

Budget Committee

Updates and Information Requests

From May 15, 2012

1. Minutes – The minutes have been corrected, and are posted on the web. One section was changed to:

“Cameron Irtifa: Commented that he likes the process and efficiencies. He understands the logic and reasoning of how the District accounts for the change in Media Specialists for middle and high school, but strongly believes Media Specialists have to remain in the elementary schools no matter what the reasoning.”

2. Instructional Time – Here is the Oregon Administrative Rule regarding instructional time:

OAR 581.022.1620

(4) School assemblies, student orientations, testing, parent-teacher conferences, and other instructionally related activities involving students directly may be included in the required instructional hours. However, transportation to and from school, passing times between classes, non-instructional recess and lunch periods shall not be included. Passing time is defined as those minutes between segments of the program that are apparent in the school's daily schedule.

3. Diversity profile for staff and for position that will be reduced in 2012-13: See attached information on page 5.
4. Central Office Expense - 10 years

In our previous Q & A, we have provided the following information on year-round positions:

Year round positions in 2011-12 for general fund: 450

Year round positions in 2001-02 for general fund: 458

Year round positions in 2011-12 for all funds: 474

Year round positions in 2001-02 for all funds: 479

During that same time, enrollment grew from 34,699 in 2001-02 to 39,054 in 2011-12.

5. Crisp communication to community – See the attached executive summary on pages 6 – 10.
6. CAFR pg. 123 – See attached spreadsheet on page 11-12 showing the difference between 2002 and 2011 as compared to the 11% enrollment increase for the same time period. This includes the request submitted at 4:00 p.m. today highlighted in buff.
7. Library Services - Here is additional information on how the libraries will operate next year.

Spring 2012 Planning

A team from Teaching and Learning and IT will be meeting May 22, 2012 to develop a plan for library and technology support for next year. Major components of the plan will include:

- Library Media Assistants will be responsible for:
 - Overseeing basic school library operations such as circulating materials, shelving books, and assisting students and staff.
 - Elementary Library Media Assistants will be responsible for reading aloud to students, sharing new additions to the collection, circulation, and supervision during scheduled library classes.
 - Assist students and staff locating research and recreational reading materials through the use of electronic resources.
 - Monitor students using library resources.
 - Gather library materials for teachers to enhance learning in the classroom.
 - In addition to supervising students, secondary Library Media Assistants will also manage and circulate textbooks.
- Library and Information Literacy Learning targets will be addressed by classroom teachers.
- Responsibility does not include planning and teaching library/media curriculum.
- Technology assistants will be responsible for:
 - Overseeing students during technology classes.
 - Supervising basic technology operations in a lab/classroom setting.
 - Assisting students in appropriate use of district purchased software and hardware.
- Technology Learning Targets will be addressed by the classroom teacher.
- Responsibility does not include computer maintenance or testing coordination.

Central Support for 2012

The budget for 2012-13 includes one existing central Library Support Specialist (TOSA) who will continue to provide training and support for library media programs and library staff in the schools. Additionally, this position will review school book purchase requests.

Future Models

Looking forward, models are being investigated that could provide increased central support for library programs. There are no plans for increased central support models in the 2012-13 budget beyond the current allocation that resides in IT at this time.

8. Financial Request from City of Beaverton – See page 3.

Response to Financial Request from City of Beaverton:

Based on last night's discussion and request, I was able to arrange a phone call with the City of Beaverton Mayor, Dennis Doyle. We talked this morning. Prior to our conversation, his staff informed him that he might expect correspondences with the school district.

As I mentioned, Denny and I have talked about our district's financial challenges. Still, I reiterated our reductions and asked if he would be open to considering specific financial support from the city. He indicated that he would investigate the impact of the request. He would do so by seeking perspectives of the City Council, which will not occur before tomorrow night. We discussed our current partnerships (see details below) and considerations the city must discuss on this topic:

- City Budget
- Current level of support
- Tax rates necessary to provide more support
- Issues of sustainability

Current City and County Partnerships:

The City of Beaverton (COB) is a valued partner of the Beaverton School District and willingly supports our schools by providing a number of different services, at little or no expense to the District. Their commitment to provide support to the BSD saves us thousands of dollars each year.

Less than a year ago, the COB volunteered to take the lead in convincing Metro to include a portion of South Cooper Mountain in the Urban Growth Boundary (UGB). As much as we need land for a new high school, BSD has no official standing with Metro, hence the need for the COB to emerge as the official agency to lobby on our behalf. Their support, in terms of freeing up staff to provide extensive documentation of our need for land was highly successful and resulted in a favorable decision from Metro. As soon as the Land Conservation and Development Commission (LCDC) votes to include this property inside the UGB the COB will take a financial lead in developing a comprehensive community plan for the area.

Often overlooked is the support the COB provides through resources at the Beaverton Police Department. The COB fully funds six School Resource Officer (SRO) positions. These officers work full time in our schools and provide invaluable support to ensure a safe environment. They also provide direct support and work closely with our own Public Safety Office. With salary, benefits and city equipment, the monetary value approaches \$100,000 for each officer. The COB gang enforcement tactical team has also partnered with the BSD to conduct team drills in schools, in order to better prepare officers and school employees to deal with emergencies.

COB traffic engineers are made available to the District to develop safe-walking routes to schools and the Beaverton Police Department willingly deploys their traffic enforcement team as we experience problems in school zones.

Further COB support comes from their Emergency Management Department. They have already provided training to a team of central office administrators and supervisors, at no cost to the District. This initial training allows us to submit a grant request to FEMA for more comprehensive training for the entire team in October.

Finally, the COB's Dispute Resolution Center is partnering with the Beaverton School district to implement Truancy Mediation programs in select schools. Truancy Mediation offers an opportunity for students, families, school counselors and administrators to look closely and

comprehensively at barriers and challenges to school attendance and to craft a set of commitments to resolve them. Professionally trained and experienced mediators meet privately with students and with parents/guardians to begin uncovering the issues and then convene a meeting that includes counselors, administrators and sometimes teachers. Currently, the Dispute Resolution Center's contribution includes the service of six professional volunteer mediators, one part-time temporary staff member and the support of our full-time staff members. This program was piloted at Beaverton High School in the 2011-2012 school year and is poised to triple next year with the inclusion of two new elementary schools.

Washington County:

Sheriff Pat Garrett has also authorized funding so that three SROs, led by a Washington County sergeant are able to provide support for our county schools. Similar to COB, wages, benefits, vehicle and associated equipment equate to approximately \$100,000 per deputy. They further provide assistance with Drug K9 sweeps in schools.

The WCSO Tactical Negotiations Team helps schools by assessing Lockout and Lock-In drills. Our staff benefits from this feedback.

Like the COB, we receive regular assistance from their county traffic engineer in analyzing routes for walking; parking lot flow analysis and cross walk placements. An example of their commitment to keep students safe is the multi-million dollar Aloha Construction project, which will include sidewalks and enhancements in the Reedville/Aloha Area.

Ethnicity by Program
(Identified for Reduction in 2012-13)

Program	White	Black	Asian	American Native	Pacific Islander	Hispanic	% Non-White
Student Dev. Specialists	8	0	0	0	0	0	0%
Media Specialists	42	0	1	0	0	1	4.50%
Resource Secretaries	11	0	0	0	0	1	8.03%
Job Developers	2	0	1	0	0	0	33.30%
Campus Supervisors	5	3	0	0	0	0	37.50%
ESL Assistants	23	1	2	0	0	5	25.8%
Assistant Principals	5	0	0	0	0	0	0%
Total	96	4	4	0	0	7	13.5%

Data above represents 96 of the estimated 344 position reductions. Remaining reductions will be determined through the staffing process.

Ethnicity by Employee Group

Employee Group	White	Black	Asian	American Native	Pacific Islander	Hispanic	% Non-White
Classified	1438	31	117	12	3	157	18.2%
Licensed	2090	22	104	15	2	100	10.4%
Administrators	93	4	8	0	0	5	15.5%
Total	3621	57	229	27	5	262	13.8%

Guidelines for conducting a reduction in force are determined by collective bargaining agreements and State law. Placement and layoffs are made according to licensure and/or seniority. It is too early in the staffing process to identify, by ethnicity, the number of layoffs that will occur. This is due to the fact that there is little correlation between who is currently in a position identified for reduction and who will eventually be laid off. The goal is to keep as many people in the workforce as possible, although they may not be in the same position or at the same compensation level. Note: This data is dynamic and changes daily. 5.16.12

Executive Summary of 2012-13 Budget Proposal

Budget Summary

The 2012-13 all funds budget totals \$465,196,582. The general fund budget totals \$302,580,062 and has been developed including the following budget assumptions:

Revenue and Resource Estimates

The District projects additional enrollment of 360 students for a total of 39,414 students.

- Based on an estimated statewide K-12 funding level of \$5.71 billion for the biennium, the District will receive an estimated \$281 million in State School Fund revenue.
- The General Fund beginning fund balance is projected to be \$9.9 million.

Expenditures and Commitments

In 2012-13, the Budget Decision Packages created by the internal Strategic Budget Team will be used to allocate staffing to all schools.

- Department budgets include efficiencies and \$4.5 million in reductions.
- Salary and benefit budgets include current contractual obligations, and may be updated pending employee association negotiations.
- Non-salary expenditure increases for 2012-13 include: a new student information system, increases in utilities, property and liability insurance premiums and unemployment costs totaling \$2.9 million.

Contingency and Ending Fund Balance Policy

In these unprecedented economic times, the General Fund Contingency will be budgeted at 3.0% of total revenues. Board policy calls for a minimum contingency of 5%, and the ending fund balance will be at least equal to the appropriation for contingency. The contingency will be budgeted at a lower level than policy requires, and will be rebuilt to the required 5% over the next two to three years.

Over several months, the District's Strategic Budget Team, including our employee associations, focused their energy on **building** and **investing** in a comprehensive budget that reflects the strategic priorities and values of the Strategic Plan, student outcomes, and graduation requirements, state and federal parameters, School Board policies, and community input.

Elementary School Model *(for more detail, please see tab 13 of the Proposed Budget)*

At the elementary level, students learn critical foundational skills in the core academic areas including literacy, math, social studies and science. This model invests in classroom teachers and specialists in P.E., music, and counseling. Intervention teachers will provide targeted instruction in reading, writing and math, as well as support for the Professional Learning Community (PLC) process. Classified staff will provide support in the areas of technology and the school library. The model provides supervision and counseling supports to ensure student safety in a positive learning environment. This model incorporates the following innovations and efficiencies/reductions:

Innovations

- The intervention teacher's role and responsibility will include leading small group instruction in reading or math; training instructional assistants to do interventions; and supporting the PLC process. At least 50% of their time will be spent in direct intervention instruction with students.
- Eliminate the base non-salary allocation (currently \$7,200 per school).

- Combine all non-salary into one allocation.
- The Technology Assistant will assist and supervise students in the computer lab.
- An I.T. Administrator will provide guidance and support to media and technology assistants to assist them in these roles.

Efficiencies/Reductions

- To ensure equity of resources, staffing models were developed based upon school size.
- A .5 counselor allocation has been given to every school to ensure consistency. Counselors will be scheduled into a teaching rotation in all classrooms.
- Changing from certified to classified staff will allow the continuation of special program services in library/media and technology, as well as ensure contractual plan time. A significant change is the elimination of the certified Media Specialists positions, art specialists, and technology teachers.

Middle School Model *(for more detail, please see tab 13 of the Proposed Budget)*

Over the last five years, middle school teachers and principals have worked to develop a standards-based learning system that clearly identifies what students need to know and be able to do. Middle school staff has worked to improve classroom instruction through focused work on assessment practices, resulting in common learning targets in all core content areas. Classroom practices and professional development have been aligned across the eight comprehensive middle schools. Although consistent classroom practices have been established, the structures in each middle school have varied. Middle school principals have worked as a collaborative team to move forward and more closely align the structure of each middle school. This model incorporates the following innovations, efficiencies and reductions:

Innovations

- Math and reading intervention/extension teachers will provide individual and small group instructional support for students who are not meeting learning targets and extensions for students ready for additional challenge.
- All middle schools will provide the equivalent of Spanish I by the end of 8th grade for students seeking a world language.

Efficiencies/Reductions

- All middle schools will use a common instructional schedule.
- Students will have P.E. on alternating days.
- Middle schools will align with high schools on a semester schedule.
- Elective opportunities will be equitable, providing a combination of visual and performing arts.
- A technology assistant will provide support to teachers and students.
- Allocations for Middle Years Program (MYP) and Two-Way Immersion (TWI) are included in staffing formulas.

High School/Option Schools Model *(for more detail, please see tab 13 of the Proposed Budget)*

The High School Model is focused on providing students with a range of rigorous academic courses, electives and co-curricular athletics and activities that prepare them to succeed in post-secondary choices. In addition, students are encouraged to participate in leadership and community service opportunities. High school principals across the system have been engaged in discussions and planning

for equity in programming. Providing safe learning environments is also a top priority. Leadership, counseling resources and essential supervisory staff will help to create a climate conducive to learning, safeguarding students' physical and emotional wellbeing. Link Crew has been preserved to ensure that 9th grade students feel secure and supported in their initial high school experience. Here are the innovations, efficiencies and reductions:

Innovations

- All schools will have intervention time built into the regular school day as a result of moving to the semester schedule.
- Terra Nova Agricultural Science course will be offered as a partial day option for students wanting a hands-on experience to earn their biology credit for graduation. This program will be open to all juniors and seniors in the comprehensive high schools.
- Allocation of .5 APU for all advanced programs.

Efficiencies/Reductions

- All BSD high schools will be on a semester schedule beginning September 2012. It will be easier for students to participate in district-wide programs that are located on different campuses. High schools will continue to offer students a variety of authentic learning experiences such as Auto Tech and Health Careers. A consistent semester schedule will also help students who are highly mobile, moving from one high school to another during the school year. In addition, the change will support staff collaboration opportunities across buildings and facilitate sharing staff between buildings.
- Principals will work together to identify elective courses that could be more efficiently offered at a single campus.
- The StEPP coordinator will be .5 APU at the comprehensive high school and .25 APU at option schools.
- There will be a single staffing model for Options and comprehensive High Schools.

Athletics & Activities

Reductions in athletics and activities at middle and high schools are included in the proposed budget for 2012-13. Athletic Directors developed a scoring grid based upon rationale to help in decision making and the overall budget building process. The scoring grid served as a tool to prioritize athletic investments in collaboration with District level personnel and building principals. Reductions at the high school level include fourth level teams, water polo and golf programs.

Activities at the middle and high school levels experienced a 15% reduction, and building principals will modify programs to align to the lower level of resources.

Summary of School Reductions

Reductions in the elementary schools include classroom teachers with a kindergarten student/teacher staffing ratio of 28 to 1, 1st through 5th grade staffing ratio of 30.5 to 1, media specialist, and non-salary allocation.

Middle schools have made reductions including assistant principals, classroom teachers to a 30.5 to 1 student/teacher staffing ratio, media specialist and non-salary allocation.

At the high school level, changes in allocations include reductions in classroom teachers to a student/teacher staffing ratio of 30.5 to 1, counseling staff, media specialist, StEPP coordinator, instructional assistant and non-salary allocation.

The District is anticipating a total of 344 positions will be reduced from the 2012-13 budget.

Employee concessions must be negotiated with employee associations.

Department Efficiencies/Reductions

Central Services department employees are committed to responding to our budget challenges in a manner that minimizes the impact on schools. Even though the Central Service work group has experienced significant reductions in staff since 2007, these departments continue to find ways to save money and increase efficiencies. Innovative practices have redefined the way we do business and combined with further staff reductions, have resulted in a combined savings of almost \$4,500,000 this year alone.

Efficiencies/Reductions

- Implementation of a modified delivery model for ESL services will result in \$2,024,000 savings for 2012-13.
- Reduction of Campus Monitors at high schools totaling \$325,298 or 5.2 APU.
- Special Education savings and reductions include: increased caseload for speech pathologists, school psychologists, Autism Spectrum Disorder specialists, Adaptive Physical Education teachers, restructuring of records secretaries, elimination of the Inclusion Support Team, restructuring of resource services and non-salary reductions totaling \$1,207,683.
- Reduction of transportation secretary support from 260 days to 210 days: \$11,644.
- Instructional Technology savings totaling \$175,000 including: a reduction of online subscriptions, the elimination of Discovery Streaming, the reduction of funding to maintain the District's failing telephone equipment system, a \$40,000 reduction in development training and a \$15,000 reduction in the department printing budget.
- Human Resources reductions include: \$50,000 outside legal consultation, mediation and arbitration expenses, increasing the reliance on in-house counsel and reduce the substitute budget by \$100,000.
- District Insurance Committee will modify health insurance plans beginning in 2012-13 to keep costs down.

District Level Innovations

- Online Learning investigation is moving forward as Beaverton begins to explore and define on-line learning for K-12 students.
- Science, Technology, Engineering and Mathematics (STEM) Participation and partnership continues with Hillsboro SD, Portland Public and Portland State University as we develop staff development and specific site support to further support teachers and students in the areas of science, technology, engineering and mathematics.
- Continue to expand our SUMMA locations at two additional middle schools for the 2012-13 school year due to increased growth and opportunity for students to attend more neighborhood programs across the District.
- Implementation of the EduPoint Synergy student information system will allow parents and students access to student information and provide a collaboration platform that helps parents, students, teachers and administrators work together for student success.
- A more robust portal that will let parents change information anywhere and anytime. In addition to

the greater convenience for parents, this feature will save office staff data entry and processing time.

- A student portal will provide students information about homework and assignments all in one place.
- In February of 2012, BSD implemented Employee Online. This portal provides the following features to all BSD staff:
 - Tax filing status and exemption information
 - Current and historical check stubs available for two years W-2 records
 - “What if” calculator staff can use to see how withholding changes would affect their take-home pay
 - A message page with important information from the HR, Business, and Payroll Depts.
 - Over 1200 employees have signed up to receive their pay stubs online. In addition to the benefits employees, this service reduces printing and administrative costs.
- Solar electricity generated at three schools resulting in \$30,000 savings.
- Routing software will create more efficient bus transportation routes with anticipated savings in future years.
- Communications & Community Involvement staff will assist Human Resources with paper screening and follow up with candidates.
- Communications & Community Involvement will redesign the process to review flyers and the distribution process, by going paperless. The savings is difficult to quantify, yet there is potential for saving thousands of dollars in teacher and staff time throughout the district.
- Schools and departments currently negotiate copier leases and many lease agreements expire in June. The Purchasing Department will determine the most cost-effective copier and terms with one vendor for all schools and departments. There is potential for significant savings in future years.
- To further develop community involvement, volunteerism and partnerships:
- The Communications & Community Involvement Department has applied for a full-time Ameri-Corp grant funded position for 2012-13 to help with additional outreach and volunteerism.
- Community Engagement Committees have been formed at most schools this year and along with the school volunteer coordinators and parent groups will be pivotal to engaging their community in our schools.
- Partner with the faith-based community to develop school partnerships.
- Develop an outreach campaign with a metro area marketing firm.

**BEAVERTON SCHOOL DISTRICT
FULL-TIME EQUIVALENT DISTRICT EMPLOYEES BY TYPE
LAST TEN FISCAL YEARS**

Enrollment Growth of 11% from 2002 to 2011

	FTE	FTE	FTE	Over/(Under)	
			% Change	Enrollment	
	2011	2002	2002 to 2011	Growth of 11%	Notes
				2002 to 2011	
<u>Instruction</u>					
Certified	1,582.68	1,407.28	12.46 %	1.46 %	
Support	76.30	91.61	(16.71)	(27.71)	
<u>Special Programs</u>					
Certified	436.59	288.09	51.55	40.55	
Support	256.25	215.85	18.72	7.72	
Administration	1.00	2.00	(49.99)	(60.99)	
<u>Student Support Services</u>					
Certified	188.86	150.64	25.38	14.38	
Support	76.00	61.54	23.50	12.50	
Administration	3.47	2.16	60.90	49.90	
<u>Instructional Staff Support</u>					
Certified	101.09	66.89	51.13	40.13	Instructional Staff Support will be reduced by 62.6 positions in 2012-13 which is 58% lower than 2002 staffing level. This is due mainly to the restructuring of Media Services and a reduction to Instructional Staff Development.
Support	32.80	35.49	(7.56)	(18.56)	
Administration	2.00	6.00	(66.67)	(77.67)	
<u>General Administration Support</u>					
Support	5.00	3.00	66.83	55.83	This includes the Office of the Superintendent and Board of Education Services, and there have been 2.0 FTE classified increase from 2002 to 2012-13. Historically, one of these positions was budgeted in the Human Resource Department and the other was added to support the Superintendent and School Board.
Administration	3.00	3.00	-	-	
<u>School Administration</u>					
Certified	10.86	3.50	210.24	199.24	
Support	106.86	75.52	41.51	30.51	
Administration	91.40	82.35	11.00	(0.00)	
<u>Business Support Services</u>					
General Business					The Business Office has increased .7 FTE from 2002 to 2012-13. A PERS Specialist position was added to respond to the 2003 PERS reform. During the same time period, the Business Office reduced an administrator postion and replaced it with a support position to help offset these costs.
Support	18.09	16.40	10.28	(0.72)	
Administration	1.00	2.00	(50.00)	(61.00)	
Facilities	19.09	-	18.40	0.69	

Support	212.52	195.25	8.84	(2.16)	
Administration	1.00	3.00	(66.67)	(77.67)	
Transportation					
Support	180.72	165.44	9.24	(1.76)	
Administration	1.00	1.66	(39.87)	(50.87)	
Other Administration Support					
Support	10.00	10.88	(8.12)	(19.12)	
<u>Central Support Services</u>					This area includes Technology Services, IT and Human Resources. It has increased overall by 1.7 FTE from 2002 to 2012-13. Human Resources has decreased by 4.2 FTE since 2002, and there have been 7.8 FTE added to Technology Support in schools.
Certified	5.30	6.26	(15.39)	(26.39)	
Support	66.87	50.05	33.60	22.60	
Administration	7.00	8.00	(12.50)	(23.50)	
<u>Food Services</u>					
Support	103.55	93.14	11.18	0.18	
Administration	1.00	1.00	-		
<u>& Custody</u>					
<u>and Care of Children Services</u>					
Certified	0.54	-	-	-	
Support	1.55	-	-	-	
<u>Facilities Acquisition and Construction</u>					In 2012-13 staffing will total 3.0 FTE and will be below the 2002 staffing level. The level increased due to the District issuing Bonds to construct schools. The last round of Bond projects will be completed in the Summer of 2012.
Support	10.49	4.06	158.56	147.56	
Administration	1.81	0.83	117.64	106.64	
Total	<u>3,695.03</u>	<u>3,135.59</u>			

Source: Beaverton School District records. 2011 CAFR, page 123