

BOARD BUDGET PRIORITIES

BACKGROUND INFORMATION

At the November 14, 2011 School Board meeting Board members were asked to review the Budget Priorities Worksheet (attachment A) and be prepared to make suggested edits, rewrite or agree with the proposed statements. Following the November 14th meeting all recommended suggestions were compiled into Attachment B, Individual Budget Priorities. Attachment C (School Board Budget Priorities) reflects the summarized/compiled priorities based on School Board member comments.

RECOMMENDATION

- (11-114)** Be it resolved that Beaverton School District Board members discuss and approve the budget priorities for 2012-2013.



Attachment A

School Board Budget Priorities Worksheet November 14, 2011

Directions

The purpose of this exercise is to collect individual board member priorities for the 2012-13 budget. The information will be compiled in an effort to build consensus around a set of priorities to guide the preparation of a proposed budget. The attached materials; January 24, 2011 School Board minutes, Full Option Graduate Profile, THRIVE documents and 40/40/20 graph, will be helpful to review prior to indicating your priorities. (Lay them out and read through them before you fill out the worksheet).

1. In the section below, review the Proposed Statements, make suggested edits, or write your own statement with enough specificity for staff to cost out the new priority. If you add a new statement and therefore focus on a new educational area or topic, please identify one to take away. The new statement will be a replacement.
2. During our Board Meeting, each board member will read their statements. All perceptions will be recorded to track trends and document common priorities.
3. In the questions box, list any questions that you believe would be important for the collective Board to have answered throughout the budget process.

Proposed Statements- these statements were written based on past priorities set by the Board as well as topics that seem to be focal points of conversation aligned to our strategic plan:

Categories: Individual Student Achievement, Instruction/Class Size, Equity, Technology, Core Content, 'College & Career Ready'.

College & Career Ready: I believe that we need to prioritize the resources and supports that have the closest connection to our District and state goal of students being college and career ready. They should be aligned to the core college admissions and state graduation requirements.

Equity: I believe we need to prioritize schools receiving equitable resources, which would include differentiating dollars beyond a common base level to areas in the district in need of the most support as determined by academic achievement and levels of poverty.

Individual Student Achievement: I believe we need to prioritize high levels of instruction by ensuring teachers have the appropriate supports and time to focus their efforts on instruction and the Professional Learning Model referred to in our Strategic Plan.

Instruction/Class Size: I believe we need to prioritize class size in elementary, middle and high schools that facilitates student learning in core content areas for which schools are held accountable and that we can sustainably afford.

Technology: I believe we need to prioritize technology in our district to ensure a secure district-wide infrastructure, a system that communicates the level of academic progress of students to parents, technology tools for teachers and technology tools in the hands of students.

Questions?

Individual Board Budget Priorities November 14, 2011

College & Career Ready: I believe that we need to prioritize the resources and supports that have the closest connection to our District and state goal of students being college and career ready. They should be aligned to the core college admissions and state graduation requirements. **Jeff, LeeAnn, Karen**

- **Tom** - I believe that we need to prioritize the resources and supports that have the closest connection to our District and state goal of students being college and career ready. They should be aligned to the core college admissions and state graduation requirements *and clearly explained to students, parents and other school stakeholders.*
- **Sarah** - I believe that we need to prioritize the resources and *course offerings* that have the closest connection to our District and state goal of students being college and career ready. They should be aligned to the ~~core~~ college admissions and state graduation requirements.
- **Mary** - I believe that we need to prioritize the resources and supports that have the closest connection to our District ~~and state~~ goal of students *achieving individual growth and becoming* college and career ready.

Equity: I believe we need to prioritize schools receiving equitable resources, which would include differentiating dollars beyond a common base level to areas in the district in need of the most support as determined by academic achievement and levels of poverty. **Jeff, Tom**

- **Sarah** - I believe we need to prioritize schools receiving equitable resources, which would include differentiating dollars beyond a common base level to areas in the district in need of the most support as determined by academic achievement. ~~and levels of poverty.~~
- **LeeAnn** - I believe we need to prioritize schools receiving equitable resources, which would include differentiating dollars beyond a common base level to areas in the district in need of the most support as determined by academic achievement and levels of poverty *for the purpose of 1) reducing the achievement gap and "leveling the playing field"; and 2) to provide core educational opportunities and academic success for ALL students.*
- **Mary** - I believe we need to strategically invest in ways that support all students to be ready to learn and achieving at or above grade level as soon as possible, such as early childhood partnerships, full day kindergarten, and lower class sizes in grades 1, 2 and 3, and even at the expense of upper grade class sizes and interventions.
- **Karen** - *I believe we need to prioritize schools receiving equitable resources, which would include differentiating dollars beyond a common base level to areas in the district in need of the most support as determined by academic achievement, racial diversity and levels of poverty.*

Individual Student Achievement: I believe we need to prioritize high levels of instruction by ensuring teachers have the appropriate supports and time to focus their efforts on instruction and the Professional Learning Model referred to in our Strategic Plan. **Sarah, Karen**

- **Jeff** - I believe we need to prioritize high levels of instruction by ensuring teachers have the appropriate supports and time *for purposeful collaboration* to focus their efforts on instruction and the Professional Learning Model referred to in our Strategic Plan.
- **Tom** - *I believe we need to prioritize instructional strategies and assessment methods that challenge and develop every student, whether in TAG, in special ed, in options programs or in our mainstream student population.*
- **LeeAnn** - I believe we need to prioritize high levels of instruction by ensuring teachers have the appropriate supports, *tools*, and time to focus their efforts on *individualized* instruction and the Professional Learning Model referred to in our Strategic Plan *for the purpose of increasing student achievement and to provide instruction that challenges students to achieve their greatest potential.*
- **Mary** - Delete this statement and combine with CCR.

Instruction/Class Size: I believe we need to prioritize class size in elementary, middle and high schools that facilitates student learning in core content areas for which schools are held accountable and that we can sustainably afford. - **Karen**

- **Jeff** – I believe we need to prioritize class size in elementary, *especially in the primary grades*, middle and high schools that facilitates student learning in core content areas for which schools are held accountable and that we can sustainably afford.
- **Tom** – I believe we need to prioritize *maintaining adequate instruction time even if it means limited increases* class size in elementary, middle and high schools that facilitates student learning in core content areas for which schools are held accountable and that we can sustainably afford.
- **Sarah** – I believe we need to consolidate and equalize building use so that elementary, middle and high schools have equitable resources, class size and educational opportunities/rigor.
- **LeeAnn** - I believe we need to prioritize class size in elementary, middle and high schools that facilitates *individual* student learning in core content areas for which schools are held accountable and that we can sustainably afford.
- **Mary** – I believe we need to prioritize class size in elementary schools in order to build a foundation for student learning throughout the K-12 experience.

Technology: I believe we need to prioritize technology in our district to ensure a secure district-wide infrastructure, a system that communicates the level of academic progress of students to parents, technology tools for teachers and technology tools in the hands of students. **Sarah, Mary**

- **Tom** – I believe that our technology priorities, in order, should be: 1) ensuring a secure district-wide infrastructure that protects and serves our students, staff and their confidential information, 2) enhancing parent involvement in student achievement with an easy to use tool that communicates the level of academic progress of students, 3) integrating proven technology tools into classroom instruction when it will improve individual student achievement. **Jeff, LeeAnn, Karen**

New Priority by Mary:

Community Engagement: Our students are our community's collective responsibility. I believe we need to activate our CEC's and shift our service model in a way that relies more on community partnerships, volunteers, mentorship's (enabling student internships and independent learning), as well as parent support at home. We need to provide coordination and tools for this game changing effort.

We need to prioritize our investment in tools and systems that have the potential to leverage no- and low-cost resources for students and schools.

Questions?

Jeff

1. Couldn't place sports and activities, because couldn't take anything away
2. Lots of e-mails on option schools and what we do with them. They are a priority – important to have for students so can't be eliminated.

Tom

1. BSD says it has reduced budgets by \$105M over 4 years. What is the actual nominal \$ value of the last 5 budgets? Does it reconcile with that reduction?
2. The equity statement implies a lower "base level" of funding. In percentage terms, what is the range of the "base level" relative to today's current student funding? Is it 90% + ? 50%? Something in between"?
3. Do enrollment projections at any of the schools suggest needs/opportunities for realigning boundaries? Is there data that suggest any schools could be closed for savings?
4. While the Board has expressed very strong support for options programs, including transportation for the options programs that help promote access and equity, there is confusion about the costs/tradeoffs for options widespread. The Board needs accurate data to explain the cost of options programs to the community.

LeeAnn

1. What are the "have to's" based on state and federal requirements?
2. How do we engage our community to do things we can no longer afford to do with District funds?
3. What about the whole child? Struggle with athletics and activities – make children more CCR. Can't justify a category for this.
4. Are there any "have to's" that don't make sense anymore that we could engage our legislators to help change.
5. Are there any mandates looming in the near future that we will be wrestling with in the next year or two if we eliminate the building block now – will it be impossible to meet later?

Karen

None

Mary

None

Sarah

1. Nowhere do we address PERS and union requirements. We cannot be required to support a PERS increase without discussion. We cannot continue to give raises to our non-working retirees and ask our working staff to take pay cuts. We are taxed without representation. Would like to see a comparison of our PERS and union benefits in contract to public business.
2. Is it possible to charge extra to those in the Options programs?
3. Is there equality with ELL and Special Ed between Options and traditional MS? Are funds based directly on student numbers and need or by school?

School Board Budget Priorities December 12, 2011

College & Career Ready: I believe that we need to prioritize the resources, supports and course offerings that have the closest connection to our District goal of students being college and career ready. They should be aligned to the core college admissions and graduation requirements and clearly explained to students, parents and other school stakeholders.

Equity: I believe we need to prioritize schools receiving equitable resources, which would include differentiating dollars beyond a common base level to areas in the district in need of the most support as determined by academic achievement for the purpose reducing the achievement gap and providing educational opportunities and academic success for all students.

**Moved one comment to class size*

Individual Student Achievement: I believe we need to prioritize high levels of instruction by ensuring teachers have the appropriate supports, tools and time for purposeful collaboration to focus their efforts on individualizing education (interventions, accelerations, special needs, TAG, etc.) instruction and the Professional Learning Model referred to in our Strategic Plan.

**Missing one comment that added statement on community engagement*

Instruction/Class Size: I believe we need to prioritize class size in starting with the primary grades elementary and invest in early childhood partnerships and consider class size in middle and high schools that facilitates student learning in core content areas for which schools are held accountable and that we can sustainably afford.

**Missing one comment of time over adequate class size and one comment of building/facility consolidation*

Technology: I believe that our technology priorities, in order, should be: 1) ensuring a secure district-wide infrastructure that protects and serves our students, staff and their confidential information, 2) enhancing parent involvement in student achievement with an easy to use tool that communicates the level of academic progress of students, 3) integrating proven technology tools into classroom instruction when it will improve individual student achievement.

School Board Budget Questions

Questions	Strategies to Respond
	Note: All questions will be part of a Q & A on the District website
While the Board has expressed very strong support for options programs, including transportation for the options programs to help promote access and equity, there is widespread confusion about the costs/tradeoffs for options programs. The Board needs accurate data to explain the cost of options programs to the community. Is it possible to charge extra to those in the Options programs?	Board Report
BSD says it has reduced budgets by \$105 million over four years. What is the actual nominal dollar value of the last five budgets? Does it reconcile with that reduction?	Teaching Session
Do enrollment projections at any of the schools suggest needs/opportunities for realigning boundaries? Is there data that suggest any schools could be closed for savings?	Board report
What are the "have to's" based on state and federal requirements? Are there any mandates that don't make sense anymore that we could engage our legislators to help change?	Teaching Sessions
How do we engage our community to do things we can no longer afford to do with District funds?	Board reports and CEC Quarterly Meetings
Are there any mandates looming in the near future that we will be wrestling with in the next year or two if we eliminate the building block now – will it be impossible to meet later?	Board Reports and Teaching Sessions
What impact do PERS and employee agreements have on the budget? How would PERS and benefits compare to private business?	Teaching Sessions
Is there equality with ELL and Special ED between Options and traditional Middle Schools? Are funds based directly on student numbers and need or by school?	Mini-Budget Session - addressed at November board meeting

There is one outstanding question from Tom. Claire has emailed him for clarification: The equity statement implies a lower "base level" of funding. In percentage terms, what is the range of the "base level" relative to today's current student funding? Is it 90% + ? 50%? Something in between?