situation to allow us to keep our assistant principal. It would help some if we could at least have our 1/2 time student success coach full time so that we have more consistent support available for safety and support for our students and staff.
- I do want to acknowledge that we do get great support from our SPED team, too, but only 1 member of our SPED team is in the building full time. She helps when she can, but she also has legal obligations related to serving her students on I.E.P.s
- Please feel free to contact me if you have any questions or need clarification about anything I've stated above.
- Thank you,
Michelle Solberg
Counselor
Rock Creek Elementary School

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| 56. As a parent of two daughters that attend West Tualatin View Elementary, I am opposed to the likely loss of our PYP program due to Beaverton School District budget cuts. As a family, we marched at the Portland Waterfront on May 8 in solidarity with all those who seek quality public education that is possible only through adequate funding. PYP allows for valuable exploration that teaches the whole child with a global mindset. If they lose the chance to participate in Spanish, music, physical education, technology, and library as special classes, that would be devastating. From the kindergarten unit of inquiry that explores choices and relationships, to learning Spanish which opens up new communication opportunities, to my third grade daughter digging in deeper to learn about the local Kalapuya Native Americans history, we have seen first-hand the positive and impactful learning experiences that PYP offers. In fact, the BSD's values of Excellence, Innovation, Equity, and Collaboration, are embodied in PYP. Cutting it sends a district-wide message that these programs are expendable. It is short sighted to cut the IB program support where such great investments over more than five years have been made at West T.V. In comparison, the "maintenance costs" and slice of the overall BSD budget to keep it going is low. I am fearful that if IB program support is cut, we may never get it back. In that unfortunate scenario, I doubt very much if any BSD school would consider pursuing the PYP investment again, knowing how easily it could be dismissed. While I know the district might be focused on bringing all schools to baseline which means redlining the IB program renewal across 10 schools, I implore you to consider an alternative. I greatly value the PYP approach and quality education that comes with this program and believe all students benefit from it. Just because not all BSD schools are IB certified, doesn't mean it's right to cut those that are. We will consider looking at private education options if this valuable program support is not renewed. |
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Attachment A



Elementary Home Room Seat Count Averages

9/17/18

School	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Aloha Huber Park	23.80	24.25	26.75	31.25	31.50	26.60
Barnes	18.86	28.25	25.75	23.25	28.25	29.75
Beaver Acres	22.00	26.75	26.25	28.25	26.25	27.25
Bethany	24.67	24.50	21.50	30.33	31.33	29.33
Bonny Slope	26.50	28.75	24.25	27.25	28.25	26.75
Cedar Mill	20.33	22.67	25.00	26.67	24.00	24.33
Chehalem	25.67	19.25	22.67	23.75	26.00	25.00
Cooper Mountain	19.67	25.33	19.25	26.33	21.50	23.00
Elmonica	24.33	26.80	25.20	25.20	28.50	27.25
Errol Hassell	24.67	24.67	26.67	21.33	26.33	23.00
Findley	20.25	23.25	28.25	29.50	27.60	28.80
Fir Grove	20.00	21.33	22.33	21.00	20.00	24.33
Greenway	25.00	28.00	20.00	19.67	27.50	27.00
Hazeldale	22.25	24.67	18.67	26.33	23.33	23.33
Hiteon	22.00	24.25	28.75	23.60	26.75	27.25
Jacob Wismer	20.75	25.20	24.00	25.00	27.80	26.20
Kinnaman	21.50	24.80	24.80	24.25	23.20	26.60
McKay	20.00	21.67 * Grade 1 & 2		29.00	20.00	20.33
McKinley	21.80	21.60	20.25	21.50	30.33	24.75
Montclair	24.50	25.50	23.00	30.00	23.50	26.00
Nancy Ryles	25.75	28.00	26.75	30.00	28.50	27.00
Oak Hills	25.50	29.33	22.50	23.50	28.33	23.00
Raleigh Hills	19.33	21.33	24.00	29.50	21.67	25.00
Raleigh Park	18.67	19.67	23.00	21.33	22.00	20.33
Ridgewood	19.00	22.67	21.00	27.50	25.00	27.00
Rock Creek	20.00	25.75	24.25	25.50	31.00	26.00
Sato Elementary	27.00	23.00	26.50	25.50	28.67	25.00
Scholls Heights	20.25	21.25	20.50	29.67	28.33	25.25
Sexton Mountain	22.75	21.50	25.33	30.00	29.67	30.67
Springville	24.25	24.75	27.75	26.25	22.40	23.60
Terra Linda	19.33	26.00	17.67	20.67	19.67	23.50
Vose	21.20	25.00	24.25	26.50	27.25	25.75
West TV	24.50	18.00	26.00	19.00	23.00	25.00
William Walker	23.67	23.00	24.00	26.33	22.67	24.00
Elementary Average	22.35	24.14	23.84	25.73	25.88	25.53

Notes:

SPED Self Contained not included.

Data retrieved as of 9/17/18 - Synergy TCH601

9/17/18

School	Kindergarten Classes							Ave Size
Aloha Huber Park	25	23	24	22	25			23.80
Barnes	17	21	20	17	21	19	17	18.86
Beaver Acres	22	22	22	22				22.00
Bethany	25	24	25					24.67
Bonny Slope	27	27	26	26				26.50
Cedar Mill	19	22	20					20.33
Chehalem	25	25	27					25.67
Cooper Mountain	20	19	20					19.67
Elmonica	26	25	26	23	22	24		24.33
Errol Hassell	24	25	25					24.67
Findley	20	20	21	20				20.25
Fir Grove	20	20	20					20.00
Greenway	25	25						25.00
Hazeldale	22	22	23	22				22.25
Hiteon	22	22	22	22				22.00
Jacob Wismer	21	21	21	20				20.75
Kinnaman	21	22	22	21				21.50
McKay	20	20	20					20.00
McKinley	22	22	21	22	22			21.80
Montclair	25	24						24.50
Nancy Ryles	25	26	25	27				25.75
Oak Hills	25	25	26	26				25.50
Raleigh Hills	19	19	20					19.33
Raleigh Park	19	19	18					18.67
Ridgewood	19	19	19					19.00
Rock Creek	19	20	20	21				20.00
Sato Elementary	28	27	26	27				27.00
Scholls Heights	20	21	20	20				20.25
Sexton Mountain	22	23	23	23				22.75
Springville	24	25	25	23				24.25
Terra Linda	20	19	19					19.33
Vose	24	23	19	22	18			21.20
West TV	25	24						24.50
William Walker	23	24	24					23.67

Notes:

SPED Self Contained not included.

Data retrieved as of 9/17/18 - Synergy TCH601

9/17/18

School	1st Grade					Ave Size
Aloha Huber Park	25	25	22	25		24.25
Barnes	29	27	29	28		28.25
Beaver Acres	26	26	29	26		26.75
Bethany	24	24	26	24		24.50
Bonny Slope	30	28	28	29		28.75
Cedar Mill	22	23	23			22.67
Chehalem	18	19	20	20		19.25
Cooper Mountain	26	26	24			25.33
Elmonica	29	27	30	22	26	26.80
Errol Hassell	25	25	24			24.67
Findley	23	23	23	24		23.25
Fir Grove	21	21	22			21.33
Greenway	28	28				28.00
Hazeldale	24	27	23			24.67
Hiteon	24	24	25	24		24.25
Jacob Wismer	26	26	25	24	25	25.20
Kinnaman	25	27	25	24	23	24.80
McKay	23	21	21			21.67
McKinley	22	21	20	22	23	21.60
Montclair	25	26				25.50
Nancy Ryles	28	28	28	28		28.00
Oak Hills	29	29	30			29.33
Raleigh Hills	21	21	22			21.33
Raleigh Park	20	19	20			19.67
Ridgewood	23	22	23			22.67
Rock Creek	26	25	26	26		25.75
Sato Elementary	23	23	24	22		23.00
Scholls Heights	20	22	22	21		21.25
Sexton Mountain	22	20	22	22		21.50
Springville	25	24	25	25		24.75
Terra Linda	27	25				26.00
Vose	26	26	26	24	23	25.00
West TV	19	15	20			18.00
William Walker	23	23	23			23.00

Notes:

SPED Self Contained not included.

Data retrieved as of 9/17/18 - Synergy TCH601



Elementary Seat Counts

9/17/18

School	2nd Grade					Ave Size
Aloha Huber Park	28	28	28	23		26.75
Barnes	23	27	27	26		25.75
Beaver Acres	26	26	26	27		26.25
Bethany	21	22	22	21		21.50
Bonny Slope	24	24	25	24		24.25
Cedar Mill	25	25	25			25.00
Chehalem	22	23	23			22.67
Cooper Mountain	21	18	19	19		19.25
Elmonica	27	25	25	25	24	25.20
Errol Hassell	26	28	26			26.67
Findley	28	29	28	28		28.25
Fir Grove	23	23	21			22.33
Greenway	20	20	20			20.00
Hazeldale	19	19	18			18.67
Hiteon	29	26	30	30		28.75
Jacob Wismer	23	24	24	25	24	24.00
Kinnaman	27	24	24	24	25	24.80
McKay	0	0				0.00
McKinley	21	19	20	21		20.25
Montclair	23	23				23.00
Nancy Ryles	28	26	27	26		26.75
Oak Hills	22	24	22	22		22.50
Raleigh Hills	23	25	24			24.00
Raleigh Park	23	23				23.00
Ridgewood	22	21	20			21.00
Rock Creek	23	25	24	25		24.25
Sato Elementary	26	26	27	27		26.50
Scholls Heights	20	20	21	21		20.50
Sexton Mountain	26	25	25			25.33
Springville	28	28	28	27		27.75
Terra Linda	18	17	18			17.67
Vose	22	22	27	26		24.25
West TV	26	26				26.00
William Walker	23	24	25			24.00

Notes:

SPED Self Contained not included.

Data retrieved as of 9/17/18 - Synergy TCH601

Elementary Seat Counts

9/17/18

School	3rd Grade					Ave Size
Aloha Huber Park	31	32	32	30		31.25
Barnes	25	25	21	22		23.25
Beaver Acres	29	29	26	29		28.25
Bethany	31	30	30			30.33
Bonny Slope	26	28	28	27		27.25
Cedar Mill	26	26	28			26.67
Chehalem	23	24	23	25		23.75
Cooper Mountain	27	26	26			26.33
Elmonica	27	23	26	24	26	25.20
Errol Hassell	21	22	21			21.33
Findley	30	28	30	30		29.50
Fir Grove	21	21	21			21.00
Greenway	20	20	19			19.67
Hazeldale	26	27	26			26.33
Hiteon	23	23	24	24	24	23.60
Jacob Wismer	26	25	26	24	24	25.00
Kinnaman	24	24	24	25		24.25
McKay	29	29				29.00
McKinley	21	22	22	21		21.50
Montclair	31	29				30.00
Nancy Ryles	30	30	30			30.00
Oak Hills	24	23	24	23		23.50
Raleigh Hills	29	30				29.50
Raleigh Park	21	23	20			21.33
Ridgewood	28	27				27.50
Rock Creek	26	26	26	24		25.50
Sato Elementary	26	26	25	25		25.50
Scholls Heights	30	30	29			29.67
Sexton Mountain	30	30	30			30.00
Springville	26	26	27	26		26.25
Terra Linda	21	20	21			20.67
Vose	29	29	23	25		26.50
West TV	19	19	19			19.00
William Walker	26	27	26			26.33

Notes:

SPED Self Contained not included.

Data retrieved as of 9/17/18 - Synergy TCH601



Elementary Seat Counts

9/17/18

School	4th Grade					Ave Size
Aloha Huber Park	32	31	31	32		31.50
Barnes	33	25	31	24		28.25
Beaver Acres	26	27	27	25		26.25
Bethany	31	32	31			31.33
Bonny Slope	28	27	29	29		28.25
Cedar Mill	24	23	25			24.00
Chehalem	27	25	26			26.00
Cooper Mountain	21	22	21	22		21.50
Elmonica	29	28	28	29		28.50
Errol Hassell	26	26	27			26.33
Findley	28	27	28	28	27	27.60
Fir Grove	20	20	20			20.00
Greenway	27	28				27.50
Hazeldale	24	23	23			23.33
Hiteon	28	27	26	26		26.75
Jacob Wismer	28	28	26	28	29	27.80
Kinnaman	22	22	24	24	24	23.20
McKay	18	22				20.00
McKinley	30	31	30			30.33
Montclair	24	23				23.50
Nancy Ryles	28	29	29	28		28.50
Oak Hills	30	28	27			28.33
Raleigh Hills	21	23	21			21.67
Raleigh Park	22	22	22			22.00
Ridgewood	26	24	25			25.00
Rock Creek	30	32	31			31.00
Sato Elementary	29	28	29			28.67
Scholls Heights	28	29	28			28.33
Sexton Mountain	30	30	29			29.67
Springville	23	22	21	23	23	22.40
Terra Linda	19	19	21			19.67
Vose	26	27	29	27		27.25
West TV	23	23	23			23.00
William Walker	24	23	21			22.67

Notes:

SPED Self Contained not included.

Data retrieved as of 9/17/18 - Synergy TCH601

Elementary Seat Counts

9/17/18

School	5th Grade					Ave Size
Aloha Huber Park	27	26	27	27	26	26.60
Barnes	30	31	29	29		29.75
Beaver Acres	25	29	26	29		27.25
Bethany	30	29	29			29.33
Bonny Slope	27	27	27	26		26.75
Cedar Mill	23	25	25			24.33
Chehalem	25	25	25			25.00
Cooper Mountain	23	23	23	23		23.00
Elmonica	27	28	26	28		27.25
Errol Hassell	24	22	23			23.00
Findley	29	29	28	29	29	28.80
Fir Grove	24	24	25			24.33
Greenway	29	25				27.00
Hazeldale	23	22	25			23.33
Hiteon	27	27	27	28		27.25
Jacob Wismer	25	27	26	26	27	26.20
Kinnaman	27	27	27	27	25	26.60
McKay	20	21	20			20.33
McKinley	24	24	25	26		24.75
Montclair	26	26				26.00
Nancy Ryles	27	26	28	27		27.00
Oak Hills	23	22	23	24		23.00
Raleigh Hills	25	25	25			25.00
Raleigh Park	19	22	20			20.33
Ridgewood	27	27	27			27.00
Rock Creek	26	25	27	26		26.00
Sato Elementary	25	24	25	26		25.00
Scholls Heights	25	25	25	26		25.25
Sexton Mountain	31	31	30			30.67
Springville	24	22	24	24	24	23.60
Terra Linda	25	22				23.50
Vose	26	26	27	24		25.75
West TV	25	25				25.00
William Walker	23	24	25			24.00

Notes:

SPED Self Contained not included.

Data retrieved as of 9/17/18 - Synergy TCH601

Secondary Class Size Report: U-MST100

Applied filters: School(s) Beaverton School District | Department(s) Applied Arts/Technology, Business Education, Electives, English as a Second Language, Fine Arts, Health, Humanities, Language Arts, Math, Other, Physical Education, Science,

School Type: Middle Schools

Average Class Size by LA, Math, Sci, SS Departments and School

	Dept	CPMS	CMS	FOMS	HPMS	MPMS	MTVMS	SMS	WMS
Core	HU	<u>34.13</u>	<u>28.50</u>	<u>29.67</u>	<u>29.48</u>	<u>26.83</u>	<u>32.67</u>	<u>32.13</u>	<u>25.14</u>
	MA	<u>33.81</u>	<u>30.16</u>	<u>29.58</u>	<u>25.15</u>	<u>26.87</u>	<u>29.53</u>	<u>31.79</u>	<u>25.65</u>
	SC	<u>34.07</u>	<u>29.48</u>	<u>29.73</u>	<u>27.77</u>	<u>26.87</u>	<u>32.70</u>	<u>32.15</u>	<u>25.87</u>

School Type: Middle Schools

Average Class Size by School and LA, Math, Sci, SS Departments

	Core			Intervention		Other
	HU	MA	SC	LA	MA	LA
CPMS	<u>34.13</u>	<u>33.81</u>	<u>34.07</u>			
CMS	<u>28.50</u>	<u>30.16</u>	<u>29.48</u>	<u>8.71</u>	<u>10.50</u>	<u>27.80</u>
FOMS	<u>29.67</u>	<u>29.58</u>	<u>29.73</u>			
HPMS	<u>29.48</u>	<u>25.15</u>	<u>27.77</u>	<u>6.00</u>		<u>27.92</u>
MPMS	<u>26.83</u>	<u>26.87</u>	<u>26.87</u>	<u>8.17</u>	<u>10.22</u>	
MTVMS	<u>32.67</u>	<u>29.53</u>	<u>32.70</u>			
SMS	<u>32.13</u>	<u>31.79</u>	<u>32.15</u>			
WMS	<u>25.14</u>	<u>25.65</u>	<u>25.87</u>	<u>9.67</u>		<u>25.67</u>
Dept Avg for Selected Schools	<u>29.94</u>	<u>29.23</u>	<u>29.94</u>	<u>8.39</u>	<u>10.27</u>	<u>27.74</u>

School Type: Middle Schools

Average Class Size by School and Other Departments

	Applied Arts	Elective	ESL	Fine Arts	Health	LA	MA	Other	Phys Ed	SC	Special Ed	World Lang
CPMS		<u>23.00</u>	<u>7.60</u>	<u>20.48</u>		<u>7.33</u>	<u>7.78</u>	<u>19.47</u>	<u>33.90</u>	<u>19.33</u>	<u>5.38</u>	<u>31.71</u>
CMS	<u>35.00</u>	<u>26.00</u>	<u>6.63</u>	<u>32.91</u>	<u>37.82</u>			<u>23.07</u>	<u>37.36</u>		<u>7.54</u>	<u>29.71</u>
FOMS	<u>32.29</u>	<u>21.40</u>	<u>7.06</u>	<u>30.53</u>		<u>21.50</u>	<u>21.60</u>	<u>26.55</u>	<u>34.21</u>	<u>26.86</u>	<u>8.08</u>	
HPMS	<u>30.00</u>	<u>29.33</u>	<u>10.00</u>	<u>34.64</u>	<u>43.95</u>			<u>23.84</u>	<u>43.80</u>		<u>9.63</u>	<u>29.40</u>
MPMS	<u>20.28</u>	<u>30.80</u>	<u>7.53</u>	<u>28.55</u>				<u>26.87</u>	<u>28.88</u>		<u>6.31</u>	<u>18.23</u>
MTVMS	<u>24.50</u>	<u>25.33</u>	<u>5.81</u>	<u>33.61</u>	<u>29.80</u>	<u>18.89</u>	<u>19.33</u>	<u>31.71</u>	<u>30.73</u>	<u>29.40</u>	<u>11.40</u>	<u>28.08</u>
SMS	<u>31.85</u>	<u>32.14</u>	<u>6.70</u>	<u>36.37</u>	<u>32.33</u>	<u>33.16</u>	<u>23.33</u>		<u>32.20</u>		<u>6.06</u>	<u>34.07</u>
WMS	<u>24.73</u>	<u>26.94</u>	<u>8.43</u>	<u>30.67</u>			<u>18.00</u>	<u>25.43</u>	<u>27.80</u>		<u>9.73</u>	<u>16.89</u>
Dept Avg for	<u>26.89</u>	<u>26.44</u>	<u>7.19</u>	<u>30.08</u>	<u>35.22</u>	<u>26.10</u>	<u>16.36</u>	<u>24.61</u>	<u>33.07</u>	<u>25.23</u>	<u>7.59</u>	<u>26.78</u>

Secondary Class Size Report: U-MST100

Applied filters: School(s) Beaverton School District | Department(s) Applied Arts/Technology, Business Education, Electives, English as a Second Language, Fine Arts, Health, Humanities, Language Arts, Math, Other, Physical Education, Science,

School Type Comprehensive High Schools

Average Class Size by LA, Math, Sci, SS Departments and School

	Dept	AHS	BHS	MHS	SRHS	SHS	WHS
Core	LA	<u>31.46</u>	<u>26.82</u>	<u>33.48</u>	<u>28.88</u>	<u>32.98</u>	<u>33.77</u>
	MA	<u>33.49</u>	<u>28.50</u>	<u>32.33</u>	<u>29.28</u>	<u>31.21</u>	<u>33.33</u>
	SC	<u>31.84</u>	<u>30.00</u>	<u>29.82</u>	<u>26.37</u>	<u>30.26</u>	<u>34.06</u>
	SS	<u>33.85</u>	<u>27.00</u>	<u>34.70</u>	<u>29.44</u>	<u>33.62</u>	<u>33.03</u>

School Type Comprehensive High Schools

Average Class Size by School and LA, Math, Sci, SS Departments

	Core				Elective				Sheltered			Support	
	LA	MA	SC	SS	LA	MA	SC	SS	LA	SC	SS	LA	MA
AHS	<u>31.46</u>	<u>33.49</u>	<u>31.84</u>	<u>33.85</u>	<u>40.00</u>			<u>36.17</u>	<u>19.50</u>	<u>18.00</u>	<u>18.00</u>		
BHS	<u>26.82</u>	<u>28.50</u>	<u>30.00</u>	<u>27.00</u>	<u>22.00</u>	<u>10.00</u>	<u>31.00</u>	<u>26.00</u>	<u>20.33</u>	<u>20.00</u>	<u>20.50</u>	<u>20.00</u>	
MHS	<u>33.48</u>	<u>32.33</u>	<u>29.82</u>	<u>34.70</u>					<u>8.00</u>				<u>18.67</u>
SRHS	<u>28.88</u>	<u>29.28</u>	<u>26.37</u>	<u>29.44</u>	<u>34.00</u>			<u>29.00</u>	<u>12.67</u>		<u>9.50</u>	<u>9.00</u>	<u>17.67</u>
SHS	<u>32.98</u>	<u>31.21</u>	<u>30.26</u>	<u>33.62</u>				<u>27.86</u>	<u>18.00</u>	<u>19.50</u>	<u>18.00</u>		
WHS	<u>33.77</u>	<u>33.33</u>	<u>34.06</u>	<u>33.03</u>	<u>25.00</u>			<u>35.25</u>	<u>11.00</u>		<u>8.00</u>		<u>13.50</u>
Dept Avg for Selected Schools	<u>31.35</u>	<u>31.47</u>	<u>30.63</u>	<u>31.87</u>	<u>30.50</u>	<u>10.00</u>	<u>31.00</u>	<u>32.26</u>	<u>15.14</u>	<u>19.00</u>	<u>15.56</u>	<u>14.50</u>	<u>16.30</u>

School Type Comprehensive High Schools

Average Class Size by School and Other Departments

	Applied Arts	Business	Elective	ESL	Fine Arts	Health	MA	Other	Phys Ed	SC	Special Ed	SS	World Lang
AHS	<u>29.60</u>	<u>25.10</u>	<u>18.50</u>	<u>18.80</u>	<u>28.73</u>	<u>36.63</u>		<u>27.61</u>	<u>36.88</u>	<u>31.00</u>	<u>4.29</u>		<u>26.68</u>
BHS	<u>19.06</u>	<u>26.64</u>	<u>13.00</u>	<u>15.18</u>	<u>20.78</u>	<u>29.74</u>		<u>18.34</u>	<u>35.62</u>	<u>34.00</u>	<u>3.16</u>		<u>23.06</u>
MHS	<u>26.53</u>	<u>29.50</u>	<u>12.26</u>	<u>9.00</u>	<u>26.53</u>	<u>28.78</u>		<u>23.31</u>	<u>33.13</u>		<u>7.17</u>	<u>31.92</u>	<u>29.92</u>
SRHS	<u>24.83</u>	<u>28.30</u>	<u>8.54</u>	<u>8.38</u>	<u>24.20</u>	<u>33.11</u>		<u>14.73</u>	<u>35.39</u>	<u>29.00</u>	<u>2.86</u>	<u>27.00</u>	<u>23.25</u>
SHS	<u>19.68</u>	<u>26.76</u>	<u>12.48</u>	<u>9.30</u>	<u>20.60</u>	<u>36.53</u>	<u>40.00</u>	<u>21.13</u>	<u>38.78</u>	<u>31.67</u>	<u>4.41</u>		<u>27.43</u>
WHS	<u>25.78</u>	<u>21.46</u>	<u>8.59</u>	<u>15.55</u>	<u>26.93</u>	<u>35.73</u>		<u>22.02</u>	<u>37.91</u>	<u>32.00</u>	<u>4.63</u>		<u>33.55</u>
Dept Avg for	<u>24.58</u>	<u>25.78</u>	<u>11.08</u>	<u>13.29</u>	<u>24.31</u>	<u>33.15</u>	<u>40.00</u>	<u>20.71</u>	<u>36.38</u>	<u>31.67</u>	<u>4.02</u>	<u>31.21</u>	<u>27.56</u>



Secondary Class Size Report: U-MST100

Applied filters: School(s) Beaverton School District | Department(s) Applied Arts/Technology, Business Education, Electives, English as a Second Language, Fine Arts, Health, Humanities, Language Arts, Math, Other, Physical Education, Science,

School Type Option Schools Average Class Size by LA, Math, Sci, SS Departments and School

	Dept	ACMA	CS	HSHS	ISB	SST
Core	HU			<u>31.50</u>		
	LA	<u>21.50</u>	<u>23.83</u>	<u>29.14</u>	<u>29.83</u>	<u>27.33</u>
	MA	<u>28.79</u>		<u>27.14</u>	<u>27.03</u>	<u>27.40</u>
	SC	<u>27.88</u>		<u>27.46</u>	<u>30.44</u>	<u>24.75</u>
	SS	<u>29.45</u>	<u>23.83</u>	<u>28.57</u>	<u>29.83</u>	<u>25.00</u>

School Type Option Schools Average Class Size by School and LA, Math, Sci, SS Departments

	Core					Elective			Other
	HU	LA	MA	SC	SS	LA	SC	SS	LA
ACMA		<u>21.50</u>	<u>28.79</u>	<u>27.88</u>	<u>29.45</u>	<u>28.50</u>			<u>28.67</u>
CS		<u>23.83</u>			<u>23.83</u>				
HSHS	<u>31.50</u>	<u>29.14</u>	<u>27.14</u>	<u>27.46</u>	<u>28.57</u>		<u>28.00</u>		
ISB		<u>29.83</u>	<u>27.03</u>	<u>30.44</u>	<u>29.83</u>	<u>13.67</u>	<u>32.00</u>	<u>28.50</u>	
SST		<u>27.33</u>	<u>27.40</u>	<u>24.75</u>	<u>25.00</u>			<u>19.00</u>	
Dept Avg for Selected Schools	<u>31.50</u>	<u>26.20</u>	<u>27.56</u>	<u>28.27</u>	<u>28.73</u>	<u>19.60</u>	<u>30.67</u>	<u>25.33</u>	<u>28.67</u>

School Type Option Schools Average Class Size by School and Other Departments

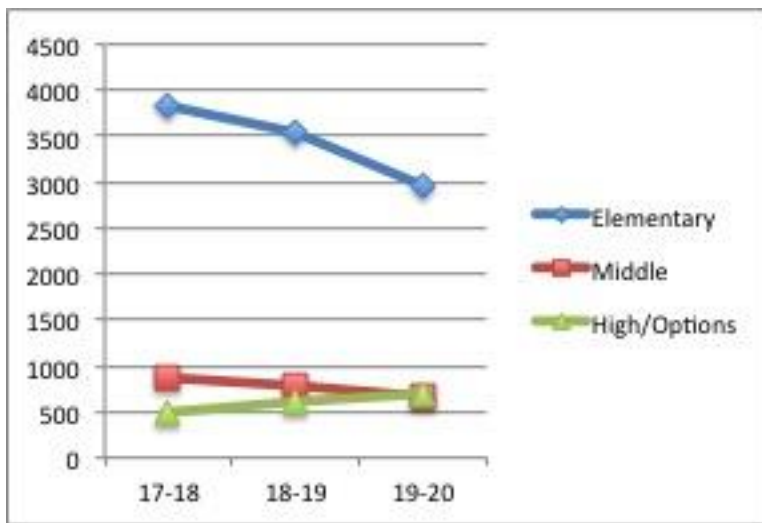
	Applied Arts	Business	Elective	ESL	Fine Arts	Health	Other	Phys Ed	Special Ed	World Lang
ACMA	<u>19.64</u>		<u>3.16</u>	<u>3.00</u>	<u>20.24</u>	<u>30.75</u>	<u>27.95</u>	<u>34.00</u>	<u>7.83</u>	<u>22.33</u>
CS					<u>23.83</u>	<u>23.83</u>	<u>13.14</u>	<u>23.83</u>		
HSHS	<u>30.00</u>		<u>11.29</u>	<u>21.00</u>	<u>28.80</u>		<u>19.49</u>	<u>32.55</u>		<u>23.45</u>
ISB	<u>29.22</u>	<u>6.00</u>	<u>21.63</u>	<u>7.00</u>	<u>27.00</u>	<u>30.25</u>	<u>2.00</u>	<u>31.37</u>	<u>3.00</u>	<u>19.95</u>
SST	<u>22.71</u>		<u>20.00</u>			<u>23.50</u>	<u>32.80</u>		<u>10.00</u>	<u>19.00</u>
Dept Avg for	<u>23.85</u>	<u>6.00</u>	<u>10.19</u>	<u>8.50</u>	<u>22.99</u>	<u>27.13</u>	<u>23.42</u>	<u>30.90</u>	<u>6.27</u>	<u>20.82</u>

Attachment B

EL Projection Analysis

2019-2020

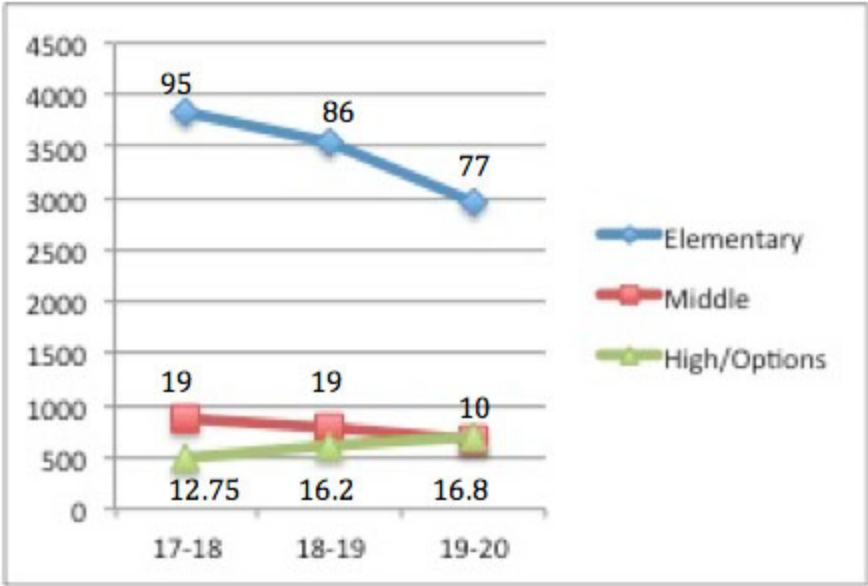
EL Population Trend	17-18	18-19	19-20	Difference from 17-18 to 19-20
Elementary (N) <i>Elementary %</i>	3846 74%	3552 72%	2952 68%	-894
Middle (N) <i>Middle %</i>	859 17%	786 16%	653 15%	-206
High/Options (N) <i>High/Options %</i>	485 9%	609 12%	710 17%	+225
Total	5,190	4,947	4,315	-875 total loss over three years



The EL population trend data shows that elementary has seen a significant year-on-year decrease and middle levels have seen a smaller but consistent decrease over the past three years. During the same time period our high school EL population has been steadily growing.

APU Distribution Trend	17-18	18-19	19-20	Difference from 17-18 to 19-20
Elementary (N) <i>Elementary %</i>	95 75%	86 71%	77 74%	-18

Middle (N) <i>Middle %</i>	19 15%	19 16%	10 10%	-9
High/Options (N) <i>High/Options %</i>	12.75 10%	16.2 13%	16.8 16%	4.05
Total	126.75	121.20	103.8	-22.95 total loss over three years



The APU trend data shows that over the past three years, elementary has seen a total APU loss of 18 APU, middle level a loss of 9 APU, and high school a gain of 4.05 APU. This is in alignment with the population trend at each of the levels.

The reason the 19-20 cuts to the middle level seem significant and disproportionate to elementary and high school is that although middle level decreased enrollment from 17-18 to 18-19 by -73 students, we did not reduce any APU from the middle level. This decision was made to keep as many staff members staffed in buildings at the start of the 18-19 school year. We were expecting more ELs, but we had to initiate a hiring freeze at the start of the year AND we transferred some staff to cover the openings. However, even through the hiring freeze, middle schools were staffed the same.

EL Population Trend Compared to APU Allocation	17-18	18-19	19-20
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Elementary Population (N)	3846	3552	2952
<i>Elementary %</i>	74%	72%	68%
Elementary APU (N)	95	86	77
<i>Elementary %</i>	75%	71%	74%
Middle Population (N)	859	786	653
<i>Middle %</i>	17%	16%	15%
Middle APU (N)	19	19	10
<i>Middle %</i>	15%	16%	10%
High/Options Population (N)	485	609	710
<i>High/Options %</i>	9%	12%	17%
High/Options APU (N)	12.75	16.2	16.8
<i>High/Options %</i>	10%	13%	16%
Total	5,190 (N) 126.75 (APU)	4,947 (N) 121.20 (APU)	4,315 (N) 103.8 (APU)

It is difficult to look at proportionate APU to enrollment particularly at the elementary level for several reasons:

- The first reason is that outside of ratio distribution of APU, elementary schools received an additional 5 APU toward their ELL Facilitator positions, which were certified positions designed to support eligibility testing, paperwork, filing, and compliance types of responsibilities at the 10 highly impacted schools. Secondary schools have Community Liaisons that take on some of this responsibility and are classified positions. At the elementary level, ELD teachers absorb some of these responsibilities.
- Another reason is that elementary schools received an additional 0.5 allocation if they were considered a “singleton” school, meaning their population was small enough to only have one ELD teacher in the building. This meant that smaller schools were staffed with a minimum of 1.0 APU since they were responsible for teaching six grade levels and having a 0.5 teacher was inadequate to run an effective model.
- Another reason is that through the program model study, elementary schools tapped in to the study bank of APU so most of the program model allocation went to elementary schools. These allocations were “optional” and dependent on building level requests.
- Additionally, at the elementary level, students are stretched across six grade levels (K-5) rather than three at middle level and four at high school. Therefore, scheduling for six grade levels and staffing for these many grade levels becomes challenging.
- At the Secondary levels, the majority of EL students are “Progressing” and therefore according to our plan, are staffed at a higher ratio.
- At the High School level, newcomer students arriving in our district have an impact on the APU allocation because we staff emerging students at a lower ratio. Smaller numbers of newcomer students are entering middle school.

The following letters were received at the May 22, 2019 Budget Committee Meeting

May 3, 2019

Dear, Dr.Grotting

Did you know that Exhibition is key to our and our students, it's inspiring and collaborative. We just can't get rid of **PYP**. It shows us how we can learn in different ways, it fills the gaps, it pushes us to our limits and find new limits. If we get rid of it we can't learn or take action to a topic, we can't find new facts and we can't show other people to take action. **PYP** is not just Exhibition, it's field trips to places like the oregon gardens to study the life cycle and to omsi to learn about far galaxies and stars.

In Exhibition I have learned that there are some people with nothing and shows me how lucky I am and how to interact with people.

In Exhibition we learned how we can learn and reflect and work in groups. But if **PYP** goes away so does that learning opportunity. I know it's about the budget reasons but school is learning in the best ways possible and **PYP** is the best way by far.

If **PYP** goes away, so do some teachers, Our teachers are important because they are the ones teaching **PYP**. So please keep **PYP** and our teachers.

Sincerely,

Jackson Jensen

West Tualatin View Elementary

May 3, 2019

Dear Dr. Grotting,

In today's world, children need to learn how to do things hands on with real life situations. Kids can do that with exhibition and pyp in schools. Kids can also learn about research skills, and self-management skills with pyp.

I have very much enjoyed my year of having pyp at this school and doing exhibition. I have learned many things that I never would have without exhibition. For my action I made an equality day at west tv. Many other kids can do stuff just like this if you continue pyp.

Although I am not very educated in how the school system works I think that we should let other younger students learn through pyp. Younger students should also be learning about problems going on in the world and make sure that they recognize how to help them. I hope that you take these points into consideration when making your decision.

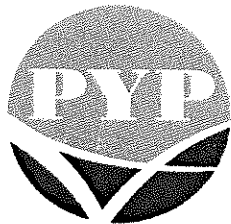
Sincerely, Henry Harris, 5th grader from West Tualatin View Elementary

Hello Doctor grotting,

Don't cut PYP! It has taught us so much! I have learned communication skills, life skills like gardening and public speaking, and much more. My favorite part of exhibition was gardening, I had know idea on how to even start! Then because of my hunger topic, I learned how and now I think I could make my own right now.

I also learned how to research. I only really knew how to take bullet points and write sentences, but now I know how to do: know/want to know T-charts, wondering sun charts, claim and evidence T-charts, and many more!

Please don't cut PYP, it has taught all of us so much and made us want to come to school, don't break our hearts by breaking PYP.



save

Sincerely,

Owen, form Mrs, Knudsen's class, West Tualatin View.

May 3, 2019

Dear Dr. Grotting

Today I would like to describe to you PYP, honestly I don't really like it because the Spanish is just another obstacle and im not getting anywhere with it. I also don't like that we cannot go to outdoor school because of PYP, my sister was able to but I can't. PYP is not my favorite solution to learning, the older way was more interactive but now I feel trapped kind of but I can't really describe it.

Can you imagine if they made PYPX more fun and let's you walk away with learning a lesson? I would think that would be more of an interactive experience. Just what I'm saying is that I no longer want PYP in the school. Even if I'm not going to be here next year, I don't want the next fifth graders or other people to deal with this. Though I understand why they made it hard but I don't like the way they approach it.

In today's world the learning way should be changed. The PYP System is not a good education system when I think about it. I want to learn a more fun way than what we are, i'm just saying that I no longer want to learn the PYP way. But if we do get rid of the IB education system we are risking some types of education from foreign students.

Sincerely,

Ryan, West Tualatin View Elementary

Dear Dr. Grotting,

You must keep pyp, students who have worked on it have enjoyed it, I loved it myself. You can't take away this program because it teaches and gives kids the experience of a project in the real world. This program fills kids with joy after they have accomplished a huge project like it. Especially for our school, who has been working towards it for five years. We understand that there has been major budget cuts in the school district but the teachers who work for pyp are hard working and you can't cut them. The innovation fair was spectacular. I loved that we could explore our own projects. If you cut pyp then you would take away all the fun that kids have working on their own creation. Exhibition was fun and everyone enjoyed it. Working on projects like these teach kids life lessons. We all want kids who are in younger grades to experience the innovation fair, exhibition, and all the cool subjects we cover like science, colonization, space, we want pyp to stay. I have learned so many skills from all the fun projects we do. I have learned some life lessons from exhibition like management skills, communication skills, and risk taking. This program is fun and school should be fun. If you take away this program then younger grades will never do it. They should be able to experience learning with pyp. Pyp lets us learn about things in a fun way. Younger grades should learn through the units like exhibition, chemical properties and physical properties, space and colonization, the revolutionary war innovation fair, Oregon trail, and much more . We will eventually learn these things but pyp makes it fun to learn about. We all want to MYP too. I have heard

about this program and it sounds very fun. I want to experience it and so do my peers. Please do not take this program away.

Sincerely, Parker Bailey

5th grader

West TV elementary

May 3rd, 2019

Dear Mr. Grotting,

My topic for Exhibition was Puppy Mills. I really enjoyed working with my team and taking action. We took action by fundraising dog supplies to donate to the Humane Society. The Humane Society would then use those donations to help the dogs that have been in a puppy mill.

Exhibition is important because it makes you think about all the problems in the world. When you know about the problems, you want to take action. And Exhibition lets you do that. It also develops team skills because you have to work with a team all the time, and you come up with ideas together.

Exhibition is also almost all student directed, and so it also teaches you responsibility because you have to make a lot of decisions, and that prepares you for middle school.

My favorite part of Exhibition was doing our action plan and presenting our work at the end. It was really fun because you got to tell other people about the issue, and since they were aware of it they could also take action. You could also see other people's work, and you knew how hard they worked. All together, Exhibition was a really great time, and I want other people to continue to enjoy it. Please let us continue Exhibition!

Sincerely,
Kate
5th grader
West Tuolumne View Elementary

Dear Dr.Grotting,

I have heard some news that the PYP program in the Beaverton School District will most likely be exterminated from here. Although I will not be attending my current school next year my brother will and I want him to continue the same type of education he has been receiving for quite awhile, he came to school when we were working towards having PYP and has been given the same mindset I have on global issues and controversial topics.

We have been challenged to learn new things in a way you wouldn't quite get if we didn't have things like Spanish and the innovation fair and learning historical moments like migration and colonization. Now, I have a sister who will be starting Kindergarten soon and if we eliminate PYP she will not have the opportunity to learn Spanish and learning new ways of thinking through the innovation fair, she wouldn't be challenged like me and my brother have been and wouldn't have any background knowledge on another language when entering the age where it is required for students to take classes regarding other languages like Spanish, and think of all the teachers who lose their jobs, sure, they get notified but it's hard to find good paying jobs nowadays and because of budget cuts, it could be harder to find a job for what they specialize in and students aren't exposed to things like this; they'll less likely be advanced in these subjects when it comes to middle school.

I think that we should keep PYP at our school because exhibition taught me valuable speaking skills, cooperation, and learning about the world around me. I want others to have that opportunity but without it we are unable to learn global issues in such an interactive and unique way.

Sincerely,

Kylie Goodwin, West TV

Dear Dr. Grotting,

What I liked most about most about Exhibition was the collaborativeness. It was fun working with my partner and mentor and the information we got. I learned a lot of new things that I never thought about and it also got me wondering and finding lots of new things about sports injuries.

My partner and I were sports injuries. Me and my partner have taken action by placing sign about preventing concussions and acl tears around where people play sports like at my school, Cedar Park, Mitchell Park and Commonwealth Park.

During Exhibition we took action which will slowly start helping world problems. Because we are taking small steps on world problems if we continue those steps will get bigger and bigger, so please keep Exhibition for the sake of our school and the community.

Sincerely,
Sawyer

5th grader

West Tualatin View Elementary

Dear Dr. Grotting,

I would like to tell you a little bit about PYP Exhibition. I have had fun and have learned a lot of new things over the past weeks. I have learned that one person can't do a worldwide problem alone. But maybe If we all Ban together we could figure out a way.

My topic I chose was plastic pollution because I wanted to know how much humans are destroying the environment and the ecosystem just by tossing a few plastic bottles aside. My partner was Adel and I could never have done it without her.

I have learned that it is more destructive when plastic biodegrade than when it gets produced. When the plastic degrades it gets into the atmosphere causing CO2 onto the globe trapping it which causes global warming. It changes seasons weather by bit. It also causes animals to die.

Adel and I had to get creative with what we did because there was no specific instructions on what to make. We decided to make plastic art sculptures to show kids that plastic pollution is a real threat to this earth and to the community.

We made plastic sea animals because that's where the plastic was mostly ending up. And when plastic gets into the ocean animals eat it. And so we need to spread the awareness that plastic is a big threat.

So please keep PYP to this school so kids will experience the same things that we did. And I hope you reconsider your thought about taking PYP away.

Sincerely Kaz

Lara

Dear Dr. Grotting,

Because if we have a question she can answer and she could help us. I like when we mating as agrop so we know each other. It was something important in my study live. Will I was saresh about hunger and writing about hunger. Grow sme pumpkin, sunflower and more food to sandit to the food bink. All people know that the food a affect people's live. Keep the earth healthy and keepat clean.

Sincerely,
Lara

Dear Dr. Grotting

Today I would like to talk about why the PYP Exhibition should stay. I know about the about the budget cut but I would like to tell you, as someone who went through the process that exhibition is a very fun way for kids who are in fifth grade to take action against a topic that they are most passionate about. My subject was Puppy Mills and I learned a lot about them. I am most passionate about animals and other kids can take action on what they feel is most important to them. We hope we have convinced you to try to keep Exhibition if not read on.

Exhibition is important because not only does it lead to action but you also learn to better work with a group and you learn about a global issue. With the global issue you and your team are faced with you then research it independently. This is important because once we become an adult, we find more global issues that affect us and the economy more and more and exhibition preps us for that time. We set up a drive in our group to help get rid of puppy mills. And because of that drive, not only do we know other people care about getting rid of puppy mills, but also we got to do something most kids don't think they could.

I hope you are convinced to keep exhibition, if not read on. Exhibition helps us learn many skills, including collaboration, research, and self-management skills. All are important to learn. You also use a creative way to show that we care about our topic, like a painting or a skit. If we don't have Exhibition then how will kids know about things that are all around them, things that hurt the economy. Please do all you can to keep Exhibition, I am very sure that the fifth graders next year would appreciate it.

Sincerely,
Grayson Patton, West T.V fifth grader

May 3, 2019

Dear Dr. Grotting:

I think that Exhibition is fun and that Exhibition is a time to learn new things.
What I liked about Exhibition is to learn new things with my friends.

How I was challenged was when I first heard about puppy mills I thought "what's so sad about puppy mills. It sounds easy to do." but then I signed up I was like "bad idea." But when I look for more i was like "this is not a bad idea."

Puppy mills are bad and we should get rid of them.

Sincerely,

Wyatt hunter hailey west TV

Dear Dr. Grotting,

I have heard, that you think that PYP (Exhibition) should be scrapped because of the budget. Exhibition should be kept! It is a great way for kids to take action, and to learn about big issues. Even if you just spread awareness of an issue, its enough. And it makes you feel like you made a difference. Because of my exhibition, more people will be safe. Because of my friend's exhibition, the food bank has more food to provide, and our gardens will soon thrive! This has been a really big, and really magnificent unit of learning. And it's not just exhibition.

PYP by itself is amazing. I came to this school in fourth grade, and the stuff we learn here is very unique compared to how I learned in California. And it's so fun! Learning with PYP is a great experience. I never learned spanish in California. So many people here, think that spanish is a useless class. However, I have learned so many phrases and words, that I can strike up a conversation with someone that only speaks spanish.

Here, I'll give you some examples of what happened because of my classes' exhibition. Parks are cleaner, homeless people have more resources, birds have homes, dogs have toys, elders have happiness, our school is having equality day, people know what cyberbullying is and how to protect against it, football players know the injuries that they should avoid, the oregon food bank has vegetables coming from our school, and so much more. PYP is a good thing.

When I presented to fourth grade, every student looked very interested. It was clear, they wanted to do this unit. They wanted to do Exhibition. If you scrap it, they will never get to do it. It is a great unit of learning and I really hope YOU choose to keep PYP. Thank you for reading my letter.

From, Lucas a fifth grader from West Tualatin View.

Dear Dr. Grotting,

Hello! I am A fifth grade student from West T.V. Our class believes we should not take exhibition away (PYP). Here are some reasons why. Exhibition matters to me as a learner because I learned a lot of new things throughout this process. I learned that little actions can make a big difference because since we are kids, we can't take big actions and change the world but if we all do little things, we can help our issue and maybe even destroy it.

One of my favorite parts of exhibition was that we all got to be creative in our own ways. I liked that we got to pick our issue that we are passionate about but also we got to choose the way we expressed our feelings through many different ways. I loved taking action and doing our presentation because I got to make brochures and paint cute dogs for my presentation (my group was puppy mills). Exhibition let all of us express our feelings about the issue and use our creativity instead of being forced to write an essay.

This exhibition has not only helped us students learn about an issue but we also got to help others. We all took action to help the issue which helped other people. For example, the homelessness group collected donations and gave them to a homeless shelter. That could help so many people without food or a home. We did not only help ourselves by getting knowledge but we helped so many people that didn't have an easy life. Exhibition is so important because we helped others but if it got taken away, those people may not get helped.

We were also challenged from the hard work of exhibition. It was twelve weeks of non stop researching, taking action, and organizing our presentations. It taught us that hard work pays off. We were challenged by the stress of getting everything organized but also challenged in the way that we felt good that we worked this hard and how proud our teacher was. We don't think that challenging is hard and stressful but it teaches us that we have to work hard and that we will be proud of ourselves when done.

As you can probably see that exhibition is very important to me and to the other students. I understand that money is an important issue and is very hard to solve when in the conflict but please find a way so that other students get to do exhibition like us. This is a very challenging and entertaining project so please, find a way that we could do exhibition for a few more years.

Sincerely,
Kalani Dehnert

May 3, 2019

Dear Dr.Grotting,

Hello my name is Gianna Liles. I am a fifth grader at West T.V. elementary, and am here to inform you on my experience with exhibition.

Exhibition matters to me as a learner because I feel kids need to know the global and local significance of the problems happening in the world around them. My favorite part of exhibition was working in a group that had my friends in it for almost three months. I feel that younger kids would love that as much as I did.

My group and I have taken action by making an equality day on may tenth, at West T.V. We hope that this will encourage people to take action for many years to come.

My group was creative because we wrote skit to express our feelings on gender equality. We also made our own t-shirts with six different gender symbols, we wore them during our skit to raise more awareness about how many different genders there are.

I was challenged in many different ways. From not knowing what to wear to my presentation to memorizing my lines of my skit. Kids need to be challenged with big and small problems to be ready for the problems that they will face in the rest of there school career and in there adult life.

I say we **need** to keep PYP in west T.V. because kids need to have experiences like this to be successful in life!

Sincerely,

Gianna Liles,West T.V. fifth grader

Dear Dr. grotting,

Today I would like to describe to you Exhibition. Exhibition helps us learn in a lot of different ways. We have to Reflect, Choose, and Act. We have been trying to have PYP for 5 years it took a long time to get so we should get more time to experience PYP. PYP helps expand our speaking skills and team work skills. We have to pick a topic we are wanting to fix. I picked habitat loss because I love animals, and I don't want them to go extinct.

Can you imagine that you were one of the teachers who have been working really hard to get PYP and again, it is going away already. We want to keep PYP because it helps us take action as a kid. Some kids think they can not make a change. It helps them realize that they can make a difference starting with them, and then other people will do maybe do the same as you.

PYP is a really fun time because you get to have a topic you care about and actually want to do something about it. PYP is a great learning experience because you have to learn how to split the responsibility with other people. My favorite thing to do in PYP is to research and do the action. We did a lot of work but is was keeping us busy and have to do things without the teacher telling us what to do.

We had to have self management skills, collaborative skills, research skills, and thinking skills. PYP helps us have those skills as a kid. PYP is challenging because you have to have a draft with you members and not accidentally delete their writing. We had to email our mentor what time you would be available. I think we should have PYP again.

sincerely , Julianne

5th grader from West Tualatin View.

Dear Dr.grotting

Please don't take PYP away it matters to me and all others it helps us learn that life is not a good place, animals are dying, people are being misgendered, and we need to take action and pyp helps us take action.We love PYP and every thing about it the writing,the projects.And much more.and we still need are spanish teacher we need all are teachers to learn to get jobs.How would you feel if you couldn't learn. Or if you were a teacher and you got fired because they took away something that you were apart of. We learned so much about animal abuse/habitat loss all around the world. how it affects are lives and the animals lives.And how it Affects the environment and the world around us and are Community,It also shows us that a small thing can make a big differences in life.

Frome.lexie

Greetings Dr. Grotting,

I would like you to know about why I think exhibition should not be taken away. My first reason for exhibition not being taken away is because without it when fifth graders would grow up they would not know how to act if they faced a real world problem and would back away so the problem would not get fixed as quickly and would have more time to change the world.

My second reason for keeping exhibition is it teaches fifth graders how to work with difficult people in a completely different way you have to work with them to get things done. It also teaches kids how to talk in front of people to make them aware of things that are happening around the world and to question what they are doing.

From Adel west t.v 5th grader

Dear Dr.Grotting

For the the past 12 weeks of doing PYP, it made me step out of my comfort zone and learn different things. I worked in a team of three, struggling, and cooperating. I saw the world in a new way, not deathly, or perfect, because everybody got problems.

As a kid I thought there was nothing I could do to help, PYP showed me that a small action can make a difference, kid, or not. At the end of the day I realized that I can make a difference, we can make a difference. PYP shows kids (hopefully also the kids to come.) that they are able to make a difference.

Please let the kids to come feel these same feelings and be the best they can be, and show the world that they can make a difference, so let's keep PYP and show kids that they're powerful!

Sincerely, Lila .D

Dear Dr Grotting,

Can you imagine if something you love like Exhibition is going to get cut down so you can't enjoy it anymore! Here at West Tualatin View Elementary I have learned Exhibition is very important. You might be thinking why, well here's why: Exhibition has been my favorite thing all year cause you get to interact with other people and learning about things in the world and how you can take action.

Me and my team have planted some plants in the garden boxes. Once the plants are fully grown we are going to give them to the food bank. There are also some challenging things in Exhibition. One challenging thing for me is when we were getting ready for Exhibition presentation because I had about 2,000 butterflies in my stomach but after I was 10 to 20 minutes they were gone.

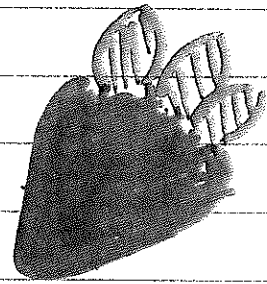
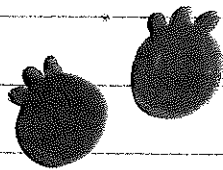
You might think that: Exhibition first made your team grow plants to give to the food bank but that's not all we made plants to grow and give to the food so that more people can get food for a change. So all I want you to do is bring Exhibition back to West Tualatin View .Thank you Dr. Grotting

Think about all the responsibility the kids need to know. Well PYP teaches almost all the responsibility that they need to know so I well say it again. Please put back **pyp** and **myp** so all kids can enjoy.

Sincerely,
Luther Brownell
West Tualatin View Elementary student

Two things you all
know about me

Please Consider to
Keep Spanish. We love
Spanish and we don't
want Maestra Dance
to leave. She is super fun
and chearful.



Please Keep Spanish.
It is important to learn
something new.

From,
Liam

To: Beaverton School district

Dear Beaverton School district

We have just learned that Spanish will be gone from our school next year.

But why? Me and my friends love our Spanish teacher and learning the language. We want to stand for education. We want to stand for our teachers who will lose their jobs and our teachers who make our life better in so many ways. We want to stand for their rights and ours. We have the entitlement to education, our teachers have the entitlement to jobs. To spread their knowledge.

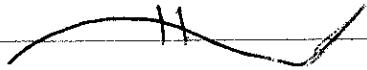
Please hear us. We need to be heard.

Thank you...

- Meina M. Finneki

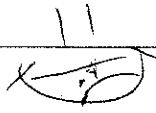
grade four (4) west taularin
veiw school (w.T.V)

From: West IV Along M. Koch



School District

To: Beaverhan

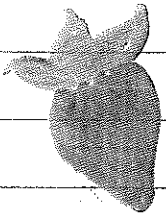


Dear Beaverton,

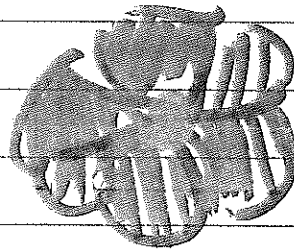
Please don't get rid of Spanish.

It is fun ~~to~~ to learn a new language.

We could use our track money to pay our Spanish teacher, Maestra Dancer. She is super fun sometimes introduces new games.



Fresa
(Strawberry)



I hope you will reconsider
so we can keep Spanish!

From,

P.S.

Please
CONSIDER!

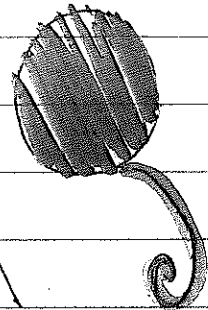
Fiana

fan

Hola, this is a ~~tover~~ in spanish. My name

ASIMMS

DEKED



Dear, Beaverton School District,

We need to keep Spanish class. Spanish is teaching us valuable skills we might need to use one day. If Spanish were never here I would not have learned one of my favorite Specials. Aside from all the Specials Spanish teaches us so much more. And it gives us new knowledge everytime we walk through the door. Spanish is amazing and without it, it makes me sad to think about a school without Spanish.

Sincerely,

Alexa,
(west TN.)

Why we should
keep Spanish!

we need
Spanish!

it's

amazing!

best
for
special!

Dear everyone,

I love spend. And I have so
many great memories in that
class room. Please someone

Sincerely,

Lay

All of may be observed

Dear Beaverton School district,

We need to be heard, we need to have Spanish now and every year ahead of us. I think Spanish does not get the proper respect it should. Every time I walk into Spanish I know I'm going to gain more knowledge and have fun doing it. It helps us gain valuable knowledge we will probably have to use in our lives. Spanish is the most valuable enrichment we have. I love Spanish and so do so many others. If I could save one thing at my school it would be Spanish class. Everyday I wish I would have Spanish everyday ahead of me. We need to be heard we need to save Spanish. I love it so much and I don't want to lose it.

Please hear us,

Alexa, (west T.V.)

Flip over →

May 2, 2019

Dear Dr. Grotting,

We need to keep PYP because we all love it and we all have had an amazing ride. We had our Exhibition presentations last night and we are celebrating today. I want other kids to feel the joy and excitement of Exhibition and PYP and know that they have helped in their community. I made a film on gender inequality with a team of 2 other people, used a green screen and had scripts, and we wrote speeches on gender inequality. I was hard, but worth it.

I have a little cousin in this school & she is like a sister to me so I want her to experience PYP and Exhibition. She is only 7 years old and she went to Exhibition night last to see my presentation and she even videoed my presentation because she wanted to do it herself. I want her to leave a piece of herself at West TV just as I have in these past 12 weeks, I want to see her help her own issue and make a difference just as I have in my project.

It is not fair that you are going to fire teachers and take away PYP leaving the younger generations with no knowledge of what they could have done to help an issue, learn about global/local problems and who they want to be as a person. Please stop and think: you need to give the younger generations a chance at PYP and give my little cousin a chance to experience this. She and all the other kids in this school need this.
Sincerely,

Katelyn B.

Dear Dr. Grotting,

This is about the school budget cut and the firing of 200 teachers. This is going to affect me and everyone else in the BSD school district a LOT. You've been to school before, right? Imagine putting 5-8 new kids in your classroom. That's what you're pretty much doing to us. Oh, yeah and taking away fun projects at the end of the year.

For me that was exhibition, which was by far the best part of the year. I got to have fun, learn about extinction, and help prevent extinction of species by removing invasive species to help native ones survive.

All at the same time. Now, I can't because you are taking money from the schools.

The taking of the money also makes us have less field trips. You're also not doing this to one school (which can be a lot of people), but thousands of kids across Beaverton. Think about this happening to yourself. You're making school boring; putting a bunch of bored kids in one class together and making our teachers lose their jobs.

So please don't fire 200 teachers and cut our budget and make school fun for once.

Sincerely,

AI

May 3, 2019

Dear Dr. Grotting,

In today's world children are not getting the right type of learning. But PYP has changed that for me. I have family and friends that I feel should get the same learning experience that I have. PYP allows us to learn good life skills. And Exhibition has taught me a lot of things.

In Exhibition everyone chose a topic that they felt was very important to them. Our teacher assigned us to groups that we would work in for around two months. Working with people you didn't really know before allows you to make new friends and learn about each other. In our group we learned about animal abuse.

For Exhibition we chose how our project would look, which allowed us to be independent. Independence is just one of the very many life skills I have learned from PYP. And with this independence, we got creative. Our group did an interactive poster using Makey Makeys.

There have been many challenges along the way, such as deadlines. There was one deadline where our final project was due a week before Exhibition night. But our teacher knew that if she put the deadline the day of some projects may not be done. That was another life lesson I learned.

PYP has taught me so many different things and I think that everyone should get a chance at this.

Sincerely,

Kylie Kuns, West Tualatin View Elementary

May 3, 2019

Dear Dr. Grotting,

Today I would like to describe to you how Exhibition matters to me. To me it was a good social experience because without exhibition we would just working by ourselves, and trust me I made friends to people I had barely talked to my entire life. Also it challenged creativity and speech skills. Do you want to take away something that is useful a kid's entire life?

When I did exhibition I learned about Urbanization, Gentrification, and Income inequality. And I found out how big these issues are and there overlooked most of the time and that we need to stop it and we were lead into taking action to try to stop this issue.

Also in exhibition we have learned about global issues and how we can take action and solve this horrible issues. And we learned how to take responsibility for our project and work.

Can you imagine going to other countries without speaking a single word of their language? That's why we need our Spanish teacher to learn other then just English. In today's world we don't know enough of a different language. How can we possibly take that away?

And that's why we need PYP for our siblings and other students because everybody needs to learn these important things about the world.

Sincerely,

Skylar Martin

A student from West Tualatin View Elementary.

Date May 3

Dr. Grotting,

I would hate if you shutdown pyp because kids need to learn. I have learned so much in exhibition stuff that I can't learn anywhere else.

I have been studying gender equality with my group Layla, Lucia. I have learned about gender equality and I learned that everyone needs to have equal rights and that men and women that need to be treated the exact same no matter if you're transgender, gay, or lesbian. I learned that everyone needs to be equal.

This PYP project made me feel happy, empowered, and energetic. At the very end of exhibition, I did a play in front of adults and kids. I even gave a speech. This gave me courage.

And I got a great opportunity and it took pyp to do it. Please do not shut this down! We need it to learn to become minds. You are not only affecting kids, you're affecting adults. You're taking down their jobs, you're taking that away from them, and if we don't have jobs you're affecting their homes.

Sincerely,
Aspen

May 3, 2019

Dear Dr. Grotting,

Today I would like to tell you about Exhibition. It all started when Mrs. Youm told us to write down what mattered most to us. I choose art to write about. I went into this zone where all I could think about was art. Afterwards, we choose a problem that affects me, and the issue was that the Beaverton School District isn't keeping art in school.

This is a problem because art helps kids grow, and it helps us understand more. It just makes school more fun. After we were partnered with the people that choose the same topic, and after we researched about the topic, we then made a plan of action. We made a website.

On the website we talked a bout the problem and how they could help with the problem. We included a how to draw page with how to draw and tips. We also collected sketchbooks in our class room and posted it to the website. For the final project we went in front of the school and asked for art donations. After we collected the art pieces and made a gallery on exhibition night. Everyone got to see this gallery. It was magic. Please don't take that magic away for the other kids.

Sincerely, Piper W, West Tualatin View

May 3, 2019

Dear Dr. Grotting,

For Exhibition my partners and I made an interactive poster to share with other students and parents. Exhibition matters to me as a learner because it taught me how to work with a group that I didn't enjoy to be in. My group wanted to play and have fun while doing our project: it was really distracting for me and I couldn't get most of my work done. Exhibition taught me to deal with different people who want to do different things from me. What I liked most about the entire exhibition was that everyone participated in the project and did something to help improve the project.

The ways I was challenged was working with my group I don't enjoy working in a team, I like to do independent work like when we each had to write 3 paragraphs of an essay on our own but we researched by ourselves. All the other times we mainly had to work in a group and decide what to do for exhibition. We had to work as a group when we finish up our essay and when we had to talk about what to do for an action.

During exhibition my partners decided to make homemade dog toys and then donated them to an animal shelter. Our actions affect other living things' lives because then the dog toys might stimulate the dogs. The responsibility to take care of the planet is that everyone should be educated to make good decisions in the future instead of making bad choices that ruin the earth.

Sincerely,
Kate Ancheta, West Tualatin View Elementary

May 3, 2019

Dear Dr. Grotting,

I am writing you this letter about the Beaverton School District's budget cuts. I want to tell you that we should keep Exhibition because it is the kind of education we students need. It teaches us how to take action and solve a global problem. We need Exhibition because global issues are getting worse and kids need to know how to stop them. Exhibition is also a fun way to learn and taught me a lot about teamwork and cooperation.

We need the next generation to do Exhibition because they need to learn and take action for global issues. Exhibition also challenges me to share my learning about homelessness. We need kids to help for global issues because 17.5 percent of Beaverton school districts students are homeless.

Exhibition doesn't only affect students it also affects adults as well. It can convince adults to take action and help. Can we please keep Exhibition, Dr. Grotting?

Sincerely, Noah Hackett West Tualatin View Elementary

May 3rd, 2019

Dear Dr. Grotting,

Dr. Grotting, you want to cut pyp out of the Beaverton School District. Maybe you don't realize that many people rely on the jobs they have as pyp coordinators or language teachers? If you cut the pyp program out of the Beaverton School District, it would cause many people to lose their jobs and scramble to find a new one. People are relying on you to make the right decision. Are you?

Here are some reasons why we should keep the pyp program. For one thing, it would make it so our younger siblings and students in the lower grades would never get to do exhibition. Exhibition taught me so much stuff that you can't learn in a textbook, even if you tried. It taught me about the history of my topic of gender equality, how people are being affected, and the emotions of people. Exhibition also let me interview people who have been affected by gender inequality. I got to interview with a judge because of this program. That's not the type of experience you can get out of a textbook.

Exhibition definitely was hard, but if it was easy I would not have learned anything. Mistakes make you stronger. Do you know it's scientifically proven that you don't learn when you get something right but you will learn when you make a mistake?

Exhibition was such a fun experience as well. I got to really closely connect with my classmates and teammates. During exhibition, when I was studying gender inequality, I learned that women recently got the right to vote and that gender inequality is still going on.

Dr. Grotting, you can do whatever you want after this. But I hope you understand that one mistake could cause so many people to lose their jobs. Education should never be delayed. Lowering our budget would cause so many kids to have their education to be delayed. Or at least, an education is the way I got mine, delayed or non-existent.

Sincerely, and I mean that as I do hope you take my words into consideration,

Lucia Alvarez Mrs. Youm's 5th grade class

Dear Dr. Grotting,

I was learning about deforestation with my group and mentor teacher, Mrs. Adams at West Tualatin View. For exhibition, we researched our topic and then took action and then gave a big presentation after approximately two months.

First off, I would like to tell you that exhibition was an incredibly fun experience. It allowed us to become global and local learners that went out into our community to help solve big issues. After exhibition I felt stronger and more confident about my learning skills, and overall, just human skills. I have learned many important life skills such as public speaking and working efficiently in group settings.

I feel that kids should be able to express themselves through the arts and not be forced to do one thing in one way that was read out of a textbook. Although exhibition was challenging, it was completely worth it. I now feel more confident in my ability to express myself through art and even writing. I used to be relatively afraid of going up on stage and talking to many people but now it is the opposite. I now actually enjoy talking in front of many people.

When it started to do exhibition just for the grade but I now realize what a positive impact this project has made in both 5th grade classes. If you work hard enough on exhibition it will be an extremely rewarding experience.

Exhibition is a great way to form trust and friendships within school and outside of school. I very much enjoyed talking with people about my project. This has developed me as a learner and as a person and I strongly hope that you keep exhibition and the PYP program in schools so future generations will get to enjoy this.

Sincerely,

Scott Dwyer from Mrs. Youm's class at West TV

May 3rd, 2019

Dear Dr. Grotting,

Today I would like to describe to you how I learned what matters and about homelessness during Exhibition. My favorite part of Exhibition was when I took my action. My team visited the Good Neighbor Center, the largest homeless shelter in the Washington County. We took a tour around the building to see what it's like to live there. It has a lobby, donation room, dining room, kitchen, living room, classroom, and a hallway of rooms. Our tour guide, Robert, went around, explaining what the rooms were for. It was fun for me because I personally enjoy looking around buildings learning about interesting stuff.

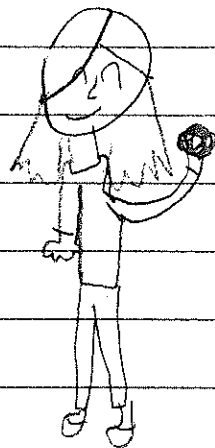
I was creative about my presentation because my team set up a tent to have people feel what it's like to be homeless on the streets with barely any food to eat. We also did a public service announcement to show what we learned in our 12 weeks. We used fans to represent the cold air and sound of passing cars to create an environment like the outdoors. This way, people can actually experience it's like to be homeless.

Exhibition matters to me because I learned a lot of attributes going through Exhibition. I learned how I can be a communicator, reflective, balanced, inquirer, open minded, and risk takers. I learned that I have to be very open minded to my teammates because when my team had an argument, my teammate had to give in to the two others so we could be successful in our project. I was a very strong risk taker all of the time because Exhibition required a lot of courage to speak in front of hundreds of people who are asking questions to you. I had to be balanced because Exhibition required much of being balanced at home and managing my time for homework and family.

Sincerely,

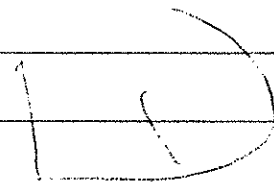
Mana Yamazaki from West Tualatin View Elementary School

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Our
Spanish!

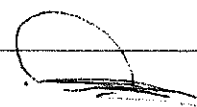
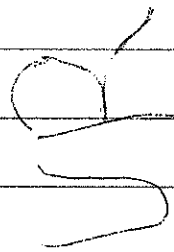
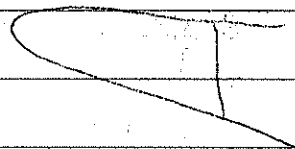
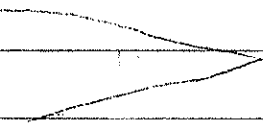


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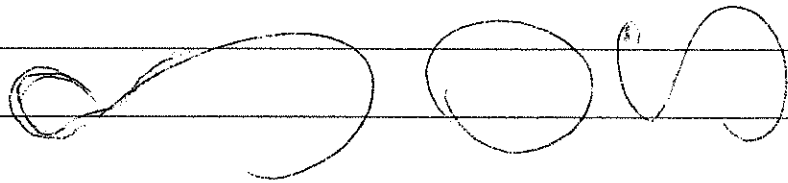


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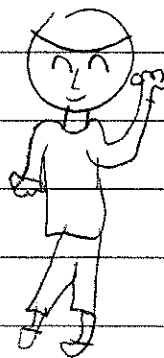


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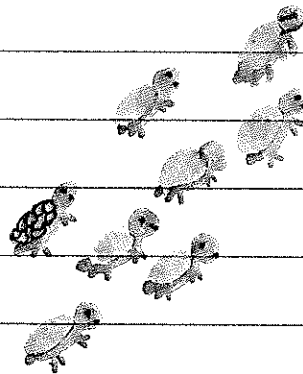
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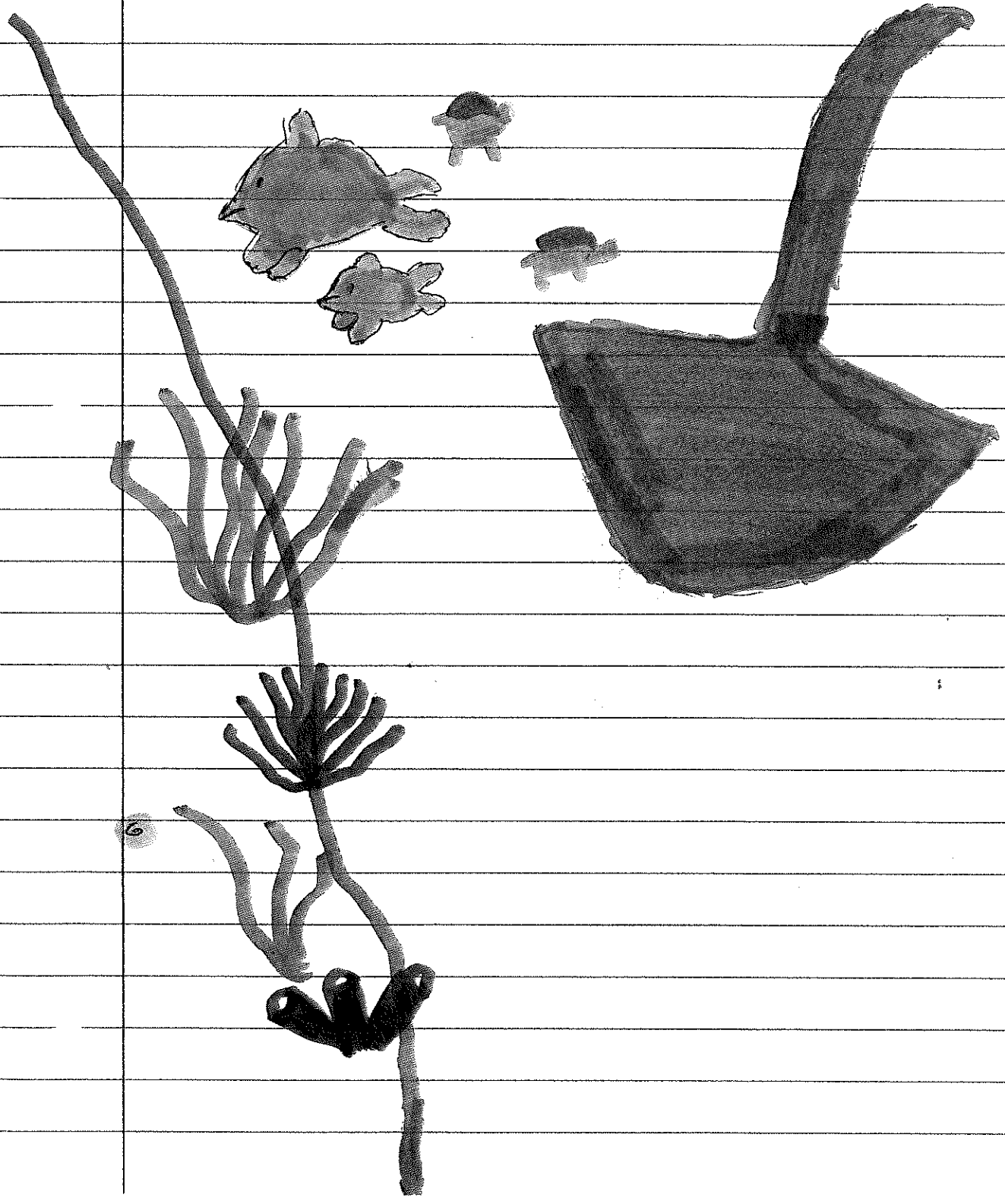
~Ellie

Save our Spanish!

Please don't take Spanish away
from me because



S.O.S. Save our Spanish



Dear Mr Grotting
I don't think that Exhibition/
PYPX should be taken
away from Success. It was really
fun and I enjoyed learning
about my tool on home lessness.
My partner and I took action
by making a donation drive and
all our donations are going to the
Portland rescue mission shelter. Witch
could make a big difference to one
homeless person. And I think that
anyone can help out and make
a difference. The students in 5th grade
next year probably would enjoy
Exhibition/PYPX. I hope that Exhibition
will be here next year forever
because my sister would enjoy
it.

Sincerely
Sofia 5th grade west A.V. elementary.

P.S EXIBITION SHALL STAND
FOREVER!

Dear Dr. Grotting

Today I am describing your PYP. I strongly love PYP. It allows children to learn all great skills. For example: writing skills, collaboration skills, and many other. With PYP it always helps people to get out of those shells like me.

Second, it allows kids to make a difference even though they're not a adult. I personally felt it wouldn't make a difference and then it did. Without PYP, children will not engage and collaborate, instead they will be forced reading a text book.

I really had a great time doing PYP. I hope eventually my siblings and other kids do PYP like I did. It made me feel like I could make a difference. Thank You!

Sincerely, Tyler W., a fifth grader from West J.V.

MAY 3, 2019

Dear Dr. Grotting,

I am Olivia 5th grader at west IV Elm. I hope that you will not take my p. away. I have got to make new friends and learn new things about the world. And look back at the last 12 weeks, I feel happy that I got to dive deep into a complex issue that not only impacts my community but impacts the world. My issue was Homelessness and I can easily say that I have grown as a learner as well as a partner and contributor. I think that we need to have the youth learn about all the global issues, so that when we are not just aware but can take action and some day hopefully change the world for the better. For we are the next leaders and I know for a fact that my family and teachers have always told me to be a good reader and make a difference always. Ehssein has called me by stepping out of my comfort zone and giving a presentation to the school. Something that I would have never seen me do, if we didn't have Ehssein. I know know so many more facts about homelessness like did you know that in the beverton school district there are 2236 homeless students and that in the district there's going to be more teachers that are going to be fired like my Spanish teacher misra dance and the pyp specialist at my school named Mrs. Bailey so please before making any decisions think about all the people people you affect like students teachers as well as family so please call you

do is just take a moment to read
Waters at Stack than that will make
a difference not only in my life but
the whole school district will shine
So thank you for taking the time to
read my leader

Sincerely,
Olivia Bejarano
5th grader
West T.V. Elm

Dear, Dr Grotting I would not like if you took PYP away we learned so much it would not be fair for the fourth graders that won't be in 6th grade and not do PYP and Exhibition we learned how the world works and who we are and lots more and that was so fun its so important to my teacher and my class we wouldn't ever waste our time we would always work so hard we actively need to learn about this we worked so hard and put all our time in to this you can't do this it would not be fair so please can you not take it away from our school and other schools that really had a great time learning about it and it helped me open up and to talk to others without PYP what will we do please dont take this away

Sincerely Kaiya