



School Board Members Present:

Susan Greenberg
Anne Bryan
Eric Simpson
Donna Tyner
Becky Tymchuk
LeeAnn Larsen
Tom Colett

Budget Committee Members Present:

John Ng
J Rain
Debra Ayo
Denise Petterborg
Heidi Edwards
Greg Gabriel

District Administration Members Present:

Don Grotting, Superintendent
Carl Mead, Deputy Superintendent for Operations & Support Services
Claire Hertz, Chief Financial Officer
Sue Robertson, Chief Human Resource Officer
Steve Langford, Chief Information Officer
Maureen Wheeler, Public Communications Officer
David Williams, Executive Administrator for Government Relations
Matt Casteel, Executive Administrator, Middle Schools
Nicole Will, Executive Administrator, K-8
Jared Cordon, Administrator for Curriculum, Instruction, Assessment/Elementary
Megan Irwin, Administrator for Early Learning Instruction
Sara Schmitt, BEA President

Jon Bridges, Administrator for Accountability
Ginny Hansmann, Chief Academic Officer
Gayellyn Jacobson, Administrator for Fiscal Services
Paul Odenthal, Executive Administrator for Facilities
Nathan Potter, Administrator for Maintenance Services
Ronda Haun, Administrator for Classified Personnel
Danielle Hudson, Executive Administrator of Student Services
Sho Shigeoka, Administrator for Equity & Inclusion
Toshiko Maurizio, Administrator for Multilingual Programs
John Peplinski, Administrator for Instructional Digital Design
Scott Drue, Elementary Principal
Kayla Bell, Elementary Principal
Melissa Larson, Community Involvement
Kara Yunck, Community Involvement

I. Welcome and Opening Remarks

Becky Tymchuk, School Board Vice Chair called the meeting to order at 6:30 PM.

Becky Tymchuk

II. Elect Budget Chair

School Board Member Eric Simpson (Simpson) nominated and School Board Member Donna Tyner (Tyner) seconded that John Ng be elected as Chair of the Budget Committee. Members of the Budget Committee unanimously re-elected John Ng (Ng) as Budget Committee Chair.

Becky Tymchuk

III. Elect Vice Chair

School Board Member LeeAnn Larsen (Larsen) nominated and School Board Member Becky Tymchuk (Tymchuk) seconded that Denise Petterborg be Vice Chair of the Budget Committee. The members of the Budget Committee unanimously re-elected Denise Petterborg (Petterborg) as Vice Chair.

John Ng

IV. Budget Committee Charge

Budget Committee Chair, John Ng described the responsibilities of the Committee.

**Budget Committee
Chair, John Ng**

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 503-356-4360.

V. Budget Message

**Superintendent
Don Grotting**

Superintendent Grotting (Superintendent Grotting) welcomed everyone and presented the budget message. The proposed budget was submitted for consideration for a total of \$1,012,444,251. The \$8.2 Billion funding level was proposed by the Oregon Legislature to support the 2017-19 biennial State School Fund (SSF) budget. This funding level required the Beaverton School District (BSD) to make a \$7 Million reduction.

Superintendent Grotting reported after meeting with Governor Kate Brown (Governor), there is an estimated General Fund shortfall of \$2 Billion at the state level for the next biennium. PERS is a significant cost driver and the District will have a 6-7% increase in 2019-20, or approximately \$23 Million per year.

For 2018-19, enrollment is flat, and BSD is losing poverty, English Language Learners and Special Education weightings will decrease. Significant population declines, and decreased enrollment is occurring at the elementary schools due to increased housing costs and living expenses.

BSD is continuing to invest in Early Childhood Education that prepares students and families for school prior to kindergarten. Significant achievement gap occurs at the beginning of kindergarten when families are not receiving the services they need. Early Childhood Education could decrease the millions of dollars spent on interventions after the third grade.

The District has prioritized Career and Technical Education (CTE) using Measure 98 resources. Next year the Legislature may fully fund with approximately \$300-\$310 Million statewide toward practices that improve graduation rates, reduce dropout rates and support CTE. BSD has focused on Grad Mentors and Ninth Grade on Track supports.

This proposed Budget is based on passing the local option levy on May 15th. It will support the salaries of 300 teachers and helps to reduce class sizes.

Superintendent Grotting thanked everyone, including the Internal Budget Team and the Business Office team for their efforts in balancing the \$1 Billion budget.

Administrator for Fiscal Services, Gayellyn Jacobson shared the Financial Overview as well as provided a Budget Document orientation. The All Funds Budget for 2018-19 is over \$1 Billion. The decrease of \$78 Million from 2017-18 is due to spending down of the Capital Projects Fund.

Gayellyn Jacobson

General fund revenue is \$9.4 Million higher due to property tax increases, a Local Option Levy increase and SSF projections. The SSF is calculated at the \$8.2 Billion State Funding level and includes an increase of 60 students overall for Beaverton and a decrease in poverty weightings and ELL students. The transportation grant portion of the SSF has increased by \$2.4 Million.

General Fund expenditures include rollup costs for salaries and benefits, increases for student transportation (opening new schools with new bus routes), utility costs and Charter School payments. There is a decrease in capital outlay planned for the general fund as these costs will be funded by Measure 98.

Budget reductions are necessary to balance expenditures to the anticipated revenue. Reductions totaling \$7 Million include:

- 1.5% reduction at all schools and central departments holding Special Education students and English Language Learners harmless
- Reductions to professional development funds to support new investments
- Reducing the teacher bank held for extreme classroom sizes in the fall

Some investments were discontinued because they did not show significant progress toward goals:

- 5.5 Transition Summer School for fifth graders entering Middle School
- 9th grade Math/Science Intervention
- Academic Achievement Funds across all levels

Q: Tyner: Are academic achievement funds tied to specific programs?

A: Executive Administrator of Instruction Nicole Will (Will): Reduction of 11 positions means a loss of one position at 11 schools who provided support to students who were struggling with reading and math. Middle and High schools had a program varying between intervention and additional teachers to assist in class sizes.

The General Fund Local Option Levy (LOL) is anticipated to fund approximately 295 teachers in 2018-19: 155 additional teachers in Elementary, 54.5 additional teachers in Middle Schools, 64 additional teachers in High Schools, 16.9 additional teachers in Option Schools and 4.5 teachers will be reserved for class size in the fall of 2018.

Maintenance and Custodial. *Claire Hertz, Chief Financial Officer (Hertz)* described the continuous demand to support Maintenance and Custodial departments. There has been an increase in buildings, acreage and facility improvement requests. There are increasing compliance issues with asbestos, mold, lead and ADA requirements. As larger schools will be opening next year, there will be a continuing demand on these operational needs. Additional information was provided in the packet.

Claire Hertz

VI. Budget Highlights

Internal Budget Team

Principal Priorities

Principal of Nancy Ryles Elementary, Kayla Bell explained the Elementary Principal priorities are Student Success Coaches, to maintain full time intervention teachers and class size staffing ratios in K-2. In order to make academic gains, a safe learning environment is needed. Student Success Coaches are very important in this process. An additional 6.5 Allocated Personnel Unit (APU) funds a Student Success Coach in every elementary building. Title One buildings will have a 1.0 Student Success Coach, while non-title buildings will have a .5 student Success Coach.

Executive Administrator for Middle Schools, Matt Casteel (Casteel) described the Secondary Principal Priorities as class size, to protect impact on Special Education and ELL, AVID support and poverty allocations. This will be the first year for AVID students to graduate. Although there was a cut of \$5.5 Million, some of the funding was reinvested in the budget tied to poverty.

Intervention

Executive Administrator for Student Services Danielle Hudson (Hudson) explained the strategic investment for Intervention and Special Education research. This is the second year of the investment with the focus on how to improve instructional outcomes for students with disabilities as well as struggling learners. Currently working with District Management Group to assess time and survey staff. This allowed them to identify areas of strength and areas of focus. There is a Guiding Coalition consisting of building and central office administrators. They have identified two areas of focus:

- 1) Increased Instructional Time
 - High quality curricular materials are needed and made available in the resource rooms and specialized programs
 - I-Ready Diagnostic and Instructional Tool K-12 was implemented in the Fall of 2017 for students with reading and math difficulties

- Students with significant developmental delays, highly impacted cognitively and medically fragile are working at an Independent Skills Center

2) Expand Social and Emotional Support. *Administrator for Elementary Instruction/Curriculum and Assessment, Jared Cordon (Cordon)* explained the importance of each student being socially and academically competent. The main focus has been on trauma-informed care, restorative practices, collaborative problem-solving and Positive Behavior Intervention Supports (PBIS). There are over 500 teachers, counselors and principals in the elementary schools that have been trained this year. Student Success Coaches have been a positive asset to Principals and classroom teachers. As a result, students are finding more success with the extra support.

English Language Learners Research

Administrator for Multilingual Program, Toshiko Maurizio (Maurizio) described an English Language Learners multi-year study that began in 2014. Education NW and 43 District staff members researched the most effective program models the District could implement to serve ELL students. The following year they developed road maps and reflective tools to implement the program models. In 2016-17, the evaluation on the impact of program models and student achievement began. The study will conclude at the end of 2017-18 school year. Results of the study will impact the districtwide program model design for serving English Learners beginning in 2019-20. Schools receiving additional funding to support implementation are: Chehalem, Findley, Fir Grove, Greenway, Hazeldale, Hiteon, Jacob Wismer, Kinnaman, McKay, McKinley, Nancy Ryles, Raleigh Park, Springville and William Walker.

Early Learning

Administrator for Early Childhood Education, Megan Irwin (Irwin) described highlights of 40 plus years of research found a positive result for academic and life outcomes for children who received a preschool experience. This program will begin with five programs serving 200 students. Partnerships will double the funding to the Early Learning programs available to the District. Student achievement outcomes will include increased social emotional readiness, increased early literacy and math skills, increased attendance and future academic successes.

Grad Mentors and Ninth Grade on Track Program

Casteel highlighted the Grad Mentors and Ninth Grade on Track programs. In the Ninth Grade on Track Program, students would earn six credits at the end of their first year of high school. Funded by Measure 98, the program included 19 Grad Mentors and Ninth Grade Success Teams. The main focus is on attendance, academic progress, school & community connections. IT created an Early Warning System (EWS) to track and identify students who veer off track, then help to correct them as soon as possible.

Q: School Board Member Susan Greenberg (Greenberg): Are there any goals focused on mental health issues at the high school level?

A: Cordon: In the investment for social and emotional learning, in the 17-18 budget there are programs planned for mental health issues, including anxiety and depression. There will be a series of Professional Development opportunities for secondary schools. A “Whole Child” Symposium will be held in June 2018, offered to elementary and secondary teachers. In 2018-19 the work will be expanding in the secondary level.

A: Hudson: Three years ago, a strategic investment added five Social Workers. Social Workers have a large number of schools they work with and help connect families with outside resources.

A: Cordon: Currently working on cohesiveness between Social Workers, Counselors and Success Coaches to provide extra support to students.

Q: Larsen: Is it a total of five programs or an increase of five programs in Early Learning?

A: Irwin: It's a total of five. BSD currently has a preschool program at Aloha Huber Park, Bonny Slope and Vose. We are adding two more programs at Barnes and Greenway. Locations chosen were based on demographic and student achievement data as well as space available for classrooms.

Q: Ng: What are the seven SpEd programs?

A: Hudson: Academic Learning Center (ALC) K-12; Independent Skills Center (ISC) K-12; Social Communication Classroom (SCC) K-12; Structured Learning Center (SLC) K-12; Structured Routine Center (SRC) K-12; Academic Communication Enhancement (ACE); and Community Transition Program (CTP).

Q: Budget Committee Member J Rain (Rain): How will the academic achievement funds that are reallocated into secondary poverty ratios help the students most impacted?

A: Casteel: This has not been decided at this time. Schools are still making decisions around staffing. Some will be used around intervention and class size in Algebra Geometry Statistics 1-3 Series (AGS1).

Q: Tyner: Will additional staffing be directed to high school students with emotional and social issues?

A: Casteel: For Aloha High School, there will be funding for additional social workers and counselors, and we are possibly altering/restructuring the counseling department into a wellness center. It may be staffed for emotional and social supports in order to allow the academic counselors to use their time for academic counseling.

Q: Greenberg: Is this approach for all high schools or just Aloha?

A: Casteel: It has not been decided.

C: Ng: Thank you to the Internal Budget Team (IBT).

VII. Public Comment

John Ng

Sheniah Fernandez Lopez, Senior in AVID and Marian Abraham, Senior in AVID: Expressed appreciation for funding the AVID program. AVID gave them the proper steps to achieve their goals and succeed in the college application and scholarship process.

Corey McManus, parent of Kindergartner at Vose: How are the pillars of learning used when questions arise during budgeting? Are there other defined plans/goals that provide guidance? The strategic plan identifies issues and approaches, but what are we evaluating against?

A: Hertz: Will respond with information through the online question/response process.

VIII. Questions & Comments from Committee

**John Ng
Budget Committee**

Q: Rain: On Page 14, Budget Summary by fund: why are there such large increases in Fund 230: Special Purpose Fund, Fund 240: Categorical Fund and Fund 270: Grant Fund?

A: Hertz: All three are special revenue funds that have a specific purpose. They have additional allocations outside of the general fund. In Fund 230, Special Purpose Fund, most often the funds are donations from parents, NIKE, etc. In Fund 240, Categorical Fund, grants come from the State such as energy and facility grants. The Facility Grant is received for building schools and will provide funds to buy items like text books, and library books.

A: Jacobson: Fund 270, Grant Fund has an increase to ensure adequate appropriation authority and adequate funds are built in the budget for potential grants.

A: Hertz: The District is currently applying for the 21st Century Community grant that is federally funded for five-years as an example.

Q: Rain: That is reflected in the budget but what if the grant was denied?

A: Hertz: The resources are budgeted in a central cost center and allocated to be spent once the grant is received.

Q: Tymchuk: Unless the capacity is built in the budget, would it not be accepted?

A: Hertz: Yes, it could be accepted, however it would require a Supplemental Budget to be presented.

Q: Tymchuk: Can you give an example of when unexpected funds were received?

A: Hertz: The federal government can announce a new grant at any time.

C: School Board Member Anne Bryan (Bryan): Oregon budgeting law only requires a Supplemental budget hearing if funds are overspent by 10%-15% of what was originally budgeted in a particular category. If budgets are cut, the Committee does not need to reconvene.

C: School Board Member Tom Colett (Colett): This is a projected budget. If you need the actual details you can refer to the Comprehensive Annual Financial Report (CAFR).

C: Hertz: At the end of the year there is a detailed list of grants in the CAFR. If you look under Fund 270 (Grant Fund), there is actual audited numbers for 2016-17. 2017-18 isn't complete yet.

Q: Greenberg: Is there any way of noting specific dollars are a placeholder?

A: Jacobson: The dollars are held in a central cost center that isn't allocated out until the grant is approved.

Q: Susan: Eventually everything is rolled up, so it isn't detailed out by grant?

A: Jacobson: Yes.

Q: Larsen: There is an increase in the Charter School payment – is it due to the program growing or is the percentage per child growing?

A: Hertz: Both. There is small growth in the Charter School as well as the payments increasing.

Q: Larsen: Is it still 80%?

A: Hertz: Yes.

Q: Larsen: Reducing Library Information Technology Teachers (LITT) positions, how are they distributed?

A: Hertz: LITT's are intended for secondary allocation (6th-12th grade), and K-8's will receive a half-time position.

Q: Larsen: Was it previously a full-time position, reducing to a half-time position?

A: Hertz: Yes.

Q: Budget Committee Member Heidi Edwards (Edwards): The Academic Achievement funds reduction – where in the Budget Document do you recommend the Committee read on the metrics?

A: Hertz: The amount reduced was reinvested to support poverty students. We will give more information in the question/response process.

Q: Ng: On Page 11 of the Budget Committee packet, there is a Discontinued Investment Summary listing a \$7 Million reduction for the next fiscal year with a total budget of over \$1 Billion, and a General Fund budget totaling \$488 Million. What is the total for all investments in 2018-19?

A: Hertz: Total Investment for 2018-19 are \$27,988,342.

Q: Greenberg: A total of \$5 Million is being reinvested, where is the total \$7 Million reduction coming from?

A: Hertz: 1.5% was reduced in all schools and central departments other than Special Education and Multilingual departments.

Q: Greenberg: Was there a dollar amount associated with the 1.5% reduction?

A: Hertz: Yes, at the last Budget Committee Listening Session a chart was provided. Will provide in the Q & A in the next packet.

Q: Rain: If the Discontinued Investment programs (totaling \$6.9 Million) will be reinvested in Intervention and other programs, can you explain how it will be a reduction?

A: Hertz: It is more than \$7 Million reduced. It's a total of \$12M reduced, then \$5 Million of it is reinvested. Every year IBT is trying to improve the budget process by looking at what the students need for success, higher graduation rates, higher student performance at the same time as balancing to revenue levels. You will see reductions larger than needed to have room to invest.

Q: Petterborg: In previous meetings the SUMMA Program was heavily discussed which resulted in changes to the original plan for 2018-19. When this happens, where do last minute changes get reflected?

A: Hertz: There are no budget changes. It's still based on enrollment projections. Enrollment changes lead to staffing changes at each school site.

Q: Petterborg: Does each school decide how the poverty allocations are used?

A: Casteel: Sometimes APU is for a very specific purpose. The vast majority is given to a principal to work with their staff and community to establish the programs needed.

A: Hertz: Currently reviewing metrics to see if it makes a difference.

C: Bryan: The chart on Page 280 has information for question from Edwards. It shows how funds are allocated for different kinds of schools, taking what used to be known as Academic Achievement dollars has now been built into a standardized model. It isn't seen as an additional allocation, it's what BSD represents.

C: Larsen: Moving the funding to a different program when data suggests the current program is unsuccessful is a much better plan. The hard work in determining this information is appreciated.

C: Superintendent Grotting: Staff members pour their heart and soul into these programs, so it's very difficult to discontinue an investment when it isn't making the gains expected. It's the right thing to do for the students.

C: Edwards: Last day to register to vote is April 24, 2018.

For further questions, please refer to the link in the email received. Question submitted by April 29th will be answered by May 3rd. The next Budget Committee meeting is scheduled for May 7, 2018.

IX. Closing Remarks

**Superintendent
Don Grotting**

Thank you for taking the time to do this important work. It's evident by your questions that you are very knowledgeable in the work and very engaged. It's nice to be challenged. The goal is to be as transparent as possible to answer all questions.

Budget Meeting adjourned at 8:17 p.m.

John Ng
Budget Committee Chair

Marcie Davis
Recording Secretary