



**PARKROSE SCHOOL DISTRICT NO. 3**  
10636 N.E. Prescott Street  
Portland OR 97220-2699

**Budget Committee Meeting**  
District No. 3, Multnomah County, Oregon  
Wednesday, May 8, 2013

**M I N U T E S**

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The District Budget Committee of School District No. 3, Multnomah County, Oregon, convened at the Parkrose School District, Administration Office in the said District, County, and State at the hour of 7:00 p.m. on the date hereinabove shown.

**1. Call to Order – Budget Committee Meeting – 7:00 p.m.**

Chair Alesia Reese called the Budget Committee Meeting to order at 7:00 p.m. and welcomed everyone in attendance.

Members present were: Alesia Reese, Earle DeKay, Aimee Horton, Ed Grassel, Thuy Tran, Katie Larsell (arrived at 7:30 pm), David Horton, Dave Carter and John DiPasquale. James Woods was absent.

Others in attendance: Superintendent Dr. Karen Fischer Gray, Director of Business Services Mary Larson, District Administrators and Budget Committee Secretary Becky Nino.

**2. Approve Minutes 5-1-13 Budget Meeting – Alesia Reese, Chair**

Chair Reese called for the motion to approve the minutes from May 1, 2013 budget meeting. Tran/Horton moved to approve the minutes from May 1, 2013. Chair Reese called for discussion. Hearing none, the motion to approve the minutes passed unanimously.

**3. Questions/Responses & District Information – Dr. Karen Fischer Gray, Superintendent & Mary Larson, Director of Business Services & Operations**

Director of Business Services & Operations, Mary Larson presented questions generated from last week's budget committee meeting. Kathy Keim-Robinson, Director of Student Services and Michelle Markle, Director of Instruction presented responses regarding their respective departments. Questions submitted from the committee, along with the responses, are below:

**ATHLETICS**

What does it mean that the middle school is going to club sports and that water polo at the high school is going to club sports? I am not that familiar with that term. What is the impact on students and parents?

*Club sports means that the funds to support the sport is no longer in the district's General Fund but paid for by parents, sponsors or other outside funding. Water polo is not in most districts' budgets, as it is not recognized as a sport by the athletics association OSAA. Students will still receive recognition for their participation. A district sponsored club sport does not impact a student's ability to qualify for scholarship opportunities.*

Please break out cost savings at the high school of each sport and each coach we are talking about eliminating. I apologize if this is already in the paperwork, I am unable to locate it.

*Document will be part of presentation.*

What is the participation rate in middle school sports, can you compare it to those at the high school? By participation rate I mean if 100 students participate in high school sports, and there are 1000 students at the high school, the participation rate would be 10%.

*Middle School sports has about a 30% participation rate. The high school, slightly higher.*

If Middle school sports are run through the intra-mural system how are they funded, where are practices held and how is transportation to games handled? Does the burden of paying for them fall upon the families that can afford to participate and thus make it impossible for some students to participate? Will practice locations and transportation to games be similar to what is offered through the school district? How many children

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participated in 2012-2013 middle school sports? Many students attend school to participate in extra-curricular activities and sports. Can you explain the impact of cutting middle school sports on student achievement and possibly on future graduation rates?

*The schools set up competitions within the school population and sometimes with other intra mural schools. Most middle school sporting events in East County are intra mural. We still will have about \$4500 in intra mural funds for middle school sports to pay for supervision. There is no transportation provided. No cost for families—it's free.*

Does cutting an Assistant Football coach and an Assistant Track coach at the high school reduce the number of students who can participate in these sports?

No.

**SPECIAL PROGRAMS**

What programming is in place for TAG kids and what actions has the District taken in the last 3 years to support those efforts?

*The district follows the requirements of the laws addressing services for TAG students. We screen all 2nd & 6th grade students, evaluate all nominated students and develop annual TAG educational plans for each TAG student. In the last 3 years we have focused TAG Coordinator meetings on developing resources to assist teachers to develop TAG plans and we have focused on identifying traditionally under-represented populations including ELL students. We have provided information to parents and staff through newsletters several times per year.*

How many students are in the program? What is their success rate and how many go to college or to careers?

*The district currently has 116 TAG students. We do not currently have a system or a budget to track post HS outcomes for TAG students.*

What does the TAG budget support? Does it support testing?

*The TAG budget is from the general fund. There are no federal or state dollars for TAG. The district pays for Extra-duty stipends for TAG Coordinators. The district has also paid for testing materials to identify TAG students.*

The "Superintendent's Budget Message" states that in addition to teaching core reading, writing, math and science requirements, our schools must provide Special Education, English Language Learners education and Talented and Gifted programs. It appears that great efficiencies have been found in the Talented and Gifted Program with a district wide proposed 2013-2014 budget of \$10,170 (fund 1212).

Could someone speak to the efficiencies of the Talented and Gifted program and if some of these efficiencies could be utilized in the Special Education program with a proposed 2013-2014 budget of \$3,147,837 (funds 1221 and 1223) or English Language Learners program with a proposed 2013-2014 budget of \$682,297 (fund 1291).

*Requirements for TAG include identification and development of a TAG plan that classroom teachers carry out. Special education requires specially designed instruction and related services and supports designed on a student-by-student basis, in order for the student to make meaningful progress. The ELL program requires explicit instruction in English Language Development to assist ELL students to become proficient in English, while they are learning academic skills as well. To meet these requirements, the district needs to hire special education and ELL teachers and specialists like Speech therapists.*

How many students are being served in each of these three programs?

*TAG: 116 students Special Education: 445 students ELL: 588 students*

Why does the Special Education Program cost more than 10% of the General Fund budget?

*Special education law requires each decision-making team to make special education plans on an individual basis of what each student requires in order to benefit from his or her education. 14% of Parkrose students were identified as students receiving special education in Feb 2013. Although each special education student generates twice the amount of state school support funding, the district is responsible to provide what they require despite the cost. This can range from 90 minutes/month of speech therapy to placement in a specialized school setting for a student with multiple disabilities.*

**Educational Programs**

AVID Is this program simply the New Math? How many students participate and at what cost?

- AVID has been showing positive results since 1980.

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- *We are taking a school-wide and district-wide approach, which means 100% of our students benefit from AVID.*
- *AVID Schoolwide Leadership: sets the vision and the tone that promotes college readiness and high expectations for all students in the school.*
- *AVID Schoolwide Systems: when systems are in place that support governance, curriculum & instruction, data collection & analysis, professional learning, and student & parent outreach to ensure college readiness.*
- *AVID Schoolwide Instruction: when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st Century tools to ensure college readiness for all students.*
- *AVID Schoolwide Culture: when the AVID philosophy progressively shifts the system of beliefs and behaviors thus increasing all students meeting college readiness requirements.*
- *Average costs each year are approximately \$90,000 plus travel expenses, see this chart for more details*

ACE Academy? Other fine programs that cost extra?

- *ACE is still up and running and supported by our East County consortium of districts. Parkrose consistently fill more than our allotted slots.*

What is the cost savings of 1/2 day Kindergarten compared to full day kindergarten? Would it be possible to remain at half day until we have more funds to fully fund this program before the mandate?

*See below*

Does full day kindergarten have a positive impact on our students and does that outweigh the cuts that all other students must face? Can you show an increase in OAKS test results for cohorts that had full day kindergarten when compared to those that did not?

- *We do not test until 3rd grade*
- *Half Day Kindergarten would leave room only for rigorous academic content. Full day allows for more teaching of social skills, school readiness, collaboration, and builds to the stamina needed for first grade and beyond.*
- *Reports from parents of ELL students indicate a stronger base of the English Language in children who attend full day vs. half day kindergarten*
- *Research indicates both Positive Academic and Social / Behavioral Implications, see handout.*

Could the cost of full day kindergarten vs. half day kindergarten be explained? In the "Budget Reduction Options/Consequences" document provided to the budget committee the cost of going from a half day to full day of kindergarten is stated as \$380,000. Assuming there are 9-12 kindergarten classes in the district and a teacher's total compensation is estimated at \$100,000, it seems like reducing kindergarten from a full day to a half day would save half of a teacher's total compensation for each class and would be closer to \$450,000-\$600,000.

*For 2012-13 fiscal year, the cost of full day Kindergarten program is \$1,049,965. Half day would be \$524,983. This is based on 11.5 fte. Assuming that it is the same number of fte for 2013-14 total cost is \$1,137,670. Half day program would be \$568,835. That savings would have to be reduced by approximately \$42,203 for a minimum of one transportation route for each of the elementary buildings. Net savings would be approximately \$500,000. The savings can vary from who is staffed for those positions. For the current year and projected next year staffing has a range of salary from \$38,781 to \$70,218. Payroll costs range for these employees of \$26,913 to \$40,916 and is not dependent upon higher salary, higher payroll costs.*

Please explain any pros or cons you see with running the first half of the school year as a half day kindergarten and the second half of the year as full day kindergarten. This could save significant funds (\$190,000-\$300,000) for the district and could minimize the time kindergarten students spend napping while adjusting to going to school.

*Pro's: Potential Cost Savings (not sure considering added bus routes, etc.)*

*Con's:*

- *Less academic, social and language development of students*

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- *Would either have half time teachers move to full time, which would be very problematic to plan for in the times of RIFing and bumping OR would hire new teachers mid-year meaning students would have a new teacher half-way through the year. Hiring quality teachers mid-year would be challenging.*

What are the budget implications and is it contractually possible to expand the school year by using substitutes, and educational assistants for TASKS that do not require a teacher by law?

*I'm not sure what those tasks would be that could then count as an instructional day. Reference OAR 581 that governs instructional day.*

Have you investigated non-uniform class size, some small and some large classes, depending on teacher skill and student characteristics?

*This approach is taken now. At secondary, intervention classes are smaller than core and elective classes. At elementary, blends typically have smaller class sizes, as do primary grades, and principals have discretion to organize and design class make up as they see fit given student population and staff resources.*

### NUTRITION SERVICES

Budget Area; Fund 202 Food Service Fund

Please explain why the 2012-2013 working ending fund balance is \$318,690, but the beginning fund balance for 2013-2014 is \$136,236.

*We estimated a higher amount than what is going to be realized. One of the reasons is that 2012-13 had higher labor costs than anticipated. Every day cut of school means loss of revenue for food service but we still incur the employee fixed costs such as insurance.*

Please give an example of the cost and revenue of Breakfast in the classroom at an elementary school (perhaps Shaver) for 1 year. Can you also give a cost and revenue at one of the elementary schools (perhaps Russell) for a year when they had a before school breakfast program? Again, I would like to know if BIC is costing us more than other breakfast options.

*See attached document. Food service staff hours are not broken down by each activity ie; breakfast, lunch, supper. Hours are based on number of meals served. This specific information can be provided at a later time. I have provided a simpler spreadsheet that shows number of meals served by category of free, reduced and paid but this does not completely answer your question. However, we are serving more meals with same or a small increase to labor hours.*

How is an increase in BIC food quality reflected in the budget?

*Quality of food is purchased, prepared and served to students under USDA guidelines. Staff is advised about preparation of food, seasonal food availability and has opportunities to investigate new products.*

### BOND

Bond revenue cannot be used for operating expenses for capital expenditures outlined in the bond ballot measure. How has the District protected voter's interests' in bond expenditures?

*There are several ways that is done. District funds including Bond Fund is audited for compliance each year. There is a Bond Executive Team which includes a board member that develops the bond construction program. Additionally, the board of directors has a community group of patrons for a bond oversight committee that meets monthly to review bond program.*

Can the interest from the GO bond fund 405 item 1511 be used for other capitol project that come out of the general fund(possibly fund 415 capital equipment)?

*Interest income from bond proceeds is required to stay within that established fund and can only be used for purchases within the voter approved bond measure.*

What are the restrictions on the interest revenue from Bond funds? Can we make general fund use of them or is interest revenue similarly restricted?

*Restricted to only bond fund voter approved programs. Cannot be used for general fund activities.*

### COMMUNITY CENTER

What is happening with the pool?

*The pool continues to not be a self-supporting program. It requires additional district resources to stay open.*

In the 2011-2012 year, the Comm. Ctr Fund 283 had budgeted end fund balance of \$1,128, would it be possible to budget an EFB of \$2,000 instead of \$23,754 for the coming year?

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*Yes, one way would be to limit the amount of the transfer to Community Center from Thompson Fund for this current year. It would then leave the Community Center \$21,000 less revenue for 2013-14.*

What community services will be lost by reducing funding for the community Center?

*The proposed budget includes the reduction in force of .5 fte of pool manager. A reduction in force was made in the current year to the .5 fte theater manager because of a decline of revenue for that area.*

*Pool hours will be realigned for next fiscal year as well lesson hours will be decreased. Staffing will be determined for hours of pool operation.*

**OUT OF THE BOX (HAVE YOU EVER CONSIDERED THIS?)**

Consolidation of the elementary schools. Are we in a space that we could go down to three schools and in the future make the 4th school a focus school when we can fund this?

*The Focus Status is conferred upon us by the Oregon Department of Education and we have no say in it. ALL of our elementary schools are in Focus Status. You cannot choose to put the Focus kids at one school. Even though we have had serious administrative discussion regarding school closure, we have come to the conclusion that Parkrose cannot close any schools at this time. There are 330 students at Shaver and 14 teachers. If you put 110 students at each of the 3 remaining elementary schools, you would have HUGE class sizes (Russell with 550 students and 15 teachers would be 36:1 average) and there is no place to put 4 more classrooms full of kids at any of our schools plus the classrooms themselves cannot hold that many kids. In order to save money by closing a campus, you have to let the staffs go in order to save enough to justify closing a neighborhood school. In addition, this is the first truly down year for Shaver-in the last 6 years, it has been up as well. That is due to a change in rental zoning on Sandy. If that changes again and the population goes back up, then what?*

It looks like the lead secretary is retiring. Instead of promoting a secretary to lead can we just eliminate that job and save the pay increase? If we are left with only two secretary's I just don't see the need for a "lead".

*According to the PMS administration, there is no effective way to have only 2 clerical staff with 800 students. Each school has a Lead Secretary. They have very specific duties.*

What is the class size implication, with optimal allocation of RIFS, of adding two days to the school year? One day?

*Not only can we not consider adding back a day or 2 but we need 5 more in order to balance the budget without cutting more staff. Having said that, if you cut 6 MORE teachers in order to not ask for more 5 more days reduction, the class sizes go up from the figures in the budget message. Not only does class size go up every time you cut a teacher but the quality of meeting the needs of all kids goes down. Optimum is 30:1 with 2 teachers per class. There is no "optimal" RIF. We have been RIFing for the last 5 years and are down to no "optimal" level or location. At the high school, a RIF loses a whole program. At elementary, the class size becomes unmanageable.*

**ENROLLMENT, DEMOGRAPHICS & ADMw**

Why is the no. of children going down? What is happening in Parkrose that creates this. Gentrification? Demographic patterns? or perception of Parkrose?

*As explained in the budget message, the housing zoning on Sandy has gone from Section 8 or low income to mixed income. Our families typically have a larger number of family members and children living together, which added to our attendance at Shaver. With the zone change, higher income families have no children or less children. Sacramento has lost some enrollment, most at the kindie level, which is rare for that school. With the closing of Crossroads and our advertisements there, we expect increases at all schools for 2013-14. There have been no decreases at Prescott, Russell, PMS or PHS. Therefore, not a perception issue.*

How many students are allowed to transfer out (not including special needs kids we cannot service)? How much money do we lose with this? Why do we allow these transfers?

*Inter District Transfers going out of Parkrose have decreased over the last 5 years. The superintendent watches them very carefully. For the last few years, we have been 2 coming in for every 1 going out. PPS is the big number of outgoing IDTs. People just don't realize they moved out of PPS and into Parkrose. Next year, we are only allowing IDTs for 11<sup>th</sup> and 12<sup>th</sup> grade students. We will also Open Enrollment to ALL districts.*

**TECHNICAL QUESTIONS**

Low fund balance means that Parkrose will not be able to respond as well to emergencies and surprises. How will you respond to something like a leaking roof? What kinds of situations will be riskier for us and what situations will be ok because of insurance or other risk mitigation?

*The capital bond construction program is allowing the district to make repairs and renovations which includes new roofs at our buildings. We also have the limited use of Thompson Fund which provides maintenance types of repairs to buildings. By thorough planning and identification of maintenance repairs we include those items in our budgets. We use the Risk Management Fund for paying the \$5,000 deductibles if needed for any insurance claims.*

Page 25 of the General Fund 100 under RENTALS it shows in thousand dollar increments 15+ (2010-11), 7+ (2011-12), 9+ (2012-13) but nothing for proposed 2013-14, Why?

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*We are using Community Center Fund to record all rental income throughout the District.*

Also, INDIRECT CHARGES category 1980 shows income, again in thousand dollar increments of 50+ - what are "INDIRECT CHARGES"?

*Parkrose School District has never claimed the Indirect Charges that are allowable for federal funds. Because of the General Fund shortfall and because this is an allowable expense we are using those allocations to generate revenue.*

Page 195 of the HIGH SCHOOL BUDGET GENERAL FUND 100 shows in category 241 Contracted Insurances an increase of over \$10M from 2012-13 working to 2013-14 proposed and on page 197 under DISTRICT ALTERNATIVE PROGRAMS, same category a \$16M increase from working to proposed. Have insurance rates become that more expensive?

*Insurance contributions have increased as well as premiums. These particular line items has an increase because of specific staff changes that have a higher contribution amount than previously.*

On page 42 under 2130 HEALTH & MEDICAL SERVICES category 0100 Salaries a \$13+M reduction from 2012-13 to 2013-14 while category 0200 Associated Payroll Costs shows nothing in 2012-13 but jumps to \$14+M in 2013-14. Why?

*In 2012-13 a lump sum amount of \$30,000 was moved from an area to this area to fund an additional staff position. The \$30,000 was the anticipated total cost for this position, wages and payroll costs. For 2013-14 the amount was separated into each of the appropriate object codes for the specificity we use.*

On page 210 of the Middle School Budget General Fund 100 under category 2122 COUNSELING SERVICES, these services were provided from 2010 through 2013 but none are indicated for the proposed 2013-14 year. What happens to students who need or could benefit from counseling? If I have read the information presented correctly, the Middle School will be the ONLY school in the district WITHOUT counseling service for the 2013-14 year.

*You have read the document correctly. However, not all decisions about the reduction in force was completed for middle school areas at the time of printing. Staffing reductions have been made but not to middle school counseling services. Parkrose Middle School will have 1.0 fte of licensed counseling staff for 2013-14.*

There is \$70,000 for Equipment - Vehicles in Fund 281, item 2552-0543 what would the impact be if this budgeted amount was \$0?

*This amount of money must be used for transportation equipment based on the amount of vehicle depreciation and total transportation costs that are reimbursed at the 70% level for Parkrose School District. We could budget \$0 for this line item but the ending fund balance would be required to be increased. Those funds can carryover from year to year but must at some time be spent on transportation specific equipment. Equipment does not have to be buses but that is what Parkrose School District has designated the funds. There has been no other funding in recent years except this fund for bus purchasing.*

The Thompson Fund 205 has a budgeted EFB of \$249,265, item 7000, what would the impact be if that EFB was reduced to \$50,000?

*Thompson Fund has no contingency budgeted for 2013-14. Reducing the EFB to \$50,000 would mean less revenue to support staff and projects for the next year. Additionally, we must be aware that 2 of the 3 buildings are leased by Multnomah Education Service District. MESD is preparing a RFP with Department of Education for Early Childhood Services for next year. If MESD is not the successful proposer they could possibly not need Thompson building. Staffing that is budgeted under Thompson would have to be absorbed by the General Fund.*

The 4.5 FTE teachers that were previously paid for by the city, we are now paying for them, are these positions necessary given the lost funding?

*Every position is looked at for effectiveness and how the fte supports instruction programs. Either directly or indirectly some of these positions are included with the reduction in force that has been included with the proposed 2013-14 budget.*

How much does the student health care center cost? Are we utilizing partners in the community to control the costs? IE Kaiser, Providence, Zoom care. Is this a cost neutral program?

*If you are asking about the Multnomah County Health Center then there is no district contribution towards this program.*

Line item 24-10 office of principal, line 0111. Eliminate increased hours of classified employee, keep current hours at 0.50, which saves \$15,180.00. I am wondering why we would increase administrative staff at a time we cannot fully fund programs for our kids? What does this person do and why do we need to increase these hours?

*This is a licensed position that has been reduced in the actual staff positions for 2013-14. It is not an administrative position and is not a classified position.*

The Budget Reduction Options/Consequences statement includes cuts of 2.5 FTE Certified at the high school, 1.5 FTE certified at the middle school, and 5 FTE certified at the elementary schools. However, the FTE numbers for the elementary schools show an increase from 57 to 58 (page 27 row 1), an increase from 29 to 29.25 for the middle school (page 30, row 9), and a reduction from 34 to 32.5 at the High school. Why?

*The FTE numbers will vary in the document. The approved budget for 2012-13 did not include the 4.5 FTE that was added in June 2012. Those positions were the one time City of Portland Budget Funding. However, that additional FTE was included in the proposed budget*

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*along with 3.0 additional FTE for the City ARTS tax for elementary music. Additionally, we have moved people to different areas from last year to this year. Even after the budget is adopted there could still be additional staffing changes throughout the District.*

As a parent I am unfamiliar with "Extra Duty" pay. What are some examples of programs or services I might see my child lose at school?

*At elementary level the Band Director stipend was eliminated, Site Council Chair stipend and TAG stipend eliminated. Middle School has reduced Assessment Coordinator, AVID Leadership Club Advisor and National Junior Honor Society Advisor. High School level has reduced PACE Coordinator, one Technology Coordinator, Science Bowl Coordinator and others.*

Please explain the reason for the significant increases in administrative salaries in funds 2213-0113, 2410-0113, 2411-0113, 2520-0113. The proposed total increase in salary for these 12 positions is more than \$100,000 for school year 2013-2014. Given the performance of our schools and the cuts the children are facing with the loss of many sports programs, 10 school days and increased class sizes are these salary increases of 8-10% justified.

*Salaries for 2013-14 were based upon the actual salary information for 2012-13. Budget is not always the actual. Part of the Administrative Agreement for 2012-13 was redistribution of employer contributions for insurance that was used for salary.*

Please provide a history of the use of the risk management fund.

*Risk Management Fund pays for all unemployment claims that is costing more than the amount collected through payroll costs. Additionally, Risk Management Fund pays the \$5,000 deductible for all insurance claims, emergency planning supplies. Recent years this fund has purchased 2 way radios as part of communication activities for all buildings and is an important piece of the emergency plan. Risk Management paid the cost of AED's in all buildings and the continued maintenance costs of the devices. Professional development for safety is paid from this fund. Recently iPods were purchased for security staff at Parkrose High School and Middle School. Training costs for security staff if paid through this fund as well as return to modified work.*

High school 2410-113 shows a 20K increase. What is that?

*The adopted budget amount is not the actual salary for administrative staff for the current year. Projections for 2013-14 were based upon actual salary information for the current year.*

**MESD (Multnomah Education Service District)**

Explain the MESD Transit versus Resolution funding process.

*As an education service district that supports its county component school districts, MESD receives an allocation of state school support. 90% of those funds are distributed to districts based on a percentage of the total number of students. For Parkrose School District that is approximately \$1,000,000 for 2013-14. That allocation of funding can be used either to purchase services from MESD that have been approved by county school boards or can request up to 50% of the allocation in transit (cash) for district services. Parkrose School District uses that allocation to be used for out of district placements for students, technology services for the Student Information System, network services, school improvement work, substitute teacher calling system. These are services staff has determined as better used with MESD in collaboration with other school districts rather than Parkrose School District being the direct provider.*

What measurement tools are in place to ensure District funds and student results are realized through MESD expenditures?

*The MESD has advisory groups for each of the different service plan choices. Those advisory groups are represented by each one of the school districts. Advisory group members bring recommendations and program information back to their districts for discussion and decision making. Each district Superintendent also participates with a council for recommendations that ultimately go to each district for approval. Expenditures for student placements in MESD programs are ultimately measured by each student's progress on their Individual Education Plan (IEP) goals. The Student Services Director participates in annual IEP meetings for all Parkrose students in MESD programs, and is aware of ongoing progress through each year. In addition, each MESD school program is evaluated through a county-wide Alternative Program Evaluation Process. Each district has representation on teams that collect documentation, and conduct interviews and observations to ensure that the programs are meeting compliance requirements and ensuring positive student outcomes.*

Chair Reese changed the agenda order and asked for Parkrose Faculty Association Comments, Parkrose Classified Association Comments and Citizen Comments Prior to Budget Committee Discussion.

**4. Budget Committee Discussion – Alesia Reese, Chair**

Chair Reese asked how it was decided that water polo be cut. David Richardson, Parkrose High School Athletics Director, replied that the primary reason is water polo is not an Oregon School Athletics Association (OSAA) sanctioned sport. He said there is a meeting scheduled to discuss water polo on Tuesday, May 14th, at 7:00 pm. He added that other districts in the Mt. Hood Conference have cut all non-

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sanctioned sports with the exception of one district. At those districts, sports teams operate as a club and thrive. The transition from district sponsored sports to district club sports has transpired in other districts over the last 3-5 years. He said that the district will provide non-monetary support such as free facility use.

Chair Reese called for budget committee comments.

Katie Larsell stated that she supports full day kindergarten. She added that budget times are hard and it is a terrible feeling to see the impacts of the lack of revenue. However, she said she believes that the process of how the district balanced the budget was solid and appreciated the opportunity to weigh in with questions and have discussion. She added that she is satisfied with the budget process.

John DiPasquale said he relies on the district professionals to balance the budget and make difficult decisions regarding reductions and ramifications. He supports full day kindergarten. He added that so much of the budget is staff related, it comes down to people and days, and none of those choices are good.

Thuy Tran said she wanted more options and that it hurts kids to cut days and teachers. She said she supports full days and the AVID program. She wants the budget to be a fair and respectable process and it should not be rushed. She asked why administration is not being cut, questioned why other sports are not being cut and suggested that the district look harder to balance the budget.

Aimee Horton continued to question whether full day kindergarten is worth reducing school days from the budget. She asked to wait on the vote.

Earle DeKay stated that items listed for budget reduction, the budget process and the Superintendent's Budget Message is clear. He is not exhilarated or joyed at the loss of people and days, as it is detrimental to all. Larger classes, less individual student time, more work, less prep and teaching time, program cuts and decreased revenue from the state are all shown in the proposed budget. He added that the budget committee is charged with approving the proposed budget and it is an unenviable task but given the constraints, this is a viable budget and he intends to pass it.

David Carter commented on the importance of full day kindergarten but wondered if moving to half day would save days and programs until full day kindergarten is mandated. He added that he is a proponent of sports because they keep kids in school. He would like to listen more and would not like to rush to a vote.

David Horton said he would like to hold off on a vote. He is unsure about full day kindergarten without clear data. He stated he was a voice for the community and would like additional time to think about the budget.

Ed Grassel said this is a bad situation and inquired about the possible impacts on funding for 2013-2014 if there is a positive revenue forecast next week. Mary Larson stated that it would affirm what the district will receive in revenue but will not increase what is budgeted. It will give stability to the budget.

Mr. Grassel added that the budget hurts people and the district searches for the least harmful long term impacts. He said it is an agonizing process and there is no good way out. He trusts what is being proposed and does not think that trading full day kindergarten is worth the tradeoff. He stated that he is not opposed to waiting to vote but asked "What are we waiting for?"

Chair Reese added that she mirrored Mr. Grassel's thoughts. There is a plan in place to discuss water polo and kindergarten is near and dear to her heart.



There was additional discussion regarding full day kindergarten and the impact on students.

**5. Parkrose Faculty Association Comments**

No comments.

**6. Parkrose Classified Association Comments**

Richard Doyle, OSEA President, asked that the committee consider the consequences of the bleak situation and added there are no easy answers. He commented that there is a long term impact to cutting athletics and reducing educational assistant's time with students.

**7. Audience Time/Citizen Comments – Alesia Reese, Chair**

Jennifer Lee: Speaking on behalf of the Parkrose Water Polo athletes, coaches, families and friends, Ms. Lee spoke about the hardship of cutting water polo and said they have a plan how to keep water polo. She distributed information to the committee and asked that they not vote on the budget this evening. She asked the committee work together to keep a program with multiple state championships. She added that they understood that cuts need to be made. Diane Pow read a letter from a student about water polo's impact on her life.

Colleen Lisaski: Ms. Lisaski voiced her concern about reducing hours at the swimming pool as other pools in the area have been closed.

At 9:06 pm, Chair Reese called for a break. The committee reconvened at 9:14 pm at which point, agenda item 4 Budget Committee Discussion took place.

**8. Resolution Approving 2013-2014 All Funds – Alesia Reese, Chair**

Chair Reese read the Resolution to Approve the 2013-14 Budget as follows:

BE IT THEREFORE RESOLVED that the Budget Committee of the Parkrose School District #3, Multnomah County, State of Oregon, hereby approves the 2013-2014 budget in the aggregate amount of \$85,543,291 as follows:

	<u>General Education</u>	<u>Excluded From Limitation</u>
Permanent Rate	\$4.8906	
Bonded Debt		\$3,670,551

Grassel/Larsell moved to approve the resolution approving the budget for 2013-14. Chair Reese called for discussion.

David Horton stated that he needed solid data to provide an educated answer regarding full day kindergarten.

Dave Carter voiced his concern about cutting days and the trend of shorter school years is concerning.

Thuy Tran commented that she is concerned with accuracy of numbers presented, enrollment and suggested to close a low enrollment elementary school to save money. She also suggested cutting administration.

Ed Grassel made a statement that all kids reach educational goals and have the same expectations. He said he would not want to trade full day kindergarten for days.

The motion was approved with a 5-4 vote. Members voted as follows: Earle DeKay – Yes, John DiPasquale – Yes, Ed Grassel – Yes, Aimme Horton – No, David Horton – No, Katie Larsell – Yes, Thuy Tran – No, Dave Carter – No, Alesia Reese – Yes.

**Summary of Meeting – Alesia Reese, Chair**

Chair Reese thanked members of the committee for their participation.

**9. Announce Future Meetings**

1. Budget Hearing, May 29, 2013, District Office Boardroom, 6:30 p.m.

**10. Adjournment**

Chair Reese adjourned the meeting at 9:56 p.m.