



ROSEBURG PUBLIC SCHOOLS
Roseburg, Oregon

No. 2

Budget Committee Meeting

May 4, 2022

BUDGET COMMITTEE MEMBERS:

DISTRICT STAFF:

Brandon Bishop	Bayley Adams	Jared Cordon, Superintendent
Rodney Cotton	Keith Cubic	Michelle Knee, Assistant Superintendent
Andrew Shirtcliff	Bernis Wagner	Cheryl Northam, Director of Finance & Operations
Rev. Howard Johnson	John Markovich	Robert Freeman, Director of Human Resources
Rebecca Larson	Tom Nelson	Melissa Roberts, Director of Student Services
Charles Lee	Open Position	Venice Anderson, Budget & Accounting Manager
Ann Krimetz	Open Position	Tiffany Farrington, Administrative Assistant

NOTES OF THE BUDGET MEETING

TIME, PLACE: The second meeting of the Budget Committee of Douglas County School District No. 4 to approve the Budget for the 2022-2023 fiscal year was held via Zoom and in person in the Boardroom of the District Office at 6:00 p.m. on Wednesday, May 4, 2022.

ATTENDANCE: Committee members present: Rodney Cotton, Keith Cubic, Rev. Howard Johnson, Charles Lee, Tom Nelson, Ann Krimetz, Bernis Wagner, Rebecca Larson, Brandon Bishop, & Andrew Shirtcliff.

District Office Staff present: Jared Cordon, Michelle Knee, Cheryl Northam, Robert Freeman, Venice Anderson, and Tiffany Farrington.

Additional Staff present: Jill Weber (principal – RHS)

Guests present via Zoom: Sasha Aumock (teacher – RHS)

CALL TO ORDER: Budget Committee Chair for 2022-23, Keith Cubic, called the meeting to order at 6:02 p.m.

FLAG SALUTE: Bernis Wagner led the committee in the Pledge of Allegiance.

APPROVAL OF MINUTES: Tom Nelson made a motion to approve the minutes of April 20, 2022. Rebecca Larson seconded, and the committee agreed unanimously.

WHERE ARE WE GOING? Superintendent Cordon wanted to share with the group the idea of where we are going as a school district. He shared the quote by W. Edwards Deming, “Every system is perfectly designed to get the results it gets.” What we are intentionally thinking about as a school district and working toward in all levels is to build a system that gets the results we want. Over the last couple of years, the equation for our school district has essentially been if you increase opportunities and access for kids, increase the ability for kids to have more choice in their learning, and intentionally increase rigor, we have evidence within our school district that the following three things will happen: kids are more engaged, there’s deeper and more relevant learning in and out of classrooms, and academic achievement will improve. This is an equation our school

district has designed. Mr. Cordon requested that while listening tonight to pay particular attention to how our investments fit into this equation whether it be our Measure 98 investments or the Student Investment Account and what we're doing to have the kind of academic outcomes we want for kids. Also, he asked the committee to think through the Deming quote and consider are we designing a system that gets the outcomes we want? We want kids engaged, we want relevant learning where kids feel like they belong here and what they are doing matters, and we want that to result in increased academic achievement across our school district.

Chair Cubic thanked the Superintendent for his very positive direction and expressed what a good direction this is for our system. He then introduced Assistant Superintendent Michelle Knee to give an update on the Student Investment Account and the summer learning program.

STUDENT INVESTMENT ACCOUNT, SUMMER LEARNING:

Mrs. Knee began giving the preliminary SIA plan investments for this coming school year to be \$4,464,263.90. She explained that all of our investments must fall into one of the following categories: class size, well-rounded education, instructional time, or health & safety. Some fall into more than one at the same time. As a district, we had to write a SIA plan and within that plan had to identify our strategies. Our first strategy is to create a culture of safety and respect for all students and adults that supports the social, emotional, and physical well-being of students and adults that is critical to academic and professional success. These are our health and safety investments. We are investing in a Social Emotional Learning Coordinator who we have this year in Mendy Endicott. She supports all of our schools in providing social emotional learning, meets with teams, and provides all of the professional development for our administrators. We are also funding two additional School Psychologists and ten Skills Trainers (increased from 4 previously) which will put a Skills Trainer in each of our elementary schools and middle schools to help provide support for our students. Our second strategy is to ensure instructional materials and tasks are appropriately challenging and supportive for all students, are aligned with content area standards and are culturally and academically relevant. This is our well-rounded education category. We are very excited that this year we were able to hire our 4 elementary STEAM teachers and will continue with them next year as it has been a resounding success. They visit each of our elementary schools to provide Science, Technology, Engineering, Art & Mathematic lessons to our students. We purchase the materials for their activities and this year we were also able to give each of our teachers \$450 to purchase books for their classroom libraries and will be doing that next year as well to help foster the love of reading in our classrooms. Our third strategy is to establish systems and interventions to identify and remove barriers to graduation for all students. This is where class size and well-rounded education come into play and is our biggest investment. Included are Special Education Teachers, Special Education IA's, music teachers in all 8 of our elementary schools, 4 additional elementary teachers to help reduce class sizes, 6 middle school teachers to reduce class sizes and expand elective opportunities for our students, our 2 middle school TOSA's who help principals with student support which allows them to spend more time observing in classrooms, an additional Health & Wellness Teacher at the high school and we also purchased the Juvenile Justice Online Program to assist those students facing expulsion remain in our schools and continue to access learning. Lastly, the fourth strategy ensures educators and families have the tools to support academic success for every student. This strategy falls into the instructional time and well-rounded education categories. We have purchased the IRLA Formative Reading Assessment for Elementary that will be in all of our K-2 classrooms this coming year. We will have a soft start for grades 3-5 by having it in 2 classrooms. This program again fosters a love of reading but also helps to identify the strengths and needs of each individual student, provide them with the help they need, and assists families in how to best address their student's needs at home. A large part of this strategy is the expansion of our before & after school programs, electives and extracurricular activities, as well as offsetting student fees to help increase opportunities for all of our students so that cost is not a barrier.

Mrs. Knee then went on to share updated information on our K-12 Summer Learning Opportunities. In 2021, the legislature allocated \$200 million to support summer credit learning and enrichment opportunities for students in grades K-12 across the state. This year they appropriated an additional \$150 million with \$100

million of those funds going to school districts. The remaining \$50 million will go to community based organizations through grants administered by the ESD's. For us our high school allocation is \$298,407.78 and our K-8 allocation \$658,214.28. These funds will be used for academic and enrichment opportunities for K-12 this summer and will include transportation and meals. The school sites will again be combined with locations listed first: Winchester/Eastwood, Green/Sunnyslope, Hucrest/Fir Grove, Fullerton IV/Melrose and the middle schools will meet at Joseph Lane.

Mr. Cotton inquired about the amount allocated this year in comparison to next. Mrs. Knee explained that our allocation next year will be about half of what we had this past school year. Last year for districts it was a lot of money to spend in a very short period of time, but this year we will have until October 15th to use the funding. The majority is utilized now. The funding covers salaries, materials for the students, etc. Superintendent Cordon added that the appropriation to extend the school year came out late last year and many districts found staffing difficult. As a result, many districts did not take advantage of the opportunity. He gave kudos to those in the room who got this up and running for our kids last year. 1,200 kids participated, well over 100 credits were earned at the high school ... it was fantastic and great to get kids back in our schools. The State Legislature looked at how much money was used in 2021 and that's what they appropriated. About half the money was used and so half the money was allocated in 2022.

Ms. Larson asked if the summer program will look similar to last year with blocks that families can sign up for? Mrs. Knee explained that for elementary it will be 5 weeks this year and it will not be in blocks. Families can pick which weeks they'd like to attend. Middle School & RHS will be broken up into 2 blocks – 3 weeks in one and 2 weeks in the other. Families can choose one or the other. Superintendent Cordon also shared that there has been a shift this year. Last year the focus was getting kids back in school by providing connections, care, and opportunities. It has shifted this year at the secondary level to provide more of a focus on academics, rigor, and credit (either retrieval or extension).

Mr. Nelson inquired if there is a good balance between those that need assistance and those that are really excited about learning and want to be in the summer classroom? Mrs. Knee answered yes it was a balance. We had a large number of students excited about continuing school last year and this year after 2 days we've had quite a lot of students sign up. We also had a good number needing extra academic help.

Mr. Nelson then asked referring back to Strategy #1, where does the 4+ million dollars come from? Mrs. Knee informed the committee that the SIA plan comes from the Student Success Account. Mr. Nelson then asked about the skills trainers and what exactly happens during their day. Mrs. Knee explained that skills trainers work with small groups of students on behavior skills and/or coping skills, check in and out with those students on a behavior plan who are having difficulty in school, assist with those students having difficulty in class, or provide classroom support such as leading a reading group. Their duties depend on the needs of their particular building. Superintendent Cordon added that the idea behind the skills trainer position is to focus attention on the antecedence to behaviors. The intent is to find out what the functional behavior is ... what is leading to this? What is the root cause of the behavior? We consider how families are dealing with this, so we are consistent. We want to know the needs of the student not just so they can have a good day today, but a better day tomorrow. We have kids struggling with anxiety and/or depression. We want to build the skills so that we can provide the support the student needs so that they can access school. This is where the skills trainers can come in to assist the classroom teachers to help provide that support. Mrs. Knee also mentioned that the advantage of having our new Social/Emotional Coordinator is that she is overseeing and providing the training and professional development for our Child Development Specialists and our skills trainers on how they can provide these supports for our students.

Mr. Lee clarified that our Student Investment Account which is funded by the State Legislature is expected to continue annually but questioned whether the Summer Learning grant, which was essentially emergency funds from the legislature, will continue. Mrs. Knee explained that last year it was so successful that the legislature

chose to appropriate the funds again this year. The conversation is that they want to continue this funding, but we have not had confirmation beyond this year. Mr. Lee also wanted to confirm that this was not leading in the direction of having a 4th quarter for year round schools, but rather the summer program would provide something different for students. Superintendent Cordon explained that the summer program the past two years has been a result of legislative appropriations and there is varying opinion on what the legislative intent has been. However, there has been some legislative interest in whether this is a good return on investment in terms of expanding opportunities and learning. We have heard from many families asking if this will be long term, whether it be for credit retrieval, accelerating credits or just the opportunity to be connected. Various individuals in this very meeting shared data with the legislature on the return in our community. We showed how many credits were earned, what the experience looked like, and advocated for these funds to come back this year.

Chair Cubic thanked Mr. Cordon and Ms. Knee for the explanations and asked how or where these funds are integrated into the budget. Ms. Northam and Ms. Anderson explained these are included within the 250 grant funds; specifically, the SIA funds are within Fund 251 starting on page 257 of the budget document and Summer Learning is in Fund 250 starting on page 249. Chair Cubic expressed how greatly valued this conversation has been and how very helpful it is to know where this all is in the budget document. Mr. Cotton added how important last year's summer program was and can see needing this in our district, statewide, and nationwide for years to come. Many of our kids have suffered through Covid and we need to do everything we can possibly do to get them back into our schools and on track.

HIGH SCHOOL SUCCESS ACT:

Chair Cubic then introduced Jill Weber, Principal of RHS, to discuss the High School Success Act which is reflected in the Measure 98 funds on page 271 of the budget document. We receive \$800 per student, but this money fluctuates depending on what the legislature has. Dr. Weber explained the money is set aside for 3 main areas of focus - dropout prevention, career & technical education, and college level educational opportunities. RHS must focus their activities in those 3 areas and meet the eligibility requirements which are collaboration time for teachers, reducing chronic absenteeism, equitable assignment to advanced courses, on time graduation, and partnerships. She further explained how RHS has decided to utilize those funds in the next year to accomplish these goals. Their focus will be on transitioning kids from the middle to high school, providing a wide variety of CTE pathways for students to pursue (the graduation rate for these students is currently 92%), as well as a variety of dual credit and AP courses to increase rigor. Additionally, the high school is working on increasing the graduation rate following a drop after supports were removed during Covid. The current goal is to have all 9th grade students on track to graduate. A few highlights of the activities utilizing these funds are: small learning communities are used in both the 9th & 10th grades to analyze data monthly and pull in families to work with them. 10th grade communities were implemented this year due to the impact from Covid and the supports that our students need. The high school has a robust summer program planned again this year which will utilize summer learning monies, as well as high school success funds. RHS offers the following: a transition course for incoming 8th graders who need additional support, credit retrieval specifically for 9th graders who did not earn credit in English and/or Math, credit retrieval for students in grades 10-12 now with no fee required, and dual credit opportunities have been increased. Mr. Nelson inquired about whether the high school had partnerships with UCC. Dr. Weber explained that this is where the majority of the dual credit comes from as well as welding, drafting, CTE courses, etc. Ms. Larson asked if students would have to pay for these dual credit courses if we did not have this funding. Dr. Weber clarified that yes, these funds do in fact pay for those classes. Ms. Larson expressed how great it is that our students can get college credit at no cost to them. Ms. Krimetz inquired if we are still receiving the \$800 per student and Dr. Weber stated we are. Ms. Krimetz asked where this funding comes from. Ms. Knee explained that each year we receive an allocation from ODE.

Chair Cubic thanked Dr. Weber and opened the discussion for questions for her. Ms. Larson posed the question of how many of these additional positions that Dr. Weber talked about and those from the SIA funding are

currently not filled? Ms. Knee answered that all of our SIA and High School Success funded positions are filled. Ms. Krimetz inquired if the new psychologist positions are filled as well. Ms. Knee informed the committee that the positions are filled, but due to a bit of turnover, we will need to fill 2 positions for the next school year.

GENERAL FUND:

With no further questions, Chair Cubic turned the floor over to Ms. Northam for a review of the General Fund. Ms. Northam began with one of the biggest challenges we are having in our general fund and that is our student enrollment. We, like every other district in the state, have noticed a decline in enrollment. We are currently down about 350 students from what we've had in past years. At funding of about \$9,000 per student, that would normally equate to an over \$3 million cut for next year. However, 3 things have happened so that we are not in a cut position and do not have to lay off staff. First, due to the decrease in enrollment encompassing the entire state, we are experiencing an increase in per student funding because it's the same amount of funding spread out over fewer students. We are also in the second year of a biennium where we are funded at 49% in the first year and 51% in the second which has helped as well. The third thing that has helped us the most is that we did a PERS bonding. We pooled our funds with 17 other school districts in the state to sell bonds jointly. Bonds were sold at an amazing rate of 2.47%. Ms. Northam then summarized the savings incurred from a PERS bonding. The district has done bondings before and we are in the latter few years of paying those off. We did an issue in 2002, 2004, a refinance in 2011, and now we did an issue here in 2021. Had the district never bonded any of its PERS debt (bonding helps us pay a lower interest rate than PERS would charge us on the debt) we would be paying 29.23% of gross salary. From all the different bonding issuances, we are saving about \$3.7 million. In the current year we budgeted \$2.9 million to send to PERS. We have budgeted in this budget for next year to send \$327,000 to PERS resulting in a \$2.6 million savings. Offsetting that with a \$1.7 million increased debt service payment, leaves a \$900,000 net direct reduction of expenditure in this budget. Ms. Northam did express that with all of the SIA and High School Success funding, we will get many of our students back. In regards to enrollment, Ms. Larson inquired if there is a particular level where we have seen student enrollment drop? The high school appears to be "bursting at the seams." Superintendent Cordon stated that it was primarily at the elementary level that we saw the decline at the beginning of the pandemic. It has flattened to be a combination of the middle and elementary level right now. Our high school has actually gained some students during the pandemic and high schools across the country have not seen their enrollment fluctuate dramatically. When the mask mandate was lifted, we did see more students enrolling back into the brick and mortar schools. Mr. Cordon expressed that we do anticipate seeing an uptick in enrollment at the beginning of next year. He also gave kudos to Ms. Northam and the Board for the last bond issuance which is a savings of about \$1 million a year over the next 20 years ... this is quite significant considering school districts across the country are in a reduction of force right now because student enrollment is down. It's exciting talking about the increase in opportunities for kids and the things we're doing rather than keeping things the same with the reduction of kids. Mr. Cordon expressed that we could not do this without a board, budget committee, Ms. Northam and her team. Ms. Krimetz answered the call for more questions by asking, with less students and more hiring, how will PERS be affected? Ms. Northam explained that right now we are paying 0% outside the 6% pick up. For our recent hires and/or those prior to 2003, we are currently not paying an employer rate. We will continue to pay the 6% pick up as well as charge out to pay the debt service. Those hired under grants helps to lower the general fund obligation. Mr. Nelson asked if our PERS obligations will be more predictable following the surprises we've had in the past. Is the system fixed or repaired so that we don't have these big ups and downs. Ms. Northam expressed she would like to be more confident with level years ahead but with interest rates now low and inflation high, this adds volatility to our future PERS rates. PERS is funded quite a bit by the income they make on interest. Mr. Nelson also inquired whether the \$9,000 per student mentioned earlier includes the \$800. Ms. Northam answered it does not as that is a separate funding source. The \$9,000 is the basic school support. Chair Cubic asked whether the PERS information was included in the budget. Ms. Northam stated it was not but she would be more than happy to send out her notes following the meeting. The PERS rates are not specifically in the budget document but the debt service amounts are and can be found in the 300 funds lumped together by principal and interest rather than by year of debt issuance. The PERS obligation fund is specifically 302. When

looking at the budget, the object code of 211 is our PERS employer rate. Page 15 provides a good example. In 2019-20 the actual amount that we paid in employer PERS rate was \$931,024. In 2020-21 we paid \$948,186 and the current year is budgeted at \$689,662 due to a drop in rates. In 2022-23 we are only budgeting 59,721! Ms. Northam then switched gears to provide an overview of expenditures on page 11 of the budget document. Of our general fund budget of \$67 million, salaries account for 49% and payroll cost (benefits, PERS, workers comp) 26%. Adding these together, salaries and benefits are about 75% of our budget. While this may seem low in comparison with other districts, it is important to remember that we contract out our transportation services which is a large chunk of money. One other change that we've made in this budget document is that until recently our substitute costs were a salary (100's) and a benefit (200's). We now contract out our substitute services so we charge them under a 300 object because we are not paying the salary and benefits directly. If we did not contract out these services we'd be well over 80% on what we spend on direct people that provide services to kids. Ms. Northam then brought attention to the yellow part of the pie chart. \$10 million is purchased services which is 16% of our general fund budget. She then went on to outline some of the larger amounts that we spend. Substitute costs for both licensed and classified are budgeted at about \$1million, the program for the hearing and vision impaired will be \$400,000, \$2 million for Phoenix Charter School, and \$4.2 million for transportation which includes both to and from school as well as travel for athletic events. Our supplies and other objects, which is mostly our liability insurance, are both less than 1% of our budget. Our other uses of funds are transfers to our maintenance fund, curriculum replacement fund, technology, capital projects ... these are to fund major expenditures within those funds. Another thing seen in this fund is our vehicle replacement fund. The budget for this has doubled for next year as we have some maintenance vehicles in need of replacing as well as aging Driver's Ed cars. Mr. Nelson asked for clarification of whether we charge fees for Driver's Ed. Ms. Northam informed the committee that we do charge for Driver's Ed, but we have not raised our fees. We charge \$170 while UCC charges \$225. We do have a reduced rate for those having financial difficulties. Mr. Nelson asked for an estimate of how many students are enrolled in the program. Dr. Weber answered that it is not a credit bearing or school based course, but rather a service we offer the community. She estimates approximately 200 students. The Driver's Ed fund went into the negative during Covid, but we are working to bring it back up using Esser funds. Ms. Krimetz asked if these teaching positions are contracted. Ms. Northam explained that we have a mix of current employees and retired teachers teaching both the classroom and behind the wheel portions of the program. Mr. Lee inquired about the new parking lot he observed. Ms. Northam explained that the fees collected to park in the lot are put into the general fund where we are able to pull out a portion for the continual upkeep of the parking lot which is quite expensive. Mr. Lee commented that the parking lot is a least 20 years old so it is a good step to be saving ahead. Ms. Northam then opened the conversation up to questions or more details about the proposed budget. Chair Cubic further emphasized that this is the opportunity for questions or elaboration. While the committee was considering, Ms. Northam spoke on one question she received ... what is the difference between an extended school year and summer learning? An extended school year is paid for within the general fund and is continuing as it always has where students with IEP's are required to continue with a longer year. This program is very different than our summer learning one. Mr. Nelson asked what has been used for budgeting energy costs from last year to this? He acknowledged the cost of transportation must be exorbitant. Ms. Northam invited Ms. Anderson to share details of how the utilities are budgeted. Ms. Anderson explained that she looks at each utility individually throughout the district (object # 325 for electricity, #326 for water/sewer, etc) monthly & then summarizes them beginning on page 153 under function 2542. The budget document does not break down the utilities per school, but Ms. Anderson does track this. She keeps an historical spreadsheet to look at each building and sometimes the utility companies give us notification of an increase. For this budget, we did not use the 2020-21 school year, but rather the 2019-20 school year to plan accordingly. This year there was a slight increase, but they have remained fairly stable. Mr. Nelson inquired as to whether the bus company (with whom we contract out) has a cost escalation provision where perhaps we are locked into a certain price and they absorb the difference? Ms. Northam explained we are locked into a 3% increase for them; there is not a fuel accelerator clause. We did step outside of the increase a bit, but that was because of raising bus driver rates for this year. We gave them next year's 3% early partway through this year and are hopeful this has helped them to attract more bus drivers. Our total transportation costs have been very hard to project for next year. Because we were down so many bus drivers

this year, we are dramatically under budget. We did increase our overall transportation budget a bit for next year. Ms. Northam also shared along these lines an increase in our nutrition services cost which is also contracted. Typically, we are charged 3% which is a state driven rate, but will now pay 6.9% in food costs. Superintendent Cordon reiterated that it is a contractual obligation with Sodexo that CPI drive that rate yearly, and we are planning accordingly. Reverend Johnson commented that as we go through “temperature changes” our electricity costs will be affected. Also, when we start replacing HVAC units in the schools, we will see a difference as well due to the increase in efficiency. Ms. Larson asked whether our not charging students for food was due to the utilization of a federal grant? And is that going away? Ms. Northam answered it was a grant at the federal level and it is not going away. Next year we plan to go back to the “variety bar” service which gives kids more choices particularly in regards to fruits and vegetables. The only thing that could affect this is if supply chain issues, which are affecting our food service currently, continue. Ms. Larson commented that it is wonderful that we can still cover food costs, both breakfast and lunch, for all of our students. Dr. Weber shared that she has seen an increase in students eating and so very much appreciates this as well.

COMMITTEE DELIBERATIONS – DISCUSSION OF PROPOSED BUDGET:

Chair Cubic asked the committee if there were any further questions or areas they would like to discuss more in depth. We have completed a review and overview at this point, but he asked if anyone wanted to study the budget more before moving to approval. Mr. Lee expressed that he is satisfied with what we have done during the meeting, but noted the importance of having the non-board committee members offer an opinion on whether or not they would like to come back after looking at the budget document more. Chair Cubic began with Ms. Wagner as he requested the opinion of each non-board member. Ms. Wagner stated she felt the staff had done a good job in breaking down the budget items and appreciates being able to look up specific interests in answering the committee questions. She also noted that she finds it interesting that we no longer charge a participation fee. She questioned what we hear from the community in regards to the budget? Do people call? What do we hear from them? Superintendent explained he does not receive many calls about the budget. We let the community know when we do the independent audit and that we have a track record of exemplary status (the highest rating). The budget document is long and complex and overall it hasn't been an area of concern. Recently, there has been an uptick in questions on the maintenance of the buildings and Esser funds quite possibly because of the upcoming bond. People are basically just trying to get a sense of what money we have and have we spent it wisely. The community has been relatively quiet in regards to the budget. Mr. Nelson next inquired about the tax rate of \$1.85 per \$1,000. What were we paying in the last issue? Ms. Northam explained when the bond was first issued the rate was in the \$.80 range per \$1,000. Over time and as our area grew, it decreased to the \$.60 range and in its last year (which was only a partial year) it was just less than \$.50 per \$1,000. Superintendent Cordon reiterated that bond obligation has been completely paid within that 20 years. Mr. Nelson expressed that perhaps this wasn't as spelled out as well as it could have been so community members understood what the actual increase would be after the bond. Ms. Northam explained that during our last bond levy we did attempt to articulate this, but found it was more confusing for people. Mr. Cordon added that yes, the message is confusing, but taxes are confusing. However, the 2020 bond projects are complete and it is good for the community to see that these got done on time, on budget and are paid for. Chair Cubic then moved to Mr. Nelson for his thoughts on the budget document. Mr. Nelson stated the Business Office has done a great job in preparing the document. It is very segmented which helps with such a complex budget. He is very satisfied with where we are. Chair Cubic summarized that in regards with non-board committee members we are in a good position of understanding the document. He then moved toward a consensus with board committee members. Mr. Cotton expressed his satisfaction with the budget document, as did Mr. Lee, Ms. Larson and Ms. Krimetz. Reverend Howard expressed that has analyzed the budget and found no mathematical errors or deviations from standard accounting principles. He feels this is a workable budget because of the vision that the people who are going to carry it out share with those who put the numbers together. In the 6 years Reverend Howard has been on the committee, he has found we are doing everything we can for the students and for that he is proud to be a part of the group. Chair Cubic then moved to Mr. Bishop (attending via Zoom) who had no further questions and was satisfied as well.

APPROVAL OF PROPOSED BUDGET:

Chair Cubic declared that with a strong majority of the budget committee present he feels comfortable moving forward. Additionally, he expressed that the budget document is well prepared, sound, and designed, as stated, for the success for our community's children and so asked the committee to entertain the motion to approve the budget.

Mr. Nelson made the motion to approve the 2022-2023 proposed budget as presented in the amount of \$284,693,813.39 and furthermore he moved to approve the required property tax amount of \$4.03 necessary to balance the 2022-2023 general fund budget and a debt service of \$8,866,929. Ms. Wagner seconded the motion. Chair Cubic asked for any further discussion of which there was none. He then moved to the vote. The motion passed unanimously. Chair Cubic stated the motion has been approved and will be carried through by the School Board at their meeting on June 8th.

ADJOURN:

Reverend Howard made the motion to adjourn the meeting. Ms. Wagner seconded the motion. All were in favor.

Prepared by Tiffany Farrington, Budget Committee Secretary