

**Board Members Present:**

Susan Greenberg
Anne Bryan
Eric Simpson
Donna Tyner
LeeAnn Larsen
Becky Tymchuk
Linda Degman

Budget Committee Members Present:

Tim Garey
John Ng
J Rain
Cindy Owen
Denise Petterborg
Heidi Edwards
Evelyn Brzezinski

District Administration Members Present:

Carl Mead, Deputy Superintendent
Ron Porterfield, Deputy Superintendent
Claire Hertz, Chief Financial Officer
Sue Robertson, Chief Human Resource Officer
Steve Langford, Chief Information Officer
Maureen Wheeler, Public Communication Officer
David Williams, Administrator for Government Relations
Barbara Evans, Executive Administrator, K-5 Schools
Brenda Lewis, Executive Administrator, K-5 Schools
Carolyn Miller, Executive Administrator, K-5 Schools
Mike Chamberlain, Executive Administrator, High Schools/Option Schools
Matt Casteel, Executive Administrator, Middle Schools
Nicole Will, ABSA Representative/Administrator for Curriculum, Instruction, Assessment/Elementary
Robin Kobrowski, Administrator for Curriculum, Instruction, Assessment/Secondary

Ginny Hansmann, Chief Academic Officer
Jon Bridges, Administrator for Accountability
Jason Guchereau, Finance Manager
Gayellyn Jacobson, Administrator for Fiscal Services
Jessica Jones, Budget Analyst
Linda Hanson, Senior Budget Accountant
Susan Rodriguez, Administrator for Licensed Personnel
Ronda Haun, Administrator for Classified Personnel
Danielle Sheldrake, Executive Administrator – Student Services
John Peplinski, Administrator for Instructional Innovation
Sean Leverty, Elementary Principal
Brian Horne, Elementary Principal
Stacy Geale, Title Elementary Principal
David Nieslanik, Middle School Principal
Shirley Brock, Middle School Principal
Jon Franco, High School Principal
Michael Johnson, Options Principal

I. Welcome and Opening Remarks**Evelyn Brzezinski**

Budget Committee Chair, Evelyn Brzezinski (“Chair Brzezinski”), called the meeting to order at 6:33 PM. She thanked the Budget Committee (the “Committee”) for their commitment and advised that at the conclusion of the meeting, the Committee would have the opportunity to submit questions. At the end of the process, the Committee will vote on the approval of the budget, then the School Board will vote to adopt the budget and make appropriations. The Committee consists of School Board and public community members.

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

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired, or for other accommodations for persons with disabilities, should be made at least 48 hours in advance of the meeting. Please contact Community Involvement Office at 503-591-4360.

II. Approval of Minutes from April 7, 2016 Meeting

Evelyn Brzezinski

Chair Brzezinski noted two corrections for the meeting minutes:

- On page 3, within the budget message the notes described Aloha High School Grand Reopening in the fall of 2017. The “reopening” needed explanation in context so it did not appear Beaverton School District (the “District”) was closing Aloha High School. The “reopening” referred to additional Career Technical Education programs at Aloha High School.
- On page 7, within Section 8 of the Q&A, there was confusion between what is being referred to as prior year and current year. These will be updated to refer to the specific years.

Budget Committee Member Susan Greenberg (“Greenberg”) moved to approve the minutes. Budget Committee Member LeeAnn Larsen (“Larsen”) seconded. The Committee voted unanimously to approve the minutes as adjusted.

III. Public Comment

Evelyn Brzezinski

Trisha Parks, Humanities 7th grade teacher at Cedar Park, conveyed strong testimony regarding the current middle school Humanities model. In this model, social studies and language arts are taught in one class with each subject given less time than if taught separately. She testified schools have implemented various versions of the model, which have impacted the test scores and achievement of kids. She conducted a survey of 90 Humanities teachers and had 78 responses in two days including 91 paragraphs of comments. She requested the District re-evaluate the Humanities model to see if data supports the model. She requested additional teacher resources to create a successful environment for the students.

Kathy Rush, American Literature and Credit Recovery teacher at Beaverton High School, communicated support of her middle school colleagues regarding the Humanities model. She voiced concern that most students did not get a good foundation and entered high school unprepared in both subjects. She explained most of credit recovery is in Freshman English and Social Studies. She expressed the need to support the Humanities model in middle schools in order to support high school graduation rates.

Mike Quinn, Math Teacher at Sunset High School, expressed concern with larger class sizes. He testified Sunset High School was losing 1.6 teachers from 2015-16 to 2016-17. He shared with the Committee a handout identifying different APU allocation amounts in math and the class sizes that would potentially result. In some cases, these resulted in class sizes of over 40 students, which he felt was unacceptable.

Chair Brzezinski thanked the public for their comments.

IV. Additional Responses to Previously Submitted Budget Committee Questions

Internal Budget
Team

Chief Financial Officer, Claire Hertz (“Hertz”) explained there weren’t any additional questions or responses. All responses were included in the packet.

V. Questions and Discussion from the Budget Committee

Evelyn Brzezinski

Questions (“Q”) or Comments (“C”) from the Budget Committee/ Answers (“A”) from Staff:

C: Budget Committee Member John Ng (“Ng”): Commented he was having difficulty tying the information in the budget message and connecting it to the overall budget. He requested the budget coding be added to the investment summaries.

A: Hertz: A budget number will be added to each investment summary and included in the adopted budget.

Q: Board Member Anne Bryan (“Bryan”): Will it be part of the materials for the next budget meeting?

A: Hertz: Yes.

Q: Budget Committee Member Denise Petterborg (“Petterborg”): Asked who Matt Casteel was and stated she had questions about the Humanities model.

A: Hertz: Matt Casteel is the Executive Administrator supporting Middle Schools. Deputy Superintendent Carl Mead (“Mead”) will respond to the Humanities questions.

Q: Petterborg: What did the schedule look like prior to the Humanities model?

A: Mead: The Humanities model began at Highland Park and has been a part of Stoller since its’ opening over fifteen years ago. The decision to adopt this model has been at the school level. The actual amount of time allocated for teachers to teach each course is an outcome of the master schedule, which is based on the resources received.

C: Mead: Relating to the earlier comments regarding Sunset High School (“Sunset”), Sunset was allocated 78.83 APU in 2015-16. This allocation increased to 86.6 APU for next year.

Q: Bryan: As for the middle schools, there should be equal offerings and opportunity to take the different electives. Where is building level choice in the effort to make the experience equal?

A: Mead: Mead commented about the passion around electives at the middle schools. It would take approximately nine hours a day to provide students all the subjects requested. Currently the District has six hours available for instructional time. The electives offered are determined on a school-by-school basis to fit into six hours. Course offerings are not the same across the District. Increasing PE requirements and strong interest in band and music have resulted in even more demand for time in this schedule.

Q: Board Member Linda Degman (“Degman”): Following up with training and professional development for teachers related to the Humanities model, how could teachers get additional professional development?

A: Mead: Learning targets are key when developing professional development. The District determines the “best practice” and shares resources with staff in professional development and online resources. This past summer, the District concentrated on English Language Arts (“ELA”), and provided additional time for professional development for all ELA and Humanities teachers at all levels.

Q: Chair Brzezinski: Raised a concern about the community priority of comprehensive education not just being reading, writing, and math. The commitment to equity is also important. It shouldn’t matter where the students go to school. Students should have the same opportunities but the middle school building decisions are not offering the same to everyone. Is there some understanding on getting equity?

A: Mead: The District is offering a rich comprehensive education but each school does not have the same level of resources. Staffing varies based on whether an allocation is for 600 students or an enrollment of 1400. It is very difficult to have an equal model with our varying school sizes.

Q: Greenberg: Why are the middle school schedules designed the way they are? Should they all be on block A/B schedules to follow high schools?

A: Mead: Some schools do follow an A/B block schedule. High schools have adopted a block schedule but this has not been decided unilaterally at the middle level.

Q: Petterborg: Who decides on the course offerings and how many teachers are hired in each subject?

A: Mead: Each school makes this decision. The site decides what to offer within the program based on the needs of the community.

Q: Budget Committee Member Tim Garey (“Garey”): With the issue at the middle schools, is the curriculum decision made first and then approached from a budgetary concern?

A: Mead: There is an issue of time. There is ongoing dialogue and a building-by-building decision, which includes electives and the size of the teaching teams.

C: Hertz: Programmatic decisions are not made at the Budget Committee level but are made at the school level with principals and staff.

Q: Budget Committee Member J Rain (“Rain”): Can the Committee approve additional classroom teachers?

A: Hertz: Yes, and you would need to find the offsetting reduction. The expenditure budget needs to stay balanced to revenues. The Committee work is at the appropriation level.

C: Board Member Donna Tyner (“Tyner”): The Committee could allocate more teachers, but it would be the purview of the school to decide where to allocate.

C: Chair Brzezinski: It would cost approximately \$6 million to reduce class size by one. That would need to be taken from a different category.

Q: Bryan: Still having large class size issues, how does the Internal Budget Team give the right level of funding for teachers?

A: Hertz: Last year, the Committee used a large fund balance to reduce class size. This year, the Committee used a permanent source of funds to maintain that same class size.

A: Mead: It is difficult to make changes after the master schedule is set at the high school level. Making a single change in a master schedule can affect over seven hundred student schedules to accommodate additional courses.

Q: Budget Committee Vice Chair Cindy Owen (“Vice Chair Owen”): What additional funds do the schools get in October?

A: Mead: Funds are allocated based on increased enrollment.

A: Hertz: There is a pool of teaching positions set aside and allocated in the summer and fall. The District gives the high school allocation up front. Sometimes enrollment is over projection, and there is a need to add more.

Q: Chair Brzezinski: If a much larger Kindergarten class occurs, would the pool assist with this?

A: Hertz: Yes. There is a pool at the elementary, middle, and high school level. More teachers were given out in the spring last year. We continued to look at the school allocation multiple times over the year.

Q: Larsen: Is this the extreme class size chart shown on the levy page?

A: Hertz: Yes, but that is just for the local option levy. There is also an extreme class size allocation from the General Fund.

Q: Board Member Becky Tymchuk (“Tymchuk”): Isn’t there also an issue of capacity?

A: Mead: Yes. In addition to the individual classroom capacity, there may not be enough time for the PE or Music teacher to add to the schedule, so additional allocations may have to be made to add specialists. Also, there may only be one gymnasium to use. Schools have been increasingly creative in meeting these additions but it remains an issue.

Q: Chair Brzezinski: How old are the Humanities textbooks, and what is the state cycle?

A: Mead: Fifteen years old. There is a state cycle but the District is still catching up from the recession.

A: Administrator of Curriculum, Instruction and Assessment/Secondary Robin Kobrowski (“Kobrowski”): There are a couple of other content areas that are also behind.

Q: Tyner: Could the District assist with professional development for the Humanities?

A: Mead: Yes. Access to learning teams and time for collaboration can be a key resource for professional development. Support is provided, although this is never enough. Time is also a consideration. Teachers are not under contract during the summer and might not be available for professional development. Other than summer, teachers need to be pulled out of the classroom to meet ongoing professional development needs.

Q: Bryan: Regarding the curriculum adoption cycle, when will the Humanities adoption be coming forward?

A: Mead: A separate Humanities curriculum will not be purchased. A portion of the Humanities was done through the English Language Arts adoption.

Q: Rain: Within the textbook section of the variance report, why is there a large reduction?

A: Hertz: The allocation in textbooks last year was a placeholder for funds from Gain Share, which were not received.

Q: Rain: What is the amount from the year before?

A: Hertz: The actual amount of dollars spent between the two years are very similar.

Q: Petterborg: Are there any other placeholders for legislative issues?

A: Hertz: No. Currently there are no expectations of any changes from the Legislature.

VI. Indication of Support of Proposed Budget

Evelyn Brzezinski

| Committee Member | Yes/No | Comments |
|-------------------|-------------|--|
| Anne Bryan | Tentatively | Need more time to submit questions. Don't see any reason not to support the proposed budget. |
| John Ng | Tentatively | Can't say at this point. Don't have any questions that stand out. |
| LeeAnn Larsen | Yes | Pleased with strategic investments focused on advancing student achievements. Don't have any issues. |
| Denise Petterborg | Tentatively | Need additional time to ask questions. |
| Tim Garey | Yes | |
| Susan Greenberg | Yes | |
| Eric Simpson | Tentatively | No questions. Need more time to review. |
| J Rain | Yes | |
| Becky Tymchuk | Supportive | Once process is clarified and there is further understanding. Appreciate time to review. |
| Heidi Edwards | Tentatively | Lean toward approval. Will be putting forth more questions. |
| Donna Tyner | Tentatively | |

| | | |
|-------------------|------------|---|
| Linda Degman | Supportive | Very different from last year. No red flags. |
| Cindy Owen | Supportive | Additional questions. Great process this year. |
| Evelyn Brzezinski | Supportive | Aligned with law and policy from different levels of the citizens. Impressed with the difference over the last two years - variety of strategic initiatives. Regardless, priorities are staying the same. |

VII. Closing Remarks

Claire Hertz

Hertz encouraged the Committee to remember the many voices in the community that might not have been heard in a budget meeting. The role of the Committee is to bring forward the balanced budget supporting the strategic plan using the resources available. She appreciates hearing the Committee and community priorities, as this helps guide the process. The comments of the Committee are reviewed throughout the year.

VIII. Set Agenda for May 2, 2016

Evelyn Brzezinski

During the next meeting, the Committee will vote to approve the budget and tax rates. The packet will include information on textbook adoption timelines.

Hertz discussed the Board Advocacy Subcommittee and a statewide campaign called **Oregon Rising**. The campaign is gathering input from individuals across the state on what they want in education for their kids and grandkids with the goal of sharing with the Legislature.

Q: Budget Committee Member Heidi Edwards (“Edwards”): Is there any additional information about tax rates for new members of the Committee?

A: Hertz: Permanent property tax rates for operations have been determined by Measure 5 and 50. Local voters have approved tax rates for the Local Option Levy and bonds. The Committee is asked to approve these rates as part of the annual budget process.

Budget Meeting adjourned at 7:43 p.m.

Evelyn Brzezinski
Budget Committee Chair

Marcie Davis
Recording Secretary