



BOARD MEETING DATE
November 14, 2011

SCHOOL BOARD BUDGET PRIORITIES

POLICY ISSUE/SITUATION

The Board will review the attached documents: January 24, 2011 School Board minutes, Full Option Graduate Profile, THRIVE documents and 40/40/20 graph, in determining their individual priorities for the 2012-13 budget.

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.

Work Session

January 24, 2011

The School Board of Beaverton School District 48 conducted a Work Session at the THPRD Nature Center on January 24, 2011 at 9:00 a.m.

Present:

Tom Quillin, Chair
Karen Cunningham
Jeff Hicks
LeeAnn Larsen
Sarah Smith
Mary VanderWeele, by phone for the first part of the meeting

Jerome Colonna	Superintendent
Carl Mead	Deputy Superintendent for Teaching and Learning
Ron Porterfield	Deputy Superintendent for Operational & Support Services
Sue Robertson	Chief Human Resource Officer
Claire Hertz	Chief Financial Officer
Steve Langford	Chief Information Officer
Maureen Wheeler	Public Communication Officer
Vicki Lukich	Administrator for High School Programs & Options
Brenda Lewis	Administrator for Special Programs & Title K-8 Schools
Barbara Evans	Administrator for Elementary K-8
Holly Lekas	Administrator for Middle School and Athletics
Jon Bridges	Administrator for Instructional Accountability
Robin Kobrowski	Administrator for Curriculum, Instruction & Assessment

Visitors/Guests: 4

Media: 2

Supt. Colonna opened the Budget Discussion with the following information:

2011-2012 BUDGET
DISCUSSION

- The ultimate goal is to focus on what you are trying to accomplish. You must start with your goals.
- Conservation should be what we prioritize rather than what we should reduce.
- 44 states are dealing with budget shortfalls, 46 have already made cuts.
- Recessions are usually followed by inflation. We are already seeing higher prices on many commodities.
- The Governor's budget is a two-step process.
 - First is the funding floor. Education will be proposed at \$5.4 billion.
 - Second there is \$1.2 billion available in reinvestment funds that will be allocated.
- The District is looking at developing a 3 level budget based on \$5.4, \$5.6 and \$5.8 billion.

- Staff will have to be reduced; there is no way around that.
- We must protect the core.
- Sustainability is very important; the District needs to be stabilized.
- The District is looking at the possibility of a local option levy.

Claire Hertz led the group in a guided question discussion.

She opened the discussion by stating that the key to successful, multi-year, financial planning is to focus on what you want to accomplish over time. In our case, this speaks to what we want to accomplish over the five-year life of the Strategic Plan. We need to determine if it is possible to support all the initiatives in the plan with the projected general fund budget. What initiatives should be delayed? What initiatives must be included in the 2011-12 budget?

The following are the responses from the Board:

Guiding Question #1:

What initiatives should we try to accomplish by 2015 regardless of our financial situation?

- Individual Student Growth (differentiation of instruction), Equity in student outcomes, Technology to enhance individual student growth, Volunteerism functioning better.
- Which initiatives save money not cost money - what is cost neutral. Equity - easy to teach to the norm, Individual Student Growth - differentiation not just the paperwork side.
- Equity is at the core of almost everything and connected to Student Growth which is the natural mission of our operations, need to find a way to add/keep Technology to enhance these two areas.
- The Board needs the budget impact of each initiative. If initiatives are delayed, we are not certain if it helps the budget or not. We need to look at all initiatives to see if they support the strategic plan. Higher priority initiative is Technology Investment Plan which might allow us to defer some of the other things that hinge on this plan. Volunteerism and engagement plan is a high priority as we have changed the structure of our Local School Committees. We can't go back on Equity.
- What will the impact of larger class sizes be? Collaboration time gets harder, student plans and profiles become more difficult, etc. Reporting on the standards is more difficult. Differentiation becomes much more difficult with larger class sizes.
- How can some classes get any larger (high school physics for example) - (Carl) Specific time frames built into the schedule for interventions - if schools move to 7 periods a day these interventions will go away - that is part of the equation.
- Mitigating effects of these larger class sizes - more modest proposal for late start early release without increasing costs or actually decreasing costs by changing our collaboration time model (chalkboard - Sherwood and Tillamook results are incredible)

2011-2012 BUDGET
DISCUSSION
(Cont'd.)

Guiding Question #2:

What financial decisions that we have made in the last three years, would you change, and what decisions do you strongly support?

- Specialist time should be made more equitable.
- Continue to hold off on material adoptions as long as have core strategies

available (still a couple of areas – math at high school). Cost of athletics needs to be maintained but may have to have parents pay more. Issues with PERS-how do we help change the decision at state level? Can't do it all in teacher cuts, days, etc. so how can we spread it around? Also transportation, especially to the options programs, needs to be examined. Concept of Summa level at each middle school.

- Continue to find savings in energy and supplies and yet we still get awards.
- Need to not make instant decisions made on emotions. Realistically analyze each decision without putting faces to decisions. Okay with materials delay as long as teachers have adequate resources. Financial decisions that will change the faces that are in the buildings.
- We have maintained our focus on the whole child. Prefer larger classes over cutting all specialists. We haven't cut days yet as it is the definitive non-sustainable cut. At a crossroads to do something very different. In past very supportive of transportation but do we need to look at this again? Are some schools too small? Do we have the right number of schools, should we consolidate? Look at more sustainable areas.

Guiding Question #3:

Should the District use sustainable, non-sustainable or a combination of strategies to balance the budget? What strategies in each area should be considered? Does the board have any non-negotiables?

2011-2012 BUDGET
DISCUSSION
(Cont'd.)

- Ideally 100% sustainable but can we do that – what is the realistic split? Not knowing dollar amount on things makes it difficult.
- Concern with all sustainable cuts – if we gut processes now, it is hard to build them back up as we come out of this recession. Would support a Local Option Levy, we need to ask community to help. Instead of student teachers working in our classrooms for free; have the student teacher come in and pay half salary with a mentor teacher. (Sue) Sped interns come in at 75% of salary and 25% goes to the mentor – this is not a significant cost savings.
- Citizens for School Support need to do polling concerning the Local Option Levy that would help with sustainability. Very concerned about the budget being frontloaded as causes more pain in the second year.
- Question the reduction of the ending fund balance, in times of volatility it is more crucial than ever to keep the ending fund balance as healthy as possible and stay within board policy's 5%. Local Option Levy is an option.
- Non-negotiables – we are going to take some hits on programs but need to still focus on whole child and not strip away balanced education. The way we deliver whole child education may change but we can't strip down. Prefer combination of sustainable and non-sustainable cuts.

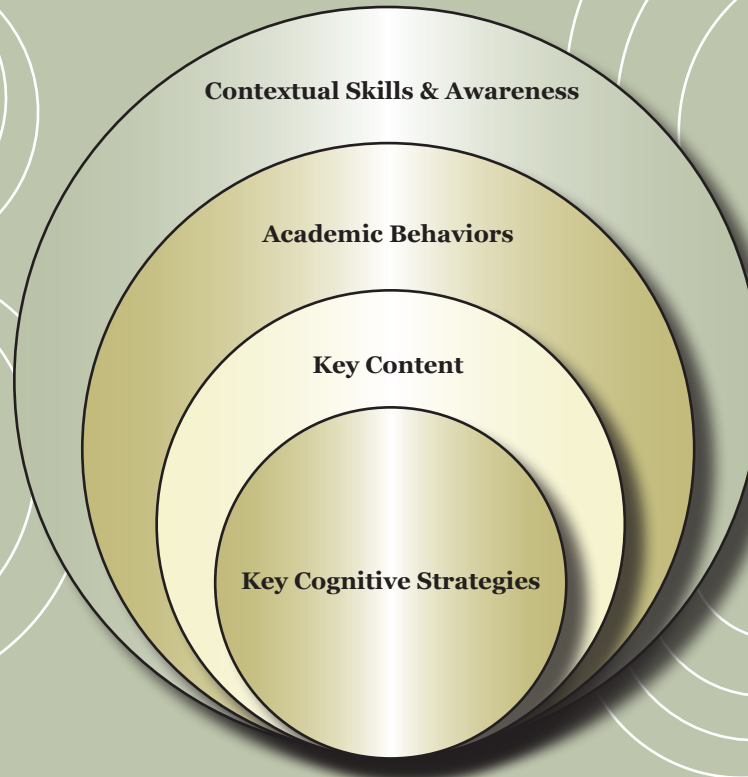
College & Career Readiness: The acquisition of the knowledge, skills and behaviors a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution (such as a two-or four-year college, trade school, or technical school) without the need for remediation.

CONTEXTUAL SKILLS & AWARENESS

- Students possess the required knowledge to understand how college and the workplace operate as systems and cultures.
- Students have the knowledge necessary to make sound financial decisions.
- Students know how to successfully transition to independent and healthy living.
- Students possess the civic and social skills to successfully navigate within, and contribute to, our society and culture both locally and globally.
- Students are able to use technology to learn, live and work.

ACADEMIC BEHAVIORS

- Students are able to actively monitor, regulate, evaluate, and direct their own thinking.
- Students possess the necessary study, personal management, and teamwork skills to be successful in a college and work environment.



KEY CONTENT

- *Writing:* Students are able to present arguments clearly, substantiate each point, and utilize the basics of a style manual when constructing a paper. Students demonstrate proficiency in variety of writing modes.
- *Research:* Students are able to evaluate the appropriateness of a variety of source material and synthesize and incorporate the material into a paper or report.
- Students will demonstrate proficiency in learning targets in the following courses: English, Math, Science, Social Studies, Health and Wellness, and the Arts.
- Students will demonstrate global literacy and proficiency in a World Language as defined by the OUS freshmen admissions requirements.

KEY COGNITIVE STRATEGIES

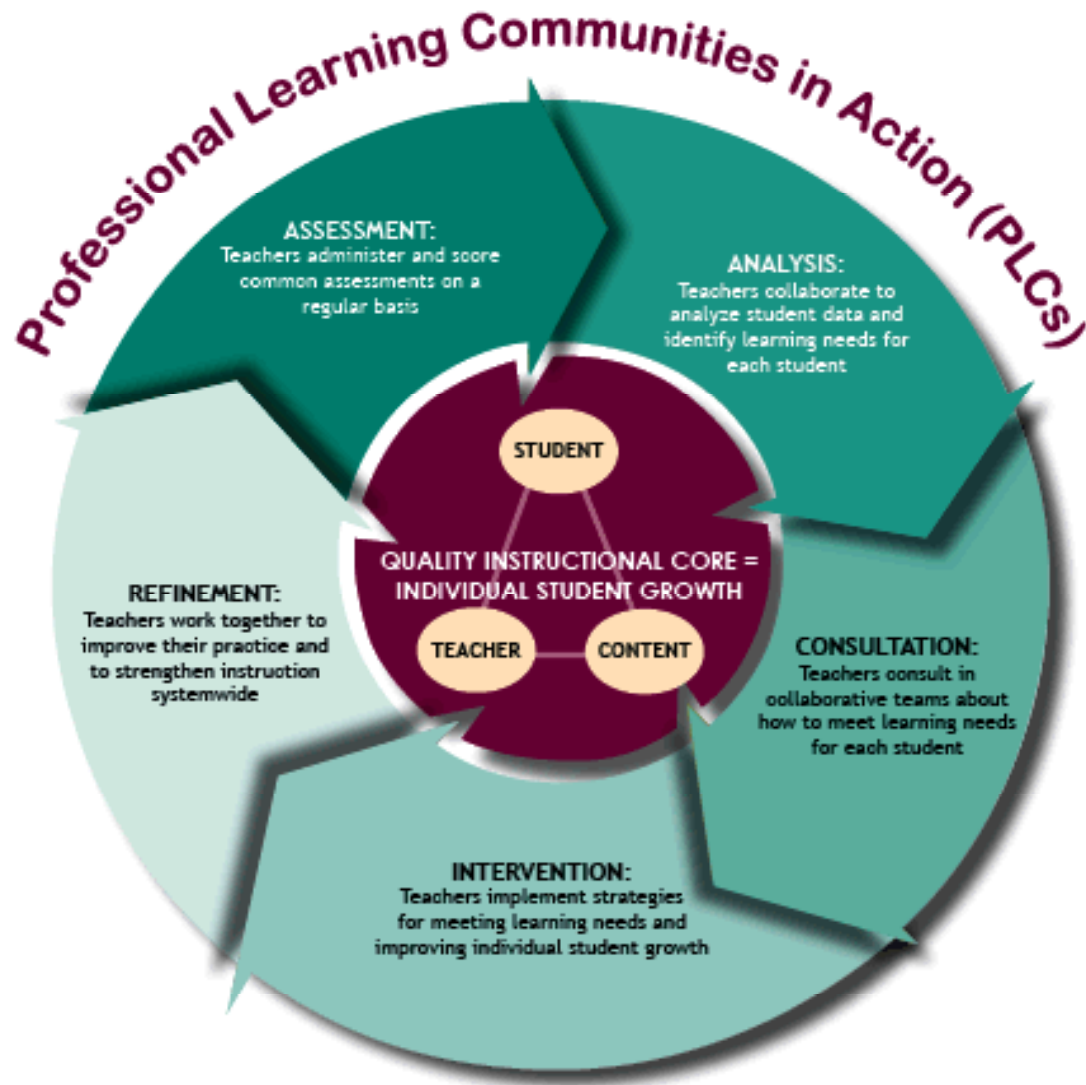
Students will demonstrate proficiency in course-embedded learning targets in the following strategies:

- *Analysis:* Students are able to identify and evaluate data, material, and sources for quality of content, validity, credibility, and relevance.
- *Reasoning:* Students are able to construct a well reasoned argument and defend a point of view utilizing recognized forms of reasoning.
- *Interpretation:* Students are able to analyze competing and conflicting descriptions of events and present orally or in writing a summary or evaluation of varied perspectives.
- *Precision and Accuracy:* Students are able to recognize what type of precision is appropriate to specific tasks and subject areas.
- *Problem solving:* Students are able to develop and apply multiple strategies to solve routine and complex problems.

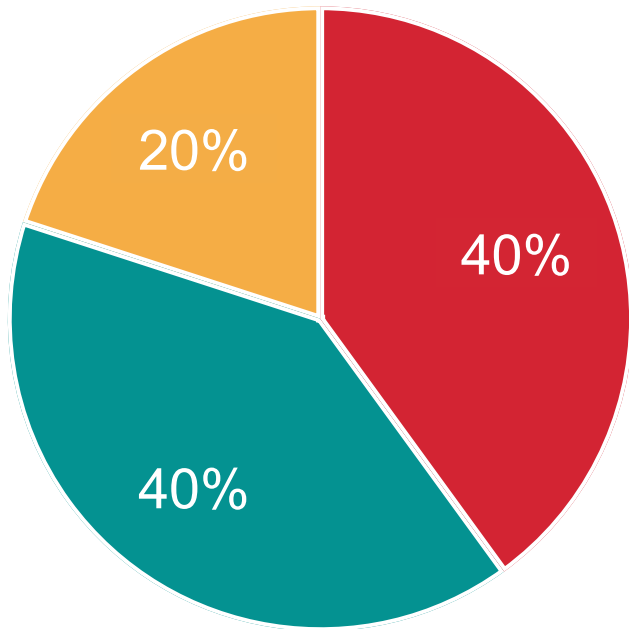
Strategic Objectives	Description	District Reports	
<p>T echnology Employ 21st Century Technology to support innovation and excellence.</p>	<p>Technology will be integrated in a manner that furthers a learning community where students are actively engaged in relevant, rigorous learning experiences that provide immediate feedback for growth. Students, staff, parents and community members are connected to student learning through a seamless technology system that provides real time communication and collaboration.</p>	<p>Technology Report - November</p>	
<p>H igh Quality Empowered Staff Hire, develop and retain qualified, committed and diverse staff throughout the District.</p>	<p>Hiring, developing and retaining a highly qualified, committed and diverse staff is at the heart of student success. Support and development is critical to retaining employees and to becoming a culturally competent organization that reflects the needs of our changing community.</p>	<p>Human Resources Report - November</p>	
<p>R esponsible and Sustainable Stewardship of Resources Ensure a safe and sustainable learning environment for all students and staff.</p>	<p>The District embraces its stewardship responsibilities for our environment and community, and manages its activities with future generations in mind. The District will strive for continuous improvement in long range facilities planning and construction, procurement and materials management, energy and water management, buildings and grounds, nutrition services, transportation and education for sustainability.</p>	<p>Operations & Support Services Report - May/June</p>	
<p>I ndividual Student Growth Strengthen student learning experiences through teacher collaboration, student proficiency, differentiation and common assessment.</p>	<p>In a standards-based learning system, clear learning targets represent the breadth and depth of knowledge and skills indicating if a student is on track to college and career readiness. Students receive clear feedback on their progress toward mastery of learning targets. Teachers use a range of effective instructional and assessment practices to identify and address the needs of individual learners. Ongoing, job-embedded teacher collaboration (in professional learning communities) strengthens the instructional core.</p>	<p>CCR & Individual Student Growth - November Academic Learning Targets - January Professional Learning Communities - February</p>	<p>Extensions & Interventions to meet Individual Needs - April Innovative Instructional Practices - May Assessment - June</p>
<p>V olunteerism & Engagement Service Learning Directly connect parents and the community to student learning and students to community life.</p>	<p>Parent/family and community engagement are essential elements in a learning system that prepares all students to be college and career ready. Volunteer and engagement programs will engage all sectors of the community and reflect the diversity of students in schools.</p> <p>Students K-12 will have multiple, age-appropriate opportunities to learn about, and engage in meaningful service to community, culminating in a capstone experience as part of the District's graduation requirements. These experiences may be recorded in the student Plan & Profile.</p>	<p>Volunteerism & Engagement Report - September Service Learning Report - September</p>	
<p>E quity in Student Outcomes Develop a culturally responsive organization to ensure all students regardless of background will graduate college and career ready.</p>	<p>The District will develop a culturally responsive organization to ensure equity in student outcomes by providing professional development to staff in culturally competent practices and creating a supportive, inclusive learning environment.</p>	<p>Annual Equity Report - October</p>	

Beaverton Strategic Plan Implementation Overview 2011-2012

Thrive. Contribute. Excel.



T	Technology: Employ 21st Century Technology to support innovation and excellence.
H	High Quality Empowered Staff: Hire, develop and retain qualified, committed and diverse staff throughout the District.
R	Responsible and Sustainable Stewardship of Resources: Ensure a safe and sustainable learning environment for all students and staff.
I	Individual Student Growth: Strengthen student learning experiences through teacher collaboration, student proficiency, differentiation and common assessment.
V	Volunteerism, Service, Engagement: Directly connect parents and the community to student learning and students to community life.
E	Equity in Student Outcomes: Develop a culturally responsive organization to ensure all students regardless of background will graduate college and career ready.



The Destination

- 40 percent of adult Oregonians have earned a bachelor's degree or higher;
- 40 percent of adult Oregonians have earned an associate's degree or postsecondary credential as their highest level of educational attainment; and
- 20 percent of all adult Oregonians have earned at least a high school diploma, an extended or modified high school diploma, or the equivalent of a high school diploma as their highest level of educational attainment.