

WE EXPECT EXCELLENCE**WE INNOVATE****WE EMBRACE EQUITY****WE COLLABORATE****Board Members Present:**

Susan Greenberg
Anne Bryan
Mary VanderWeele
Donna Tyner
LeeAnn Larsen
Jeff Hicks
Linda Degman

Budget Committee Members Present:

Carrie Anderson
Cindy Owen
Kim Overhage
Eric Liu
Evelyn Brzezinski

District Administration Members Present:

Jeff Rose, Superintendent
Carl Mead, Deputy Superintendent
Claire Hertz, Chief Financial Officer
Sue Robertson, Chief Human Resource Officer
Steve Langford, Chief Information Officer
Maureen Wheeler, Public Communication Officer
Barbara Evans, Executive Administrator
Brenda Lewis, Executive Administrator
Mike Chamberlain, Executive Administrator
Matt Casteel, Executive Administrator/ABSA Representative
Robin Kobrowski, Administrator for Curriculum, Instruction Assessment/Secondary
Ginny Hansmann, Administrator for Curriculum, Instruction Assessment/Primary
Jon Bridges, Administrator for Accountability

Jason Guchereau, Finance Manager
Gayellyn Jacobson, Administrator for Fiscal Services
Linda Hanson, Senior Budget Accountant
Susan Rodriguez, Administrator for Licensed Personnel
Ronda Haun, Administrator for Classified Personnel
Danielle Sheldrake, Administrator for Student Services
Wei-Wei Lou, Director of ELL Services
Sheila Baumgardner, Elementary Principal
Jared Cordon, Elementary Principal
John Peplinski, Title Elementary Principal
Claudia Ruf, Middle School Principal
Shirley Brock, Middle School Principal
John Huelskamp, High School Principal
Mary Jean Katz, Options Principal
Mike Ali, OSEA President
Kim Bonner, OSEA Representative

I. Welcome and Opening Remarks**Mary VanderWeele**

School Board Chair, Mary VanderWeele, called the meeting to order at 6:30 PM. She explained the Internal Budget Team (IBT) has been hard at work, with the priorities the committee defined earlier this year and the financial information assembled by the Business Office.

II. Elect Budget Chair**Mary VanderWeele**

The committee unanimously elected Kim Overhage as Budget Committee Chair, who has served on the committee for a combined nine (9) years, serving at least four (4) of those as Budget Committee Chair.

III. Elect Vice Chair**Mary VanderWeele**

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career 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.

The committee also unanimously elected Evelyn Brzezinski for Vice Chair, who is in her 2nd year on the Budget Committee.

IV. Student Comments

Freshman students Tyler and Jessica are supporters of the Advancement Via Individual Determination (AVID) program at Aloha High School. AVID students Makyla from Westview High School and Adam Southridge highlighted the importance of AVID. Molly is a peer tutor of AVID at Southridge. She expressed the benefits of AVID. They all feel the teachers played a big role in their success and are their mentors.

Jonah and Graham are 5th grade students at Raleigh Park Elementary. They emphasized the significance of librarians staffing the library and defined the sacrifices students have to make when there isn't a librarian present.

V. Initial Outcomes of 2014-2015 Strategic Investments

Carl Mead

Investments from 2014-15 were a direct support to students.

Advancement Via Individual Determination (AVID):

- The most widespread addition was the AVID classrooms at the 8th & 9th grade level in 16 schools throughout the District.
- Over 550 students are being impacted through our AVID elective classrooms.
- In addition, many of our schools have begun to implement school-wide and department strategies and are reaching a much larger student population through note-taking strategies and organizational systems.

Freshman Support in Math & Science:

- At the high school level targeted investments were made in support of students entering high school.
- Resources were added to support students in the area of math and science during their freshman year.
- To date, over 590 students have accessed these resources in our schools.

Ensuring graduation – Credit Recovery:

- Teacher resources were added at the high school level to assist students in acquiring credits and are in jeopardy of not completing the necessary requirements for graduation.
- To date, over 310 students have accessed these resources and over 52 credits have been awarded this school year.

8.5 and 5.5 Summer Transition Program (Summer School):

- Students who were identified as needing additional support during their transition to middle and high school, specifically in the areas of math, reading, writing and organization.
- Targeted 5.5 and 8.5 classes were held at each school, serving 156 incoming 9th grade students and 236 incoming 6th grade students.

Summer Credit Recovery & Acceleration Courses:

- Credit recovery courses served 380 students District-wide in staying on track for graduation.
- In addition to 8.5 courses and credit recovery classes, 128 credits were awarded for acceleration courses at the high school representing 256 semester classes.

Elementary Music and Physical Education (PE) Resources:

- Music and PE were increased to 90 minutes for each student every five to six days in all elementary schools.
- The District launched the Active Students Task Force during the 2014-15 school year that

has helped to inform future practices in achieving expected outcomes of HB 3141, by the fall of 2017.

Counseling:

- The District invested resources in additional counseling positions at the elementary and high school levels.
- The investment of counseling support increased several elementary schools to full-time counseling positions, based on enrollment and student needs.
- In high schools, five (5) counseling positions were specifically brought on board to support college and career readiness.
- They have also implemented our Career Information System (CIS) school-wide.

Committee members asked about the frequency of elementary music and PE classes and expressed interest in seeing measurable results from the investments.

CFO Claire Hertz said it's early to report for this year and the District will continue to track investments throughout the year, and will report again in the coming year.

VI. Budget Message

Jeff Rose

Superintendent Rose welcomed everyone and shared a video produced by Government Finance Officers Association (GFOA). This video highlights the Beaverton School District (BSD) and outlines concepts that are important to a variety of investments the District is making.

Superintendent Rose reviewed the District's [Strategic Plan](#), [Learning Pillars](#), [Strategic Measures](#) and [Financial Goals](#), relative to the investments previously made, as well as the Internal Budget Team's (IBT) proposed investment plan. He also thanked the Beaverton community for the Bond election, which was extremely successful.

The Budget and enrollment information is as follows:

- The Proposed Budget for 2015-16 all funds is \$994,925,679 and the General Fund is \$433,088,355.
- Student enrollment is increasing. BSD has just reached 50.1% of non-white students, we are now a minority majority district.
- Estimated Funding: This budget was built on \$7.5 billion State School Fund (SSF). Currently, the SSF for 2015-2017 is \$7.255. The difference in funding levels is 103 teachers to support instructional collaboration included in the budget that have not been allocated to schools. As we are going through our staffing processes right now, with our principals, relative to projections for next year, we have a place holder for 103 teachers in the budget that has not yet been spent because of the difference of \$7.5 and \$7.255. All other numbers are the same.

The budget revenue includes Gain share, which is also being reviewed by the legislature this year. In addition, the Local Option Levy will provide \$32 million for classroom teachers.

VII. Strategic Investments 2015-2016

**Carl Mead
Internal Budget
Team**

Deputy Superintendent Carl Mead outlined the work of the IBT, which includes 34 members representing BEA, OSEA, Administration Office and all school levels.

Executive Administrator for High Schools/Option Schools, Mike Chamberlain outlined System Ed Investments in Early College, High School, Career Tech Education, Field Study and Internship. They include:

- Increasing the percentage of students meeting Oregon University System minimum entrance requirements.
- Increasing the percentage of students earning college credits while in high school.
- Expanding the Early College High School program from 230 to 300 students.
- Increasing the percentage of students who graduate having experienced a variety of Career and Technical Education classes and/or classes in the identified areas of the Oregon Skills Set.
- Adding a Certified Nursing Assistant degree to the Health Careers Program.
- Adding four (4) classified employees housed at Central Office who will help support Strategic Measure #4 for our students.
- The IBT also recommends doubling the students who access the Terra Nova Farm for credits in both Field Biology and Sustainable Foods.

Chamberlain also recommended an Academic Achievement Data System, as well as a new position for a Counseling TOSA who would directly support our school counselors and supervise the 4 Internship/Job Shadow Coordinators.

In addition, the following have been proposed:

- AVID Program: adding grades 7 and 10.
- Reinstating a Chief Academic Officer for Teaching and Learning.
- Restoring a Special Ed Administrator.
- Investing in research surrounding best practices, Program Models and Instructional Learning Strategies for English Language Learners

Administrator for Elementary Instruction, Assessment & Curriculum, Ginny Hansmann proposed the following programs:

- Future Ready Schools: Up to 10 schools selected as [Future Ready Schools](#), receiving one (1) certified teacher to support using tech to enhance student academic achievement along with re-imagining the library.
- Elementary Technology Support: One classified staff member per 3 elementary and option schools to provide technology infrastructure support.
- Active Students Task Force: Four schools (3 elementary and 1 middle) to be pilot Movement Schools to prepare the District for complying with [House Bill 3141](#).
- Secondary Learning Team Facilitators: This is currently in place for this year and will continue for next year.

Executive Administrator for Student Services, Danielle Sheldrake outlined investments in Foundational Supports for students including:

- Mental Health Needs: Five (5) District based licensed clinical social workers to support students and families. In a 22-day time frame, there were 1,800 incidents requiring mental health related interventions from Kindergarten through 12th grade.
- Translation and Interpretation Services: Developed a plan for \$1.2 million, over a three (3) year period, for translation and interpretation services. This addition will free up English as a Second Language (ESL) funds to be used directly on instructional supports for English Language Learners (ELL) vs. translation and interpretation services for non-ELL

students and staff.

Administrator for Accountability, Jon Bridges outlined three (3) investments for recruiting and retaining the best teachers. They are:

- Hire a Recruiting Coordinator to increase our capacity to hire diverse qualified teaching candidates.
- Additional funding to support intensive, high quality mentoring for 1st and 2nd year teachers. Currently the District doesn't receive enough from the State to cover the cost.
- Hire an Equity Teacher on Special Assignment to lead the inclusion of culturally responsive teaching practices into district professional development and provide teachers with access to culturally responsive teaching materials and resources.

Administrator for Assessment and Curriculum, Robin Kobrowski recommended investments in curriculum, instruction, and assessments to support excellent teaching. They include:

- Support for teachers as the District adopts a new English Language Arts curriculum.
- Instructional Materials Purchase to support the growth and expansion of Advanced Placement and International Baccalaureate courses as well as the growing needs of current adoptions in schools.
- Administration and funding for the updated ACT assessments program, called ASPIRE. This will allow the District, as well as students and parents to continue monitoring progress of students on assessments aligned to college readiness benchmarks.

Chief Human Resource Officer, Sue Robertson outlined the Critical Central Investments including:

- Hiring an additional Central Office receptionist to staff the second main entrance of the building, which is currently not staffed, leading to customer service and safety concerns.
- Upgrading the HR/Payroll system, Integrated Finance and Administrative Solution (IFAS), which will increase District efficiencies, as well as effectively implement the Affordable Care Act, a new online application system and more efficient payroll systems.
- Hiring a Government Relations Director, which will be a lobbyist position and work with local government entities on issues critical to the District.
- Increasing Maintenance and Custodial Services, which includes an increase in staff, change in hours and calendars.

Executive Administrator for Elementary Schools, Barbara Evans, described three (3) proposed critical investments that support K12 Schools. They are:

- Increasing staffing to reduce the student-teacher ratio by 1.
- Allocating staffing based on academic need.
- Increasing the staffing bank dollars to support the unanticipated addition of teachers due to growth.

Elementary Principal, Jared Cordon outlined proposed strategic investments in grades K-9, including:

- Full-time counselors for every elementary school.
- Full-time Intervention Teachers for every elementary school.
- Adding P.E. and music teachers to successfully implement full-day kindergarten.
- Utilizing bus drivers, who are free during mid-day (due to the full-day kindergarten plan)

as instructional assistants.

- Continuing arts for Learning Residencies in all elementary schools for third, fourth, and fifth grade students.
- Increasing middle school staffing/support services, which have not benefited from recent staffing allocations.
- Supporting and expanding the Two-Way Immersion to provide continuity through middle and high schools.

VIII. Public Comment

Kim Overhage

Dawn Prochovnik: Parent, active volunteer and supporter of Future Ready Libraries. She spoke of her work collaborating with the District on the Future Ready Schools Plan.

Mitzi Sandman: Parent in the community, also on the school library committee. Expressed her support of full-time librarians.

James Hipshur: Volunteer and supporter of libraries. Also spoke of the need for teachers or librarians in every school.

Debby Plonar: Supporter of Future Ready Libraries. Shared the success of a boy who went to Terra Linda and is now a teacher. His librarian went above and beyond to show her encouragement. To this day he credits that librarian for pushing him toward a successful career.

Roseanne Perry: BSD graduate, parent, volunteer and author, spoke of the importance of librarians curating the school's collection of books.

IX. Questions & Comments from Committee

Kim Overhage

Mary VanderWeele:

1. Strategic Investments – which ones are successful from last year? Which ones would we invest in again this year? Was the upcoming Fund Balance Policy change considered?
A: Hertz: The Board is considering a rainy day fund to support more stable funding over time.
2. What funding is sustainable and what is not sustainable? **A: Hertz:** Lower average salaries due to a PERS rate reduction, flat insurance rates, and increase in Local Option Levy is sustainable, the Local Option Levy ending fund balance carry over is not.
3. What funding will continue?
4. Staff and student ratio: (Page 15 of budget document) Student to staff ratio is much higher. Are these apples to oranges? The data is questionable.
5. Instructional time and class size are two top priorities. Adding instructional time is subject to negotiation. It should be flipped. Wanted to see some of this in the base budget not in the \$7.5 billion funding level.
6. Active student task force - \$85,000 continues over 3 years, needs to increase dramatically to implement HB 3141 by 2017. **A: Hertz:** The \$85,000 is an \$85,000 increase each year.
7. A much greater investment in instructional time needs to be applied going forward – not just

for next year. **A: Rose:** On instructional time, Mary is correct, Staff will give you more detail about the choices made as they present from section to section. It is a trade-off. Time is extremely critical. The District needs to address instructional time and the need for teachers to collaborate. Staff can get more detail re: cost of a day for the next meeting.

8. With the commitment to the community on class size, there is a concern when the District is compared to the state average.

Carrie Anderson:

1. \$433 million general fund is based on \$7.25, what is the delta? **A: Hertz:** About \$10M.
2. Does the \$433 million include the levy money? **A: Hertz:** Yes.
3. Projection \$399 last year – looking at \$423M or \$433M, significant difference. Restoring has become a dirty word. Restore was used a couple of times tonight with the Chief Academic Officer and Special Education position. These are significant numbers – why such a huge number in ELL?
4. Thrilled to see work being done to innovate libraries. Program is an excellent way to make the libraries better than before. The District needs to get them back in the building.
5. Last year staff presented three year projections. Can we get projections with a breakdown of 1st year vs. 2nd year?
6. Love the idea of using bus drivers for school supervision.
7. ACT Testing – why is it costing more when it is a test we have done for 9 years?

Susan Greenberg:

1. Kindergarten teachers we are adding approximately 55? How many of the new teachers that are being added are Kindergarten teachers?
2. Music task force, is there anything added for this year?
3. Innovative schools that have received technology grants, do they have more of an edge to get librarians back in their schools? **A: Rose:** No. The Future Ready program is more aggressive than the innovation grants with a school-wide perspective.

Anne Bryan: Thanks to IBT. Would like to communicate support for additional efforts that were given to provide options for college credit for students and career opportunities, as well as the innovation team in the Future Ready project. Pleasant surprises, there is so much progress in these areas. Also sharing Mary's concern of Local Option Levy carry over and how we plan to manage our resources District-wide, over time. Would like to express concern of class size, and reducing student enrollment by one student. Looking at FTE changes over time and see the teacher/student ratio is lower in both projection numbers from 2008-09. Thanks to the generous contributions from the community, the budget needs to create an environment where the community can feel that and provide class-size relief as accountability to the community for being so generous.

Donna Tyner:

1. What is the impact of Smarter Balanced test and Common Core standards? What are the costs associated with this? What impact does that have on the District? **A: Mead:** There is a need

for fully equipped labs. The amount of time to take the test has also been an impact in the classroom. The costs are embedded in the funds we currently have. **A: Rose:** We can look up the number of how much it costs for the state. On the impact of Smarter Balanced assessment: a) Don't know yet b) There is stress on teachers c) Don't know the impact on students. The District will look at overall impact, not just during budget.

2. Talent and Gifted (TAG) program: graph shows identification of TAG students seems relatively flat. Last year's budget vs. this year's budget, are there less TAG students? How are we identifying TAG students and how are we funding it?
3. Is it possible when explaining programs and investments to link to a specific bucket, or show which budget code is used?

Cindy Owen: Comment on student testimonials regarding AVID: there was a confusing roll-out with AVID at her kid's school. Not sure how it went at other schools. Good to hear testimonials and that it is going well elsewhere.

IBT: For anyone out for two months, it would be helpful to have the HOW and WHY with these line items, as well as include WHAT to refer back to.

Jeff Hicks: Nice to see emphasis on mentoring and new teacher recruitment, maintenance and custodial services, hope the students who testified get a change to hear the outcome. Also emphasis on full time intervention teachers at elementary schools. Important to see the effect.

Eric Liu:

1. Page 15 of Budget Document: Student / teacher ratio seems very high compared to state average?
2. Page 13 of Budget Document: Parent mentioned accountability – foundational support – explain how all the people can see the results. **A: Hertz:** Asked for clarification. Liu will email Hertz.
3. Impression is the budgeting process has competing needs and requests such as libraries vs. class-size, for example. Basically have some needs. Is the librarian priority the best return on investment? On the other hand, would love to see some numbers, example: page 12 of presentation: this year career technical education has 230 students, and expected to have 300. What is the projection of future enrollment? **A: Hertz:** On the student to teacher ratio chart, staff will verify data.

Linda Degman:

1. Exciting opportunities that haven't been seen in the past, thank you.
2. Portland Community College credit program, the move up to 300 kids, is there a cap or would it continue to grow? Is there anything after 2016-17? **A: Hertz:** Looking at taking our initial investment and doubling in the second year. The District is just beginning this work, and doesn't yet know how much will be needed. It will be modified as the program goes forward.
3. 300 students isn't very many compared to how large we are. Very excited about budget.

LeeAnn Larsen:

1. In all funds on the revenue side, there is about \$3 million less than last year. What is reduced?
A: Jacobson: Bond sales were \$453 million this year and the District will carry forward \$450 million into 2015-16. There won't be bond proceeds next year.
2. Health careers and Certified Nursing Assistant (CNA) program – is that an addition or available for more students? Is it only at Beaverton High School and Westview High School or will it expand to others? **A: Mead:** The program will remain at BHS and WHS, and will be added to Aloha High School. Students will receive their CNA license upon graduation and enter the work force.

Evelyn Brzezinski:

1. Can we get dollar figures for the strategic investments early enough to get questions asked and answered? What is the deadline for questions? **A: Hertz:** Yes, the detailed list will be sent out in the next day or two. The deadline for the first round of questions is April 13th.
2. Music Task Force – is the budget proceeding with year 2?
3. Commend the group that looked at data for translation and interpretation services and that it is really unfair to use the ELL funds.

Kim Overhage: Thank you for presentation from staff and her questions were answered. She is very excited about the budget including new ideas and pilot programs. They are good and thoughtful ideas.

Carl Mead: Will provide more details regarding CNA program.

X. Closing Remarks

Jeff Rose

Rose: These are all the right questions to ask. Staff will follow through in giving the right information to questions relative to the impact the District is going to see with the bond and the levy next year. The District needs to be very clear to the community on where their monies are going.

Superintendent Rose thanked everyone and recognized them for their commitment to the work.

Community, students and leadership, all had thoughtful questions.

XI. Set Agenda for April 20 Meeting

**Kim Overhage
Gayellyn Jacobson**

Questions and Answers:

Overhage: Detailed information on costs will be sent out immediately.

Overhage: Requested copies of presentations will be sent as well.

Budget Meeting adjourned at 9:50p.m.

Kim Overhage
Budget Committee Chair

Marcie Davis
Recording Secretary